



MANAGING THE VOICE LEVELS OF GRADE 12 CLASSES THROUGH EVV CONDITIONING DEVICE

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Abstract

One of the biggest challenges that teachers face nowadays is noise management, therefore, educators use several approaches to find ways to resolve it. Correspondingly, this study focused on the utilization of the Emilia V. Vizcarra (EVV) conditioning device in managing voice levels in Grade 12 classes of Castor Z. Concepcion Memorial National High School, Balaoan, La Union, School Year 2018-2019. In particular, the researcher assembled a voice level conditioning device with green, yellow and red lights as well as images and numbers (0,1,2). A controller managed the selection of desired voice levels, in which green is for reporting voice; yellow for conversation voice; and red for complete silence. The study utilized the quasi-experimental two-group research design and the researcher used mean and T-test to analyze data. The researcher used toss coin to identify the control and experimental groups. There were 41 student-participants in the control group and 33 student-participants in the experimental group. The EVV conditioning device served as an effective tool in managing voice levels in the experimental group compared with the control group, hence, recommended for use in schools to reduce noise.

Keywords: Classroom Management, Intervention, Noise Management, Teaching and Learning, Voice Levels, Warning Device

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TABLE OF CONTENTS

Title	Page
Title Page.....	i
Abstract.....	ii
Acknowledgement.....	iii
Table of Contents.....	iv
List of Tables.....	v
List of Figures.....	vi
Context and Rationale.....	1
Innovation, Intervention, and Strategy	3
Action Reserch Questions	4
Action Research Methods	5
Participants and/or other Sources of Data Information	5
Discussion of Results	6
Reflection.....	19
Conclusion and Generalization.....	19
Action Plan.....	20
References.....	21
Financial Report.....	24
Appendices.....	28
Plates	28

LIST OF TABLES

Table	Title	Page
1	Recorded Voice Level Readings at Voice Level 0 or Complete Silence of the Control Group and Experimental Group.....	7
2	Mean(dB) at Voice Level 0 or Complete Silence of Each Trial for the Control Group and Experimental Group.....	10
3	Test Difference Between the Mean at Voice Level 0 or Complete Silence of the Control and Experimental Group..	11
4	Recorded Voice Level Readings at Voice Level I 1 or conversation voice of the control group and experimental group	11
5	Mean(dB) at Voice Level 1 or Conversation Voice of Each Trial for the Control Group and Experimental Group.....	13
6	Test Difference Between the Mean Voice Level 1 or Conversation Voice of the Control and Experimental Group.....	14
7	Voice Level Readings at Voice Level 2 or Reporting Voice of the Control Group and Experimental Group.....	15
8	Mean(dB) at Voice Level 2 or Reporting Voice of Each Trial for the Control Group and Experimental Group.....	17
9	Test Difference Between the Mean Voice Level 2 or Reporting Voice of the Control and Experimental Group..	17

LIST OF FIGURES

Figure	Title	Page
1	Voice Level for Voice Level 0 or Complete Silence of the Control Group and Experimental Group.....	10
2	Voice Level for Voice Level 1 or Conversation Voice of the Control Group and Experimental Group.....	14
3	Voice Level for Voice Level 2 or Reporting Voice of the Control Group and Experimental Group.....	17

Context and Rationale

One of the major concerns for teachers, administrators, and the public is managing students' behavior in classrooms as this plays a major role in improving academic performance among learners (Evertson & Weinstein, 2013). The academic performance-related roles of school and classroom factors highlight the importance of classroom management strategies and positive learning environments (Back & McMahon, 2016).

The relationship between classroom management and student behavior is cyclical and so, teachers need to address disruptions in middle-to-secondary classrooms with students with emotional and other behavioral problems as this can have a negative impact on learning and the acquisition of academic skills. Teachers, then, should utilize interventions that will influence a positive change in the behavior of students. (Scott, 2017).

The teacher being the key player in the classroom has to be responsive to whatever behavioral displays and demands students make in the classroom. As expected, the teacher's most powerful weapon in her battle to disruptive behaviors is effective classroom management.

Accordingly, Thangarajathi & Enok (2010) stressed that the teacher's ability to manage the behavior of students and maintain an organized classroom is vital in attaining positive educational results. Additionally, sound classroom management allows a suitable environment for good instruction, can reduce behavior problems; however, it does not completely eradicate behavior problems. Consequently, teachers who fail to manage their students' behavior are usually ineffective in the classroom, highly stressed and manifest signs of burnout (Akbari & Eghtesadi, 2017).

Families with socioeconomically disadvantaged and ethnic minority backgrounds are often difficult to reach for the prevention and treatment of disruptive child behavior problems (Leijten, et al., 2017). Therefore, the author encourages teachers to find solutions to the concerns of these economically deprived students to improve their academic performance.

On the other hand, despite misbehavior, some instructors fail to confront these students and believe that ignoring this misbehavior might be better than making a scene. Conversely, while reducing disruptive behavior is desirable, teachers' necessary information and skills are often inaccessible or unavailable (Maag, 2016). Moreover, giving attention to misbehavior may highlight the inefficiency in their teaching and directing the blame on them while others fail to deal with it because they fall short of possible approaches to confront them. Thus, teachers should not tolerate such practices as these can heighten undesirable behaviors among students.

One of the most annoying experiences inside the classroom is when students raise their voice levels resulting in noise. Remarkably, many teachers consider voice levels as one of the biggest disruptive behaviors they need to address. This behavioral problem requires immediate action because it affects not only the learners, but also the teachers and the school community as a whole. It is notable that recent studies have highlighted the consequences of noise on children's learning and performance at school (Minichilli, et al., 2018). Therefore, noise management is one among the areas of concern in classroom management. It is speculated that noise has various adverse effects on the functioning of humans, including speech production and perception, a noiseless environment, and good acoustics are important in classrooms (Sala & Rantala, 2016).

Obviously, punishment cannot manage classroom exclusively anymore. The teachers have to employ new approaches to classroom behavior management. A major predicament a teacher has to face is that no one management style works for all set of students. One has to think of strategies that work for different groups of learners. As such, the conduct of learning action cell as a K to 12 Basic Education program school-based continuing professional development strategy for the improvement of teaching and learning is necessary (DO 35, s. 2016). Today, some teachers will resort to various classroom management interventions and

approaches to tone down the students who create unnecessary noise such as decibel level-based group contingencies (Radley, 2016).

Castor Z. Concepcion Memorial National High School has around 2,000 students for the academic year 2018-2019 with a class size of 50 on the average. True to form, populated classroom can be a reason for noisy classes (Meador, 2018). Consequently, the more students there are in a classroom, the more challenging it is for teachers to manage their classes (Marais, 2016). Based on the interview, almost all teachers in all grade levels complain of noise and the researcher experiences the same problem in her classes as well.

With the 6 hours-teaching load in a day for a teacher, spending so much effort to lessen or minimize noise is an added burden. The energy spent in silencing a noisy class is a precious lost on the part of the teacher. Further, interventions to manage noise in the classroom are necessary for effective teaching and learning scenario to take place. Likewise, when educators apply appropriate classroom management approaches, they could enhance students' academic performance. Apparently, it is for this reason that the researcher proposed the use of EVV conditioning device to manage noise in the classroom. The goal of the research is to find answers to the questions while exploring solutions to manage disruptive voice levels using EVV conditioning device. Thus, the research aimed to explore the effectiveness of the EVV conditioning device in managing voice levels in the grade 12 classes.

Innovation, Intervention and Strategy

The research focused on using EVV conditioning device to manage voice levels in the classroom. The assembled customized EVV conditioning device has colored bulbs, numbers and images as warning signs. The red bulb with a picture of a zipped mouth and a number 0 signifies complete silence; while the orange bulb with an image of 4 people in a brainstorming session and a number 1 is for conversation voice level. Moreover, the green bulb with an icon of a person delivering a report and a number 2 is for the reporting voice level. Initially, the

researcher oriented the experimental group about the EVV conditioning device. Voice level 0 is complete silence; Voice level 2 is conversation voice; and Voice level 3 is the reporting voice. Also, the researcher demonstrated the voice level for conversation voice and reporting voice. Additionally, the researcher oriented the use of the EVV conditioning device in voice level management. Furthermore, a hand controller served as the switch to the preferred light that conveyed the desired voice level.

