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VIEWS OF STAKEHOLDERS: EFFECTS OF RULES ON
STUDENTS' BEHAVIOR AND ACADEMIC PERFORMANCE

By

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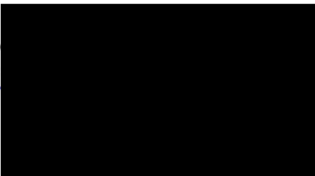
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Dedication

I dedicate this work

To my family, friends, and instructors

To the future school leaders

VIEWS OF STAKEHOLDERS: EFFECTS OF RULES ON STUDENTS' BEHAVIOR AND ACADEMIC PERFORMANCE

Alaa H. Katerji

Abstract

School rules and policies are a major concern for educators, administrative personnel, teachers, and even students. Rules contribute to improve school effectiveness. This study elicited the views of stakeholders about the effects of rules on students' behavior and academic performance. The study was conducted in a private religious Lebanese school. The participants were 103 elementary students from grades 4, 5, and 6, 12 teachers, the school principal, counselor, and the Head of cycle. The instruments used included focus group interviews with students, semi-structured interviews with teachers, and observations using tally sheets, descriptive anecdotal table records, and journal entry records. The students' discipline records, report cards, and the school handbook were reviewed. The findings revealed that rules and policies are not only constructed to control students; but are perceived as important factors for improving students' academic achievement and alter students' inappropriate behavior. Recommendations for future research are included.

Keywords: Rules, Policies, Discipline, Academic performance, Behavior.

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CHAPTER ONE

INTRODUCTION

1.1- Introduction

School rules are a major concern for educators, administrative personnel, teachers, and even students. Rules contribute to improve school effectiveness and there is positive correlation between effective implementation of rules and better behavioral and academic performance (Thornberg, 2008; Goodman, 2006; Spaulding, Irvin, Horner, May, Emeldi, Tobin, Sugai, 2010). In other words, consistent and fair implementation of rules has direct positive effects on students' behavioral and academic performance (Garnes & Menlove, 2003). Rule implementation has different phases (Buluc, 2006; Burden, 2010; Edwards, 2008). It starts with the development of rules. Then, it is followed by communicating them to the school community, implementing and observing, then applying consequences whether students comply with rules or violate them. Finally, documentation is required to evaluate the effectiveness of the rule implementation process on individual and holistic bases.

Not surprisingly, rules are sometimes violated for different reasons. In some cases, the causes are relevant to home influences, media, school factors, teacher, or student's health, psychological state, cognitive abilities, and background. Moreover, the effects of violation vary from non-problematic to severely problematic. Diagnosing the effect of violation in order to apply the consequences is critical and requires wisdom (Canter, 2010; Wheldall, 1992). Additionally, implementing positive consequences for students who comply with rules should never be neglected.

Practically, types of rules and their implementation differ from one school to another. The researcher's five-year teaching experience in a private religious Lebanese

school (School X) where the study is conducted and based on what the researcher's colleagues in other schools witness in their schools regarding students' behavior, order and discipline, it was noticed that both students and teachers complain about inconsistent and discriminatory use of rules, ambiguity in stating rules, and sometimes absence of or non-implementation of rules in one area or another. On the other hand, when the teacher is supported by the administration while implementing rules and consequences, and when all teachers cooperate to implement rules consistently, students abide by rules and non-compliance is reduced. Moreover, students comply with academic rules more than any other type of rules, such as behavioral rules. Therefore, the researcher was eager to explore school rules and the views of the stakeholders about them and about their effect on students' behavioral and academic performance.

1.2- Research purpose and significance

This study aims at eliciting the views of stakeholders about the implementation of rules at their school and their importance to their school life. Also, it examines the consistency between the schools' written documents and practices. The rules that are examined in this study include rules of instruction, behavior and morals, appearance, personal, attendance, admission, grading, promotion and retention. Accordingly, the researcher posed two questions:

1. What rules are implemented in the school and how are they relevant to the school mission?
2. How do stakeholders view the effects of implementing or non-implementing the rules on academic and behavioral aspects?

The first question examines the types of rules implemented in the school and their consistency with the school's philosophy and mission. Besides, it helps distinguish

the school's weak and strong points regarding rule implementation and the causes of implementing or non-implementing the rules. The second question examines how stakeholders view the effects of rules implementation or non-implementation in the school on students' achievement and behavior.

Although there are studies about school rules conducted in Lebanon, but the researcher did not find any study that elicits the views on the effects of school rules on students' academic performance and behavior. Actually, one of the studies found in Lebanon about school rules elicits the views about effective enforcement of discipline plan policies (Abu Zahr, 2010). Two other studies explore a common discipline problem, which is bullying. One of them examines how teachers and students perceive bullying (Rabah, 2006). Whereas the other one is a case study about exploration of bullying and its prevention in an elementary school (Mirza, 2010).

This study adds to the available studies in that it helps other teachers, administrative personnel, and educators to make appropriate decisions regarding the various types of school rules and the type of interventions and consequences that should be implemented in order to improve students' achievement and behavior.

1.3- Research context

The study is conducted in a private Lebanese religious school. The school was established in early 1990s by a charitable organization founded in 1984. The school is located in the suburbs of Beirut city and accepts students from nursery to grade 12. The school contains 427 male and female students and 80 employees including administrative personnel, teachers, and staff. Most students are of middle socioeconomic backgrounds. The school is a six-storey building with one small playground for kindergartens, and one big playground for all other cycles. The school aims at developing students through continuous guidance to be active Muslim leaders,

characterized by civilized Islamic personality with wide knowledge and leadership skills which enable individuals to benefit the society and improve their lives.

At the beginning of the school year, the administration communicates its mission and rules to the students and parents through a handbook about the school. It includes a brief history about the school, its mission, vision, structure, principles, programs, and the rules of different aspects. For instance, rules related to admission include entrance exam policies and the procedures to complete registration. Attendance rules include those that are relevant to the daily schedule, arrival and dismissal times, absence, truancy, tardiness, and vacations. Appearance rules, on the other hand, include codes for uniform and hair. Instructional rules include in-class duties, homework policies, examination and make-up policies, and retention and promotion policies. In addition, behavioral rules list students' responsibilities and rights regarding their behavior and relationship with others in the class and in the school amenities. Moreover, the consequences of rule violation are extensively explained and categorized according to the type of rule violated. The handbook also mentions the role of parents in the school and the school services.

This chapter informed readers about the research topic, research purpose and significance, and the research context. The second chapter presents the literature review on different aspects related to school rules and their effect on the teaching-learning process. The third chapter presents the methodology of the study. It explains the research design, sample selection, instrumentation, and triangulation, reliability and validity. The fourth chapter presents the data results and the fifth chapter discusses the obtained results. The last chapter includes the conclusion, limitations, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1- Introduction

At the beginning of every school year, students enter schools with their own expectations about the school; they come with their previous school experiences and preconceptions of what the school is and who every teacher is. Briefly, at the first day of the school, students receive a handbook of a set of school rules, procedures and consequences. Teachers distribute and explain the handbook to avoid behavior problems such as inattention, idleness, irresponsibility, bullying, dishonesty, and truancy.

Basically, order and management has always been a major concern for teachers, administrators, and even parents. Educators emphasize preparing for the first day of the school, as teachers, or administratives (Marzano, 2007; Burden, 2010, Edwards, 2008, Curwin, Mendler & Mendler, 2008). Formulating the rules, procedures, and consequences is the initial step to implement a school-wide management plan. Schools implement these plans to create order and enable teachers and administrativesto provide a safe environment conducive to learning (Gable, Hester, Rock, & Hughes, 2009).

This section of the study presents a review of the international literature on the need and implementation of rules as perceived by stakeholders. It starts with a definition of policies, rules, and discipline, followed by a section about the importance of stakeholders' perceptions and views, and the importance of rules in schools. Then, a theoretical part which includes the views about the implementation and development of rules in different discipline models is presented. The chapter, then, presents the areas

and types of rules, causes for violation, types of violations, and consequences of violation or compliance.

2.2- Policies, rules, and discipline

School policies are general rules set by the school board members. They state what will be done in the school, who will do it, and how (Ornstein & Levine, 2000; Zoost, 2011). School policies include policies related to admission, attendance, appearance, grading, promotion and retention. Although the board sets the standards for the above policies, teachers and middle managers, such as coordinators and department heads, are responsible to implement them.

School rules are usually related to school routines, discipline, and moral education. Evertson, Emmer, and Worsham (2006) define rules as general stated expectations for acceptable or unacceptable behavior. Burden (2010) adds that rules, coupled with procedures, are general codes of conduct intended to guide individual behavior in order to promote positive student interaction and avoid disruptive behavior. Rules are also defined as legitimized prescriptions and standards about how students should behave in different situations in school (Thornberg, 2008). Accordingly, students' actions are judged as appropriate and desirable or inappropriate and forbidden (Buluc, 2006).

From a psychological view, Martin and Pear (2007) define rules as a description of a three-term contingency of reinforcement of antecedents, behavior, or consequences. This implies that a rule states a specific behavior that occurs in a particular situation. They concluded that a rule functions as a discriminative stimulus (S^D or S delta) and as motivating operation. To illustrate the three functions of rules, S^D rules reinforce the

presence of certain behavior. For example, a student raises his hand before answering because a rule states that a student should take permission before speaking. As an S delta, rules extinguish certain behavior. For example, "Be Quiet" rule extinguishes talking and disturbing others in class. As motivating operations, rules influence behaviors and alter the effectiveness of consequences through reinforcers and punishers.

Discipline is the act of submission to rules (Peters, 1966). Durkheim (1961) considers discipline as an element of morality coupled with regularity of conduct and authority. Durkheim's concept about discipline intersects with other contemporary definitions, such as being the act that determines appropriate modes of responses and deals with violations in an attempt to maintain order and organization (Burden, 2010).

2.3- Importance of stakeholders' perceptions and views

Stakeholders are people or entities with an interest in a process, concept, or object (Hom, 2011). In this study, the stakeholders are those who are in direct relation to the rule-making and rule-implementing process. Ghilay and Ghilay (2010) emphasize the importance of eliciting stakeholders' views since they enable the collection of a rich body of information; besides, they provide insights about the researched aspect from different vantage points. Stakeholders' perceptions and views are shaped according to many forces. Two main forces are motivation and information, the former is affected by the position of the stakeholder and one's own philosophy, and the latter is affected by personal experience, prior education, and individual's network structure. Therefore, by eliciting the views of stakeholders, it is expected to gather pool of ideas (Hom, 2011).

2.4- Importance of rules in schools

Rules focus at establishing an ordered, non-violent, and safe learning environment in the school (Malone & Tietjens, 2000; Thornberg, 2008). Consistent use and enforcement of rules allows students to predict the teacher's behavior, which creates safe and comfortable environment and promotes learning and instruction (Malone & Tietjens, 2000). Indeed, if a teacher is prevented from teaching, or if students are prevented from learning and completing their academic work as a result of a disruptive student or inappropriate behavior, there must be limits for the inappropriateness or disruption. Therefore, the importance of rules relies on their positive effects related to students' academic performance and behavioral improvement.

In fact, children behavior is characterized by irregularity (Durkheim, 1961). Rules include the intended behavior and the limits that ensure proper educational progress in school and make children accustomed from early years of life to moderation, limits and control. Through school rules the child learns responsibility and respect (Buluc, 2006; Malone & Tietjens, 2000; Murphy, 2002, Curwin et al, 2008). Consequently, the irregular characteristics in children are modified into regular ones when effective rules are implemented in the appropriate time and manner. Otherwise, irregularity will be rooted in the child and it will be hard to change it later.

Gage and Berliner (1998) state that explicit rules help students develop sociolinguistic competence such as rules related to talking out, participating, displaying factual knowledge, and so forth. On the other hand, disruption and misbehaving, which are facets of rule violations, hinder teachers from creating the environment necessary for teaching and learning. Consistently, rules are important in developing students' character when they are stated as positive expectations (Murphy, 2002).

Interestingly, Gottfredson, Gottfredson, Payne, and Gottfredson (2005) observe that fair and clear rules significantly decreased delinquency and victimization. In addition, Buluc's (2006) and Thornberg's (2008) ethnographic studies point out to the students' request and need for rules in order to protect and sustain them. Obviously, students are aware of the importance of rules that promote safe and learning environment.

Goodman (2006) defends the assumptions that the ordered environment that rules and discipline create in the school leads to academic mastery and creates safe learning environment. Others affirm that a leaning community needs to have order for students to be successful, so rules and procedures are set by the school personnel to support effective teaching and learning (Burden, 2010; Wheldall, 1992; Buluc, 2006; Thornberg, 2008; Spaulding et al., 2010). A study conducted by Wilcox, Augustine, and Clayton (2006) found that when rules are not implemented in school, disorder is obvious and teachers report high levels of students' violations.

