

Establishing Rules and Procedures in the Classroom

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Abstract: Research on the establishing rules and procedures in the classroom is investigated. The main purpose of the study is to investigate, rules and procedures in the classroom for the higher secondary schools level. The data was collected through a questionnaire, from sixty one teachers, randomly selected from secondary schools of district Peshawar, KPK Pakistan. The data was tabulated, analyzed, interpreted and discussed in accord to our study.

Key words: Classroom discipline • Questionnaire • Secondary school • Academic achievements

INTRODUCTION

Establishing rules and procedures, reduces the occurrence of classrooms discipline problems, which is one of the most important classroom management activities [1]. Rules and procedures, which one should prepare prior to the first school day, show one commitment to apply them and to create better environment with the classroom. Various kinds of rules and procedures are needed for the successful management of a classroom. These rules may be related to classroom behavior and school work [2].

Generally, rules should be communicated to the students on the very first day of class to avoid asking by students, or any miss-happening to occur. These rules should be divided into seven categories of each behavioral and work, for the earlier grades [3, 4]. Teacher should present these rules verbally, provide a news letter and post them for later reference for the students of lower grades and junior high grades. Presentation of rules to students followed by copying, by them into their note books may be more satisfactory for high school students. Simply, inquiry of the rules may be enough, as long as posted for afterword reference [5].

Not exclusively, “*first day*” rules are of vital importance compared to the subsequent rules which have less importance. Other rules such as, making up work, respond and talking out, formative grades and contravention of due dates are also among the most

important ones. Earlier to the moments, these issues are raised in the classroom for which few thoughtful considerations are needed to avoid wakeful pause and a doubtful response when a student asks a question [6]. We are trying to recognize those rules’ areas, which are needed to be communicated on first day “*related to school work and rules related to classroom behavior*” and the rules communicated later identifies areas for which rules can be communicated as the position arises. Some rules which are particularly related to the specified position e.g. safety during a lab trial, notebook achievement and obtaining help, can be best presented in the context to which they apply. Many other different kinds of rules, regarding absences, leaving at the bell, note taking, are likely to be communicated in the latter coming days of school [7].

Suggestion for Establishing Rules and Procedures:

Some of the troublesome behaviors of the students include; students getting out of their seats, communicating during group work, completing class assignments and violating rules. Some of the general suggestions for creating classroom rules are as follow [8].

It is better to make sure that rules should be consistent with the classroom environment in which we wish to apply. As a beginning teacher, it requires plenty of time to recognize values and preferences, for managing a classroom. Personal philosophy also reflects the classroom management. For example, do you want to give

free and self-creative class environment, or do you want to emphasize teacher initiated climate with in the class?

Certain rules which you can't apply, should be avoided, for example rules "no talking" or "no getting out of your seat", may be difficult to enforce [9].

So, we should identify only those rules which may, at least, reflect one of these purposes; enhance work engagement, minimize disruption, promote acceptable standards of courtesy and interpersonal relations [10].

Rules should be, articulate as general as possible, to include a range of specific behaviors. For example, the rule, "respect other people's property and person," covers a variety of problems, such as stealing, borrowing without permission, throwing objects, etc. one need to not to articulate a rule so generally that the specific problems to which it related, remain unclear to the students. For example, a rule stating simply, shows respect, or "obey the teacher", may not be feasible [11].

It is pertinent to know that we have created procedures for dealing with the many issues. However, unless we clearly communicated our rules and enforce them thoroughly and consistently is a prime reason why some rules are effective and others are not [10].

Following are some of the most frequently occurring reasons why a particular rule is not applied consistently (Emmer *et al.*... 1994).

- The rule is not applicable or appropriate, if it does not have a specific context, or not reasonable and even not according to the nature of individuals to whom it applies.
- The teacher himself/herself does not feel strong enough about a rule to be consistent, its application therefore many exceptions to the rule.

Whenever, you realized that the conditions are changing, think about changing the rules too. One cannot say universally that rules are made to be broken, but it is true that even good rules may also be changed and even abandoned with the changing circumstances. If rules in vogue is repeatedly ignored or broken, it will have adverse effect on teacher ability to manage the classroom effectively. On the other hand, inappropriate rules to which you are rigidly clinging will have an equally adverse effect [11].

The study in hand is significant because it will stimulate an educator to prepare rules related to classroom environment, facilitate effective teaching and learning strategy. Especially, to generate awareness about the rules related to academic work, awareness about the rules

related to classroom conduct. Moreover, to create awareness about the rules, should be communicated on the *First Teaching day* and establish awareness regarding rules that can be communicated later, at an appropriate time [11].

Research Methodology: The main purpose of the study is to investigate certain rules and procedures for the classroom at the higher secondary level. The methods apply for research was survey method and questionnaire technique. It involves collecting, analyzing and interpreting data with regard to the objectives of the study. For this, survey was conducted to get the opinions of the respondents. Hence, the nature of study was descriptive.

Population: The population of the study was consisted on all the teacher of higher secondary schools of district: Peshawar.

