



ACADEMIC NOISE: A REFLECTION FOR TEACHING LEARNING PROCESS

Dr. Neelambike. M. Huddar

Assistant Professor

Shri Gavisiddeshwar College of Education, Koppal-583231. Karnataka. India

Email: hneelambike@gmail.com

Abstract: *The teaching learning process made effective with innovative method and effective teaching aids. Many innovative methods employed by teacher educators to teach students in meaningful way. In current situation education and classroom teaching has turned like punishment to students. The students shown negative gesture towards teacher education programmes. Specially we talk about training colleges strict rules and internal assessment etc. To make journey of learning happy researcher tries to focus on little fun in the class with in discipline frame work. The present study focus on 'Academic Noise' which aimed to study its impact on students performance. The research hypotheses were formed. 1. There is no significant difference between male and female students with regard to academic noise among B.Ed Students 2. There is no significant difference between kannada and English medium students with regard to academic noise among B.Ed students. The study reveals that the B.Ed college female students significantly high in academic noise score ($t=22.1203, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college female students shown better performed during academic noise. The responses were analysed with real opinion of students. The students responded that 'Academic Noise' must and should be made in the B.Ed classroom for happy learning and to relief tension which encourages active zone of satisfied learning. It is observed that, the B.Ed college kannada medium students significantly high in academic noise score ($t=33.1604, p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college kannada medium students shown better performance during academic noise. The study suggested that Academic Noise releases academic tension among students. This happy learning reduced suicide committing attitude of learner. The learning journey goes smoothly without any hurdles and mental pain or any maladjustment problems.*

Key Words: *Academic concentration, Individual difference, Platform, Technique.*

1. INTRODUCTION:

The teacher manages class well with some rule and regulations. He/she delivers lecture and complete syllabus in time. The students who have high cognition understands well and scores high in exam and the students who were struggling to understand scores less but in between these high and low the average learner always tries to reach top. It is his/her dream to reach high topper level should get good remarks from parents and teachers and society. The education system pressurise students to get good in academics. In present scenario students are fed off with strict rules and regulations and peer pressure and parents pressure and academic pressure. In busy schedule parents and teachers are unable to give time to student to relief their tension or get students in comfort and warmth zone of learning. The too much strictness of institutions and parents created serious gap between learner and learning topic. The present study focus on one such important concept that is academic noise which can fill the gap between academic topic and student. Also it can enlighten students who were depressed, sad, about difficult academic topics.

2. LITERATURE REVIEW:

1. The study conducted by Emilse Aparecida Merlin Servilha¹, Marina de Almeida Delatti². Audiology - Communication Research, vol. 19, núm. 2, abril-junio, 2014, pp. 138-144 Academia Brasileira de Audiologia São Paulo, Brasil on the topic 'College students' perception of classroom noise and its consequences on



learning quality, Abstract: Purpose: To identify the perceptions of university students about the noise in the classroom and its consequences on learning quality. Methods: The participants were 100 healthcare undergraduate students from ten noisy classrooms indicated by their teachers. They completed a questionnaire with open and closed questions about the presence, source, type, and valuation of noise, its impact on lessons and strategies to minimize it. The closed responses were descriptively analyzed, and compared among courses. Results: Mean age was 21.3 years, female predominance (85%) and unmarried (91%). The university and the classrooms were considered noisy by the students; they indicated themselves as the largest source of noise; they react to noise with an effort to listen, difficulty in concentration and irritation which interfere in learning, grades and health. In noisy conditions, the students ask for silence, to sit in front of the class or to study at home. Conclusion: Students identified noise as a harmful factor for the teaching-learning process, realized their role in this context and were proactive in creating an environment compatible to learning.