2.5- Different discipline models

The degree of control exerted on students is important in school. Burden (2010) displays a continuum showing a range of low to high teacher control whereby different philosophical beliefs are placed on this continuum. The degrees of teacher control are classified into three discipline models which include the guiding model, interacting model, and intervening model. These models help principals and teachers construct rules based on their discipline philosophy.

The guiding model is a low teacher control approach which is based on the philosophical views that students have high degree of autonomy, and teacher has a low

degree of control. Teachers guide students to discover appropriate behaviors and discuss them in an attempt to formulate rules and consequences. To avoid chaos, rules developed by the students should be followed and the teacher is responsible for implementing them to enable learning to take place in an organized environment. Ginott's (1972) philosophy fits in this model. He calls for congruent communication between teachers and students which protects and builds students' self-esteem. Thus, instead of insulting, threatening and humiliating students, teachers must address the situation and the facts. He emphasizes that teachers should deliver sane messages, invite students to cooperate, accept and acknowledge students' feelings, express anger without addressing students' character, and direct students for correcting a behavior. They should avoid hurried responses to problems, long dealing with minor problems, labeling students, using sarcasm, and harming students with certain questions.

Gordon is another proponent of this model who believes that human beings are self-regulating and rebel when they are actively regulated; hence, he does not believe in the effectiveness of rules. In addition to modifying the environment and specifying students' needs, teachers deal with misbehaviors by actively listening to the students, and sending I-messages instead of you-messages. For instance, a teacher substitutes "You know what will happen if you keep on talking" by "If I get interrupted during instruction...". Gordon argues that you-messages cause resistance, defense, lower self-esteem, withdrawal, and anger (Edwards, 2008).

On the other hand, the interacting model involves medium control approaches based on the belief that both innate and external factors affect child's development. Although the teacher focuses on student's individual needs, the ultimate focus is on the group behavior and academic needs. Rules and procedures are constructed mutually by

teachers and students. Teachers enforce rule implementation and guide students to recognize the consequences of their decisions and actions (Burden, 2010). Dreikurs and Glasser are two proponents of this model.

Dreikurs's (1971) logical consequence is based on the belief that students violate rules due to poor choices to satisfy needs such as attention, revenge, avoidance, and power. Dreikurs calls for cooperative determination and enforcement of rules by teachers and students. Punishment is replaced by determining appropriate behaviors to replace inappropriate ones. For instance, if a student breaks the rule of preserving property by marking on his desk, he is required to remove them.

Glasser (1992) emphasizes non-coercive discipline and criticizes theories based on stimulus-response relationship (S-R). He believes that these never create motivation because it treats creatures as dead things. He suggests, however, turning to control theory that motivates living things intrinsically. The theory states that people have built-in needs that they satisfy by choosing good or bad behavior. Therefore, the control theory aims at teaching students to manage their own behaviors and self-regulate with the help of the teacher. Together, the teacher and the student set the rules, examine the student's inappropriate behavior, judge its consequences, and create a plan to improve. In a quality school, punishment is never acceptable; instead students suffer the logical consequences when they break rules (Glasser, 2001).

And finally, the intervening model which involves high control approaches considers that students' development is shaped and influenced by external factors. Accordingly, teachers control students, set rules, and deal with inappropriate behaviors. Students do not interfere in this process because they are less experienced and they cannot control themselves. Unlike the other approaches, teachers manage students'

behaviors individually rather than in groups (Burden, 2010). Skinner and Canter are proponents of this model.

Skinner's behavior modification belief is based on the fact that human beings are unable to govern themselves. They are affected by the external stimuli and need to be regulated properly by reinforcers or punishers. Hence, teachers create rules and procedures to shape students behaviors, and they are reinforced using a reward system. Teachers react to non-compliance either by ignoring the behavior, or by rewarding the student as soon as an appropriate behavior occurs or by punishing the students when they violate rules (Martin & Pear, 2007).

Canter's (2010) assertive discipline emphasizes the importance of home-school relationship. He believes that the teacher should construct and enforce rules consistently and firmly. Students who follow rules are positively recognized whereas consequences result when students choose to break rules. He ensures that punishment promotes good behaviors when using specific and effective plans.

The next section presents the literature on the types and areas of rules and policies, violations and consequences in order to conclude their importance for students' academic and behavioral aspects.

2.6- Areas and Types of rules

Every school has a set of rules and procedures extracted from the school philosophy and mission. They instill order, moral values and good characters (Murphy, 2002) in students. Rules implemented consistently in classrooms and schools' amenities promote familiarity and compliance and become more legitimate and meaningful for the students (Evertson et al., 2006).

According to Thornberg (2008), rules are classified as relational rules, structuring rules, protecting rules, personal rules, and etiquette rules. Although the five categories overlap, his ethnographic study finds that students view the relational rules as the most important in the school and their existence maintain their safety, prevent aggressiveness, harmful consequences, and negative school climate.

Classroom rules and procedures include mainly instructional, interactional, and behavioral and moral rules. However, school policies include admission, attendance, uniform, grading, and retention and promotion policies.

Regarding classroom rules, teachers should prepare procedures for room uses such as desks, storage areas, drinking, pencil sharpening, centers in the room, and in and out of class transitions that maintain order and safety for students. Instructional rules and procedures cover attention, participation, talking with others, calling for help, completing individual work, and cooperative group activities (Gable et al., 2009; Edwards, 2008; Marzano, 2007).

Additionally, under moral and behavioral rules, teachers concentrate primarily on bullying, violence and cheating. The rationale for setting rules that forbid bullying and violence resides in the importance to create positive orderly school environment that focuses on learning (Astor, Benbenishty, Vinkour, Zeira, 2006; Benbenishty, Astor, Zeira, Vinkour, 2002) and in which decreased levels of victimization, threats, property damage (Gottfredson et al., 2005; Khoury-Kassabri, Benbenishty, Astor, Zeira, 2004), misbehavior (Stewart, 2003; Welsh, 2003), and school disorder (Mayer & Leone, 1999) are reported. Since bullying is becoming a pervasive problem in many schools, they share with parents, peers, and media the responsibility for reducing, indirectly, this unacceptable behavior (Burden, 2010; Lambert, Scourfield, Smalley, & Jones, 2008).

Bullying takes several forms, such as threatening, swearing, teasing, as well as using tough words and physically abusing others (Mirza, 2010). It causes damaging behavioral and psychological effects for the bully and the victim (Everston et al., 2006). In terms of school environment, Lambert et al. (2008) found that a strong association exists between setting clear and firm rules about bullying and low levels of bullying. But, they found that punishment is weakly associated with lower experiences of bullying. Aluedse (2006) and Espelage, Bosworth, and Simon (2001) note that bullying has negative impacts on academic performance and is strongly associated with absenteeism. They also pinpoint that being a bully and being bullied causes depression and instills suicidal thoughts for both. Accordingly, schools should never hesitate to continuously detect if bullying is experienced in the school in order to intervene and solve the problem as soon as it occurs. Rabah (2006) recommended that in-service training for teachers and administrators should be done in order to prevent bullying. Besides, parents' cooperation and involvement is emphasized in order to reduce and stop bullying in schools and protect students' safety (Mirza, 2010).

Dress code policies help reduce behavioral problems, particularly, bullying, coercion, theft, humiliation, peer discrimination and labeling, and gang-related activities (Anderson, 2002; Workman & Studak, 2008). According to Elder's (1999) findings of a research conducted in two schools, student conduct improved during the year where the schools implemented dress code policies. Within one year, she reports that discipline referrals dropped from 1,565 to 405 in one school and from 1,139 to 850 in the other. Besides, it is significant that non-existence of dress codes in schools causes distraction during instruction (Lumsden & Miller, 2002). In fact, some schools implement restrictive dress code policies. This leads some educators to oppose them since they

contradict with the students' civil rights to choose (Freeburg, Workman, & Lentz-Hees, 2004). Therefore, school policies regarding dress codes should protect individual rights of freedom to choose in congruence with maintaining safe school environment from disruption and distraction.

Rules related to cheating are also important in order to train the student be honest and independent (Gallant & Drinan, 2006). Burden (2010) states that students cheat either because teachers set too high expectations which is hard for the student to achieve, or because of carelessness. Firmin, Burger, and Morrison (2009) reported that cheating occurs in distracting learning and studying conditions which might lead to violent actions or other types of misbehavior such as tattling, jealousy, or bullying.

School admission policies are set to choose the type of students needed in the school whether based on their wealth or cognitive and behavioral abilities (Walton, 2008). West, Pennell, and Hind (2009) found that schools which have control over admitting applicants use frequently certain criteria which involve students' abilities or aptitude in subject area, having high general ability, being the child or a sibling of an existing or former pupil, pastoral or compassionate factors, the applicant's primary school records and interviews, and pre-admission meetings with them or their parents.

Moreover, regular attendance becomes highly a concern of many schools and educators. Recent research shows strong relationship between attendance and academic performance that include GPA scores, class grades, and study skills (Crede, Roch, & Kieszczynka, 2010; Kay 2010; Reid, 2010). In short, schools set attendance policies not only because attendance fosters learning and getting higher grades, but because teachers communicate information and train students on skills that are not found in textbooks (Crede et al, 2010).

Grading policies are guidelines for teachers, students, and parents to assign grades and communicate them regarding different aspects (Guskey, 2009), such as grading exams and quizzes, participation, completion of work, projects, oral presentations, neatness, behavior, teachers' assessment of students' personal traits and personal characteristics. Carifio and Carey (2009) argued that the inclusion of these areas in a 100-point scale grading system leads to the lack of coherent and uniform grading policies which leads to extensive variations in student assessment from teacher to teacher.

Grading policies are extracted from the school philosophy which reflects whether the purpose is to aid the student in the process of education, evaluate the instructional program, reflect students' effort, document their achievement, or rank students and sort them for further activities or rewards (Carifio & Carey, 2009). Although they provide information to improve students' performance, grades have powerful lasting effects on students' attitudes, persistence in school, and motivation to learn (Guskey, 2009). Therefore, many schools are assigning a minimum grading policy, in an attempt to reduce failure and attrition rates, and increase motivation and graduation rates. A competitive grading system frustrates students, particularly low achievers, and causes behavioral problems, such as destructive and self-defensive behaviors in order to preserve self-image. To deal with this system, students experience cheating, jealousy, and lower self-esteem (Gallant & Drinan, 2006). Students' learning is undermined when a competitive system is fostered in the school (Forrester-Rustique, 2005). Grades must serve beyond ranking students if the purpose of education is to raise students' expectations and performance. Hence, grading systems should provide

students with salient and meaningful feedback which should be simple, straightforward, and understood by students (Carifio & Carey, 2009).

Guskey's (2009) study elicited teachers' views about grading and reporting grades and revealed that some elementary teachers and the majority of secondary teachers believed that it is acceptable to assign zeros for missed or late work, take credit away from misbehaving students, or use grades as a form of punishment and as a way to manage the classroom.

Grade retention and promotion policies are directly related to grading policies. Students with cumulative averages below a predetermined threshold repeat their class; otherwise they are promoted to upper classes. Grade retention has been considered as a method of remediating poor academic performance (Jimerson, 2001). Policies related to grade retention have been criticized by many educators for their deleterious effects on students' long-term academic, socioemotional, and behavior outcomes (Jimerson, 1999, Jimerson & Ferguson, 2007). By comparing the outcomes of retained students during elementary classes, with those of low-achieving but promoted and regularly promoted students, Jimerson's (1999) 21-year prospective, longitudinal study provided a wealth of information. He criticized retention policies since it was revealed that retained students performed academically lower at the end of grade 11, showed higher rates of dropping out of school, were less likely to receive a diploma at the age of 20, and also were less likely to join postsecondary education program in comparison to students who were low-achieving but promoted.

Based on revisions of other studies, Jimerson and Ferguson (2007) mentioned that although most studies showed negative academic improvement for retained students, only few studies reported that implementing the grade retention policies have

short-term benefits on academic achievement which diminish at later classes. As for the socioemotional adjustments, Jimerson's (2001) meta-analytical study revealed that retained students displayed poorer attendance and peer relationships, more behavior problems, and negative attitudes toward the school.

On the other hand, Gottfredson, Fink and Graham's study (1994) showed that retention reduced problem behaviors, rebellious actions, and increased school attachment and peer bonds. Educators declared that the negative effects of retention policies outweigh its positive outcomes. Therefore, alternative intervention plans should be adopted from early years to prevent retention and to address students' needs having academic and behavioral problems (Abidin, Golladay, & Howerton, 1971).