Five physics teachers of the school inspected the EVV conditioning device to ensure the quality of the intervention device. After which, the researcher installed the device in front of the classroom to ensure its visibility.

Action Research Questions

The research aimed to explore the effectiveness of EVV conditioning device in managing voice levels in the senior high school grade 12 classes.

Specifically, the following questions were investigated:

1. What is the level of voice recorded from the sound meter in the

control group and experimental group at

1.1 voice level 0 or complete silence?

1.2 voice level 1 or conversation voice level?

1.3 voice level 2 or reporting voice level?

2. Is there a significant difference in the voice level recorded

between the control and experimental group at

2.1 voice level 0 or complete silence?

2.2 voice level 1 or conversation voice level?

2.3 voice level 2 or reporting voice level?

Action Research Methods

a. Participants and/or other Sources of Data and Information

The participants were the two (2) classes of the academic track, Accounting and Business Management (ABM) with 41 students and Science Technology Engineering and Mathematics (STEM) with 33 students of Castor Z. Concepcion Memorial National High School, SY 2018-2019. Both classes belong to the academic track and have comparable class voice levels that needed extra effort for teachers to handle. Similarly, the researcher taught research subject in both the ABM and the STEM classes during the experimental period. Moreover, the researcher applied the tossing of the coin to determine the control group and the experimental group.

b. Data Gathering Methods

The study used the quasi-experimental two-group research design. The design incorporates selecting groups to test the variable in which the control of all the key factors is not possible or practical (Learning Research Connections, 2019). Apparently, the researcher considered this design inasmuch as the participants in the two classes stayed as one group (unequal number of students) incapable of disintegration. Nevertheless, the experimental group and the control group have similarities as both classes belong to the academic strand of the senior high school. In the same manner, both groups displayed almost the same level of noise as perceived by the teachers interviewed before the usage of the device.

A sound meter with two measuring means and a precision level of 1.5dB, a level range of 30-130dB, the frequency range of 31.5Hz-8KHz, and a display up data of 0.5 second seized

the noise levels (dB) of the experimental group and the control group. The researcher recorded the camera-captured voice level readings in decibel at an average of 10 minutes (at 5-second intervals) for complete silence and conversation voice. There were 120 voice level readings for each group, while for reporting voice there were 60 voice level readings recorded at an average of 5 minutes (at 5-second intervals). In the same manner, the teacher-research consolidated data for each trial within one class period for both groups that lasted for 12 weeks. Consequently, the researcher recorded five trials for each of the voice levels (complete silence, conversation voice, and reporting voice) for both the control and the experimental group. Subsequently, the researcher interpreted the data gathered from the sound meter.

The researcher treated the gathered data with mean and T-test as statistical tools. T-test further examined the computed means for five trials for each voice level (0,1,2) for both experimental and control groups to determine if there is a significant difference between the groups. Ordinarily, different levels measured in decibels (dB) were the bases in the categorization of voice levels observed in the buildings where the groups stayed.

64.00 dB-below	-	almost complete silence
64.01 dB-70.00 dB	-	conversation voice
70.01 dB-75.00 dB	-	reporting voice

Discussion of Results

Table 1 presents the voice level readings that were recorded for 10 minutes for voice level 0 or complete silence in the experimental and control group. The table shows that there are 120 voice level readings for each trial of the five trials for both the control group and the experimental group. The mean for each trial for both the control and the experimental group are also shown.

Table 1. Recorded Voice Level Readings at Voice Level 0 or Complete Silence of the Control Group and Experimental Group

Voice Level Readings	Control					Voice Level Readings	Experimental				
	Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)		Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)
1	56.7	62.1	45.2	59.8	64.2	1	64.9	73.6	75.5	66.6	67.5
2	59.8	62.5	58.7	61.1	62.6	2	64	74.4	68.8	65.7	63.7
3	59	63.5	59.1	62.6	60.9	3	67.4	68.7	70.7	67.2	62.9
4	63.2	63.3	58.7	60.7	59.1	4	67.6	78.2	70.9	66.6	60.9
5	61.6	64.3	58.1	62.4	59.1	5	64.8	77.4	72	66.9	60.1
6	56.9	66.5	56.9	60.5	61.2	6	65.3	70.6	68.5	64.8	65.1
7	56.5	61.3	55.1	61.4	65.4	7	65	68.4	71.3	63.6	62.7
8	59.7	68.6	60.7	60.9	64.9	8	66.6	71.7	69.5	64.4	65.7
9	59.4	65.7	56.6	62.8	60	9	64.8	68	69.5	64	63.3
10	56.6	63.3	55.5	61.5	60.6	10	64.9	68.9	72	71.9	63.1
11	62.8	62.9	58	62.3	64.2	11	67.8	76.7	68.9	68.3	60.4
12	56.5	65.7	55.8	59.7	62.5	12	62	68.8	68.7	68.7	62.1
13	58.1	61.8	57.6	60.9	60.7	13	64.5	76.2	66.7	65.7	61.5
14	59.4	65.6	55.2	63.6	59.1	14	67.7	77.7	66.1	70.1	62.3
15	57.4	66.7	57.3	60.6	59.7	15	67.4	67.6	64.6	69.6	59.1
16	58.7	64.7	57.7	62	59.4	16	67.7	69.5	66.7	68	65
17	57.5	60.6	58.1	63.1	59.2	17	69.5	65.7	62.6	65.8	60
18	57.7	65.3	58	60.4	61.3	18	67.6	70.3	66.4	68	66
19	60.2	60.2	56.8	65.9	58.9	19	62.3	66.1	63.2	64.8	60.3
20	59	62.5	60	68.9	61.4	20	67.8	68.1	64	69.2	59.4
21	58.8	58.9	59.9	63.8	62.6	21	64.1	75.6	69.3	64.9	60.4
22	55.9	62.5	62.6	60.7	61.5	22	67.4	69.6	64.2	67.8	63
23	56.8	61.1	54.5	65.9	59.5	23	65	74.8	64.4	66.6	60
24	57.7	63.8	63	60.9	60.3	24	61.1	68.3	60.5	68.8	64.6
25	61	65.5	60.5	63.8	59.8	25	67.5	67.4	64.9	69	64.9
26	59.5	61.9	58.1	65.2	55.7	26	63.9	65.6	63.3	67.2	61.5
27	56.5	61.6	56.9	62.1	61.5	27	64.5	67.8	64.3	69.6	62.9
28	61.3	62	57.2	62.5	60.3	28	69.6	69.1	61	65.6	63.8
29	58.6	59.9	60	61.5	63.3	29	69	66.2	62.5	67.8	59
30	57.4	61.5	57.9	61.6	60	30	67	66.6	63.4	69.2	60.9
31	57.8	58.1	66.3	66.6	58.9	31	65.2	65.7	62.7	77.4	64.2
32	59	60.7	57.2	63.7	61.7	32	61.9	64.9	63.5	70.8	59.8
33	61.5	60.5	59.2	54.2	61.1	33	69.7	69.6	60.7	66.9	61
34	60.1	57.2	57.2	62.2	62.4	34	67.8	65.7	63.2	65.2	67.1
35	59.8	60.5	55.5	62.3	62	35	70.5	69.8	62.9	69.6	63.4
36	61.8	62.5	56.3	63.8	60.2	36	67.4	69.9	62.8	65.8	61.4
37	60	59.9	61.3	63.1	61.5	37	64.2	64.4	61.5	65.4	62.1
38	59.3	62.5	57.5	65.1	59.5	38	68	69.2	63.5	70.7	66.5
39	60.9	59.5	57.3	62.1	63.8	39	55.2	66.7	64.1	71.9	61
40	56.4	61.2	56.2	63.8	62.1	40	67.2	66.1	66.3	70.3	66
41	59.1	66.3	57.1	64.1	62.3	41	65.6	65.1	63	70.2	63.5
42	59	58.7	54.3	65.1	60.4	47	67.7	62.6	60.6	70.7	63.4
43	62.6	60.2	57	64.6	59.5	43	67.5	71.7	64.9	73.1	62.6
44	58.6	59.5	57.1	62.6	58.8	44	67	64.4	61.7	68.3	62.3
45	59.6	60.1	57.3	65.1	61.4	45	66.6	68.8	63.5	68.7	60.5