2. The study conducted on the topic 'noise at school: any implications for teachers' health? findings from the french constances study' by S Temam, N Billaudeau, S Kab, M Zins, M-N Vercambre, *European Journal of Public Health*, Volume 33, Issue Supplement_2, October 2023, Published: 24 October 2023

Abstract: Background: While noise at school is a well-known issue concerning students' well-being, data on its potential effect on teachers' health are limited. **Methods:** Among teachers (n = 13,843) and a sample of non-education employees (n = 34,338) participating in the French constances cohort (enrollment phase 2012-2020), we evaluated self-reported noise exposure at inclusion with the question "do you work in an environment where you sometimes have to raise your voice to talk to people 2 or 3 meters away?" (yes/no). First, we compared proportions of teachers who reported noise exposure to different groups of non-education employees. Second, among teachers, we cross-sectionally assessed, using logistic regressions adjusted for potential confounders, how combined exposure to occupational noise and work-related stress (defined alternately as effort-reward imbalance or tension with the public) was associated with two health indicators: self-perceived health (poor vs. good) and depressive symptoms (Centre of Epidemiologic Studies Depression scale, sex-specific cut-points, high vs. low to moderate), respectively. **Results:** Thirty-two percent of teachers declared working in a noisy environment compared to 14% among non-education employees included. Primary school teachers were particularly exposed (42.6%), in comparable proportions to manual workers (43.3%). Among teachers, noise alone was not significantly related to self-perceived health but slightly associated with higher odds of depressive symptoms. We further observed evidence of an interaction effect on depressive symptoms between noise and tension with the public. **Conclusions:** This large study highlights that noise is a common occupational exposure among teachers in France. As it may interact with sense of physical insecurity to weight particularly on mental health, our results advocate for a better considering of such every day and long-term exposure on teachers' health.

3. GENESIS OF STUDY:

The researcher was engaging B.Ed class which was very strict and there was pin drop silence in the class. All students were listening to the lecture. Observation made by researcher high scorers were seriously taking notes and low scores as well. But the average students some were uncomfortable. In all classrooms of world average learners are more in number so far here in my class also they were more in number. The researcher thought that how to make learning happy. So sang song on academic points which were taught already. The researcher gave ample amount of time to talk with funny and joyful way discussion on the topic. The students were created funny memory techniques on the concept and made discussion without any strict discipline rule. In freedom environment students allowed to learn the topic. The B.Ed students were happily understood the concept with enormous talks. The method of teaching with joyful without any strict rules resulted in fruitful way. The researcher revealed that why didn't all teacher educators should apply academic noise in the class. Here academic noise means allowing students to talk funny and enjoyable about academic topic without any restrictions with academic discipline framework.

4. OBJECTIVES

1. To study the effect of academic noise on students performance
2. To study of academic interest among B.Ed students
3. To study the academic fun among B.Ed students
4. To study the academic concentration among B.Ed students
5. To study the academic discussion among B.Ed students
6. To study the academic discipline among B.Ed students



5. OPERATIONAL DEFINITIONS

Academic Noise: Academic noise which allows student to discuss the academic topic with interest and fun and with high concentration that does not go beyond the disciplinary values

Academic noise has five sub categories

a. Academic Interest: The teacher should stimulate students to develop curious attitude about academic topic. The students are allowed to take interest to talk on the academic topic. He/she should aware about academic boundary

b. Academic Fun: The teacher should allow students to frame funny techniques or memory techniques, or create dialogue, or song etc on the academic topic. The students are made to create funny elements on the basis of academic topic. But this can be done in academic frame work. Not too much of fun is allowed

c. Academic Concentration: The students are made to concentrate on the academic topic with zeal of attention. The teacher should draw the attention of students towards memory techniques and real academic topic. His/her concentration should not go beyond the topic

d. Academic Discussion: The teacher should provide freedom to students to discuss openly about academic topic. The students freedom should be respected. The students are given freedom to talk on the topic and share his opinion and can compare his task with others. In whole class each student is given chance to share his/her idea.

e. Academic Discipline: The students should not cross their limits but allowed to talk in discipline way. The class discipline should be maintained. They are not allowed to talk unnecessary way.

