ISSN 2664-4002 (Print) & ISSN 2664-6714 (Online)
South Asian Research Journal of Humanities and Social Sciences
Abbreviated Key Title: South Asian Res J Human Soc Sci

| Volume-4 | Issue-3 | May-Jun -2022 | **DOI: 10.36346/sarjhss.2022.v04i03.010**

Original Research Article

Effect of Class Rules on Noisemaking and Interruption Behaviour of Pupils in Uruan Local Government Area

Olota, P. O[1*]

[1]Department of Early Childhood and Education, Faculty of Education, University of Uyo, 2WR9+8WG, Ikpa Rd, 520103, Uyo, Nigeria

***Corresponding Author:** Olota, P. O
Department of Early Childhood and Education, Faculty of Education, University of Uyo, 2WR9+8WG, Ikpa Rd, 520103, Uyo, Nigeria

Article History
Received: 14.04.2022
Accepted: 17.05.2022
Published: 29.05.2022

Abstract: The main objective of this study was to investigate the effect of class rules on noisemaking and interruption behaviour of pupils in Uruan Local Government Area. Quasi-experimental research design was used and the study population comprised 2, 204 primary five pupils in all the 45 public primary schools in Uruan Local Government Area. A sample size of 68 primary five pupils from two intact classes selected through purposive sampling technique. Instrument for data collection was Noise Making and Interruption Diagnostic & Rating Scale (NMIBDRS). The instrument was and validated by three experts and Cronbach Alpha Statistic was used to determine the internal consistency of the instrument which yielded reliability co-efficient index of 0.68. Mean ($\bar{X}$) and standard deviation (SD) were used in answering the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The study revealed that there is a significant difference in the noisemaking and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy. Also, there is no significant difference in the noisemaking and interruption behaviour of boys and girls exposed to class rules. Based on the findings of the study, it was recommended among others that teachers should adopt the class rules because it seems potent in managing noisemaking and interruption behaviour in pupils than the conventional behavioural management strategy.

Keywords: Class rules, Noisemaking and interruption behavior.

INTRODUCTION

The major aim of education is the acquisition of skills, social abilities and competences as equipment for the individual to live in and contribute to the development of the society. To achieve this, pupils have to enjoy learning, some pupils unfortunately do not enjoy academic activities because of one problem or another. Some impediments to healthy flow of teaching and learning could be traced to pupils' personality, classroom environment, or even a teacher's personality and methodology. In most cases pupils displaying disruptive classroom behaviour often face disciplinary consequences and instead of receiving help from teachers and relevant others, are sometime stigmatized, or called names or totally ignored.

Teachers occupy an important position in the learning process. The teachers are positive leaders who continue to learn even as they teach. They have become para-guidance professionals who help children learn democratic life skills (Carlsson-Paige and Levin 2000). The teacher is a key element in the learning process. Teachers' competence, knowledge of subject matter, method of teaching, personality characteristics and professional training matter and largely determine the quality of the services provided by teachers. Anderson *et al.* (2001) suggest that thoughtful design of learning activities is critical to the attainment of educational outcomes. The design and the way topics are structured are vital factors which associate with pupils learning.

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For any meaningful learning to take place, teachers have to learn to manage or modify classroom disruptive behaviour and at the same time provide the learners with a suitable framework for gainful social interaction. This is why behaviour is a matter of concern to all school psychologists and teachers because behaviour to some extent determines good or bad school performance. This being the case, it is necessary for teachers to know and understand how to alter unacceptable behaviour for purpose of gainful academic exercises. To Wallace (2011) disruptive behaviour is any behaviour which presents a barrier to learning or inhibits the achievement of the teacher's purpose. It is disadvantageous to the learning process of other pupils', retards the ability of the teacher to teach most effectively and diverts the energy and resources of the teacher away from the objectives of the day. One of such disruptive behaviour is noisemaking and interruption behaviour.

