

## Impact of Classroom Rules on the Achievement Level of Students at Secondary School Level in Peshawar

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### Abstract

Classroom rules have a direct impact on the behavior of students which eventually contribute towards academic achievement of students. The main concern of this descriptive research study was to find out the impact of classroom rules on the achievement level of students at Secondary Level in Peshawar. The population of the study comprised all secondary school teachers and 240 teachers were randomly selected. The academic achievement was obtained from 9th class results at BISE Peshawar. Data was analysis through SPSS and used one sample t-test, Pearson correlation and regression. It was found that the majority of the respondents agreed to apply classroom rules in the class. Coefficient Pearson Correlation between classroom rules (CR) and student's achievement (SA) shows a positive relationship. Regression analysis results show that independent variable contributed statistically significantly in a positive way towards student achievement. It is recommended to apply proper classroom rules so that effective classroom management can be made which eventually contributes for the better academic achievements of students.

**Keywords:** *Classroom Rules, Secondary School Teachers, Boys Secondary School, Average Score.*

### 1. Introduction

Education plays a significant role in the development and prosperity of a country and research has found its close relationship with the economic and social development of a society. It cannot be denied that the quality of education in a society depends on the quality of its educators. Teachers should possess all those characteristics that are needed for a quality teacher. Teachers as role models should represent some specific attitudes that may lead to their credibility and success in the occupation. Teachers who have these characteristics can improve students' academic achievement. (Gray, et al, 2011).

Maliki (2013) stated that the aim of education is to bring about desirable changes in students regarding their skills, knowledge, and attitudes so that they may effectively perform their changing roles in an ever changing society. Dutta, et al (2017) describes education is a process of molding the youth for a congenial and comfortable life with the goal of harmonious development of society. Educating someone or helping somebody to learn through required information is teaching. Simonsen (2008), pleaded that the teacher has produced process for organization with a few attainable issue zone. Classroom rules can be easily conveying for the effective classroom management. Sucuoglyal. (2010) stated that classroom management plays a pivotal role in the academic performance and overall development of students. A well-managed classroom is directly proportional to the performance and excellence of the teacher. It is a significant component to apply classroom rules. The primary purpose of effective classroom management is to keep the learners actively and effectively engaged in the teaching-learning process. Such are engagement means getting a learner to work with and act upon the material presented, progress through seatwork at a steady pace, participating in classroom discussion and being attentive when called upon.

There are many classroom rules; some are efficient rules which directly impact student's behavior and some classroom rules are not efficient. If the classroom rules are not properly implemented in time, the learners result will be affected. It should be the responsibility of the person that created the classroom rules to implement them in time. According to Klamer-Hoogma (2012), classroom rules to respond; a. It should provide an early break in to teach a lesson or b. Classroom rules are briefly and not probably to recur. However, there come issues in applying classroom rules when some students come into the classroom during lecture time and the teacher allow them. It is the choice of teacher to allow more flexibility in one's response, but teachers do not give permission to the learner to just come for talking. According to Barbetta (2005), classroom rules should be clear, easy and quantifiable, as well as shaped with students 'contribution. Classroom rules would be compatible with school rules. Different types of classroom rules are necessary for successful classroom management; the rules may be divided into four different categories i.e. (a). Academic work; (b). Classroom conducts; (c). First teaching day can be communicated later. School is a socialization institution for students and teachers are in the front seat to develop the students' personality and their social and academic outcomes. Modern trends in education lay the responsibility of student's intellectual and character development on schools and teachers.

Türk et al., (2019), narrated that classroom rules are usually needed on the commencement of the first day class. For classroom conduct, there are different classroom rules and they worked for the elementary grades. It is recommended that these rules may be presented orally, but in lower grade students, the rules may be in written form because their memory is less then as compare to the upper grade students. One may follow the rules in the class and students may copy them. Therefore, consideration must be given to the classroom rules for effective classroom management.