2.7- Causes for rule violations

Students come every day to school affected by out-of-school environment: student's health factors, media, family, economic status, and peer and gang influences (Curwin, et al., 2008; Gage & Berliner, 1998). In-school influences which lead students to express non-compliance to school rules and policies include competitive environment, student boredom, powerlessness, unclear rules and limits, lack of acceptable ways to express feelings, and attacks on students' dignity rather than the behavior (Curwin et al. 2008,). In addition, some causes are related to excessive control and attention deprivation (Edwards, 2008), poor communication between school and home, low expectations concerning students' achievement, and negative teacher-student relationship (Evertson et al., 2006; Johnson, 2009).

Based on the above, schools play vital role in driving students to violate rules and misbehave. First, when learning conditions do not suit students' abilities and needs

or when classrooms are impersonal and overcrowded (Gage & Berliner, 1998; Johnson, 2009), students fail to respond actively and achieve less. This might be due to inappropriate curriculum to students' age, or the information does not motivate students since it is not related to students' culture, conditions, or experiences (Buluc, 2006; Thornberg, 2008; Spaulding et al., 2010). In fact, students are less likely to disrupt lessons which they are interested in. Students become low achievers either because of demotivation or due to their low abilities. Therefore, teachers should maintain the motivation and interests of low achieving students at a more personal and individual level (Wheldall, 1992). Thus, teachers' knowledge of low-achievers' methods of organizing and delivering information contributes to raise the students' self-esteem, hinders further violations, and keeps the student on-task. Therefore, the curriculum content diversity and appropriateness, and the method of teaching are factors that enhance compliance to behavioral and instructional rules whether students are high or low achievers.

Second, inadequate emphasis on teaching students thinking skills hinders students from solving their problems independently. Consequently, they tend to solve their problems in inappropriate or illegal ways. Reis, Trockel, and Mulhall (2007) report a significant decrease in aggression when students perceive that their school emphasizes on understanding and thinking strategies rather than on memorizing.

Third, excessive control practiced over students in schools develops powerlessness in some students or rebellious actions in others (Edwards, 2008). Fourth, punishment used to correct students' improper behavior provokes resistance and resentment (Kajs, 2006; Woods, 2008), or breaks students wills and the students fail to govern themselves. It also drives students to swindle and deceit in order to get away

from something (Curwin et al., 2008). Unfortunately, the literature shows the incompatibility between continuous punishment and instilling the norm of compliance in students (Canter, 2010; Wheldall, 1992; Woods, 2008)

2.8- Types of violations

School rules can be major or minor rules. Constant breaking of minor rules leads to chaotic environment which affects instruction time, students' attention, and teachers' instruction. Wheldall (1992) describes this situation as dispirited, stressful, and energy-snapped for both teachers and students.

Rather than listing the violations, categorizing them is more manageable. Depending on its effect and scope, rule violation is "non-problematic, minor, major and insidious, or escalating and extreme" (Evertson et al., 2006). The non-problematic violations do not interfere with learning and instruction and reacting to these violations is insignificant, consumes energy and time, and distracts lessons. On the other hand, minor violations include infrequent occurrence of behaviors that do not disrupt or interfere seriously with learning, such as rare truancy, failure to complete assignments, and changing seat. Behaviors underlying this category should not be neglected; otherwise, they might persist, spread, and students will perceive implementation of rules as inconsistent. This perception affects adversely the whole system of rules and policies in the school, particularly in the classroom.

Violations categorized as insidious major, and excessive escalating disrupt and interfere with learning negatively (Wheldall, 1992). The difference between the two categories depends on the number of the involved students. The former is limited to one

student or few, whereas the latter describes a common situation in a class or large group of students. This type of violations threatens order and learning in the school.

2.9- Consequences of violation or compliance

The concept of punishment is thought to be the easiest way to cope with students' problems. Consequences are sometimes confused with punishments. This explains why some ineffective teachers directly respond to any violation using punitive punishment. These practices include shouting, using humiliating reprimands, threatening, suspending, reducing grades, punishing the whole class or group, assigning extra academic work, making students write and copy pages or statements, assigning physical punishment like standing up the whole session (Burden, 2010; Curwin et al., 2008). Hence, alternative interventions are important while addressing students' non-compliance with rules.

Consequences are intervention plans that maintain students' dignity. They are used as a vehicle that makes students responsible and helps them make the best choices even in the absence of authority (Curwin et al., 2008). Educators who support the use of punishment as an intervention strategy ensure that it should be used as a last resort to restore order and discipline in the school. Therefore, teachers should set consequences and avoid the continuous use of punishment (Budren, 2010; Wheldall, 1992).

Depending on the severance of violation, Edwards (2008) proposed the implementation of Jones's sequenced consequences. Therefore, teachers impose low-level, mid-level, or high-level sanctions. Low-level sanctions include warning or sending letter to parents; whereas, mid-level sanctions include time-out, detention, loss

of privileges, or parent conference. High-level sanctions include in-school suspension, suspension, and expulsion.

Determining the consequences requires distinguishing between breaking a rule causing "too much un-wanted behavior" or complying "too little to wanted behavior" (Gage & Berliner, 1998). The first category includes bullying, cheating, moving around in class repeatedly, objecting improperly, and criticizing and complaining satirically. Therefore, before punishing, the teacher should use strategies such as contract, prevention and extinction. Whereas complying too little to wanted behaviors include failing to completely pay attention, interacting with others, and being independent. Hence, strategies like eliciting and modeling the behavior, reinforcing, and shaping are helpful for the teacher to increase the compliance to rules fostering wanted behaviors (Gage & Berliner, 1998; Kajs, 2006). Consequently, the teacher determines when and how to intervene and implement a consequence.

2.10- Conclusion

Violations are actually impossible to be eliminated, yet they could be reduced when proper strategies and actions are implemented. Primarily, administrative personnel should support teachers and monitor their intervention plans for enhancing compliance to rules and reducing misbehaviors in the school. In order to prevent confusion and inconsistency, announcing general rules and policies, and agreeing on discipline plans, consequences, and acceptable behaviors in school and in all its amenities are a must (Burden, 2010).

On the other hand, teacher's personal charisma and learning from the trials and errors of their experiences contribute in reducing transgressions and rule breaking

(Wheldall, 1992). Their support to students significantly decreases behavioral problems such as aggression, property damage, verbal bullying, and physical victimization (Khoury-Kassabri et al., 2004; Reis et al., 2007).

In addition, research studies show that rules are made for providing students with safe learning environment. Therefore, many of them assure that shared rule-making is extremely meaningful for the students and increases compliance with rules (Reis et al., 2007). Besides, student participation in rule-making fosters active involvement, respect for rules, and enhances problem solving strategies (Malone & Tietjens, 2000).

Setting reasonable, fair, comprehensive and clear rules is never enough in the school. In accordance, there must be consistent implementation, continuous monitoring, documentation, and evaluation of the applicability and effectiveness of the school rules. Recommendations on the rule making process and implementation should be set in order to provide the students with the safest environment conducive to developing them morally, academically and behaviorally.

The above literature review reported findings as well as theoretical reviews of past and recent research related to the definition of school rules, their importance, rules in the eyes of different discipline models, types and areas of rules, causes for violations, types of violations, and consequences for violation or compliance. The next chapter describes the methodology used in this study.

CHAPTER THREE

METHODOLOGY

This chapter describes the approach that is used in this research. It presents the research design, sample selection, and instruments used to collect data (Appendices A, B, C, and D). It also presents the process of data analysis and the process of ensuring reliability and validity in this study.

3.1- Research design

This research is an exploratory case study using the qualitative methodology. The two research questions posed previously explore the types of rules implemented in the school and their relation to the school mission. Besides, they explore the views of students, teachers, and administrative personnel about the effects of these rules. Exploring these aspects requires the researcher to perform field visits to a school where the rules are investigated in the real-life context. During the visits, collecting data from different sources to investigate the extent of implementing the studied phenomenon in the natural settings is a must. This meets Yin's (2003) definition of a case study which states that a case study is an "empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used".

3.2- Sample selection

For the purpose of the study, the school principal gave the researcher the access to conduct the study in cycle II grades (4, 5, and 6), after receiving a formal letter. During the academic year of 2010/ 2011, cycle II policies, rules and regulations were modified and the administrative personnel insisted on implementing them consistently and properly. In this context, the researcher chose the population that possesses necessary information about school rules in the elementary level; thus, the sampling is

purposive (Fraenkel & Wallen, 2006). Therefore, the participants are cycle II students (grades 4, 5, and 6) whose ages range from 9-12 (N= 103), 58 males and 45 females. The principal, head of cycle, counselor, and all the teachers of cycle II (N= 12) are also included in the study.

3.3- Instruments

Data collection for the study was conducted through the following instruments: study of school documents, direct observation of classroom sessions, school hallways, head of cycle office, teachers' lounge, and recess time; students' focus group interviews, and semi-structured interviews with the principal, teachers, counselor, and head of cycle II (Cohen, Manion & Morrison, 2007; Fraenkel & Wallen, 2006; Yin, 2003).

3.3.1- School Documents

Reviewing school documents (Cohen et al., 2007; Yin, 2003), such as the school handbook (see appendix D) which embed admission policies, attendance policies, uniform policies, behavioral and moral rules, instructional rules, grading policies, and promotion and retention policies, are considered as a start point for the researcher to observe the adopted policies and corroborate information from other data collection sources.

3.3.2- Observations

Observations enable the researcher to collect data about the implementation of behavioral, attendance, appearance, and instructional rules mentioned in School X's handbook. In addition, observations also focus on implementation of consequences when the rules are violated. Therefore, the physical, human, interactional and program settings in the school (Cohen et al., 2007) are important aspects to consider while

observation. This implies that the researcher prepares observational instruments to ensure that the collected data cover the four mentioned areas. For the physical setting, the researcher observed the bulletin boards and posting areas, classroom seating arrangement, playground and hallway areas, safety measurements in the school, and other physical items. On the other hand, observations of the human setting included how students are grouped, and student relationships with teachers and administrative personnel. Interactional settings involve the way of interaction in the school. For instance, formal and informal, verbal and non-verbal, planned and unplanned interactions are observed. Still more, program settings allow the researcher to observe the curriculum delivery process, resources, problem-solving programs and consultation programs adopted and implemented, mainly, by the counselor, class advisor, and Head of cycle. Hence, the observational instruments helps the researcher to watch the above settings and jot the events on the spot during the school visits by using tally sheets, descriptive anecdotal report table, and journal entry records (see appendix C). The goal of observation as an instrument is to reveal how the involved school personnel explicitly implement and commit to school rules and policies to achieve academic and behavioral objectives of the school.

As a non-participant observer (Cohen et al., 2007; Fraenkel & Wallen, 2006), the researcher observed the rules that are implemented, the process of implementation, the places where rules are violated mostly, type of students who always follow or violate the rules, the procedures followed in case of rule violations, and the causes and effects of rule violations. Hence, the researcher attended some classes, joined students during recess time, listened to teachers' conversations during meetings and in the teachers' lounge, observed hallways, head of cycle office, and any place or meeting that

helps to collect data for the study without any involvement in any activity or conversation (Fraenkel & Wallen, 2006). Fifty hours of observations were conducted.

3.3.3- Focus group interviews with students

Group interview is a useful and valuable technique since it provides the researcher with a wide range of complementary responses. Group interview for students, in particular, encourages interaction between the researcher and the child. Unlike individual interviews with the children, group interview reduces anxiousness and helps the child respond comfortably (Cohen et al., 2007).

During focus group interviews, the researcher took into consideration two main factors: the group size and the duration of the interviews. Usually, while interviewing a group of children, it is advised to interview not more than 10 students at a time. Besides, duration should not exceed 15 minutes. Considering the above factors, distraction and boredom are kept to a minimum (Cohen et al., 2007) and each child participates effectively.

Before interviewing the students, the researcher piloted the focus group interview questions on two 10 years old children. Accordingly, several modifications took place. Due to ambiguity revealed in the first question: "what are the rules in your school? How important is every rule to you?" it was restated as "what are the rules in your school? Why do you think the school has this rule for you? (the researcher chose a rule that the students stated). Also, it was hard for one of the students involved in the pilot session to answer question 6 "how does following rules affect instruction and your achievement?" The researcher changed it to: "when one of your friends breaks a rule, how does this affect his/her classmates who are focusing on the teacher's directions and

explanations? Does this affect his/her completion of the task that should be done? Give examples."

After piloting, the researcher organized ten interview sessions where 100 out of 103 cycle II students joined the sessions, three were absent on the days of interviews. Ten students from the same class and of different academic levels were interviewed at a time. The interviews were informal. Open-ended questions were asked to the students (see appendix B). Interviews were conducted without the presence of teachers, head of cycle, or principal. The researcher controlled the situation from any improper participation.