Sample: For achieving student's objectives, 61 secondary school teachers were randomly selected, as the sample of the study from the seven selected High schools of district Peshawar. The statistical analysis of the questionnaire distributed and obtained, is given in Table 1.

Research Instrument: The questionnaire (research) options were consisted of four point rating scale i.e., Always, Sometimes, Never, Uncertain, related to literature.

Their suggestions were incorporated in the questionnaire.

Questionnaire for Teacher at Higher Secondary Level: The questionnaire for teacher consists of 34 items. These items were based on two main areas, classroom conduct and academic achievement; each ones were of 17 items.

Data Collection: The questionnaires were administered by the researcher. The information from the respondents was collected. The researcher visited the institution himself for that purpose. A hundred percent data from sampled were collected properly.

Data Analysis: The data collected through the above mentioned research instrument was tabulated, analyzed and interpreted in the light of the objectives of the study. The responses obtained through the above mentioned research instruments were scored before statistical analysis and interpretation. The items were given by rating the responses on four point rating scale.

Table 1: Statistical analysis of the Questionnaire

<i>Department</i>	<i>Questionnaire distributed</i>	<i>Received filled Questionnaire</i>
Subject specialist	21	21
S.E.T	15	15
C.T	9	9
A.T	2	2
T.G.T	6	6
D.M	3	3
P.E.T	1	1
Elementary Teacher	4	4
Total	61	61

Table 2: Classroom conduct questionnaire

<i>S.No</i>	<i>Statement</i>	<i>Responses</i>			
		<i>Always</i>	<i>Sometime</i>	<i>Never</i>	<i>Uncertain</i>
1	Rules related to classroom conduct are communicated verbally.	33	26	2	---
2	Rules regarding class are communicated on first teaching day.	37	14	4	6
3	Give instruction about the arrangement and assignment of seats.	28	24	7	2
4	Appreciate student on responding.	51	8	---	2
5	Students know to leave the class on bell ring.	41	9	8	3
6	Students are allowed to take drink and food during class.	4	12	41	4
7	Students are allowed to enter the class without permission.	9	12	38	3
8	Late comers are allowed to sit in the class.	11	41	8	1
9	During class permission is obligatory for going out of the class.	35	16	7	3
10	Cell phones are allowed in the class.	1	5	48	7
11	Coming up to the desk is must.	18	25	3	15
12	Your students know what to do when the visitor comes to the door during class.	30	19	4	8
13	Rules related to communication in the class are predetermined.	27	25	3	6
14	Students are told to raise hand want to give answer to question and sharing opinion in the class.	43	14	2	2
15	You tell students to be patient and listen to others in the class.	44	12	3	2
16	Students are aware of the fact, not to interrupt others and speak their own turn in the class.	39	14	6	2
17	Students are allowed to speak in loud voice during class.	10	18	29	4

RESULTS

Responses of the different statements are comprehensively listed in Table 2, whereas for the individual data and response see S1 to S17 of the Supplementary Information. Analysis of the data of Table 2 indicates that, rules related to classroom conduct are communicated verbally, always 33%, sometime 26%, never 2%. Rules regarding class are communicated on the first teaching day, always 37%, sometime 14%, never 4% and uncertain 6%. Give instruction about the arrangement and assignment of seats, always 28%, sometime 24%, never 7% and uncertain 2%. The response regarding appreciating students on responding, always 51%, sometime 8% and uncertain 2%. Students know to leave the class on bell ring, always 41%, sometime 9%, never 8% and uncertain 3%.

Comments on the students are allowed to take drink and food during class, always 4%, sometime 12%, never 41% and uncertain 4%. Students are allowed to enter the

class without permission, always 9%, sometime 12%, never 38% and uncertain 3%. Late comers are allowed to sit in the class, always 11%, sometime 41%, never 8% and uncertain 1%. During class, permission is obligatory for going out of the class, always 35%, sometime 16%, never 7% and uncertain 3%. Teachers response on the cell phones is allowed in the classes, always 1%, sometime 5% never 48% and uncertain 7%. Coming up to the desk is must, always 18%, sometime 25%, never 3% and uncertain 15%. Your students know what to do when the visitor comes to the door during class, always 30% sometime 19% never 4% and uncertain 8%. Rules related to communication in the class are predetermined, always 27%, sometime 25% never 3% and uncertain 6%. Students are told to raise hand want to give answer to question and sharing opinion in the class, always 43%, sometime 14%, never 2% and uncertain 2%. You tell students to be patient and listen to others in the class, always 44%, sometime 12%, never 3% and uncertain 2%. Students are aware of the fact, not to interrupt others and speak their