### **1.1 Significance and the Statement of the Problem**

Classroom management is an important aspect of teaching learning process. It evolves the seating arrangement, the lesson plan, the classroom rules, rewards and punishment and actual teaching-learning process. The study encompasses all the essential ingredients of the classroom management. The study is significant for the beginner teacher as well. The adherence to the classroom rule facilitates effective classroom management which in turn leads to improve the achievement level of the students. Classroom management ensures the conducive atmosphere in the class for the better achievements level for the students. The issue has been tackled appropriately yielding some very significant findings and conclusions which may help the policy maker, the administration and the educational management to take concrete steps for the effective classroom management.

Effective Classroom Rules have always been recognized as an integral part of the teaching learning process. It entails effective classroom rules, teaching learning process and rewards and punishments. For the beginner teacher it is foremost important to master the skills to implement classroom rules for effective control. For some teachers, declaring the classroom rules on the first day brings regularity and discipline among the students. It has been observed that most of the teachers are ignorant about the classroom rules and may face difficult situation in the classroom environments. Therefore, this study aims at exploring the Impact of Classroom Rules on the Achievement Level of Students at Secondary Level in Peshawar. The research in hand fulfills the much needed requirements. This has taken up the issue of the classroom rules in logical and scientific manner.

### **Objectives of the Study and the Hypothesis of the Study**

The main objective was to find out the impact of classroom rules on the achievement level of students.

Hypothesis

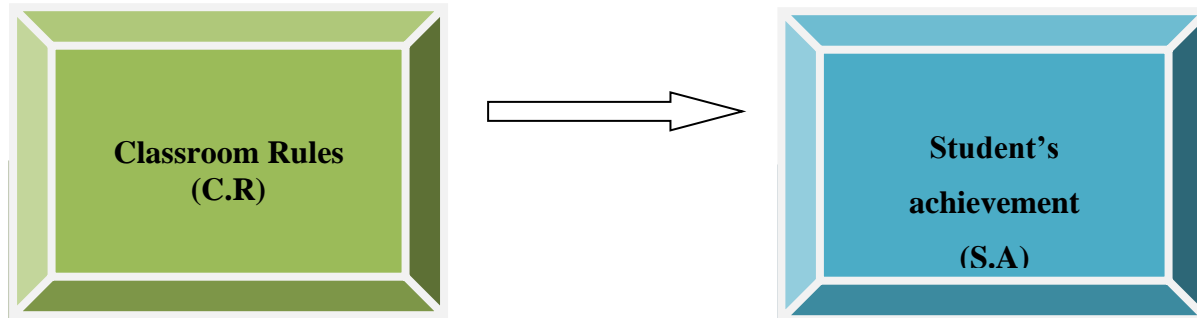
H<sub>0</sub> There is no relationship between classroom rules and student's achievement level.

### **1.2 Theoretical and Conceptual Framework**

In the context of classroom rules this research focused on Reactive Interventionist Discipline Method for the classroom rules introduced by Canter & Canter (1992). The Assertive Development Method was widely fruitful for educator to implement a systematic plan launched for controlling behavioral issues. The research has also benefited from the Skinner (1950) suggested that an educator can manage classroom environment through various strategies. Skinner agreed with concept, "problems can be solved, even the big ones, if those who are familiar with the details will also adopt a workable conception of human behavior".

Skinner (1950) implied that a teacher can control the classroom environment through instantaneous reinforcement. These reinforcements can come in positive (special opportunities,

celebrations, candy) and negative (loss of opportunities, office referrals, in school suspension, out of school suspension) forms to create an environment where each student works productively. Based on the above discussion, a conceptual framework of the study is presented as follows Student's achievement is dependent variable whereas classroom rule is the main independent variable.



**Conceptual Framework of the Study (Self-constructed)**

## 2. Literature Review

The review of relevant literature is developed around central theme regarding classroom rules and its effect on students' achievement. This information is provided for better understanding of the education processes in the government schools of Khyber Pakhtunkhwa province of Pakistan.

Literature on classroom rules, rules of effective classroom management, setting up classroom rules, Classroom Instruction, relationships and how these effects the students' achievement is important. Education plays an impotent role to uplift of a society. It can guarantee success in different fields of life. It changes the economy and improves national and social structure. The development of a country depends upon the availability of well-trained people and civilized societies have recognized the importance of education.