3.3.4- Semi-structured interviews

Informal interviews are another instrument used in this research. Fraenkel and Wallen (2006) describe a semi-structured interview as a verbal questionnaire where the researcher and the participant exchange ideas and information face to face. For this type of interview, the researcher developed an interviewing plan that focuses on the main aspects of the study without fixed ordering of questions (Cohen et al., 2007; Yin, 2003). Semi-structured interviews allow the researcher to spend more time with the participants, which permitted more flexibility, accuracy, harmony and trust between the researcher and the interviewee.

In this study, semi-structured interviews are conducted in order to elicit specific perceptions, experiences, and responses from the counselor, teachers, head of cycle II, and the principal; thus, revealing if they mostly implement policies and rules effectively, and how problems are solved during the process of implementation. Responses and findings are used to compare and contrast the outcomes of the different

interviewees and the outcomes from other instruments (Fraenkel & Wallen, 2006). Besides, the semi-structured interviews point out whether the staff is aware of the effects of implementing or non-implementing school rules and policies on both behavioral and academic aspects.

Interviews were conducted separately. Interview questions are derived from the literature, previous studies on effective school rules (Spaulding et al., 2010; Garnes & Menlove, 2003; Buluc, 2006; Thornberg, 2008; Gable et al., 2009), and from the research questions posted earlier (see appendix A). The researcher piloted teacher's interview questions on two elementary school teachers. Accordingly, question one was modified. The question was: How, do you think, do rules and policies affect the teaching-learning process and the school climate? The altered form of the question excluded "and the school climate". Besides, the researcher cancelled a question which stated: "what procedures do you follow when a rule is violated? Is it always the same with all violation of rules?" Instead, the researcher added to question 5: "Give examples of rules often violated and what procedures were followed".

After piloting, the researcher sent a letter for each participant that informed her about the purpose of the study, the importance to participate in this study, and that anonymity is protected. In return, each participant signed the letter and assigned an appointment for the researcher. All the interviews were tape recorded, in congruence with note-taking. Then, they were transcribed and analyzed.

3.4- Triangulation, Reliability and Validity

One condition mentioned in Yin's (2003) definition of a case study is to use many sources of evidence. Triangulation is the use of two or more methods of data

collection while studying the behaviors of participants. Triangulation assists the researcher to establish a chain of evidence, then to correlate outcomes when different instruments are implemented (Fraenkel & Wallen, 2006; Cohen et al., 2007). While constructing the items of the interviews, the same categories were included in the items of the focus group interview and in the items of the semi-structured interviews. In addition, observation concentrated on the categories embedded in the interview items to ensure triangulation of data. Each category from every instrument was compared to the other and to the school's documents.

Reliability is the consistency of results. If the obtained data was reliable, then errors and biases are relatively minimized (Yin, 2003), and the data is accurate and consistent (Cohen et al., 2007; Fraenkel & Wallen, 2006). To ensure reliability, this study adopts Yin's (2003) tactics in developing a case study database and using a case study protocol. To develop a case study database, students' group interviews, and principal, head of cycle, counselor, and teachers' semi-structured interviews are conducted. In addition, review of school documents and records and observation instruments are used. For further replication of work and improved reliability, all steps and procedures are explicitly documented in the study.

Validity refers to the appropriateness, meaningfulness, correctness and usefulness of inferences made by a researcher (Fraenkel & Wallen, 2006). To ensure validity, the researcher used multiple sources for data collection, and established a chain of evidence (Yin, 2003) to correlate outcomes when different instruments were implemented (Cohen et al., 2007; Fraenkel & Wallen, 2006). The case study report was reviewed by a researcher and expert in the field and by some participants such as teachers (Yin, 2003). In addition, the questions of the semi-structured and students'

focus group interviews were piloted on 2 cycle II teachers and 2 students of the same age range before implementing them in the real situation. Piloting aims at refining errors, as well as reducing ambiguity or complexity in interview items (Cohen et al., 2007; Yin 2003). In addition, the researcher showed the focus group interview questions to the English teacher of grades four, five, and six to adjust terms or question format in a way that helps students understand and answer the questions as required.

3.5- Data Analysis

Cohen et al. (2007) present different ways of organizing and presenting qualitative data analysis. In this study, the researcher organized and presented data according to the research questions. Therefore, under the first research question, data related to the types of rules in the school and school mission, importance of rules, the implemented rules, causes of violations, and consequences are presented. However, the second research question categories include data related to the views about the effects of implementation on behavior, on academic performance, and views about the effects of non-implementation on behavior and academic performance.

Organizing data in this way preserves the coherence of data presented. Besides it provides a collective answer for every research question raised previously. It also facilitates clear and convenient exploration of patterns, relationships, and comparisons across different categories and when different instruments are used.

This chapter described the methodology used to conduct the study. It presented the research design, sample selection, instrumentation, and data collection and analysis. The next chapter will present the obtained results.

CHAPTER FOUR

DATA RESULTS

Data were collected by using the instruments discussed in the previous chapter. Results were tabulated in order to facilitate their analysis. This chapter presents the results to address the two research questions:

1. What rules are implemented in the school and how are they relevant to the school mission?
2. How do stakeholders view the effects of implementing or non-implementing the rules on academic and behavioral aspects?

4.1- Data results related to the first research question

The results related to the first research question, "What rules are implemented in the school and how are they relevant to the school mission?", are classified into five categories. The first category presents the data results of analyzing the rules from the school handbook that were constructed in line with the school mission. It also presents the views on how rules are developed. However, the second category presents the stakeholders' views about the importance of rules. The third category presents the stakeholders' views about the implemented rules in the school. In addition, it is necessary to present in the fourth and fifth categories the data results of the different perceptions about the causes that drive students to violate rules, and about the consequences for either violating or complying with rules. These two categories shed light on the effectiveness of the implementation of rules.

4.1.1- School rules and school mission

As mentioned in the school handbook, school X mission focuses on three aspects. Developing active Muslim leaders through continuous guidance is the first aspect. The second aspect addresses the student's personality and skills. And the third aspect reflects the extent to which the students are able to benefit from the above two aspects to improve their lives and the society. Accordingly, school X constructed the policies and rules that contribute to achieve what the mission states. The handbook includes policies related to admission, attendance, appearance, grading, retention and promotion. In addition, it involves instructional, behavioral and moral, financial, and interactional rules which should be implemented in the playground, classrooms, buses, hallways, and other amenities.

Results about the types of rules and policies from the focus group interviews with the 10 groups of students, and semi-structured interviews with the 12 teachers, the Head of cycle, counselor and the principal reveals that interviewees identified eleven categories. Table 1 summarizes the findings from the semi-structured interviews and Table 2 summarizes the results of the types of rules and policies mentioned by students during the focus group interviews. The two tables reveal that the stakeholders are familiar with most of the rules, particularly, those that are related to instruction, appearance, interaction, grading, and promotion and retention.

Table 1: Results of teachers' responses about the types of rules in their school

Categories	Findings from informal interviews	Number of interviewees identifying the category
Instructional rules	HW, CW, attention, studying, exams	15
Personal Rules	Hygiene, neatness and appearance	14
Classroom rules	Raising hands, not moving out of seat, no interruption, listen to others, group work, not to eat...	14
Out-of class rules	Transition rules: after sessions and between them. In hallways and stairs	10
	Playing safely in playground	5
	Students should not talk during assembly, and go upstairs quietly to reach classes	14
Interaction rules	Students interacting to each others: no hitting, bullying, respect	14
Moral rules	Cheating, stealing, loving others, giggling, talking about improper subjects...	13
Appearance policies	Uniform policy, hairstyle, shoes and socks colors	15
Attendance and Absence policies	Being on time in class, bringing a medical report when absent,...	11
Grading Policy	Percentage grading	15
	Grading system depends on students' mid-term and final exams grades, quizzes, H.W., C.W., participation, and projects	13
Promotion and retention policies	Students are promoted if their cumulative average is more than 65%	15
	If the average of one basic subject matter is failing the student is subjected to a make-up exams before being promoted	7
	A student get grade retention if the student failed three basic subject matters (Math, English, Arabic)	15
Admission policies	The student is subjected to entrance exams, results are discussed with the administration to accept or refuse the student	6
Others	Preserving others' properties	15

Table 2: Results of students' responses about the types of rules in their school

Categories	Findings	Number of groups identifying the item
Instructional rules	Be attentive/ concentrate	3
	Do HW, C.W, and come prepared to class	10
Personal rules	Hygiene and neatness	6
Classroom rules	Not to eat in class	2
	Participate appropriately	7
	Listen while others are talking: teachers or friends/ not to interrupt others	5
	Stay seated in class	3
	Raise hand before talking	6
	Be organized	3
	follow teachers' directions	4
	Bring necessary school things with us/ don't forget them	4
	Not to chat	6
	Talk appropriately: tone and language	2
	Be punctual	4
	Not to misbehave	2
	Take permission	9
	Sit properly	1
	Cooperate with friends/ help others	7
Interaction rules	Not to hit or push others	9
	Respect others/ be polite/ not to talk back to teachers	7
	Not to say bad words/ use polite language	8
Moral rules	Be honest: Not to cheat, lie or steal	5
	Not to giggle	1
Appearance policy	Wear the uniform, tied hair for girls, cut hair for males, white scarf for veiled girls, no fixators	10
	Wear white socks and black shoes	6
Attendance and absence policies	Be in class on time/ before 7:30 a.m	9
	Bring a medical report if absent for more than 2 days	7

Out-of class rules (hallways and playground)	Transition and assembly rules: line up quietly and quickly in a straight line, and in order. Stay in class after the bell rings and between the sessions	6
	Not to run in hallways and playground	4
Grading policies	School grading system is based on a 100-point scale	7
	The grading includes final exams, quizzes, HW, CW, and projects	6
	Students' behavior grade is reduced when the student misbehaves	10
	Students are subjected to make-up exams at the end of the year if the student received an average below 65% on subjects math, Arabic, and English	10
Promotion and retention policies	Students move to the higher class if they get 65% or above or if they passed in the make-up exam, or if they did not fail in English, Math, Arabic, and Islamic studies.	10
	Students repeat a class if they fail in all subjects or if they fail the make-up exams	10
Admission policies	Students do English, Arabic, and Math entrance exams	6
Others	Preserve properties	6
	Don't bring dangerous things to school/ or things not allowed like toys, animals, or gum, chips...	6

4.1.2- Development of school rules

In this context, it is worth mentioning the results related to rule development in the school based on the perceptions of all the participants in this study. According to the semi-structured interviews, eleven interviewees mentioned that teachers develop their class rules with their students. Eight stated that general policies, such as admission, promotion and retention, grading, and attendance and absences policies are developed by the Head of cycle and administration. On the contrary, six other interviewees mentioned that the educational council, which is made up of the principal and the coordinators, developed the policies and rules found in the school handbook and it was reviewed by the administrative council, which includes the principal and heads of

cycles. Four of the six, stated that the constructed rules are based on the counselor's, teachers' and students' indirect recommendations, feedback and comments.

However, students' perceptions about rule development are summarized as follows: nine groups stated that only classroom rules are constructed by teachers and students, six groups believed that general rules are constructed by the Head of cycle and principal.

Observations

Observation results about the types of rules reveal that classroom rules, interaction rules, out-of-class rules, personal, moral, and instructional rules are posted from the beginning of the year on the bulletin boards in each classroom and in the hallways. In addition, all the participants in the study ensured that the school handbook was received by students and signed by parents. It was also observed that students are subjected to programs and workshops, such as character building self-confidence, and being accountable and responsible.

As a conclusion, the rules which emphasize high academic and social expectations, and the programs that provide students with the skills needed to improve them facilitate the achievement of what the mission calls for. Also, it was obvious that almost all stakeholders were aware of the types of school rules. However, the perceptions about the development of general rules vary. Some perceived that only the Heads of cycles and the principal develop them, while others perceived that different councils in the school develop general rules based on observations, recommendations, and suggestions from students and teachers. There was alignment between students' perceptions and teacher's perceptions about the development of classroom rules.

4.1.3- Stakeholders' views about the importance of rules

The second category under research question 1 deals with stakeholders views of rules. All stakeholders in school X, students in particular, believe that rules are necessary in school life. The analysis of the semi-structured interviews reflected that rules facilitate teaching by setting limits for students (13 interviewees), maintain order and student attention (11 interviewees), instill interaction and communication skills in students (6 interviewees), build trust (5 interviewees), protect safety and freedom (7 interviewees), teach students unity and equality (6 interviewees), increase instructional time (15 interviewees), and deter unacceptable behavior, if they are implemented consistently (11 interviewees).