6. HYPOTHESES :

1 .There is no significant difference between male and female students with regard to academic noise among B.Ed Students

2. There is no significant difference between kannada and English medium students with regard to academic noise among B.Ed students

7. METHODOLOGY :

A .Data Collection: Samples: Among all B.Ed students population only hundred students studying at Shri Gavisiddeshwar College of Education Koppal Karnataka acted as samples. The simple random sampling method was employed to collect data. The researcher conducted sessions on with academic noise and without academic noise. The researcher took classes on academic topics with a week interval of time for four months. For first semester every week four with academic noise and four without academic noise. And for second semester every week four with academic noise and four without academic noise.

B.Research Tool: Academic Noise research tool was constructed following by five level of standardization Four hundred (400) items were constructed. The experts were verified items and suggested for two hundred items these items again examined by academicians and decreased hundred questions. The hundred items again verified deleted twenty items and eighty items were examined and deleted twenty nine items. Fifty one (51) items finalised with validity. Internal consistency was checked and reliability was checked with chronbacha alfa method.0.8.The components of Academic Noise are academic interest, academic fun, academic concentration, academic discussion and academic discipline. Each components has 10 questions and and academic discipline component has 11 items. The questioner was followed by likert five point scale which indicates that 'Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

c.Data analysis:

Table No.1. There is no significant difference between male and female B.Ed students with regard to Academic Noise

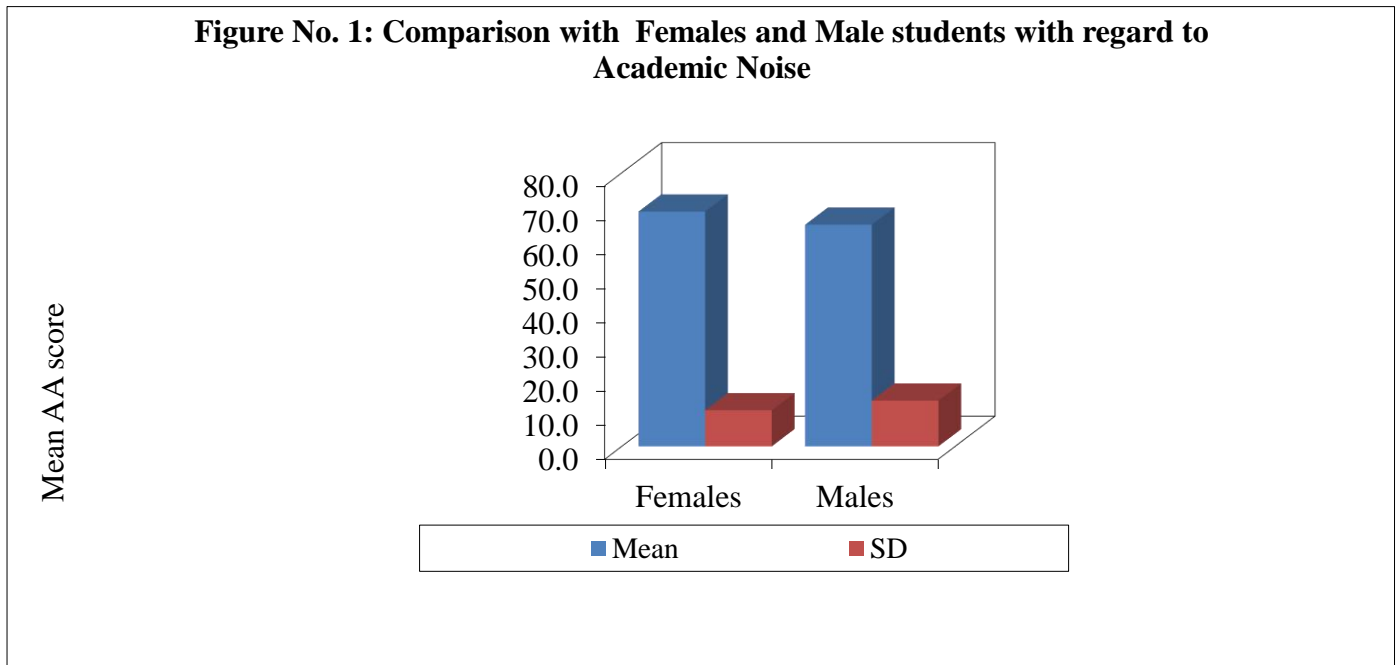
Group	N	Mean	SD	t-value	p-value	Signi.
Female	70	68.6610	10.5308	22.1203	<0.05	S
Male	30	64.8371	13.3852			