46	61.4	59.9	55.3	64.1	62.7	46	67.6	66.9	59.8	77.9	61.8
47	60	53.3	55.1	54.6	61.4	47	68.5	66.6	60.7	67.8	64.6
48	60.6	58.1	55.2	63.5	62.1	48	64.4	66	61.6	65.1	63.6
49	58.7	59.3	57.3	61.6	62.1	49	67.5	64.6	61.9	71.3	62.6
50	61.7	59.2	54.7	63.6	61.2	50	67.9	67.7	64.5	68.8	63.1
51	59.8	53.9	55.8	61.5	63	51	64.1	67.2	65.2	65.9	66
52	57.7	58.1	55.9	62.5	61.5	52	67.9	66.6	60.7	68.7	64.9
53	56.3	71.4	54.5	61.6	60.3	53	67.4	66.9	63.9	68.2	65.3
54	59.8	60.7	55.9	62.5	63.2	54	65.4	64.8	60.2	66.9	64.6
55	58.3	57.3	56.5	61.5	65	55	65.8	63.6	64.5	70.8	66.6
56	60.5	58	58.4	62.1	64	56	66.5	64.4	60.9	68.4	64.6
57	57.6	59.1	57	59.6	64.4	57	65	64.2	62.2	65.1	63.5
58	61.9	57.7	59.1	59.5	65.6	58	63.2	71	61.5	68.7	64.8
59	58.1	59.1	57.4	60.3	65.7	59	65.2	68.7	62.3	67.1	67.7
60	62.2	60	56.5	64.5	67.7	60	63.9	68.7	62.8	67.1	72
61	61.3	57.5	57	61.5	63.9	61	63.1	70.2	63.1	67.4	69.2
62	63.1	58.7	62.2	64.6	61.7	62	66.8	73.1	63.6	70.7	64.1
63	58.8	59.8	59.9	61.5	61	63	64.6	69.6	61.5	68.7	70.1
64	57	57.1	66.2	64.6	64.9	64	64.6	77.6	62.8	67.2	64.4
65	59.5	56.9	58.2	63.3	68.1	65	65	65.8	63.1	66.1	65.6
66	59.2	59.8	57.3	62.6	65.6	66	64.8	70.8	63	68.6	65.3
67	58.5	57.7	56.4	64.3	61.6	67	71.9	66.2	68.9	67.9	71
68	58.6	58.1	59.1	62.2	62.9	68	67.4	68.7	64.5	65.9	65.4
69	60.6	57.6	55.1	63.5	63.2	69	64.6	64.9	65.4	65.9	69
70	69.7	58.5	57.3	63.3	61.6	70	61.7	67	64	66.5	68.6
71	59.6	59	58.7	63.6	62.1	71	61.5	66.6	65.8	68.1	67.8
72	60.5	58.1	58.2	64.4	60.7	72	72	65.2	59.9	68.6	67.9
73	62.2	57.4	57	61.5	61.1	73	63.1	67	63.8	68	68.1
74	61.4	61.7	58	63.1	62	74	67.1	70.2	63.2	67.4	67.9
75	65	58.7	57.6	62.9	61.2	75	65.7	67.1	62.1	67.6	71.6
76	66.2	61.5	57.6	60.9	59.9	76	65.9	65.6	62.4	67.4	74.9
77	63.1	60.5	57.8	62.1	61.6	77	69.7	67	61.5	67.9	67
78	63.2	62.9	59.2	61.8	61.4	78	65.6	67.1	63.7	71	69.2
79	61.6	59.6	58.4	62.3	61.3	79	63.4	65.8	61.6	73.1	70.7
80	60.3	57.1	55.7	63.8	65.4	80	64.6	70.6	65.8	76.1	68.7
81	59.5	59.7	59.1	61.1	62	81	67.7	65.2	64.2	65.7	67.7
82	59.6	61.2	58.7	64.6	57.2	82	64.7	65.6	62.6	71.5	71.3
83	60.7	60.2	56.9	60.9	57.4	83	67.4	67.6	62.1	71.3	69.2
84	59.6	61.3	58.3	60	55.7	84	63.9	65.6	63.8	66.9	69.4
85	62	64.2	56.4	61.5	56	85	67.9	67.2	61.7	71.3	71.6
86	63	61.4	56.3	62.3	57	86	71.9	68.1	68.7	69.9	72.1
87	68.7	61.4	57.1	59.1	62.2	87	69.1	70	64.2	72.6	74.3
88	68.3	65.1	55.5	65.3	69.5	88	75.4	74.1	62.3	69.2	68.4
89	64.2	62.4	55.9	61.2	55.5	89	65.7	71.7	63.5	72.3	74.1
90	66.6	60.1	57.7	67.2	59.3	90	71.7	69.1	63.8	68.4	72.6
91	59.9	57.2	56.9	59.2	57	91	73.3	71.7	63.6	73.8	69.1
92	62	62	60.9	62.4	56	92	68.3	70.7	66.4	72.8	77.7
93	65.3	61.2	57.5	63.9	56.4	93	65.2	69	66.1	68.1	69
94	63.6	60.3	61.7	63	59.5	94	72.8	67.6	63.1	71	69.3
95	62.6	62	56.8	60	56.5	95	66.6	67	64	75	69.2
96	65.1	61.1	55.2	59.5	57	96	68.3	65.1	63.5	70.6	70.3
97	66	66.7	59.6	63.7	55.5	97	64.9	66.7	62.1	65.7	70.9
98	64.6	60.2	58.7	56.7	59.5	98	72.1	65.8	63.8	70.7	69.3
99	65.3	59.9	56.7	60.3	57.9	99	61.1	67.4	60.5	70.6	68.8

100	64.2	58.2	56.3	61.1	56.4		100	71.6	67.7	62.5	70.7	68.6
101	66.6	58.8	57.7	64.4	56.6		101	67	70.7	61.8	70.6	72.3
102	59.9	61.7	63.2	64.9	55.6		102	62.3	66	63.6	70.5	69.8
103	62	60.7	55.5	63.1	56.4		103	65.7	75.2	61.7	73.6	72.4
104	65.3	59.9	55.6	59.8	57.8		104	67.2	70.4	62.1	70.7	69.8
105	63.6	57.4	58.3	60.5	55.8		105	75.1	66.1	61.6	72.9	72.4
106	62.6	60.5	55.1	63.4	55.6		106	70	68.1	62.7	72.6	69.9
107	65.1	60.9	56	61.2	67.6		107	64.5	66.7	61.7	70.1	73.4
108	66	58.3	56.5	60.4	57.1		108	65.3	68.1	64.1	74.3	72.2
109	64.6	61.1	57.4	59.9	54.8		109	66.5	67	61.5	75.9	69.7
110	65.3	60	56.9	65.6	66.5		110	64.5	70	71.7	70.8	70.2
111	64.2	59	55.1	66.3	57.9		111	75	69.6	60.5	76.1	79.6
112	61.5	60.2	55.6	66.1	57.6		112	66.1	67.2	64.6	75.2	72.5
113	64	59.4	55.1	61.9	60.1		113	67.6	66.6	63.5	71.9	74.1
114	62.5	57.1	55.6	63.4	56.9		114	65.6	66.2	62.8	72.7	73.6
115	59.6	60.9	57.2	62.1	59.5		115	65.6	67.6	64.3	73.6	73.3
116	59.3	59.9	58.5	62.3	56.3		116	63.9	63.6	66.1	67.3	68.1
117	64.3	64	58.7	60.5	55.9		117	67.1	64.9	67.3	68.3	73.8
118	65.2	61.1	58.6	61	67.2		118	65.4	68.7	73.1	70.7	71.1
119	65.9	60	57.1	62.4	57		119	64.3	65.8	63.6	77.6	79.2
120	62.2	60.9	71.5	64.3	59.5		120	66	65.7	64.4	73.2	71.8
TOTAL	7320.2	7294.1	6915.4	7484.8	7280.8		TOTAL	7977.9	8203.3	7706.9	8316.0	8021.2
MEAN	61.00	60.78	57.63	62.37	60.67		MEAN	66.48	68.36	64.22	69.30	66.84

Table 2 posits the mean of voice level 0 or complete silence of each trial for the control group and the experimental group. As deduced in table 1, mean for the control group is 67.04 dB, which is higher than the general mean of 60.49 dB in the experimental group. Moreover, the Table discloses that in all trials, the experimental group consistently displayed a lower noise level.