A noise is a loud or unpleasant sound, a sound that someone or something makes. Pupils make noise in a variety of ways; they tap their pencils, click their tongues, sing a song, or crack their knuckles. The noises can drive the teacher and other pupils to distraction. It interfere with the lesson or with and other pupils ability to concentrate. In the classroom, as many as 30 pupils and a teacher are working together. Where teaching is focused on problem-solving, pupils are more interactive, working in groups and projects. The teacher has become a supervisor, guiding not lecturing. Due to this, most of the noise is likely to originate from human activities. Bredo (2000) identifies chatter and laughter, noise from chairs and tables, and noise from other classrooms as the forms of noise that is disruptive.

Talking out of turn is another interruptive behaviour which is mainly referred to pupils chatting among themselves on irrelevant topics that disrupts the lessons, calling out, and making remarks on somebody or something without teachers' permission. It is distinguished from "verbal aggression" which is referred to more hostile verbal expression, such as teasing, attacking, quarrelling, and speaking foul language (Rachel *et al.*, 2012). Noise makers and interrupters affects the behaviour and understanding of pupils, and very noisy places are unfavorable for learning thus make teaching exhaustive (Hagen, Huber & Kahlert, 2002). Poor acoustical condition and high noise levels can cause many problems for the instructors and pupils. It has a great effect on memory, retention performance, headache, and disturbance with activities. It affects verbal quality of communication and also contributes to serious problems in the intellectual development of pupils, such as impaired learning, speaking difficulties, limitations in reading comprehension and development of vocabulary.

In the past years, several methods have been employed to correct disruptive behaviour. However, researches significantly show more disadvantages than advantages. The methods includes: beating, corporal punishment, suspension, and spanking. These methods are frequently used by teachers in the classroom to stop disruptive behaviour from occurring. Gershoff (2002) in his finding revealed that beating does indeed stop misbehaviour in the short term, but in the long run, it hardens the child, leading to stubbornness, causes injury, create fear for education in the child. One of primary responsibilities as teachers is to help pupils learn. But it is difficult for learning to take place in a chaotic environment. Subsequently, teachers are challenged daily with the responsibility of creating and maintaining a positive, productive classroom atmosphere conducive to learning. It is quite difficult since the conventional methods are more disadvantageous. This is the need for innovative strategy such as class rules.

Class rules are general expectations regarding behaviour or standards and a procedure communicating expectations for specific behaviour (Emmer, Evertson and Worshm, 2003). Classroom rules of conduct prescribe specific behaviour that are expected while learners are in the classroom and procedures that are to be followed. Setting class rules contribute to a successful learning and orderly environment. The most obvious aspect of effective classroom behavioural management strategy involves the design and implementation of classroom rules and procedures. In the course of this study, the following rules were made and used to include; respect your teacher and classmates, keep your hands and feet to yourself, put up your hand and wait to be called up, concentrate on the lesson, be at your assigned seat always, listen when others are standing up to speak and work hard.

Gender roles are the patterns of behaviour, attitudes, and expectations associated with a particular sex with being either male or female. For clarity, psychologists sometimes distinguish gender differences, which are related to social roles, from sex differences, which are related only to physiology and anatomy. Using this terminology, gender matters in teaching more than sex (in spite of any jokes told about the latter. Although there are many exceptions, boys and girls do differ on average in ways that parallel conventional gender stereotypes and that affect how the sexes behave at school and in class. The differences have to do with physical behaviour, styles of social interaction, academic motivations, behaviour, and choices. They have a variety of sources primarily parents, peers, and the media. Teachers are certainly not the primary cause of gender role differences, but sometimes teachers influence them by their responses to and choices made on behalf of pupils (Gershenson & Holt, 2015).