From the results of the above table, we observed that, the B.Ed college female students significantly high in academic noise score ($t=22.1203$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college female students shown better performed during academic noise .The responses were analyzed with real opinion of students. The students responded that 'Academic Noise' must and should be made in the B.Ed classroom for happy learning and to relief tension which encourages active zone of satisfied learning. The study conducted by Emilse Aparecida Merlin Servilha, Marina de Almeida Delatti Audiology - Communication Research, vol. 19 abril-junio, 2014, pp. 138-144 Academia Brasileira de Audiologia São Paulo, Brasil



Concluded that Students identified noise as a harmful factor for the teaching-learning process, realized their role in this context and were proactive in creating an environment compatible to learning. But academically with in discipline frame academic noise or students talk or discussion can be encouraged for benefit of students. The mean scores of Academic Noise according to male and female students are presented in the following figure.

Figure No. 1: Comparison with Females and Male students with regard to Academic Noise



2..There is no significant difference between kannada and English medium B.Ed students with regard to Academic Noise

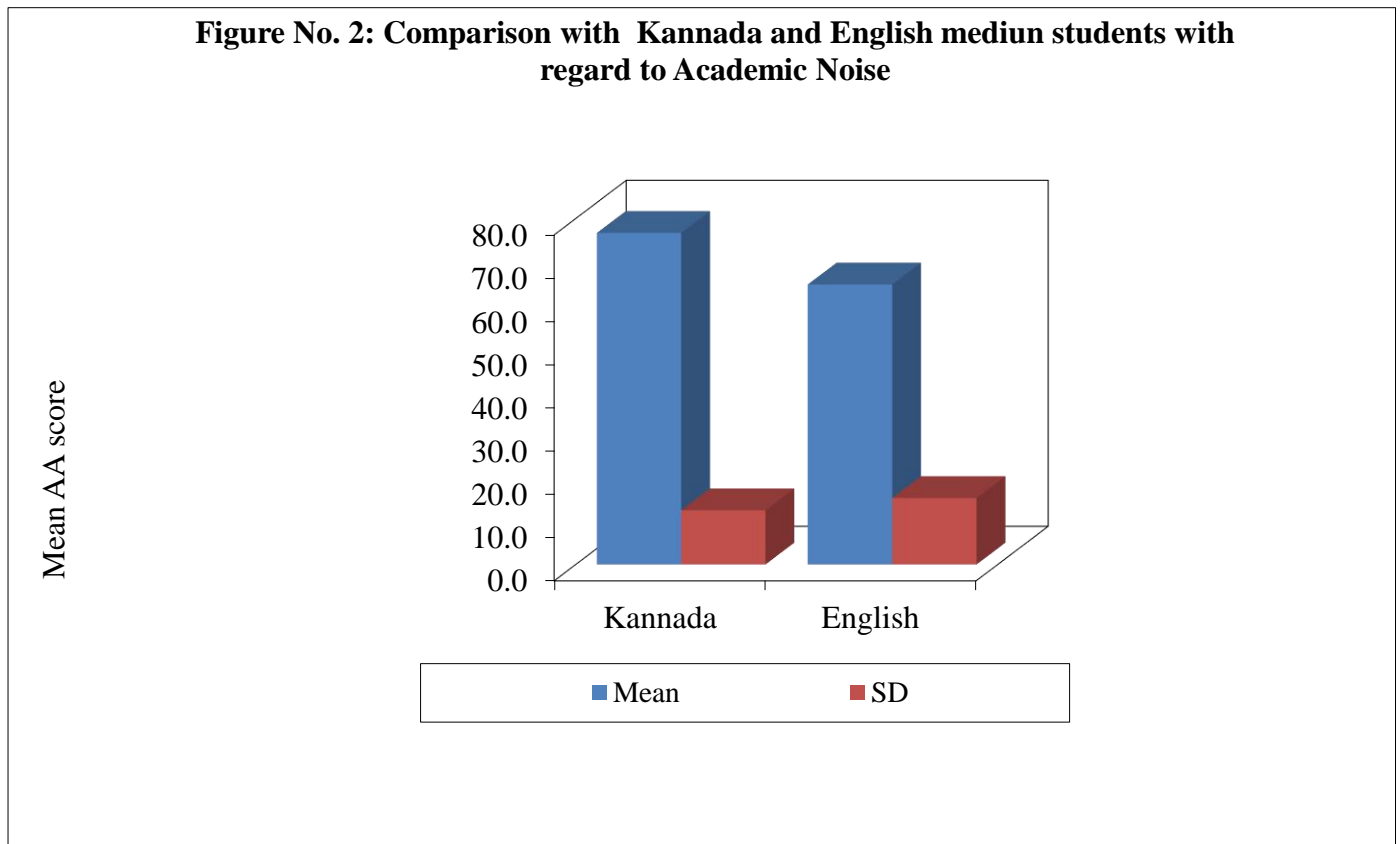
Table No.2: Results of t-test between kannada and English medium B.Ed students with regard to Academic Noise