As for the students' perceptions about the importance of rules, students in the 10 groups preferred schools with rules since they preserve their rights and teach them organization and order. In addition, it is perceived that rules prevent harming self or others (5 groups), facilitate learning by helping students concentrate and avoid distraction, noises, and mess (6 groups), build trust (3 groups), teach responsibility (1 group), prevent time lost (1 group), gain friends (6 groups), prevent boredom (6 groups), provide comfort to students and teachers (1 group), change bad behaviors (2 groups), help students in learning and understanding well (5 groups) and be self-dependent (3 groups). Interestingly, seven groups mentioned that by following rules, they reflect an image about the school and contribute to its reputation. As for the uniform policy 6 groups perceive it as important because they all look similar and belong to the same group. Additionally, 6 groups believed that the food rules in the school maintain their health.

Therefore, the results from both instruments revealed that rules are important since they maintain order, unity and equality, increase instructional time, alter inappropriate behavior, protect students, build trust, and facilitate teaching and learning.

4.1.4- Implemented rules

The third category under research question 1 presents stakeholders' views about the rules that are implemented at their school. Based on the semi-structured interviews, the implemented rules are rules of verbal or physical bullying (14 interviewees), hygiene and cleanliness (13 interviewees), interaction rules (12 interviewees), uniform and appearance policies (12 interviewees), instructional rules, related to homework, classwork, attention, participation (10 interviewees), transition and assembly rules (12 interviewees), attendance rules (4 interviewees), and preserving properties (3 interviewees). In addition, 9 stated that students who are susceptible to fail are forcefully subjected to after-school sessions in order to improve them academically.

Focus group interviews

The results of the students' focus group interviews reveal that students perceive that teacher and administrative personnel concentrate more on classroom rules and interaction rules. These include raising hands before talking (6 groups), not to interrupt others while talking (7 groups), listening and participating appropriately (5 groups), not hurting, pushing or hitting others (4 groups), talking by using the appropriate tone and language (6 groups), and doing homework and classwork (3 groups). Besides, assembly rules (10 groups), uniform policy (10 groups), cleanliness (8 groups), attending on time and calling when absent (2 groups) are perceived as firmly implemented. Additionally,

teachers never allow them to go to the bathroom during or in between sessions (2 groups), move out of seats (3 groups), and talk or move without permission (3 groups).

Eight groups mentioned that the school has too many rules. Five of them stated that rules related to running in playground, wearing black socks and shoes, prohibition of using gel and sprays for hair, and not eating chocolate as unfair and interfere in their right to choose. Also 4 groups mentioned that some class rules are not reasonable, such as taking permission for everything or not moving out of seat. Students in all groups mentioned that the recess time is short and they do not do lots of activities in some sessions, so they get bored and break rules; accordingly, they are punished.

Observation data

Results of classroom and out-of-class observation revealed that students are used to the rules and policies in class, playground, hallways, and assembly. During the 50 hours of observations, the researcher observed that teachers in most times insist on implementing rules related to interaction, such as talking respectfully with others, helping each other, and never use bad language. Also, most teachers implement instructional rules. For example, they check students' homework or classwork, notify parents when students show regression, take actions when the student forgets a book or copybook, spend their free time with low achievers to explain again or solve a worksheet; and use different methods of teaching and activities in order to keep students attentive. Throughout the observation duration, only one student came late to school, and the teacher showed the student that she is upset with lateness. As for uniform policy, all students wear the uniform with minimal violations. When 2 students wore colored pants, they were not allowed to enter the class.

In addition, moral rules in the school are highly implemented. Teachers and administrative personnel reject any kind of bullying. Bullying subjects the student to sign a warning and in extreme cases the student is expelled. During observation, it was once noted that a student bullied a friend verbally while joking together, but the Head of cycle took him to her office, talked privately and warned him that if it is repeated he will sign a warning. In another time, two students were hitting each other, so both received a written warning signed by the student, head of cycle and parents.

Moreover, it was observed that most violations occur during the sessions of three teachers. The violations include instructional, interaction, and class rules. In fact, most violations were related to distraction and noise and forgetting things. Firm and fair implementation of rules in these sessions was either minimal, or ineffective. For instance, sometimes, these three teachers accept and praise correct answers when students talk out of turn or without permission; thus, students who raise their hands to answer become upset and shout at the teacher for not being fair. Or, the teacher does not comment on students playing or drawing on their books or desks. Besides, sometimes the teacher does not take action related to dirty books, or to students who did not do their homework. In other times, the teacher shouts or gives the student punishment to write the lesson three times because the student was talking. It was also noticed that these three teachers always complain to the Head of cycle about their students. Based on the observations held on the Head of cycle's office, parents' comments are limited to these three teachers. Parents comments include objections such as their children "did not understand what they should do", "not to scream on the child", "the required lesson for the exam was not explained", and other comments.

When the researcher observed the classes of the three teachers, she found their classes were noisy and disorganized. The three teachers do not have a procedure to follow throughout the sessions. One teacher always shouts at students. Another one talks to them so loudly and uses punishment frequently. The third teacher does not comment on any misbehavior or violation. The sessions of the three teachers lack activities. One of these teachers spends too much time on one task, and she repeats the same concept several times even when students tell her: "Miss please we understood, it is easy don't repeat". She spends too much time with low-achieving students, without assigning work for others. Most students finish the task and have nothing to do, so they talk, laugh, and play together. In one of these sessions, students violated 6 rules 10 times within 20 minutes. Besides, 5 of 7 observed sessions for the three teachers end and the teacher did not finish explaining the required material due to improper classroom management which lead to many violations.

In the hallways and playground, the students rarely violated rules. In hallways, students were not allowed to go out of classes during the sessions and in between them. After the bell rings, teachers wait for each other to exchange classes. Only 4 times students were allowed to go to bathrooms, two cases were related to medical excuses. When the recess-time bell rings, teachers line up their students in the hallway, make sure that all students are out of class, turn lights off, and close the class door. Then the teachers take the students to the playground. Teachers then go to the teachers' lounge. The supervisor, secretary and two teachers receive the students from their teachers. The Head of cycle then comes down to the playground after checking that all classes are closed and no students are found inside. The playground is divided into zones; every class has its own zone to play in. Students who want to buy from the canteen line up and

wait their turn. No incident happened that the students pushed or fought for buying. Students were not allowed to buy candies or chocolate during the first recess; otherwise, the Head of cycle takes it and throws it in the basket. Only sandwiches or pastries and drinks are allowed. Only once, four students were observed eating a chocolate bar secretly. During 2 recess sessions, it was noticed that some students were given a time-out and stood next to the wall near the Head of cycle. One student was pushing a friend to the bathroom to play with water. Another one, a sixth grader, was running after a 2nd grader threatening him. Also, two girls went up to class during recess time which is forbidden. Besides, one student stole money from another student and ran away. The Head of cycle also gave 3 of them a written warning. Although it was forbidden to run in the playground, students do run and only once the teacher told a student to stop running.

During the recess, the bell rings three times. One time is 15 minutes after the recess starts. It reminds students to go to the toilets. The Head of cycle, secretary, and supervisor remind students of that orally. Five minutes later, the bell rings for students to line up, meaning that the recess is over. Therefore, students have to line up, stop eating, talking, and playing. Only one incident was reported about violating assembly rules, where a student was talking to her friend. After lining up, the Head of cycle communicates announcements or reminds students of certain issues. Announcements include student achievement, distribution of trophies, or reprimands for some students who show misbehavior; for 3 days students were reminded to behave well in order not to be deprived from going in a trip. Then, the bell rings for the third time for teachers to come down and take the students from the playground to the classes.

After recess, students follow their teachers up to their classes quietly. For three times, two students were talking loudly and pushing others to reach the class the first. In one of the three times the teacher was absent and they went to class alone. The supervisor noticed them. She shouted at them and asked them to stay outside the class. After all students went up, the supervisor went to them and she saw them inside the class. She called on them and gave them a warning to sign. In another time, one of the teachers on the stairs faced them so they stopped, and in the third time, the head of cycle talked to them in her office.

At dismissal time, the Head of cycle goes down to the playground and waits for the students near the school gate. She watches students and calls on them to go directly to their busses. Some students wait for their parents to pick them up. Only once, it was observed that one student was running after his friend to hit him, because the former hit him in class. The Head of cycle saw them and sent them to the busses. On another day, the researcher saw two students hitting each other behind one of the busses outside the school, their friends stopped them and none of the teachers or administrative personnel knew about it.

Observations held in the teachers' lounge revealed that teachers mostly discuss issues related to students. Once, they were asking for a meeting with the Head of cycle and the principal to discuss a problem with one of the classes. The students in the class are noisy, talkative, don't follow directions, they show academic regression, and they are uncontrollable. In another time, three teachers were discussing a student's case who shows regression and violent actions since his parents got divorced. Moreover, teachers, once, were discussing that a girl should be given a present because she is improving academically and was engaged during class time, particularly in group work. Besides,

one teacher was complaining nervously to other teachers about the reaction of an administrative personnel when she reported a case of a student who always bothers his friends by pinching them, salivating on their copybooks, and scratching on his and others properties. The teachers who were in the lounge laughed and replied that she has to get used to this and not to be annoyed because if the father was told about his child's misbehaviors he hits him violently.

Although it was hard to observe the implementation of retention and promotion policies, the researcher observed that teachers and the Head of cycle were calling for a meeting with parents whose children's average of the first semester and the mid of the second semester is below 65% or if they fail more than three subject-matters. They were also communicating and coordinating with the after-school teachers. Besides, they were following up intensively with the students in order to boost up their average, through extra work and extra sessions.

In conclusion, data from different instruments revealed that rules and policies that are perceived and observed as mostly implemented are the uniform policies, out-of-class rules, cleanliness and hygiene, interaction rules, and moral rules. However, instructional rules, and class rules were perceived as moderately implemented since their implementation depends on the teacher's style, parents' cooperation, and administrative support. Attendance policies were mentioned by few interviewees since they are rarely violated and all students and teachers are used to attendance policies. Besides, some rules and policies are implemented spontaneously, such as the grading policies and providing support services for low achievers in order to foster students' improvement. Half of the groups objected about the existence of too many rules which include un-reasonable ones and interfere in their rights.

4.1.5- Causes for violating rules

The fourth category under research question 1 deals with the factors that cause rule violations. Some are related to school, while others are out-of-school factors. Table 3 presents the reasons for violating rules extracted from the semi-structured interviews. However, Table 4 presents the data results of the students' reasons for violating rules which are taken from the focus group interviews.

Table 3: Causes for violating rules as perceived by teachers, principal, counselor, and head of cycle

Causes	Findings	Number of interviewees identifying the item
In- school causes	Administrative looseness in implementing admission and promotion and retention rules and punishment	8
	Deprivation from activity times and P.E. sessions cause violations	6
	Teacher factors: boring session, no activities, instructional method used...	15
	Short Recess time and few activity sessions	5
	Labeling the student	5
	Teachers clear discrimination between students	4
	Haphazard consequences implementation	6
Out- of- school causes	Parents' ignorance, nags and complaints	9
	Rebellion	7
	To tease teachers they dislike	9
	Students' personality and nature (although they try)as kids	13
	Low achievers, mainly, breaking instructional rules in order to be noticed by teachers and friends	6
	Psychological problems related either to school or to home factors	13
	Special needs: ADHD, autistic children, children with hearing impairment	13
	Arrogant high achievers	6
	New comers violate academic and moral rules	4
	Irresponsibility	5
	Media influence	12
	Attention seeking	10

This table reveals that teachers' factors, media influence and student-related factors (psychological status, and having special needs), and students' nature are perceived as main causes for violations. However, inconsistency in implementation of rules, parents, attention seeking, and deprivation from activities are viewed by some as cause for violations. Other causes are perceived by few as factors for violations.

Table 4: Students' reasons for violating rules

Causes	Findings	Number of groups identifying the item
In- School causes	Teachers do not take actions, they just threaten us.	3
	Administration do not sign the warning for the bothering people	5
	Nervousness form certain things or people in school	3
	Boredom (repetition or not enjoying the session)	9
	Some rules are not reasonable: running in play ground, wearing white or black socks,...	6
	Dislike to a subject matter	3
	Too many rules	5
	Short recesses allows limited talk and play	5
	Jealousy: teachers love some students and don't love others.	4
Out of school causes	Nervousness from home	2
	Effect of peers	6
	Family causes: lateness, uniform	5
	To annoy a teacher who always shouts or comments	6
	Purposefully: to waste time	5
	Take a revenge from a teacher or a student	5
	Seek attention/ make others laugh	5
	One cannot control him/herself – students felt sorry for their behavior	2
	Students' nature as kids	2

The table shows that boredom is the main cause for most students to violate rules.

Observation

Observation results revealed that students violate rules when teachers are repetitive, shout, criticize, and when they are strict but unfair. In addition, explaining throughout the session, lack of curricular activities, lack of visual aids in classes, and improper transitions between different activities during the session cause rule violations. It was also observed that the absence of a teacher, and not taking actions when a problem happens are also added to the list of causes. Observations concerning out-of-school causes are mainly related to home problems and peer effects.