Several studies have been carried out to affirm the influence of class rules on disruptive behaviour. In a related study Asiyai (2011) found the effective classroom management techniques included among others constant engagement

of students in activities, use of innovative instructional strategies by teachers, teachers acting as models, monitoring, class rules, effective communication, stimulating classroom environment and regular use of questions during instruction. Findings further showed that teachers' classroom management effectiveness is a powerful motivator of pupil's learning, there was no significant difference between female and male teachers in their perception on effective classroom management techniques. Aneke (2012) found that the disciplinary styles have significant influence on students' exhibition of disruptive behaviour. Nedto' (2013) also found that pupils were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same as well as boys were positive about school rules and regulations than females. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement.

In a similar study George, Abisola and Adam (2017) found that SS1 pupils in the public Secondary Schools in Uyo Local Government Area differ significantly in terms of academic performance based on verbal instruction, corporal punishment, instructional supervision, delegation of authority to learners.

Going by media reports, official reports and education stakeholders' comments, there seem to be an increase in acts of violence among pupils in recent times (Anyebe, 2016). The manifestation of noisemaking and interruption behaviour among pupils these days seem to be on the increase. Could it be that teachers are not able to control such behaviour or that the classroom behavioural management strategies are not effective? An observation of what goes on in schools today seem to reveal that noisemaking and interruption behaviour manifested by pupils are to a large extent, either completely unchanged or ineffectively changed. This is inimical to the system because noisemaking and interruption behaviour in the classroom have the capacity to impede the teaching and learning process if not properly checked. The goal of education is beyond making individuals acquire knowledge and skills but also to make individuals worthy in character. Hence, the researcher deems it necessary to investigate the effect of class rules on noisemaking and interruption behaviour of pupils in Uruan Local Government Area.

The main purpose of the study was to investigate the effect of class rules on noisemaking and interruption behaviour of pupils in Uruan Local Government Area. Specifically, the study sought to:

i. Examine the difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy.
ii. Determine the difference in the noise making and interruption behaviour of boys and girls exposed to class rules.

The study answered the research questions below;

i. What is the difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy?
ii. What is the difference in the noise making and interruption behaviour of boys and girls exposed to class rules?

The study tested the following null hypotheses at .05 level of significance;

i. There is no significant difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy.
ii. There is no significant difference in the noise making and interruption behaviour of boys and girls exposed to class rules.

EXPERIMENTAL SECTION/MATERIAL AND METHODS

This study adopted quasi-experimental research design. Specifically, it is a pretest – post-test non-equivalent control group design. Quasi – experimental design is a design in which random assignment of subject to treatment and control groups is not possible (Ali, 2006). This design was adopted because there was no random assignment of subjects into experimental and control groups rather intact classes were used as experimental and control groups. The study was carried out in Uruan Local Government Area of Akwa Ibom State with a population comprised 2,204 primary five pupils in all the 45 public primary schools in Nsit Atai Local Government Area. A sample size of 68 primary five pupils from two intact classes selected through purposive sampling technique. The study participants were randomly assigned into two groups. The experimental group was exposed to class rules and the control group was exposed to conventional behavioural management strategy. The instrument for data collection was Noise Making and Interruption Diagnostic & Rating Scale (NMIBDRS). It consisted of two section A and B. Section A elicited information on demographic data and section B consisted of 10 items which elicited information on the lateness behaviour of the pupils. The items were structured in a diagnostic and rating scale of one to two intervals of the behaviour. Every item responded to was scored as – Never - 0 mark, 1 or 2 times -1 mark, 3 or 4 times -2 marks, 5 or 6 times – 3 marks, 7 or more times – 4 times. This instrument was used to measure the pupil's level of noise making and interruption behaviour and also to pick chronic noisemaker and interrupter. A child is tagged to have a problem with noise making and interruption when that child reaches the targeted score of 10 endorsed display of noise making and interruption behaviour in the diagnostic instrument after scoring. Pupils with scores less than 10 are not tagged with noisemaker and interrupter. The instrument was

validated by three experts experiencing and specializing in Measurement and Evaluation, Early Childhood and Special Education, University of Uyo, Nigeria and a classroom teacher. Their corrections and comments were used to modify the instrument. Cronbach Alpha Statistic was used to determine the internal consistency of the instrument which yielded reliability co-efficient index of 0.68, which is an indication that the instrument was reliable.