Group	N	Mean	SD	t-value	p-value	Signi.
kannada	60	76.6711	12.5308	33.1604	<0.05	S
English	40	64.7472	15.3751			

From the results of the above table, we observed that, the B.Ed college kannada medium students significantly high in academic noise score ($t=33.1604$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college kannada medium students shown better performance during academic noise. The responses were analysed properly. The kannada medium students answered that Academic Noise heals the depression and work pressure of B.Ed training and refreshes mind and encourages creative ideas of the academic topics. The kannada medium students answered 'Strongly Agree' scored high for the question 'Do you like to make academic fun of the academic topic with discipline frame work?. Making fun in the class it does not mean students can talk any thing whatever they want but The fun must be on the academic topic so all kannada medium student responded positively as compare to the English medium students. In the area 'academic concentration English medium students shows interest and and academic interest also followed by academic discipline. All kannadamedium students responded positive toward academic discussion in their opinion academic discussion make students perfect in academic topic. Within short time they can complete reading task for examination as they have semester time .Hence overall responses summarised that 'Academic Noise' task liked by everyone of them. But The study of Emilse Aparecida Merlin Servilha(2014)shows negative effect which says Mean age was 21.3 years, female predominance (85%) and unmarried (91%). The university and the classrooms were considered noisy by the students; they indicated themselves as the largest source of noise; they react to noise with an effort to listen, difficulty in concentration and irritation which interfere in learning, grades and health. In noisy conditions, the students ask for silence, to sit in front of the class or to study at home. But this is university students noise without any discipline frame they noised.but the present suty shows positive effect on students performance. The mean scores of Academic Noise according to kannada and english medium students are presented in the following figure.



Figure No. 2: Comparison with Kannada and English medium students with regard to Academic Noise



8. ANALYSIS AND INTERPRETATION

1. It is observed that the B.Ed college female students significantly high in academic noise score ($t=22.1203$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college female students shown better performed during academic noise. The responses were analyzed with real opinion of students. The students responded that 'Academic Noise' must and should be made in the B.Ed classroom for happy learning which releases pressure of work that results in active zone of satisfied learning. The academic concepts will retain in memory for life time. For a item 'Did you enjoyed meaningful learning during academic noise?'. The students responded that 'Strongly Agree' Hence with fun and peer discussion learning will result in happiness and retain in life time. It means that Academic Noise made students satisfied learner. Ultimately the aim of education to develop wholesome personality which can be achieved with academic noise. The question arises here is, Are we implementing too much discipline and strict rules which are makings students dull, sad, and depressed. So why don't all teacher educator apply Academic Noise in their B.Ed class.