Additionally, table 2 reflects that the experimental group has lower mean of voice level 0 compared with the control group. As revealed, the voice level of the experimental group conforms within the acceptable range of voice level 0 which is 65dB-below while the voice level of the control group exceeded the justifiable range.

Consequently, the presence and use of the EVV voice conditioning device in the classroom warned students to behave accordingly relative to their voice levels. The device dispensed a signal for the students to maintain complete silence when the red light switched on. Also, the immanent presence of the image with a zipped mouth and the number 0 most likely helped in the management of voice levels as well. Hence, the data imply that the use of the EVV

voice conditioning device was perceived effective in managing voice levels for complete silence or noise level 0 in the classroom.

The result substantiates a finding in New Zealand, where the safe, sound indicator flashes green, amber – then red to let pupils and teachers know when voice levels are intolerable (Using Traffic Lights in the Classroom, 2016) was successful in lowering noise in child centers. The result, likewise authenticates that visual tool is effective in the management of classroom noise (Silent Light Helps Teachers Control the Noise in their Classrooms, 2013).

Table 2. Mean at Voice Level 0 of the Control and Experimental Group After the Implementation

Group	Trial1(dB)	Trial2(dB)	Trial3(dB)	Trial4(dB)	Trial5(dB)	Mean(dB)
Control	66.48	68.36	64.22	69.30	66.84	67.04
Experimental	61.00	60.78	57.63	62.37	60.67	60.49

Figure 1 shows the graph comparing the voice level for noise level 0 or complete silence of the control and the experimental group. The figure shows that the experimental group posted lower voice level compared with the control group with 5 trials.

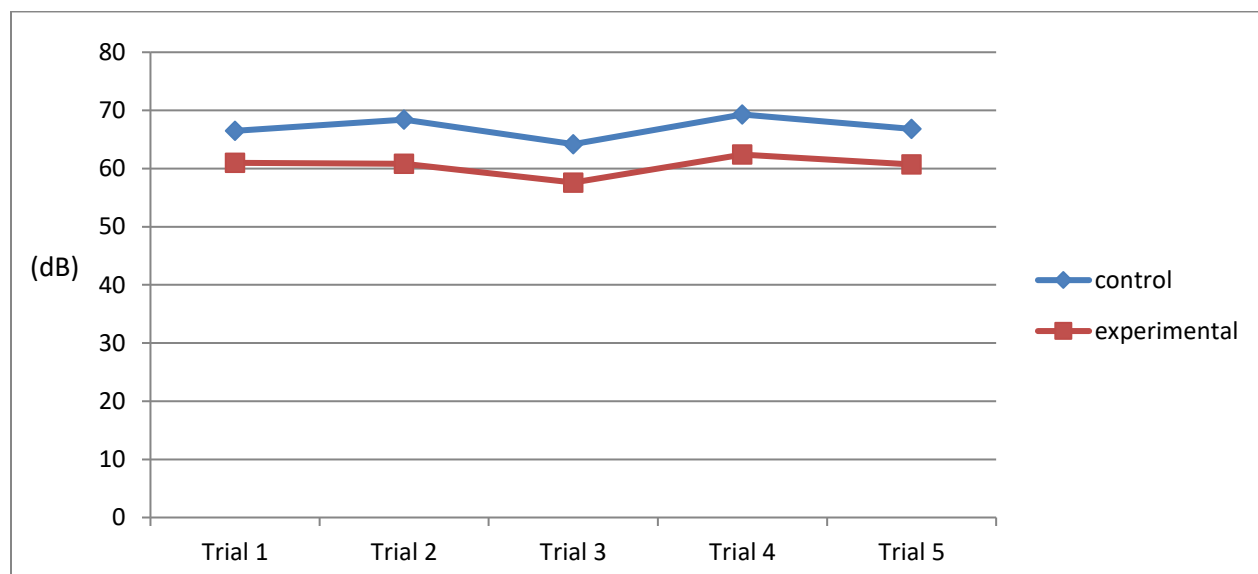


Figure 1. Mean at Voice Level 0 of the Control and Experimental Group After the Implementation

Table 3. Test Difference Between the Mean at Voice Level 0 of the Control and Experimental Group After the Implementation

Group	Mean	t-value	p-value
Control	67.04	6.87	0.00004
Experimental	60.49		

Table 3 reveals the result of the t-test between the mean of voice level 0 or complete silence of the control group and the experimental group. As clearly presented, the t-value is 6.87 and the p-value is 0.00004 as reflected in Table 3. Therefore, since the p-value is lower than 0.05 level of significance, the result is obviously significant.

Table 4 presents the voice level readings that were recorded for voice level 1 or conversation voice in the experimental and control group. The table also shows that there are 120 voice level readings for each trial of the five trials for both the control group and the experimental group. The mean of the five trials for both the control and the experimental group was also included.

Table 4. Recorded Voice Level Readings at Voice Level 1 or Conversation Voice of the Control Group and Experimental Group

Control						Experimental					
Voice Level Readings	Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)	Voice Level Readings	Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)
1	73.7	63.4	66.1	68.7	73.4	1	59.9	62.6	60.1	64.5	68.6
2	79	62.4	66.9	72.1	63.7	2	72.6	62.5	59.9	67.3	65.4
3	70.6	67.7	68.8	72.3	72.3	3	70.7	63.4	59.8	61	66.5
4	79.9	66.4	67.3	67.3	68.3	4	71.9	65.9	58.1	64.2	77.1
5	82.3	62.9	69.3	74	69.1	5	67.4	61.9	59.3	64.7	70.4
6	73.2	66	68.2	77.3	69.3	6	74.9	62.6	60.6	67.4	68.4
7	72.3	68.3	65.4	73.1	68.7	7	71.7	65.1	65.1	63.5	66.9
8	79	66.1	75.2	69.5	70.4	8	61.1	63.7	58.9	64.7	65.2
9	73.7	67.5	71.1	73.6	74.5	9	68.3	59.1	65.7	64.5	69.1
10	74.4	64.9	68.9	74.5	69.2	10	64	60.2	69	65.2	65.6
11	79.3	64.6	69.6	72.5	67.4	11	64.5	64.2	64	63.2	65.7
12	72.8	64	69.5	68.1	75.4	12	71.6	64.1	62.3	61.7	70.5
13	80.1	66.1	68.7	69.5	71.7	13	70	66.4	62.4	61.8	72
14	77.2	65.8	69.5	69	79.9	14	66.2	60.6	59.6	60.2	65.2
15	74.1	64.7	69.5	69	76.4	15	63.5	60.5	62.2	66.6	67.7
16	78.6	66.2	70.5	62.1	74.3	16	63.8	60.4	65.2	63	67.8
17	79.5	68.1	66.3	66.5	71.4	17	68.4	66	63.3	60	63.5
18	71.5	67.6	65	71.8	69.1	18	66.7	65.1	65.8	60.6	65.2
19	75.6	68.3	66.4	70.6	78.4	19	65.7	61.7	65.6	64.6	67.9
20	78.5	64.3	70.5	65.1	75.1	20	63.5	62.7	63.6	65.7	65.8
21	74.2	70.6	66.9	69.1	81.5	21	66	61.4	61.7	66.2	68.3
22	74.4	71.3	69.4	70.9	74.9	22	62.5	65.6	61.1	63.8	67.7