Students' discipline records

Data in the students' discipline records revealed that out of 287 documented violations, 180 cases refer to grades 5A and 5B (N= 34 students), 60 cases belong to grades 6 A and B (N= 29 students), and 57 cases belong to grades 4 A and B (40 students). Moreover, 104 notes were reported only by the three teachers mentioned previously. Five other teachers reported 93 notes, and 4 teachers did not report anything. Fifty seven violations were in the playground and hallways, and 2 violations in the busses. However, 31 violations were documented with no indication of the teacher who reported the note or the location of the violation. Besides, it was noted that 208 violations were reported in the first semester, particularly during November and December. Whereas 79 cases were reported in February, March and April.

When students' report cards were reviewed and compared to students' discipline records, it was noted that seven students were low achievers. All low achievers, or students whose averages were below 65 out of 100, break academic rules and procedures, such as not doing assignments, not studying, not signing an exam from

parents, forgetting their belongings like books or copybooks. Besides, they break classroom rules, such as playing with their gadgets, sleeping, and not engaging in group work activities. Two of these students also break interaction rules; for instance, they hit others, shout at teachers and friends, and bully their friends. The records of these students also include conferring with parents to help the child improve academically, or obliging them to register in the after-school sessions to help them study.

It was also observed that two students were diagnosed as hyperactive. Their discipline records are filled with misbehaviors, although one of them is a high achiever. Eighteen students are high achievers whose averages exceed 85 out of 100. The cumulative average for eleven of them exceeds 90 out of 100. The discipline records of nine high achievers include notes related to playing in class, fidgeting, answering without permission. Surprisingly, it was observed that making satirical comments are reported, exclusively, on the discipline records of thirteen high achievers. Five high achievers have no violations on their discipline records.

As a conclusion, students' violations were more during the first 3 months of the scholastic year. The results from all the instruments used in this study revealed that boredom, parents' interference, and being a hyperactive student were the main causes for violations. However, the focus group interviews and the field observations showed that peers' effect causes students to violate rules. In addition, the semi-structured interview results align with the results obtained from the discipline records in that being a low-achiever drive the student to break rules, mainly instructional and classroom rules. Additionally, these two instruments revealed that high achievers break interaction rules.

4.1.6- Consequences for violations and compliance

The fifth category under research question 1 includes perceptions of the consequences which are divided into 4 types in the school handbook. The school follows sequenced consequences. For the first level of violations consequences, students are reminded, reprimanded, and encouraged to behave positively. Then, they are warned orally and this is documented in the students' discipline record and parents are notified. If repeated, the Head of cycle calls the parents to notify them about the misbehavior, and the behavior is documented in the discipline records. Further violation requires a written warning signed by the student, principal, and parents. And if the student received three written warnings, the student is expelled for a day. The second level of violations consequences involve notifying parents through a letter or a phone call, followed by written warning, then one-day expulsion, and finally, three day expulsion. All written warnings and expulsions should be signed by the principal. On the other hand, the third level of violation consequences start with a written warning and sometimes coupled with a one day expulsion. It is then followed by a three day expulsion. Then, the student is terminally expelled from the school. And for the fourth level violation consequences, the student first receives a written warning with three day expulsion, and if repeated the student or in extreme cases the student is terminally expelled from the school.

Observation data

Observations revealed that students in grades 4,5, and 6 mostly break rules of first and second level. Only once it was observed that a student violated a rule of the third level which was shouting at the teacher. The consequences implemented, according to the handbook, were reminding the student, reprimanding, oral warning,

written warning, and reducing the behavior grade. However, sometimes other consequences were also implemented, such as time-out, reducing grades on the subject-matter, written punishment, and depriving the student from P.E. or activities and trips. In addition, students are sent to the counselor as a consequence for their misbehavior and violations. The counselor follows up on them according to a plan that she constructs with the student.

Additionally, the data results from the informal interviews revealed that the sequenced consequences were not implemented as stated in the handbook, although all teachers read the handbook. Table 5 presents the informal interviews results about the consequences implemented in School X.

On the other hand, the data results of the focus group interviews (Table 6) showed that students in all groups knew about the sequence of the consequences mentioned in the handbook. But, all students said that the consequences are not implemented as written in the handbook.

The consequences observed in the discipline records included the following: 87 students had a calling for parents, 32 signed a written warning, 33 received time-out, 46 were sent to the counselor, 41 had oral warnings, and 6 received grade reduction consequences. For once, the head of cycle placed a 5th grader in a 2nd grade for pretending that he does not know the meanings of some words to waste time. Also, as a consequence for regression, the record showed that 11 students were subjected to after school programs in different subject matters. And finally, 16 other consequences stated that "the teacher took the appropriate procedures".

To conclude, the three instruments showed that the sequenced consequences are not implemented as mentioned in the handbook. Besides, conferring with parents, contacting the counselor and head of cycle, depriving students from activities, changing seats, warning, time-outs, assigning written punishment, and dress code violation consequences were the consequences mentioned in the three instruments. Also, non-verbal cues were frequently used. However, the semi-structured interviews and the observation notes revealed that class meetings with teachers and administrative personnel and setting the student in intervention programs were the consequences for behavioral and regression problems. In addition, the semi-structured and focus group interviews reveal that teachers reduce grades for students. Some consequences were not consistent such as for cheating and tardiness.

Table 5: Teachers' perceptions about implementation of consequences

Consequences	Number of interviewees identifying the item
Conferring parents, or calling them	15
Counselor interference	13
Oral warning, written warning	7
Contact the Head of cycle	8
Grade reduction	4
Lateness: student isn't accepted in the class	6
Lateness: student gets a pass ticket and parents are called when it is repetitive	6
Written punishment when students do not do homework, forget a book...	3
Group punishment	4
Cheating: zero	2
Cheating: notification due to students' young age	13
The student is subjected to intervention plans by teachers and Head of cycle: group work, setting a plan with the Islamic studies teacher, and social studies teacher	7
Classroom observation by principal	6
Class meeting with teachers	7
Depriving students from trips, P.E. sessions, activities	6
Time out even if it is forbidden	4
Changing seats	9
Ignore, look at the student and proximity control	5
Dress code: students are never accepted in class	15

Table 6: Students' perceptions about implementation of consequences

Type	Consequences	Number of groups identifying the item
Tardiness	Teacher does not give extra time to finish the exam	3
	Teacher doesn't allow students to enter the class	3
	Students take pass ticket and enter the class	5
Dress code violation	The student can't enter the class, and take a warning if wearing colored socks or shoes, or if hair is not well-done	10
Cheating	Teacher warns, then reduces grades	2
	The student takes a zero	2
Absent	Bring medical report if absent	3
Others	time out	6
	Write a punishment several times/ or do extra worksheet	3
	Sign a behavioral contract with the counselor	7
	Grade reduction	4
	Teacher shouts but does not take actions	4
	Teacher ignores and gazes	7
	Teacher makes a warning sign or comes near the desk	6
	Receive a written warning, no expulsion	10
	Students are deprived from activities, P.E., trips, after warning for several times	10
	Meeting with the parents/ mailing them	8
	Sent to the head of cycle	2
	Change seats	5

Consequences for positive behavior

As for the consequences for compliance, the handbook does not mention anything about it, except for students who are ranked the first in their section, they receive a partial scholarship. Data results of the observation revealed that students are

rewarded when they comply or show improvement. It was noted that 3 students received a gift because they were behaving appropriately in the school. One of them was a hyperactive student. Another student received a trophy. Also, during class observations, 4 students were given a letter to their parents notifying parents about the students' behavior and academic improvement. Besides, during assembly, the head of cycle announced the names of 2 students during assembly telling others about their academic improvement and students clapped to them. For two times, it was observed that the teachers added grades for students, one time because the group followed the group work rules, were cooperative, and their results were excellent. Whereas, the second time, a student was the only one in the class taking permission to answer, and solving quietly. Besides, the counselor chose 3 students to be the helpers for the Head of cycle as a consequence for abiding by the behavioral contract items over a period of time. Finally, observation revealed that teachers mostly use the behavioral charts and tokens to reward students who comply with rules, especially instructional and interaction rules.

However, the semi-structured interviews showed that the token economy strategy (11 interviewees), and the behavioral charts (8 teachers) are used. Besides, communicating students' achievement with parents (10 interviewees), giving students certificates (11 interviewees), presents (12 teachers), and trophies (4 teachers) are delivered to students. In addition, 10 mentioned that students' achievement and improvement are announced during assembly, and 6 reported that the students who are abiding by the behavioral contract items signed by the student and the counselor as part of the intervention plan are assigned as the helpers for the Head of cycle.

Additionally, the data results of the focus group interviews revealed that by following rules they feel comfortable and self-confident and role model for others. This makes teachers trust them and be happy (5 groups). Besides, students receive tokens (4 groups), become the Head of cycle helpers (6 groups), gain grades (7 groups), receive certificates (8 groups), trophies (10 groups), and presents (8 groups), or a punishment is removed when they comply with rules or show academic improvement (7 groups). Besides, 5 groups said that their parents are notified by a letter about their improvement. Five groups reported that when all the students in the class are abiding by rules, the head of cycle gives them time to do whatever they want. Also, students in 3 groups said that the head of cycle announces their improvement during assembly.

Discipline records

The discipline records included 79 documented compliance notes which belonged to 50 students. Twenty seven notes were for the low achieving students, and 10 were for the hyperactive students. Compliance notes included sharing appropriately, solving the classwork correctly, receiving a high grade in the exam, helping friends to finish a task, removing trash from the playground, talking politely, saying the truth even when mistaken, and being organized, neat, and handsome. Discipline records also revealed that 33 students received presents, 10 received the trophy, and 21 names were announced during assembly. Records also showed that 15 parents received letters informing them about their children's academic or behavioral improvement.

To sum up, the results from the three instruments revealed that the consequences for compliance are: gifts, trophies, certificates, tokens, behavioral charts, notification to parents, being assigned to be the head of cycle helper, and announcing the names of

students who are improving. Besides, adding grades to students was noted during the observation and the focus group interviews.

4.2- Data results related to the second research question

The findings related to the second research question, "How do stakeholders view the effects of implementing or non-implementing the rules on academic and behavioral aspects", are categorized into three sections. The first section presents the results of the stakeholders' views on the effects of rules implementation on academic performance. However, the second section presents results of their views about the effect of implementation of rules on behavioral aspects. And then, the results of the views about the effects of non-implementation of rules are presented in the third section.

4.2.1- Views of the effects of rule implementation on students' academic performance

Results of the focus group interviews showed that implementation of rules helps the students finish their classwork correctly without the teacher's help (7groups), helps them study and do their homework easily (9 groups), allows them to do more curricular activities (6 groups). Interestingly, students mentioned that by following teachers' instructional rules, they develop and improve their study skills and concentrate during instruction (8 groups); otherwise, they won't understand even if their parents explained to them the lesson. Another effect of rule implementation on academic performance was providing more time for them to ask questions, and do practice (8 groups). On the other hand, students in 8 groups mentioned that the grading policy in their school helped them improve cognitively and socially, and taught them research-based techniques that they usually use when they want to submit projects. And finally, students in 3 groups pointed

out that by following rules they can get higher grades because of the factors mentioned before.

On the other hand, the results of the semi-structured interviews revealed that by implementing rules in class, students are able to grasp the material effectively (10 interviewees), helps students get engaged in the work, which is reflected in their effective participation in class and correct classwork (12 interviewees), students develop their study skills (4 teachers), fosters ask and answer high level thinking questions (6 teachers), and students' productivity increases (13 interviewees) meaning that they do extra work, join the Math and language centers in class, and help their friends while studying or working in groups. Also, when rules are implemented, the results of the end-of-session evaluation reflect students' understanding to the material that was explained. Out of the 15 interviewees , 13 confirmed that implementation of admission rules creates academic harmony between students in the same class. Also, all interviewees stated that promotion and retention policies trigger students to make more efforts to study and catch up with the system. On the other hand, 9 stated that attendance policies help students grasp the concept and get engaged from the moment the teacher starts explaining. And finally, 7 teachers mentioned that based on their experience, students' grades are highly affected in classes where rules are implemented. They specified that students show improvement in their writing, comprehension, and computing skills.

Observation data results

Observations revealed that organized classes where rules are implemented and followed are rich with curricular activities. Besides, most students in the class are engaged and attentive. Explanation is complete in such classes, unlike messy ones

where the teacher is hindered from explaining the lesson completely. Therefore, students are not able to solve or study what is required. In fact, two teachers teach the same subject matter, but each for a section. One of them was able to manage the class and implement rules; however, the other one's class is always messy, students are unattentive, and noisy. During the observation period, both sections were subjected to the same exam. When the grades were compared, the class which was organized received higher grades than the other section. After analyzing the exam items, it was revealed that there was a common problem between students in the section in which rules were loosely implemented. When students were asked to sign the exam, 8 parents out of 17 called the Head of cycle complaining nervously, and 5 sent a note to the teacher telling her that one of the questions was not explained and thus students should not be responsible for any mistake done by her.