Table 3: Academic achievement questionnaire

S.No	Statement	Responses			
		Always	Sometime	Never	Uncertain
18	Rules related to academic work are clear to students on first day of teaching.	30	12	16	3
19	Students are instructed to bring the material that is required for class (note book, pen and books).	51	10	---	---
20	Students should complete their home work.	47	7	3	4
21	Teacher should check the work during class hours.	21	34	2	4
22	Students are aware of the drawbacks, of not completing their home work.	38	17	4	2
23	Instructions are given to students that they must not miss the quizzes and exam.	36	19	3	3
24	Students know the punishment in case of absence in the quizzes and exam.	44	13	2	2
25	You (teacher) have determined criteria for grading.	36	18	4	3
26	Your students are aware of not violating rules.	43	9	5	4
27	You tell students about the rules of attendance and its importance.	45	11	2	3
28	Your students are aware of the effect of attendance on the performance of students.	35	20	4	2
29	Absence without permission and application is wrong.	38	16	1	6
30	Note book completion is must by your students.	51	6	1	3
31	You (teacher) demand for the assignment to be submitted on due date.	39	18	1	3
32	Test is not delayed by you (teacher) without cause.	30	26	4	1
33	Your students can share work with others.	23	28	5	5
34	You instruct your students to use other learning resources for further reading (net, library).	27	21	7	6
Total		1195	579	248	121
Percentage		55.76	27.01	11.57	5.64

own turn in the class, always 39%, sometime 14%, never 6% and uncertain 2%. For the last question; students are allowed to speak in loud voice during class, always 10%, sometime 18%, never 29% and uncertain 4%.

The remaining 17 items of the academic achievement are depicted in Table 3 and the individual's data and their responses are given in the Supplementary Information of Table S18-S34. Analysis of the data of Table 3, shows the rules related to academic work are clear to students on first day of teaching, always 30%, sometime 12%, never 16% and uncertain 3%. Students are instructed to bring the material that is required for class (note book, pen and books), always 51% and sometime 10%. Students should complete their home work always 47%, sometime 7%, never 2% and uncertain 4%. Teacher should check the work during class hours, always 21%, sometime 34%, never 2% and uncertain 4%. Students are aware of the drawbacks, of not completing their home work, always 38%, sometime 17%, never 4% and uncertain 2%.

Instructions are given to students that they must not miss the quizzes and exam, always 36%, sometime 19%, never 3% and uncertain 3%. Students know the punishment in case of absence in the quizzes and exam, always 44%, sometime 13%, never 2% and uncertain 2%. You (teacher) have determined criteria for grading, always 36%, sometime 18%, never 4% and uncertain 3%. Your students are aware of not violating rules, always 43%, sometime 9%, never 5% and uncertain 4%. You tell students about the rules of attendance and its importance

always 45%, sometime 11%, never 2% and uncertain 3%. Your students are aware of the effect of attendance on the performance of students, always 35%, sometime 20%, never 4% and uncertain 2%. Absence without permission and application is wrong, always 38%, sometime 16%, never 1% and uncertain 6%. Note book completion is must by your students, always 51%, sometime 6%, never 1% and uncertain 3%. You (teacher) demand for the assignment to be submitted on due date, always 39%, sometime 18%, never 1% and uncertain 3%. Test is not delayed by you (teacher) without cause, always 30%, sometime 26%, never 4% and uncertain 1%. Your students can share work with others, always 23%, sometime 28%, never 5% and uncertain 5%. You instruct your students to use other learning resources for further reading (net, library), always 27%, sometime 21%, never 7% and uncertain 6%.

DISCUSSION

The current topic was selected, keeping in view its current importance in the academic environment of the school, especially in higher secondary schools. We took the responsibility of filling the questionnaire by the school teachers, of the higher secondary schools of district Peshawar city circle. At the beginning it was very difficult task, but by the full commitment of the researcher and high cooperation of the respondents, the task was made comparatively easy. Researcher visited each

selected school twice to collect the filled questionnaires, from the respondents. The questionnaires were totally centered on the topic “Establishing Rules and Procedures in the Classroom.” It is pertinent to discuss here some of the very interesting findings of the study. 55.76% responded as always they use the prescribed rules in the class-room environment. Nearly, 27.01% of the respondents expressed as they sometime use such rules. Interestingly 11.57% opted for “never”. It means that some of the respondents were totally indifferent of the issue. Ironically, trace amount of 5.64% were not clear about, these rules and they opted for “uncertain”. So as a whole the response was very interesting.

Finally, we concluded from the comparative analyses of both of Table 2 and 3, that the following measures may be undertaken in the classroom management.

- Rules that are related to conduct were communicated verbally. It is recommended to publish the rules in hard form and should be distributed among student, also in written, on the walls in the relevant area.
- Another main point of the results related to rules of the first day. It is suggested to convey the rules on certain time, eventually in school, assembly and on other occasion.
- The results of the study revealed that rules related to academic work are clear to students on first day of teaching. It is suggested to develop academic conduct rules in staff meeting and may be shared with all students, teacher and parents.
- The results of the study revealed that the study undertaken should lead to the daily supervision of the students work in the classroom.
- Students are aware of the drawbacks of not completing their homework. It is to be inculcated into the mind of the students that incompleteness of their classroom work is not producing good results.
- Another important results of the study revealed that rules may be implanted in proper way for facilitation of student for smooth running of school and classroom.
- Finally, we concluded that some of the academic rules may be designed as static.

Appendix A. Supplementary Data: Supplementary data related to this article can be found at <http://dx.doi.org/10.1016/j.>

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