23	81.8	63.4	73.1	74.4	79.1	23	63.7	64.5	61.1	63.7	68.1
24	72.4	67.7	65.6	74	69.7	24	66.5	62.2	61.2	72.1	63.5
25	74.9	69.4	67.4	70.4	71.3	25	59.4	66.2	60.7	64	71.5
26	71.6	67.2	69.4	66.8	74	26	62.1	64.5	66.4	60.2	73.5
27	77.1	67.2	67.7	75.7	71.2	27	66	67.7	57.6	72.9	68.9
28	67.9	63.6	69	72	73.3	28	68.9	62.6	59.6	59.2	64.4
29	77.1	65.3	69.5	66.2	74.9	29	59.3	62	57.1	57	69.2
30	67.9	63.8	69.6	72.3	67.9	30	60.3	60.2	59.1	60.5	69.3
31	78	64.5	72.1	73	67.2	31	66.5	59.7	58	63.1	68.7
32	78.3	65.6	67.8	75.2	77.7	32	69.8	62	61.6	63.7	71.6
33	82.6	65	68.8	74	68	33	67.6	67	61.2	62.9	69.3
34	71.4	67.4	67.4	68	77.3	34	71	63.7	62.6	65.5	67.6
35	76.9	63.2	74.9	69.9	77.7	35	65.3	60.3	60.6	64.9	68.6
36	76.4	66.6	70.8	66.9	74.3	36	71	61.2	60.2	61.2	65.9
37	67.6	63.3	73.5	71.6	75.3	37	68.3	57.7	64.3	60.7	67.4
38	78.9	65.6	67.2	68.3	77.3	38	66.5	60.5	59.7	63.6	63.1
39	73.2	67.2	70.7	69.2	69.5	39	65	62.6	61.6	64.6	68.1
40	74	66.9	68.4	70.5	79.5	40	68.5	64.2	61.3	61.5	71.2
41	72.6	64.7	67.5	76.3	70.4	41	61.9	64.5	59.9	66.6	71.1
42	75.4	70.3	64	69.4	74.9	42	66	67	63.5	64.4	70.5
43	77.1	67.3	67.6	77	77.4	43	68.8	60.9	61.5	63.8	69.1
44	74.7	69.8	67.8	69.6	77.1	44	69	60.6	60.5	61.8	67.5
45	71.5	66.8	69.7	72.7	75.5	45	66.7	59.5	62.4	64.1	68.9
46	69	66.5	65.3	68.8	78.9	46	67.1	64.4	62.5	58.8	67.7
47	67.6	66.3	69.6	75.3	68.4	47	67.3	64.2	61.6	62.6	71.9
48	65	69.7	68	70.4	74.3	48	67.7	67.2	67.8	58.1	76.2
49	68.9	67.5	66.8	75.5	70.4	49	67	65	63.2	61.5	63.5
50	67.6	66.7	65.7	76.5	70	50	67.6	67.2	66.1	62	67.1
51	62	66.2	66.1	75.6	74.4	51	65.4	60	62.9	63.8	66.1
52	66.1	70.7	66.1	71.6	69.9	52	66.8	61.2	59.9	65	61.4
53	70.8	71.1	67.4	71.4	66.7	53	62.4	62.6	62	62.3	68.5
54	72.9	73.2	65.5	73.3	71.7	54	64.2	67	66.2	64.7	66.4
55	75	68.6	64.7	67	72.1	55	64.3	62	65.2	65.7	67.7
56	80.7	69.9	66.6	70.3	70.5	56	66.5	67.7	70.3	66.2	60
57	66.5	67.8	65.2	72.4	74.1	57	63.5	59	67.5	65.1	61.5
58	69	69.3	64.6	71.1	74.2	58	68.3	61.7	64.2	66.1	62.7
59	61.8	66.3	67.6	71.3	71.9	59	67.7	67.7	67.1	63.4	65.1
60	62.6	68.6	67.5	68.6	72.9	60	66	61.7	66.4	63	66.7
61	69.4	68.5	67.7	72.9	73.9	61	67.7	65.5	63.3	68.3	62.5
62	62.1	69.2	67.5	73.4	68.9	62	64.8	67.1	60.2	60.7	61.6
63	63.8	69.7	65.3	70.1	72.2	63	64.4	62.7	64.8	67.9	61.5
64	66.3	68.3	63.7	73.8	72.6	64	68.2	59	68.2	63.5	64.3
65	62.2	65.1	65	77.2	73.4	65	67.9	61.4	63.1	66	62.7
66	65	60.8	66.1	72.9	74.3	66	69.5	64.7	66.3	62.3	64.9
67	67.2	69.8	65.6	72.6	74.7	67	65.3	61.3	65.6	63	68.5
68	64.3	65.7	66.3	73.8	76.8	68	70	62.5	68.6	64.1	66.2
69	67.1	62.7	66.1	78.8	73.2	69	69.1	61.7	68	63.6	63.8
70	64.9	66.3	65.9	78.3	75.1	70	64.7	62.5	59.3	62.6	67.7
71	68.2	66.4	67.2	75	71.6	71	62.3	59.4	64	62	62.5
72	72.5	65.9	73.5	73.1	69.5	72	71.7	60.7	63.4	63.5	67.7
73	71.4	66.1	81.1	71.4	73	73	72.8	59.5	65.1	67.4	66.6
74	71.7	64.8	73.2	70.5	70.1	74	76	57	65.8	65	69.6
75	69	69.9	66.5	73.4	71.1	75	65.9	59	61.3	66.3	72.5
76	67.8	64.4	65.6	74	73.8	76	69.7	61.1	60.4	63.4	67.2
77	61.1	66.4	67.4	73	74.7	77	66.8	60	60.6	61.8	66.7
78	65.8	70	65.9	78.1	68.9	78	68.5	58.6	60.4	63.8	64.2
79	65.7	69.7	68	74.3	71.1	79	61.8	59.7	60.7	63.7	67
80	70.9	69.5	70.6	78.8	73.1	80	72.9	59.4	62.8	62.2	63.5
81	67.1	67.2	68.8	74.5	72	81	69.9	64	64.6	67.4	62