### 2.1 Classroom Rules

We have rules in every walk of life that make our life civilized. To make it effective and fruitful, such rules should be communicated to the learners on the very first day of class, and the teacher should make it application possible throughout the academic year. Practicing students in maintaining overall classroom rules and conduct/procedures is visually a positive way to encourage student's involvement. It is necessary to evaluate the method opted to establish post rules, as well as the rules themselves for grade-level effectiveness (Marzano & Pickering, 2003). Rimm-Kaufman, and Curby (2009), said that not always "first day" classroom rules are equally significant and additional rules may be added as particular situation need. Klamer-Hoogma (2012), stated that classroom rules can establishing and maintaining an effective learning environment which leads to succeed in class. Poor classroom management can cause loss of attention towards Teachings which may result in poor performance by the students. School can affect students

learning in the class and has an influence on classroom rules and students' academic achievement as well. Thus, effective classroom rules are pre-requisite for the better academic achievement of students.

Fairbanks et al. (2008), commented that classroom rules are to be changed when situation changes. If the student frequently ignores one rule, it will have an unfavorable cause on his skill to regulate the rules successfully. According to Barbetta (2005) classroom rules should be clear, easy and quantifiable, as well as shaped with students' support. Classroom rules would be reliable with school rules. Different types of classroom rules are necessary for successful classroom management; the rules may be divided into four different categories i.e. (a). Academic work (b). Classroom conducts; (c). First teaching day and can be communicated later. Larrivee (2005), stated that rules make our life more organized and sophisticated. Rules that are effective and productive, must be communicated to the students on the day first of class, and the teacher should make it possible during the academic year. Practicing overall classroom rules and procedures is visually a way to encourage learner's participation. It is very necessary to evaluate the way teachers establish position as well as the grade level efficiency rules. There are four main class rules of effective classroom management. According to Larrivee (2005), there are four rules of effective classroom management. They are:

#### ***2.1.1 Rule one: get them in***

Rule one emphasizes the position that instruction which make a risk and avoid the difficulties which can occur if learner is not quickly busy in useful activity. The procedure of getting them in could be seemed to connect three different phases, salutation, places and introduction.

#### ***2.1.2 Rule Two: get them out***

The second rule states that, most of disciplinary issues arise from an unsatisfactory start to the course lesson; another weak time providing many opportunities for problem making is the end of lessons. Educators carefully planning the end of the lesson because it is very important part of the way in which skill teacher effectively feel change. Therefore, the teacher needs to believe different two phase, closing a chapter and finish the class.

#### ***2.1.3 Rule Three: get on with it***

It is referring to the main important parts of the lesson, the nature of the content and the way of its appearance. Learner's response and intellect of ability on a particular area topic will depend to a considerable level on the teacher's skill to get on with it.

#### ***2.1.4 Rule Four: get on with them***

Educators build up relationship with their learners by development shared trust and respect. Teacher need to be attentive of youngster as a being and be aware to the temper of the group and keeping track of what's going on?

## 2.2 Setting up classroom rules

Roesler (2009), stated that classroom rule is to encourage behavior by obviously stating learner prospect. They set limits to how learners behave. Following example is a suitable set of classroom rules:

1. Pursue instructions the first time they are given.
2. Raise your hand for permission to speak.
3. Stay in your seat until got permission to do else wise.
4. Stay hands, feet, and stuff to yourself.
5. No abuse and irritating.

Most of the classroom rules are operate unwritten when learners interacting with their teacher. It should be latterly impossible to trace a set of rules that should cover everything. So therefore, it is necessary to limit the number of classroom rules. Lastly, credit should be given to the learners who stick to the classroom rules. Teachers are not advocating for a comprehensive corruption system, but teachers do identify the best reward of a job well done, teachers are dealing with youngsters. Classroom rules may be adopted at a broad level to include a range of apparent behaviours. Give honor to other people's belongings and being covers a range of misshapes, such as theft, looking here and there, throwing objects etc. To honor teacher desires allows you to shun off a verity of true thing and disruptive behaviors that no list of rules could widely cover. On the other hand, one should be cautious enough to state a rule so commonly that the particular misshapes, to which it relates, stay ambiguous to students e.g. a rule indicating simply, obey the teacher, may not be materialized (Curby et al, 2009).