In conclusion, the results of the focus group interviews aligned with the informal interviews and observation notes in that rules are perceived as factors to help students finish task correctly, have more time for practice and curricular and extra-curricular activities, and foster participation. Additionally, the two types of interviews revealed that students' study skills are developed, their cognitive skills are improved, and their grades are directly affected.

4.2.2- Views of the effects of rule implementation on students' behavioral aspects

Results from the informal interviews with teachers revealed that 12 interviewees mentioned that inappropriate behaviors are never altered except when teachers, administrative personnel, and parents work cooperatively to implement rules. Data results also reflected that most of the interviewees perceived rule implementation as an

important factor to teach students honesty, punctuality, and enhance their social skills. Fourteen interviewees confirmed that appearance policies prevent show off and peer discrimination. Besides, implementation of rules teaches students to be organized (9 interviewees), helps students to be independent and responsible (11 interviewees), drives students to intrinsically get used to the routines (8 interviewees), and makes students active and entrepreneurial if implemented consistently (6 teachers).

As for the data results obtained from the focus group interviews, most students perceive that implementation of rules makes them better people, teaches them discipline, and how to behave respectfully and peacefully without hurting others. Interestingly, students stated that rules teaches them organization and punctuality (10 groups), teaches them responsibility (5 groups), routines are learnt through consistent rule implementation (6 groups), and moral rules such as rules of cheating, lying, bullying, and stealing are prevented when teachers implement and punish students strictly for these actions (3 groups). Moreover, students in all groups reported that the school's grading policy was effective in managing their behavior. The grading policy involves a grade for participation and a grade for behavior which affects their cumulative average. As for uniform and appearance policies, all students mentioned that these policies make all students similar, and students can't show arrogance. Finally, students in 8 groups confessed that their interactive skills improved. These skills included sharing, cooperating, and speaking to others using the appropriate language and tone.

During observation, it was obvious that students behave differently with different teachers. Teachers who implement rules in their classes report less violations, and in some classes violations are not existent, even teachers rarely complain about

students. Besides, the consequences implemented when students either violate or comply with rules affect students' behavior. For example, one of the hyperactive students was once given the trophy, for 15 days no teacher complained about him, not even in the playground.

In conclusion, the three instruments confirmed that students' behavior is shaped when rules are implemented consistently and cooperatively. The perceptions extracted from the semi-structured and focus group interviews revealed that rules prevent discrimination and arrogance and teach students honesty, punctuality, organization, responsibility, and social skills, such as behaving respectfully and peacefully, sharing and cooperating.

4.2.3- Views about the effects of non-implementation

Data results from observation showed that non-implementation of attendance rules affect students' academics. For example, once, a late student got a pass ticket to enter the class, he whispered and exchanged remarks with others, then he went to the closet to pick up his workbook, and thus the teacher got nervous from the noises he did, then she spent 4 minutes repeating the explanation of some concepts. Meanwhile, some students were talking to each other; however, another student begged the teacher not to repeat because she wants to begin solving the exercise.

In addition, when admission and retention policies are violated by administrative personnel, thus, accepting or promoting low achieving students, other students in the class are affected. In fact, the teachers spend more time to make sure that low achievers understood. This contributes in creating a boring environment for all other students. Therefore, whispers and distraction occur in class. And once, a high achieving female

student commented to a low achiever satirically telling him that his place is not in this class and that the teacher is making them bored when she repeats the explanation.

Focus group interview results conveyed that students' views about not implementing the rules drives them to talk, play, and misbehave (10 groups), creates messy school environment in which the "strongest fits" (6 groups), students feel uncomfortable which makes them and the teacher exhausted and nervous (4 groups), students cannot understand or finish their assignments correctly (7 groups), creates boredom, especially if attendance or admission rules are violated (6 groups). Besides, 8 groups mentioned that when teachers do not implement the consequences on misbehaving students, they are not deterred, keep on violating rules and misbehave which makes others hate their friends and the school.

Data results from semi-structured interviews about the views of the 15 interviewees revealed that non-implementation triggers teachers' nervousness, creates chaotic environment and increased cases of misbehaviors (9 interviewees), misbehaving students feel they are stronger than other students and teachers, and they can do whatever they want (7 interviewees), rules turn into being a burden for students and teachers, particularly if admission and retention policies were not implemented (11 interviewees).

Hence, the findings from the three instruments revealed that not implementing admission, attendance, and promotion and retention policies makes them an additional burden on all stakeholders, and increases moral and behavioral transgressions. Therefore, a chaotic environment in the school is created which can never be described as an environment conducive to learning.

This chapter presented the data results obtained from the observations, school and students' records, focus group interviews, and informal interviews. The next chapter discusses the obtained findings.

CHAPTER FIVE

DISCUSSION

This chapter discusses the data results presented in the previous chapter. The first section uses data results to address the first research question "what rules are implemented in the school and how are they relevant to the school mission". The second section addresses the second research question "how do stakeholders view the effects of implementing or non-implementing the rules on academic and behavioral aspects".

5.1- What rules are implemented in the school and how are they relevant to the school mission?

Before listing and discussing the implemented rules, it is important to discuss the types of rules in school X. Data results obtained from the school handbook, focus group interviews, informal interviews, and observations revealed that rules and policies in the school are clearly communicated, known and agreed upon by teachers and administrative personnel (Gable et al., 2009; Edwards, 2008, Marzano, 2007). The principal, Head of cycle, counselor, students and teachers have consistent answers about the types of rules in the school. However, the development of general rules and policies was clear for some teachers, but not for students. As for behavioral, moral, classroom and out-of-class rules, almost all students share in their development with the teachers which is consistent with the philosophy of the proponents of the interacting model, such as Dreikurs (1971) and Glasser (1992).

In fact, knowing about the types of rules does not mean that they are all effectively implemented. Therefore, the following section discusses the implemented rules in the school and how they are relevant to the school mission. For this purpose, the

researcher discusses the views of stakeholders about the importance of rules in their school, types of implemented rules, and the factors affecting their implementation.

The elicited views about the importance of rules in school are aligned with the statements of Malone and Tietjens (2000) and Thornberg (2008). All interviewees agreed on the importance of rules in preserving rights, instructional time and safety, and in teaching order and organization to create an environment conducive to learning. In addition, Gage and Berliner (1998) emphasized the communication and social skills gained through implementation of rules which were mentioned by most interviewees.

The different types of rules in school X fit Thornberg's (2008) classification of rules. For instance, the interactional rules are parallel to the relational rules. The class rules, out-of-class rules, and admission rules underlie the structuring rules. Besides, the behavioral rules are consistent with the protecting rules. Personal rules, however, intersect with the appearance and moral rules, and etiquette rules include uniform policies, promotion and retention policies, and attendance policies.

The rules that are mostly implemented in the school concern the uniform and appearance, out-of-class rules, and moral and behavioral rules, especially those related to bullying, cheating, and stealing. However, the grading policies, attendance policies, admission, instructional rules, and class rules are moderately implemented. It was obvious that promotion, retention policies and grading policies were not mentioned clearly by most interviewees due to inconsistent implementation or due to conflict (Guskey, 2009).

Apparently, the admission policy in the school is based on students' cognitive abilities in certain subject areas (Walton, 2008). The school mission concentrates on

having students who possess acceptable levels of knowledge. Therefore, to meet this need they have to accept students with certain levels of cognitive abilities. However, sometimes compassionate factors play a role when a student fills out the admission form, such as accepting a low achiever because the mother is a teacher in the school. This finding aligns with West et al.'s (2009) study findings.

The grading policy in School X matches the different aspects that students are graded for and mentioned in Carifio and Carey's (2009) study. Since the school mission states that students are guided continuously to develop their academic, social, and cognitive skills to benefit their lives and society as Muslim students, the grading system considers these aspects. Besides, teachers' follow up on students was more obvious in the academic aspect rather than the other two. On the other hand, the counselor and Islamic study teacher, were more concerned than other teachers to improve students' social and behavioral skills through the character building program, individual counseling. Their intervention plans are highly recommended by educators (Curwin et al., 2008; Burden, 2010; Wheldall, 1992; Kajs, 2006).

Moreover, since the students' behavior is graded in school X, teachers, students and administrative personnel perceive it as vital component for classroom management and control (Guskey, 2009).

As for promotion and retention policies, teachers and few students were hesitant about their implementation accusing the administrative personnel of violating them, sometimes. Although low achieving students are subjected to intervention plans in class, after-school programs, and summer schools (Abidin et al., 1971), yet some students do not improve and are promoted at the end of the year. In elementary classes, the administration implements the minimum grading policy without coordinating with

teachers. In fact, what Jimerson and Ferguson (2007) mentioned about teachers' tendency to subject low achieving students to retention was true. Teachers and high achieving students believe that low achieving students should not be promoted unless master minimum academic standards. Results showed that low achieving students affect the teaching-learning process in class and cause boredom to others when teachers repeat. Although the administrative personnel should communicate and coordinate with teachers about students who must retain or those who should be promoted even if they were low achievers, but teachers can easily solve the problem by assigning work for students while repeating for low achievers.

In addition, moral and behavioral rules are the basic rules in the school and they are highly implemented rules. The school mission focuses on developing Muslim leaders. Therefore, implementing these rules was obvious during interviews, as well as during observation. Besides, students' responses about the importance of these rules reveal consistency with what is mentioned about developing Muslim leaders. Besides, the low levels of all types of bullying practiced in the school are related to the firm implementation of bullying rules in school X. This is similar to the positive correlation between firm implementation of bullying rules and low levels of bullying in Lambert et al.'s (2008) study findings.

Although students in school X support the existence of rules, but they disliked the existence of too many rules. Certainly, students were right when they mentioned that some rules interfere with their right to choose (Freeburg et al., 2004) and they see that the school is not interesting because they feel sometimes they are prisoners. Malone and Tietjens (2000) mentioned that too many rules cause students to strive to keep up all the rules rather than striving to learn; thus, students feel as prisoners because they have little

opportunity for self-determination. However, students defending interactional, instructional, and class rules, such as talking without permission, or not doing homework explains Durkheim's (1961) statement that children's behavior is characterized by complete irregularity. Therefore, teachers have to implement rules effectively in order to alter the irregular behavior. This also explains the results obtained from the discipline records which reveal that students' violations are reduced mostly during the second trimester.

As for class rules, findings reveal that the majority of teachers implement class rules and instructional rules, and their classes are interactive and organized. Implementation of these rules depends on the teachers' charisma, management, and methodology of teaching (Johnson, 2009; Curwin et al., 2008). All interview responses and observation revealed that only in few classes these types of rules are not implemented, or in classes where teachers do not manage the class well. Besides, results revealed that teachers that motivate students, particularly low achievers and hyperactive students, rather than managing the class strictly and unfairly reduce the number of misbehaviors (Wheldall, 1992).

In general, several factors affect rule implementation in school X. Implementation of consequences that require administrative interference, parents, type of teachers, and students are some factors. All educators insist on applying what is communicated to others. All school personnel mentioned that expulsion is one of the consequences mentioned in the handbook, but not implemented whatever the elementary student did. This affects the credibility of the administration and instills irregularity (Wheldall, 1992). Therefore, if expulsion as a consequence does not suit elementary students, as justified by administrative personnel, then listing it under the

consequences in the handbook was inadequate and increases non-compliance. This actually negatively affected complying as well as misbehaving students.

Furthermore, consequences in the school follow Jones's sequenced classification for violations (Edwards, 2008) which are low-level, mid-level, and high level sanctions. In fact, there was inconsistency in implementing the consequences presented in the handbook by some teachers. Because they do not support the school's rules and policies, they impose consequences, such as depriving students from P.E sessions or activities. This haphazard implementation of consequences and inconsistency between the teachers cause unpredictable reactions which makes the school's atmosphere less conducive to learning (Abu Zahr, 2010).

As for teachers, findings contradicted Abu Zahr's (2010) findings. In this study teachers who were unable to manage their classes effectively reported most of the discipline notes on the students discipline records blaming the administration for not taking actions against these students.

Obviously, the school follows the intervening model in implementing consequences. For instance, they depend on Skinner's behavior modification strategies as a response for compliance or violation (Martin & Pear, 2007).

Moreover, parents' involvement is highly emphasized in school X (Canter, 2010). However, data results showed that sometimes parents hinder the rule implementation process by nagging and complimenting continuously. This problem should be solved by administrative actions as recommended by Buluc (2006).

Additionally, low achieving students mostly violate both instructional and class rules. However, high achieving students violate interactional rules by showing sarcasm and class rules by distracting others due to boredom. Hyperactive students violate class rules, as well as behavioral and moral rules.