82	67.4	65.4	68.3	70	72.2	82	73.4	57.9	64.5	68.9	61.4
83	75.7	68	70	69	75.2	83	61.1	59	66	65.9	61.3
84	67.4	66.7	68.3	72.1	70	84	72.6	61.4	65.2	65.2	64.5
85	68.6	69.9	73	72.5	69.6	85	65.2	58.5	68.6	60.4	65.4
86	69.1	64.6	65.4	73.3	69.4	86	73	61.7	60.7	69.3	66.1
87	70.4	68.1	71.8	69.4	70.3	87	65.7	63.5	66.1	72.4	64.8
88	66.3	71.2	74.3	73.6	69	88	74.9	61	63.2	66.3	70.7
89	68.6	69.5	66.6	69.3	70.3	89	75.6	59.5	69.3	67.3	65.7
90	65.3	72.8	74.8	72	70.8	90	68.9	61.2	64.4	67.9	63.8
91	70.4	67	71.2	73.1	68.3	91	66	61.5	66.1	64.7	59.4
92	74.1	66.1	64.5	72	69.4	92	71.9	59.8	60.8	70.9	59.1
93	69.9	65	66.9	71.6	71.2	93	70.6	60.3	60	65.9	62.2
94	66.2	66.6	67.2	72.7	65.2	94	72.1	61.4	69.4	64.6	59.1
95	70.6	71	68.5	74.2	70.7	95	68.4	62.7	63.3	65.6	59.5
96	68.1	68.8	69.9	75.6	64.5	96	70.2	67.3	62.4	66.3	67.7
97	74.2	68.7	71.2	76.3	67	97	75.8	61.7	63.3	69.5	62.4
98	67.2	68.1	67.2	67.6	67.6	98	67.8	61.5	61	64.6	62.2
99	66.8	69	68.2	70.5	67.6	99	67.9	62.7	61.2	66	67.2
100	68.8	72.1	65.6	73.1	65.5	100	70.8	59.6	62.3	61.4	67.7
101	67.7	69.5	69.5	70.6	67.5	101	69.4	67.4	64.8	66.6	59.5
102	68.2	69.5	71.6	67.1	65.5	102	66.3	60.4	66.2	65.3	72.2
103	73.5	67.8	72.5	71.2	66.7	103	64.9	67.3	63.1	67	62.7
104	63.7	68.3	68.1	72.5	68	104	61.7	65.6	64.6	66	59.7
105	65.1	70.4	69.5	73.1	68.5	105	66.2	62.8	67.4	67.6	61.2
106	67.4	71.1	72.1	73.7	72.3	106	61.8	64.3	67.4	65.5	64
107	68.2	68.9	74.7	70	72.2	107	58.3	63.3	64.2	63.9	65
108	68.5	68.4	70.2	69.5	69.7	108	66.1	66.8	62.1	65	62.3
109	72.5	68.4	66.1	72.3	67.2	109	66	60.8	62.9	65.3	63.6
110	75.5	67.6	79.6	65.5	72.5	110	63.1	62.4	60.6	65.8	60.4
111	68.5	70.4	71.8	67.7	67.3	111	62.9	67	67.6	65	67.2
112	66.5	65.6	73.2	73.4	69.5	112	66.5	70.4	62.6	65.6	65.4
113	68.9	69.9	66.8	66.6	70.2	113	64.8	66.7	63.7	62.5	61.7
114	71.5	69.3	76.7	73.9	67.1	114	66.1	66.2	69.7	63.8	63.3
115	65.9	69.6	73	70.9	68.7	115	66.1	70.3	64.5	61.2	65.1
116	65.4	66.3	65.3	69.5	70.1	116	59	69.7	64.3	65.2	68.8
117	69.3	67.7	74.8	74.6	64.2	117	70.2	69.4	63.4	62.7	67.1
118	70.8	69	71.6	70.1	66.3	118	66.7	63.7	65.4	62.5	65.6
119	66.8	69.2	73.9	72.5	65.5	119	69.9	63.6	66.1	61.2	66.6
120	63.3	64.7	79	70.4	73	120	64.2	62.8	66.6	61.6	64.9
TOTAL	8504.5	8084	8275.1	8612	8585.1		8046.8	7545.5	7599.4	7715.6	7929.7
MEAN	70.87	67.36	68.96	71.77	71.54		67.06	62.88	63.33	64.3	66.08

Table 5 manifests the mean of voice level 1 or conversation voice of each trial for the control group and the experimental group. In like manner, table 3 reveals that the mean for the control group is 70.10 dB while the experimental group is 64.70 dB. Additionally, the table also surfaced that in all trials, the experimental group consistently posted a noticeably lower voice level.

Furthermore, table 5 posits that the experimental group has lower mean for voice level 1 compared with the control group. As displayed, the voice level of the experimental group

conforms within the range of voice level 1 which is 64.01 dB-70.00 dB while the control group exceeded the desired voice level range. From this standpoint, the researcher associated the result to the existence of the EVV voice conditioning device in the classroom of the experimental group. Likewise, the finding casts a new light that the device most likely helped in providing information as to how students conduct accordingly in relation to their voice levels. Apparently, this forewarned the students to sustain a conversation voice when the yellow light is on. Indeed, this suggests that the presence of the image with a group of students in a brainstorming session and the number 1 may have assisted the management of voice levels as well. Thus, the data implied, that the use of the EVV conditioning device is effective in controlling voice levels in the classroom.

The result confirms a statement wherein the smooth classroom traffic program using traffic lights helped reduce noise levels and head off disruptive behaviors before they occur (Smooth Classroom Traffic, n.d.). In addition, the result ties well with the finding in New Zealand, where the safe, sound indicator flashes green, amber – then red to let pupils and teachers know when it reaches intolerable levels, which attributed a success at significantly cutting noise in child centers (Using Traffic Lights in the Classroom, 2016). The result further underlines the statement that visual tool is effective in the management of classroom noise (Silent Light Helps Teachers Control the Noise in their Classrooms, 2013).

Table 5. Mean at Voice Level 1 of the Control and Experimental Group After Implementation

Group	Trial1(dB)	Trial2(dB)	Trial3(dB)	Trial4(dB)	Trial5(dB)	Mean(dB)
Control	70.87	67.36	68.96	71.77	71.54	70.10
Experimental	67.06	62.88	63.33	64.30	66.08	64.73

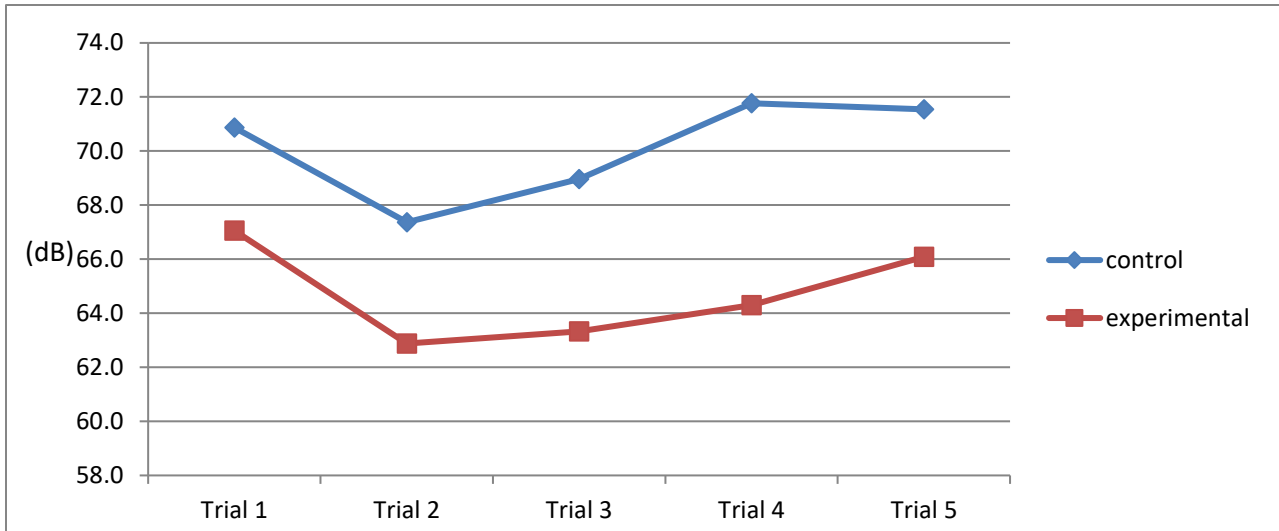


Figure 2. Noise Level for Noise Level 1 or Conversation Voice of the Control Group and Experimental Group

Figure 2 shows the graph comparing the voice level at voice level 1 or conversation voice of the control and the experimental group. The figure shows that the experimental group posted lower voice level compared with the control group.

Table 6 unveils the result of the t-test between the mean of voice level 1 or conversation voice of the control group and the experimental group. As surmised in Table 4, the t-value is 4.63 and the p-value is 0.0017 which is lower than 0.05 level of significance and this is certainly significant.

The t-test divulged that there is a significant difference between the control group and the experimental group in voice level 1 or conversation voice as shown in Table 4. This difference roots from the use of the EVV conditioning device in the experimental group

Table 6. Test Difference Between the Mean at Voice Level 1 of the Control and Experimental Group After Implementation

Group	Mean	t-value	p-value
Control	70.10	4.61	.0017
Experimental	64.73		

might have influenced the students to control their noise levels. As mentioned by Heick (2018), the use of effective strategies can get the attention of a noisy classroom.