## 2.3 Classroom Instruction

Curby (2009), stated that the terms, teaching consists of two parts but intertwined set of activities, instruction and management. The managerial activities are those activities which are carried out to create and maintain conditions in which the classroom instruction would take place effectively, while instructional activities are those that are deemed vital to improve the learner's academic achievement. Classroom teaching has two mechanisms, order and learning. The Order is served by classroom management, while learning is served by instruction.

## 2.4 Relationship between Students and Teachers

Vairamidou, and Stravakou, (2019) classroom is the main area of teaching learning process where the teacher and learner interact with each other for the attainment of educational goals. To recognize the educational goal, the duty of the teacher is to create a conducive atmosphere that invites the students in the classroom activities and their relationship as well as to assist the learning process. Classroom management is all events performed by edifies in the classroom to make education situation that encourages social contact, lively appointment in education. From the above statement we understand that classroom management could be used as an instrument to create good relationship between students and teachers among all the learners. Good relationship is very important they should treat students equitably according to their needs and to plan the

teaching learning experience. According to Charles (2008) our job as a teacher is to teach all learners fairly by treating them.

### 3. Methodology

#### 3.1 Research Design

Descriptive Research Method was used in this study. Primary data was collected through questionnaire and secondary data was obtained to the review of related literature including relevant books, researches carried out on the subject conference /seminar proceeding various educational policy, education plan and the martial found through internet.

#### 3.2 Population, sampling procedure and sample size

The target population comprised of the study comprised all the SST/SET teachers at the secondary level. Forty Government High and Higher Secondary School were randomly selected for the selection of the sample of the study. There are total 658 SST/SET male teachers at the secondary level and total 240 SST/SET teachers were selected from the 40 schools in Peshawar.

#### 3.3 Research Instrument and Analysis

The researcher used Classroom Rules Scale (CRS) developed by Frankel and Wallen (2004), which consists of 10 items. The scale was translated into Urdu which was given along with the English statements. Student's average score of class 9<sup>th</sup> session 2017 was obtained from the respective respondents in their own subject taught being Dependent Variable (Student Achievement, SA). The participants were informed that the data was to be kept confidential and used only for research purposes. Different statistical tools i-e One sample t-test, Pearson Correlation and Regression were used for analyzing data, collected from the respondents, using the questionnaire/scale already introduced in the preceding section.

According to UmaSekaron (2003), the reliability value falling below 0.60s is poor, the 0.70s range is acceptable and 0.80 range and above are good. The reliability of the variables tested is acceptable to good range.

Table 1. *The reliability test of variables*

Variables	Cronbach's Alpha
Classroom Rules (CR)	.734

### 4. Results, Findings and Discussion

#### One sample t-test Statistics for variable CR (Classroom Rules)

One-sample t-test statistics, for variable Classroom Rules (CR), we got the following results in Tables.

Table 2. *One sample t-test Statistics for variable CR*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
CR	240	3.3142	.66626	.04518

Table 3. *One Sample Test*

One-Sample Test						
Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CR	6.953	239	.000	.31417	.2252	.4032

In case of the above both tables 1 & 2 the mean value of CR was 3.31 which was higher than the midpoint 3, the t-value was 6.953 &  $p < 0.05$  which was significant. So, it showed that the responses of the majority were on the agreement side.

Table 4. *Person Correlation between Classroom Rules & Students Achievements*

Descriptive Statistics			
	Mean	Std. Deviation	N
AvMarks	58.2583	10.65197	240
CR	3.3288	.66626	240

Table 5. *Correlation*

Correlations			
		AvMarks	CR
AvMarks	Pearson Correlation	1	.150*
	Sig. (2-tailed)		.020
	N	240	240
CR	Pearson Correlation	.150*	1
	Sig. (2-tailed)	.020	
	N	240	240

\*. Correlation is significant at the 0.05 level (2-tailed).