After that, the instructional guide on class rules strategy (IGCRS) was developed which consisted of a variety of rules. The teachers were trained on class rules strategy for the experimental group. The pre-test was administered to both the experimental group and the control group. Thereafter, the treatment programme commenced by the experimental and control group which lasted for four weeks. After four weeks of the implementation of the treatment, both groups responded to the post-test. Mean ($\bar{X}$) and standard deviation (SD) were used in answering the research questions while analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The pretest scores were used as covariates to the posttest scores. The ANCOVA was employed to partial out the initial differences between the experimental and control groups.

RESULTS AND DISCUSSION

Research Question One

What is the difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy?

Table 3: Pretest and posttest mean difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy

Group		Pre-test		Post-test			Mean
	n	$\bar{X}$	SD	$\bar{X}$	SD		Difference
Class Rules	37	20.81	6.44	11.65	5.47		-9.16
Conventional BMS	31	15.87	4.01	17.48	3.96		1.61

The result in Table 1 shows the mean difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy. The result shows that the pretest mean of pupils with noise making and interruption behaviour exposed to class rules (experimental group) was 20.81 with a standard deviation of 6.44 and a posttest mean of 11.65 with a standard deviation of 5.47. The difference between the pretest and posttest mean for pupils exposed to the experimental group was -9.16. Whereas, the pretest mean of pupils with noise making and interruption behaviour exposed to the conventional behavioural management strategy (control group) was 15.87 with a standard deviation of 4.01 and a posttest mean of 17.48 with a standard deviation of 3.96. The difference between the pretest and posttest mean for pupils exposed to the control group was 1.61. This result shows that pupils with noise making and interruption behaviour exposed to class rules (experimental group) had less mean while those exposed to the conventional behavioural management strategy (control group) had higher mean noise making and interruption behaviour. This means that the class rules appear effective in managing pupils with noise making and interruption behaviour than the conventional behavioural management strategy.

Research Question Two

What is the difference in the noise making and interruption behaviour of boys and girls exposed to class rules?

Table 2: **Mean and Standard deviation of the pretest and posttest difference in the noise making and interruption behaviour of boys and girls exposed to class rules**

Gender		Pre-test		Post-test		Mean
	n	$\bar{X}$	SD	$\bar{X}$	SD	Difference
Boys	16	21.53	5.22	13.65	5.66	-7.88
Girls	21	20.20	7.40	9.95	4.81	-10.25

Result in Table 2 shows the difference in the noise making and interruption behaviour of boys and girls exposed to class rules. The result showed that boys with noise making and interruption behaviour had a pretest mean of 21.53 with a standard deviation of 5.22 and a posttest mean of 13.65 with a standard deviation of 5.66. The difference between the pretest and posttest means for boys was -7.88. Whereas, girls with noise making and interruption behaviour had a pretest mean of 20.20 with a standard deviation of 7.40 and a posttest mean of 9.95 with a standard deviation of 4.81. The difference between the pretest and posttest means for girls was -10.25. For both boys and girls with noise making and interruption behaviour exposed to class rules, the posttest means were less than the pretest means with girls having a slightly higher mean reduction than the boys. This implies that class rules appear more effective in reducing noise making and interruption behaviour in girls than the boys.

Hypothesis One

There is no significant difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioural management strategy.