Table 7 presents the voice level readings that were recorded for voice level 2 or reporting voice in the experimental and control group. The table also shows that there are 60 voice level readings for each trial of the five trials for both the control group and the experimental group.

Table 7. Recorded Voice Level Readings at Voice Level 2 or Reporting Voice of the Control Group and Experimental Group

Control						Experimental					
Voice Level Readings	Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)	Voice Level Readings	Trial 1 (dB)	Trial 2 (dB)	Trial 3 (dB)	Trial 4 (dB)	Trial 5 (dB)
1	71	78.3	63.4	75.7	67.4	G1	81.4	68.2	71.1	76.1	74
2	75	79.3	76.5	75.1	76.5	2	72.7	77.6	78.4	76.2	72.8
3	68	77.4	66.6	82	66.6	3	75.6	72.7	79.4	73.5	74.5
4	77	74.4	74.3	74.1	71.7	4	75.7	78.2	74.6	62.2	81.8
5	79.6	77.5	70.4	66.4	71.3	5	74	72.8	80.5	72.4	76.8
6	76.7	74.9	73.2	80.3	76.9	6	71.2	69.1	77.5	78	78.8
7	68.6	70.4	68.6	74.1	72.7	7	63.3	82	87.8	61.6	61.6
8	75.4	70.3	76.2	82.3	76.2	8	74.8	78.7	83.1	82.2	82.2
9	77.5	77.7	75.7	77.4	77.7	9	71.7	62	76.7	73.4	67.2
10	71.7	79.9	74.2	82	74.2	10	68	83	80.7	73.5	75
11	72.2	72	76.3	78.4	76.7	11	55.3	77.7	76	81.5	70.4
12	81.9	78.3	71.6	69.5	71.6	12	76.3	76.2	67.9	62.1	74.5
13	75.4	71.2	75.6	72.9	62.5	13	71.9	66.5	82	62.5	62.5
14	77.4	73	66.7	65.8	65.1	14	69.4	78.4	79.3	79.5	74.7
15	76.8	85.1	76.2	80.3	76.2	15	76.4	72.1	72.1	79.7	72.9
16	66.9	77	75.9	80.7	75.2	16	68.1	63.8	75	74	79.5
17	76	79.6	77.3	69.8	74.7	17	68.7	82.3	72.3	76.5	69.8
18	66	76.9	75	82.5	75	18	78.8	73.2	74.2	79.4	78.4
19	75.2	75.1	75.8	65.7	70.2	19	79.3	79.4	76.5	81.9	63.3
20	73.4	85.7	76.2	70.5	71.6	20	77.2	74.9	72	60.9	82.2
21	75.5	75.4	72.7	80.6	72.7	21	77.9	74.1	74	61.7	63.4
22	72.3	76.1	71.6	66.3	71.3	22	74.8	81.5	74.9	61.8	78.4
23	77.9	70.4	68.3	81	75.7	23	79.5	71.3	76.6	67	71.1
24	77.7	76.6	64.6	81.6	63.5	24	77.4	83.6	81.2	62.8	63.9
25	73.4	75.7	79.1	73.6	66.6	25	70.2	80.9	73.5	75	74
26	76	74.1	78.6	63.8	79.1	26	84	76.1	65.2	63	76.9
27	75.2	73.4	66.9	82.4	78.7	27	77	76.1	70.7	75.9	78
28	76.5	77.6	69.5	76.6	80.7	28	74.5	79.5	65.7	69.5	78.4
29	69.3	70.9	68.2	77.5	69.6	29	82.7	66.9	74.4	82	84.2
30	72.1	71	74.2	72.3	63.3	30	65.6	78.3	74.6	62.1	77.7
31	73.8	62.7	78.6	75	74.2	31	78.7	76.4	78	82.2	75.1
32	69.5	67.3	71.6	77.3	76.7	32	75.6	69.1	73.5	79.5	82.7
33	68.6	71.4	63.8	77.6	73.2	33	79.5	70.4	70.5	79.7	75.2

34	69.1	69.9	65.1	80	62.5		34	73.1	82.2	72	74.7	82.4
35	73.5	78.5	75.2	76.7	66.7		35	77.1	68.7	71.6	76.5	83
36	80.1	77	75.2	80.9	76.2		36	64.8	76.7	70.9	75.5	80.1
37	71.1	67.2	71.1	67.5	75.9		37	77.3	74.3	75.2	81.9	75.9
g38	62	75.2	65.2	65.2	74.1		38	61.5	77.5	78.8	60.9	73.6
39	68.6	65.5	70.2	66.4	65.2		39	79.8	75.2	75.8	61.7	73.4
40	75.2	77	71.6	83.6	70.2		40	67.7	77.7	83.2	72.3	75.3
41	77.1	75.1	72.7	71.6	71.6		41	75.8	81.1	74.2	63.5	77.1
42	72.8	79.1	71.3	73.6	72.3		42	76.2	76.4	81.5	77	78.5
43	71	72.4	75.7	67.8	71.3		43	74.8	61.3	78.8	80.8	75
44	74.6	79.6	63.5	82.4	75.7		44	68	67	75.6	64	75.2
45	68.1	75.3	64.6	76.6	63.3		45	79.6	73.4	82.2	62.4	79
46	80.2	83.8	79.1	77.5	66.5		46	65.8	78.4	70.1	66.5	80.5
47	81	79.2	78.3	70.3	79.2		47	80.1	71.1	69.3	78.2	77.9
48	70.6	83.8	66.9	75	78.7		48	77.9	78.4	77	73.7	71.6
49	75.7	81.1	79.5	77.3	80.7		49	74.3	66.4	79.9	73.3	78.4
50	65.3	78	63.3	77.6	69.5		50	77	74.6	76.4	72	73.6
51	73	82.9	65.7	79	63.3		51	67.5	80.5	75.1	62.5	71.6
52	70.9	77.9	77.9	76.7	65.7		52	77.7	77.5	76.8	72.8	75.2
53	71.2	72.3	71	80.9	77.9		53	76	87.8	68.7	79.1	76.2
54	70.9	83.3	73.3	67.5	71.9		54	72.5	83.1	76.9	71.1	78
55	71.8	78.7	77.3	65.2	74.3		55	73.2	76.6	76.6	63.1	74
56	80.4	80.1	71.3	66.4	77.7		56	70.1	80.9	74.8	68.1	76.3
57	82.7	70.7	77.2	83.5	71.3		57	77.6	76.6	77.7	74.5	77.5
58	72.7	82	76.4	84.6	76.7		58	80.2	67.9	79.3	66.3	73.4
59	81.3	76.6	73.2	84.7	76.9		59	81.6	78.1	78.2	75.5	74.1
60	77.7	77.5	66.3	79.6	64.3		60	78.1	78.9	75.9	65.4	79.7
TOTAL	4428.1	4556.3	4331.5	4529.2	4334.9			4452.5	4521.3	4542.4	4302.6	4518.4
MEAN	73.80	75.93	72.19	75.48	72.24			74.21	75.36	75.71	71.71	75.31

Table 8 conveys the mean of voice level 2 or reporting voice of each trial for the control group and the experimental group. Apparently, the table exposes that the mean of the control group is 73.93 dB while the experimental group is 74.46 dB.

In addition, table 8 speculates that the mean of voice levels for voice level 2 or reporting voice are almost the same in both the control and the experimental group. Both groups are within the desired voice level range of 70.00 dB-75.00dB; nevertheless, the voice level of the experimental group is slightly higher than the control group. The researcher attributes the result to the presence and use of the EVV conditioning device in the classroom of the experimental group. The device apparently helped in purveying a hint that the reporting voice should be audible, but not too loud for the whole class, thus, signalled the students to maintain a reporting

Table 8. Mean at Noise Level 2 of the Control Group and Experimental Group After the Implementation

Group	Trial1 (dB)	Trial 2(dB)	Trial 3(dB)	Trial 4(dB)	Trial 5(dB)	Mean(dB)
Control	73.80	75.93	72.19	75.48	72.24	73.93
Experimental	74.21	75.36	75.71	71.71	75.31	74.46

voice when the green light is on. Moreover, the presence of the image of a student reporting nevertheless facilitated the management of voice level as well.