### 4.1 Testing the Hypothesis

**H0** There is no relationship between & classroom rules and student’s achievement level. Two hundred and forty Teachers of high and higher secondary schools were surveyed about the Classroom Rules ( $r= 0.150$ ,  $\text{Sig. } 000 < 0.05$ ), the coefficient of correlation shows that the CR and SA was significant. So, correlation result suggests that the Classroom Rules and Student’s Achievements have a weak but positive relationship with each other. On the basis of above correlation result, the null hypothesis was rejected.

Table 6. *Regression Model*

		Coefficients						
Model		Unstandardized Coefficients		Standard ized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	49.249	3.915		12.58	.000	41.537	56.961
	CR	2.659	1.138	.150	2.337	.020	.417	4.900

a. Dependent Variable: AvMarks

### 4.2 Applying Regression Model

Regression analysis was applied for calculating, whether the explanatory variable Classroom Rules (CR) is contributed towards dependent variable i.e. Student's achievement (SA) and how much it is contributed to our data. Hence, to capture the effect of independent variable Classroom Rules (CR) and dependent variable student’s achievement (SA) ( $\beta= 49.249$ ,  $p=.000 < .05$ ) (Where SA is representing the dependent variable Students Achievement (Score/Marks) and CR (Classroom Rules))

$$SA = 49.249 + 2.659CR$$

(3.915) (1.311) (Std. Error)  
 (12.580) (2.337) (t- Statistic)  
 (.000) (.020) (p- Value)

( $F = 5.461$ ;  $p = .001$ ) and explanatory variable classroom rules (CR) is statistically significant ( $t = 2.337$ ;  $p < 0.05$ ). The Independent Variable Classroom Rules (CR) contributed statistically significantly in a positive way towards student achievement. Classroom Rules (CR) contributes 2.659 units in the dependent variable Student Achievement (SA) for every unit (=1) increase in

explanatory variable the SA score also increase by 0.492. So, on the basis of the above results the explanatory variable Classroom Rules (CR) positively contributes towards Student Achievement (SA) level.

It was found that the reliability of the items was to acceptable range and One-Sample t-test confirmed that most respondents were agreed side. It was also found that classroom rules positively contributing towards students' achievements. The study found that a classroom rule was positively related to students' academic achievement. This finding of the study is in line with Şen (2022), who investigated a positive relationship between classroom rules and students' achievement. Similarly, this research is in line with Özdal and Çağanağa (2017), Owusu et al., (2021) and Erdem & Akyol, (2021) reported that classroom rules had a positive influence on students' performances.

## **5. Conclusion**

It was concluded that there was a positive and statistically significant relationship between classroom rules and students' academic achievement. Classroom Rules was positively contributing towards students' academic achievement. The whole estimated regression model was significant. The Classroom Rules leads to better students' achievements. It were concluded that Classroom Rules plays a very effective role to manage classroom but also positively contribute towards student's achievements.

## **6. Recommendations and Future Directions**

1. Classrooms rules may be displayed in the classes for the reinforcements.
2. Classroom rules may also be communicated to the parents using different modes of communication.
3. Student's perspective regarding classroom rules may also be explored.
4. Further studies can be carried out to compare the implementation of classroom rules at different educational levels.
5. Studies can also be carried out to examine the classroom rules of elite schools, madrassah stream schools and the government schools.
6. Further studies can be carried out to explore the effect of class room rules on the academic achievement of female students.

## **7. Limitations of the Study**

A limitation of the study was that it utilized a self-report survey, which According to Colton and Covert (2007) may limit the acquisition of data because the items in self-report surveys limit the response choices of respondents. Some of the respondents might not know the meaning of certain statements and respond to these items from their own interpretation. Vaughn (2012, p.6) has argued that surveys question habits of mind, and these are not essentially limited to the items in surveys used for studies.

This study was limited to assumed 9<sup>th</sup>-class students in two districts of Khyber Pakhtunkhwa with the assumption that they would be better able to respond to the questions about classroom rules, and would be better able to express their problems/feelings. It is a limitation of the study as students in other classes may perceive teachers differently, and, as a consequence, the findings may be generalized with caution.

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