2. The study reveals that the B.Ed college kannada medium students significantly high in academic noise score ($t=33.1604$, $p<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, B.Ed college kannada medium students shown better performed during academic noise. The responses were analyzed properly. The kannada medium students answered that Academic Noise heals the depression and work pressure of B.Ed training and refreshes mind and encourages creative ideas on the academic topics. More than fifty percent students students answered 'Strongly Agree' scored high for the question 'Did you liked to make academic fun of the academic topic with discipline frame work during classroom Academic Noise?'. The students shown best response for 'funny techniques to remember academic topic' If academic topics remembered with funny ways little noise with discipline it's ok, teacher educator should be encourage in the B.Ed class. The fine interaction between peer friends cherishes bonding and cooperating nature which will cater their future professional needs. The way of Academic Noise blushes faded minds and enriches knowledge about academic topics. The academic Noise provides long lasting memory for trainees. After semester the trainees were able to submit verbal assignment on the academic topic. It was astonished experience on the part of researcher where Academic Noise resulted in sweet fruit which can be bought by any teacher without any cost. So please use Academic Noise in the classroom.



9. SUGGESTIONS

- The study can be implemented in primary and secondary and higher education level and all area of the education. The present education system made students like machines. The teacher educators can identify individual difference in academic class only.
- As a human being every teacher should develops sense of humour and able to handle class situation .The Academic Noise will develops soft skills among people who adopts.
- Academic Noise develop cooperation and healthy bonding among students and teachers. The aggressive students or teacher will become peace person and able create healthy environment wherever he goes.
- Academic Noise releases academic tension among students. This happy learning reduced suicide committing attitude of learner. The learning journey goes smoothly without any hurdles and mental pain or any maladjustment problems.

10. CONCLUSION

The Academic Noise hinders the aggressiveness of individual who can easily cop up with stress. This is one kind of stress management technique on academic platform. Hence it is suggested that all teachers should see in the angle of student's problems with empathic value. Every student is special, everybody, everyday, may have problems may be from home problems with depression, may from neighbour problems with anxiety , may be from peer-friends issues with aggressiveness, may be from college problems with depression and frustrations, all these pains released during academic noise which also make students academically strong with funny memory techniques. The academic topics can be taught for life time memory. So it's my kind request to all teacher educators please try to apply Academic Noise in your classroom.

REFERENCES:

1. Biraj B Sing and V.K.Jain(1994), A comparative study of noise levels in some residential, industrial, and commercial areas of Delhi.School of Environmental Science, Jawaharlal University, New Delhi110067
2. D.J. Fisk. Statistical sampling in community Noise Measurement, (1973), Journal of Sound and Vibration, 30(2), pp221-236.
3. G.R. Watts and N.S. Godfrey(1999). Effects on roadside noise levels of sound absorptive materials in noise barriers. Applied Acoustics 58:385-402.
4. Kumar ,R.R. and Somashekhar, R.K(2001), Status of Noise Level in Bangalore City, Journal of Environmental and Pollution ,8(2),pp 197-199
5. Rao, K. V., and Padmaja, p (1999), „Ambient Noise Level Monitoring in Guwalior at Various Zones ,,, Journal of Environmental Pollution ,6(2&3), pp 211-214.
6. Godson.R, Ana. E, Derek.G, Shendel.L, (2009), Assessment of noise and associated health impacted of selected secondary schools in Ibadan. Journal of environmental and public health. Article ID739502. Retrieve from the internet 7th April, 2014.
7. Picard,M. & Bradley, J.S.(2001),Revisiting speech interference in classroom , Audiology.40,221-224.Retrieve from the internet 9th April,2014.