Figure 3 shows the graph comparing the voice level at voice level 2 or conversation voice of the control and the experimental group. The figure shows that the voice levels of the experimental group and control group do not register a consistent trend. This means that at a given trial, the experimental group or the control group registered a higher noise level.

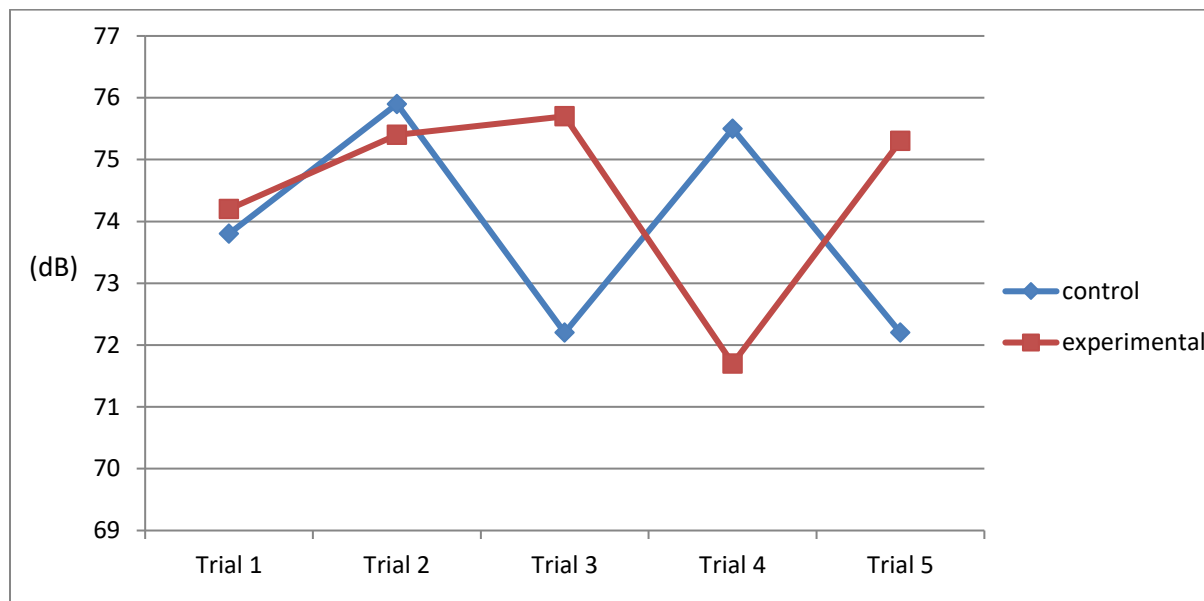


Figure 3. Voice Level at Voice Level 2 or Reporting Voice of the Control Group and Experimental Group

Table 9. Test Difference Between the Mean at Voice Level 2 of the Control Group and Experimental Group After the Implementation

Group	Mean	t-value	p-value
Control	73.93	0.50	0.6333
Experimental	74.46		

Table 9 unveils the result of the t-test between the mean of noise level 2 or reporting voice of the control and experimental group. Moreover, table 6 portrays a generated t-value of 0.50 and the p-value of 0.6333 which is higher than the 0.05 level of significance and therefore, surely not significant.

The result highlights that the presence-absence of the EVV conditioning device did not affect the voice levels of the students of both the control and experimental group. The result seemed likely attributed to the context that students have to speak loud enough when reporting while the rest remains attentive when someone reports or speaks up in class. In line with previous studies, Rodriguez (2015) mentioned that while some are serious enough in nature to warrant formal disciplinary action, others do not require intervention or confrontation.

Reflection

Based on the findings obtained by the researcher, it shows that the use of EVV conditioning device is effective in the management of classroom noise.

Conclusion and Recommendations

Teachers can manage noise with EVV conditioning device that serve as intervention. Moreover, available mechanisms are helpful in managing noise provided there is proper reinforcement from the teachers. Consequently, both teachers and learners become less stressed, turn out to be engrossed and expected to decrease disturbance. Indeed, pedagogues can advocate the use of helpful intervention tools and promote sound classroom environment.

The researcher is highly recommending to the secondary school teachers the use of EVV conditioning device in managing classroom voice levels at Castor Z. Concepcion Memorial National High School and the other secondary schools of the division of La Union. This intervention material can also be used in the elementary schools. Likewise, the EVV conditioning device as classroom management tool can be considered during policy planning.

**ACTION PLAN
SCHOOL YEAR 2019-2020**

**MANAGING THE VOICE LEVELS OF GRADE 12 CLASSES
THROUGH EVV CONDITIONING DEVICE**

ACTIVITY	OBJECTIVES	STRATEGY/IES	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	SUCCESS INDICATOR
Information Dissemination	To inform and disseminate the result of the action research (AR) to the administrators, teachers, for the adoption of the EVV conditioning device in managing classroom voice levels.	1. Inform the administrators and teachers the results of the action research during the Learning Action Cell (LAC) session and during Cluster In-Service-Training (INSET).	Researcher Administrators Teachers	August 2019 onwards	Manuscript Powerpoint presentation	Informed and disseminated the result of the action research
Resourcing	1. To solicit EVV conditioning device resources for the classrooms. 2. To encourage advisers to support the EVV conditioning device resourcing as classroom project.	1. Conduct classroom PTA meeting. 2. Give solicitation letters to stakeholders.	Researcher Administrators Teachers Parents Stakeholders	August 2019 onwards	Solicitation Letters	Availability of EVV conditioning device in the classrooms
Mentoring	To assist/mentor teachers on the use of EVV conditioning	Conduct a seminar workshop of on the use of EVV	Researcher Administrators Teachers	August 2019- onwards	EVV conditioning device	Utilization of EVV conditioning

	device to regulate voice levels in the classrooms.	conditioning device during the Learning Action Cell (LAC) session				device in managing classroom voice levels
Classroom Monitoring	To monitor the use of EVV conditioning device in the classrooms`	Classroom observations	Administrators Teachers	August 2019 onwards	EVV conditioning device in the classrooms	Improved noise management in the classrooms

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Financial Report

Deliverable/s	Activity/ies		Item/s of Expenditures	Actual Cost
1. Research Proposal	*Making of introduction	Reading of research materials (journals, books, action researches, theses, dissertations)	*Internet fee *Fare going to libraries	P 300.00 P 200.00
	* Formulating the problem statement	- Analyzing the current classroom atmosphere as affected by noise - Reading of related articles	*Internet fee	P 300.00
	*Making of the research methodology	Reading of related studies	*Internet fee	P 300.00
a. Communication expenses and Travel expenses	*Preparation of the research proposal	Communicate with authorities for the preparation, evaluation, revision of the research proposal	*Internet fee *Cellular phone load *Printing of edited proposal *1 set printer ink *Fare	P2,500.00 P 1200.00 (1200/set) P 200.00

b. Communication expenses and Travel expenses	*Consultations to experts on the statistical tool and analysis	Incorporating suggestions of the experts	*Fare *Snacks (3 persons) *Meals (3 persons)	P 200.00 P 150.00 (50/ head) Lunch P 450.00 (150/ head)
2. Use of EVV conditioning device and Recording of Noise level	*Putting up of EVV conditioning device	- Purchase of supplies and materials for EVV conditioning device - Installation of EVV conditioning device - Purchase of supplies and materials - Purchase of supplies and materials for classroom activities	*1 set of colored bulbs with wires, battery and charger *Fare *Snacks (2 persons) *Meals (2 persons) *1 pc. Noise Meter *160 pcs. Manila paper *20 pcs. Permanent	P 920.00 P 200.00 P 100.00 (50/ head) Lunch P 300.00 (150/ head) P 900.00 P 530.00 (5/ pc) P 1200.00 (60/ pc)

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