Table 3: Analysis of Covariance (ANCOVA) of the mean difference in the noise making and interruption behavior of pupils exposed to class rules and those exposed to conventional behavioral management strategy

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1075.021	4	268.755	16.195	.000
Intercept	239.315	1	239.315	14.421	.000
Pretest Noise Making	365.210	1	365.210	22.007	.000
Groups	855.071	1	855.071	51.525	.000
Gender	23.799	1	23.799	1.434	.236
Groups * Gender	62.071	1	62.071	3.740	.058
Error	1045.493	63	16.595		
Total	16043.000	68			
Corrected Total	2120.515	67			

a. R Squared = .507 (Adjusted R Squared = .476)

The result in Table 3 shows that an F-ratio of 51.525 with an associated probability value of 0.000 was obtained with respect to the mean difference in the noise making and interruption behaviour of pupils exposed to class rules (experimental group) and those exposed to conventional behavioral management strategy (control group). Since the associated probability of 0.000 when compared with 0.05 set as the level of significance was found to be significant, for this reason the null hypothesis 2 (H_{02}) was rejected. Therefore, inference drawn was that there is a significant difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioral management strategy.

Hypothesis Two

There is no significant difference in the noise making and interruption behaviour of boys and girls exposed to class rules.

The result in Table 3 above also showed that an F-ratio of 1.434 with an associated probability value of 0.236 was obtained with regards to the difference in the noise making and interruption behavior of boys and girls exposed to class rules. Since the associated probability of 0.236 when compared with 0.05 set as the level of significance was found not to be significant because it was greater, the null hypothesis 2 (H_{02}) was retained. Therefore, it was concluded that there is no significant difference in the noise making and interruption behavior of boys and girls exposed to class rules.

DISCUSSION

Hypothesis one aimed at finding out if class rules as a treatment technique could be used to reduce noisemaking and interruption behaviour of pupils. It was found that significant difference exists between the pre-test and post-test, mean scores of the subjects that were exposed to class rules and those exposed to conventional behavioral management strategy. This finding is possible because result in Table 1 shows that pupils with noise making and interruption behaviour exposed to class rules (experimental group) had less mean while those exposed to the conventional behavioural management strategy (control group) had higher mean noise making and interruption behaviour leaving a significant effect of class rules on noisemaking and interruption behaviour of pupils . This implies that class rules is capable of reducing noise making and interruption behaviour of pupils.

The study in revealing that class rules is effective in the treatment of pupils' noise making and interruption behaviour confirmed the work of Asiyai (2011) who carried out a study on effective classroom management techniques for secondary schools and found that class rules as one of the teachers' classroom management effectiveness is a powerful motivator of pupil's learning. Also the findings of this study is in support of Aneke (2012) who found that disciplinary styles have significant influence on pupils' exhibition of disruptive behaviour and motivation to learn with the influence of autocratic style being dominant. The findings are also in agreement with Nedto (2013) who found that pupils were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same.

In the same vein, hypothesis two revealed that there is no significant difference in the noise making and interruption behaviour of boys and girls exposed to class rules. This study reveals that the relative effect of class rules and noise making and interruption behaviour is consistent across the genders involved. The implication is that both male and female pupils exposed to class rules, with regards to noise making and interruption behaviour, benefited significantly

and equally. The finding of this study is also in confirmation with the works of Anyebe (2016) who found that significant difference did not exist between male and female pupils' disruptive classroom behaviour exposed to modeling and time-out techniques. So, the effects of the noise making and interruption behaviour as mentioned above were not different for boys and girls.

CONCLUSION

Disruptive behaviour causes a lot of problems to the teacher, pupils, and the school at large. When a pupil or group of pupils presents disruptive behaviour, their learning process is not the three that results affected, but that of others too, given the fact that the learning environment is affected negatively. In a disruptive class, the quality of attention paid by pupils is poor as the teacher will have to deal with their classmates and the interruptions. Pupils' comprehension of the course content is impacted by what is going on around them. When other pupils engage in extraneous conversation during lessons, they and others around them are distracted from the class activity. Thus, therefore, inference drawn from the study was that there is a significant difference in the noise making and interruption behaviour of pupils exposed to class rules and those exposed to conventional behavioral management strategy. Also, concluded that there is no significant difference in the noise making and interruption behavior of boys and girls exposed to class rules.

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