5.2- How do stakeholders view the effects of implementing or non-implementing the rules on academic and behavioral aspects?

This section discusses the findings related to the second research question. The discussion covers three areas including the views of stakeholders on the effect of rules on students' academic performance, students' behavior, and views on the effects of non-implementation of rules on students' academic and behavioral aspects.

Views of stakeholders on the effects of implementation of rules on students' academic performance

As perceived by most pupils in this study, implementation of rules, indirectly, affects students' grades. In other words, stakeholders view that the implementation of rules enhanced study skills that can be acquired in class (Crede et al., 2010), attention and participation (Kay, 2010; Anderson, 2002), engagement in instruction, and ability to work individually. Therefore, students are able to understand, perform the end-of-session evaluation, and sometimes ask or answer high level thinking questions. Hence, the opportunity to learn in classes that implement rules is higher than classes without rules. However, implementation of attendance policies and promotion and retention policies have direct effects on students' academic achievement (Carifio & Carey, 2009; Reid, 2010). All students, even, low achievers, exert effort in order to succeed. In addition, findings showed that uniform and appearance policies facilitate academic achievement due to their role in restricting distractions. Therefore, students' learning is enhanced.

Views of stakeholders on the effects of implementation of rules on students' behavior

Most interviewed stakeholders mentioned that social and communication skills with others are positively affected through the implementation of rules. This is also

supported by the grading policy which drives students to cooperate and participate effectively. Besides, all stakeholders involved in the study agreed on the effects of implementation of rules on teaching students characteristics such as honesty (Gallant & Drinan, 2006), punctuality, and organization. In addition, it teaches them to follow routines intrinsically (Glasser, 1992), responsibility, and order. Besides, findings confirm the effect of implementing uniform policies in instilling equality and reducing show off between the students in the school. Moreover, views about the effect of implementation of rules confirm Workman and Studak's (2008) findings that bullying, humiliation, distraction, discrimination and labeling are reduced drastically.

Views of stakeholders on the effects of non-implementation of rules on students' behavior and academic aspects

Findings also revealed that classroom instruction is hindered which leads to missing concepts or shortage in completing the required curriculum. Besides, boredom spreads, and misbehaving arises. Administrative inconsistency in implementing admission rules, such as accepting low achievers or students who are expelled from previous schools, hampers the teaching-learning process. Moreover, few teachers who are against the attendance policy in the school and are obliged to accept late students in their classes mention that they distract their peers and oblige the teacher to repeat explanation in order to catch up. Therefore, instruction time is reduced, and other students get bored.

Moreover, findings reveal that non-implementation of rules creates a chaotic environment, as well as uncomfortable and exhausted feeling for the teachers, students, and staff. In addition, interviewed pupils affirm the fact that non-implementation empower non-compliant students which affects the school environment. In addition, it is

perceived by most that this inconsistency of rule implementation is the main factor for the problem of discrimination to emerge.

This study revealed that the most implemented rules are the moral and behavioral rules, out-of-class rules, uniform and appearance policies. Besides, this study showed that the rules in school X serve the mission through striving to develop active Muslim leaders. The rules mentioned previously cover areas required for developing leaders, such as the communication and social skills, rules that teach students to behave appropriately and with high moral values which instill honesty, responsibility and punctuality. Besides, the instructional rules provide students with the knowledge needed to join this era. The grading policy in the school involves grading students academically, socially and behaviorally. And these aspects are needed to prepare future leaders. Based on this, students are promoted, retained, or subjected to academic or behavioral guidance. Other rules and policies aid the mission by controlling students' behavior in and out-of class and teaching them order and organization. Teachers, students, parents, and administration working cooperatively and consistently support effective implementation of rules in the school.

Interestingly, the stakeholders confirmed various research studies findings that implementation of rules improve students' academic achievement, boost up their self-esteem, alter their inappropriate behavior and root out the appropriate behavior in them. Besides, firm and consistent implementation of rules deter unacceptable behaviors and actions, such as bullying, not studying, cheating, and sabotage (Stewart et al., 2003; Welsh, 2003).

This chapter discussed the research findings. The next chapter presents the conclusion, recommendations, and limitations of the study.

CHAPTER SIX

CONCLUSION

6.1- Conclusion

This study elicited the views of stakeholders in one school in Beirut about the effects of rules on students' academic and behavioral aspects. Obviously, different types of rules maintain an ordered environment conducive to learning. The findings of this study revealed that although all stakeholders are familiar with the school rules and policies, some rules are not implemented consistently. Unlike other types of rules and policies, uniform and appearance policies, moral and behavioral, interaction rules, and out-of-class rules are firmly and consistently implemented.

This study also found that implementation of some rules, indirectly, improves students' academic performance by increasing students' engagement time, attention, participation, and enhancing their cognitive and study skills. Other rules have direct effects on student academic improvement, such as attendance, grading, promotion and retention.

In addition, stakeholders perceive that students' behavior is also affected by the implementation of rules since they teach students punctuality, honesty, organization, respect, and responsibility. Therefore, when students are subjected to discipline and intervention plans, their inappropriate behavior is altered intrinsically.

6.2- Recommendations for practice

As recommendations, it is preferable to conduct teacher-teacher training sessions in-classes in order to exchange ideas about the best practices to manage

classes. Hence, implementing rules in all classes becomes consistent if all teachers work similarly. In addition, setting reasonable and applicable consequences is highly recommended. This encourages students to abide by rules and avoid violations. Moreover, involving parents in the rule implementation process rather than accepting their complaints helps in setting order.

Furthermore, it is recommended to conduct a study from the beginning till the end of the academic year. This enables the researcher to observe and collect enough data regarding the implementation of admission, grading, and promotion and retention policies. It is also recommended to engage a larger sample and a variety of schools including public schools in order to support the results. In addition, more studies have to be conducted in school X in order to validate the obtained findings.

6.3- Research Limitations

Stating the limitations helps to be attentive when reading or generalizing the results. Moreover, limitations of one study might be a start point for further investigations about the topic. In this study, the researcher expects three main limitations. The first limitation is related to the limited number of participants, whether students, teachers, or administrative personnel. Therefore, generalizing the findings will be restricted.

Second, the nature of the methodology used is also considered a limitation. Since the sample size is small, analytical, rather than statistical, generalizations are made when following a case study approach (Yin, 2003).

The third and last limitation arises from the type of students involved in the study. The researcher was intended to conduct the study on the high school students, but

different schools refused. Since behavioral and academic rules are mostly violated by elders, performing the study on upper classes was better than performing them on the younger generation.

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Appendix A

Semi-Structured Interview Questions for Principal, Head of cycle, Counselor and Teachers

1. How, do you think, do rules and policies affect the teaching-learning process?
2. How are rules made in your school?
3. What aspects do rules in your school cover? Give examples.
4. Why, in your opinion, students break rules? Are there specific characteristics for those who break the rules?
5. What are the consequences of rule violation in your school? How do you make sure that students are aware of the consequences of breaking the rules?
Give examples of rules often violated and what procedures were followed.
6. How, do you think, do rules affect students' academic achievement?
7. When is rule implementation skipped or neglected? And why?
8. Based on your experience, does implementation of school rules modify students' inappropriate behavior (for instance makes them more friendly, responsible,...)?
Give examples.
9. Which rules are always implemented? Which rules are rarely implemented?
Why?

Appendix B

Focus Group Interviews with Students

1. What are the rules in your school? (The researcher will choose some rules then asks the students) why do you think the school has this rule for you?
2. Based on the question 1, which rules do teachers always insist on? Which rules do they mostly neglect?
3. What happens when you don't follow the rules? What happens when you follow the rules?
4. Why do students break the rules? Give examples. What do teachers do in each case?
5. Do you think rules make students behave better? Give Examples.
6. When one of your friends breaks a rule, how does this affect his/her classmates who are focusing on the teacher's directions and explanation? Does this affect his/her completion of the task that should be done in class? Give examples.

Appendix C

Observation Instruments

I. Tally Sheet form:

Date: _____ Teacher: _____ Grade: _____

Time: _____ Subject: _____

Seat Map

Teacher's desk							
S1	S2	S3	S4	S5	S6		
_____	_____	_____	_____	_____	_____		
_____	_____	_____	_____	_____	_____		
S7	S8	S9	S10	S11	S12		
_____	_____	_____	_____	_____	_____		
_____	_____	_____	_____	_____	_____		
S13	S14	S15	S16	S17	S18		
_____	_____	_____	_____	_____	_____		
_____	_____	_____	_____	_____	_____		
S19	S20						
_____	_____						
_____	_____						

<p>Key:</p> <p>X: when a rule is violated</p> <p>/: when teacher intervenes</p>

II. Journal entry records

Date: _____ Session: _____ Place: _____

Grade: _____ Teacher(s): _____

Events will be written in chronological order.

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III. Descriptive Anecdotal Table Record

Date:

Session:

Place:

Grade:

Subject:

Teacher:

Time	Rule Violated	Cause of violation	Effect of violation	Intervention	Results of intervention

Appendix D

School's Handbook

٢ التسجيل والانتساب

ترسل المدرسة إلى أولياء الأمور جدولاً بمواعيد التسجيل وامتحانات الدخول (للطلاب الجدد) للعام المقبل قبل انتهاء العام الدراسي، ويطلب إلى أولياء الأمور الكرام التقيد بالمواعيد المحددة مراعاةً للنظام.

٢.١ امتحانات الدخول

١. يظع الطالب الجديد لمقابلة مع مسؤول الحلقة، ويتم تسليم ولي الأمر لائحة بقرارات دروس امتحان الدخول من قبل مسؤول شؤون الطلاب.
٢. يخضع الطالب الجديد لامتحانات الدخول في المواد الأساسية، وتعلن النتائج بعد أسبوع من إخراجها.
٣. يخضع الطالب الجديد الناجح في امتحان لمقابلة مع مدير المدرسة وورقة ولي أمره، تُعلن على أثرها نتيجة القبول.

٢.٢ إجراءات التسجيل

١. يجب على كل طالب دفع رسم التسجيل الذي تحدده المدرسة لحضر مقعده للعام المقبل، وذلك قبل نهاية العام الدراسي للطلاب القدم.
٢. تطلب المدرسة من كل طالب جديد تزويدها بالأوراق التالية:

■ مرحلة الروضات:

- ١) إخراج قيد إفرادي جديد عليه صورة.
- ٢) صورتان شمسيتان.
- ٣) شهادة صحية من الطبيب (وإن كان الطالب يعاني من أي مرض مزمن أو أي عملية طبية سابقة يجب إعلام المدرسة بذلك لاتخاذ الإجراءات المناسبة) وسجل التطعيم.

■ الحافلات الأولى والثانية والثالثة والرابعة:

- ١) إخراج قيد إفرادي جديد عليه صورة.
- ٢) صورتان شمسيتان.
- ٣) شهادة صحية من الطبيب (وإن كان الطالب يعاني من أي مرض مزمن يجب إعلام المدرسة بذلك لاتخاذ الإجراءات المناسبة وسجل التطعيم (الحافلة الأولى والثانية).
- ٤) إعادة مدرسية معلقة من وزارة التربية والتعليم العالي.
- ٥) كشف بالعلامات من المدرسة السابقة عن الستين الأخيرتين.
٣. أطاع المدرسة ولي أمر الطالب الجديد على نظامها الداخلي المتعلق بالأهل والطلاب، وتطلب توقيع التعهد الذي تضمنته.

تعهد

أنا الموقع أدناه ولي أمر الطالب _____
أقر أنني اطّلت على النظام الداخلي للمدرسة الوارد في دليل الأهل للعام ٢٠١٠-
٢٠١١ وأتعهد أن يلتزم من أتولى أمره بتطبيق كل ما ورد في هذا الدليل والله ولي التوفيق

التاريخ	توقيع ولي أمر الطالب	توقيع الإدارة

٣ الدوام الدراسي

٣.١ الحضور

١. يبدأ العام الدراسي في شهر أيلول وينتهي في نهاية شهر حزيران.
٢. أيام الفديس للخدمة من الإثنين إلى الخميس ويوم السبت، ويستثنى من ذلك حضور بعض أيام الجمعة للخصص الإضافية الطلاب، الشهادتين الرسميتين والمرحلة الثانوية والطلاب في مختلف المراحل التعليمية عندما تدعو الحاجة.
٣. تستقبل المدرسة طلابها بدءاً من الساعة السابعة صباحاً، وهي غير مسؤولة عن أي طالب يحضر قبل هذا الوقت.
٤. يُنزع حرس الاستطفاف الصباحي عند الساعة السابعة والثلاث، وعلى الطلاب الحضور قبل هذا الوقت للاستطفاف والتزام النظام.
٥. تبدأ الدروس يومياً عند الساعة السابعة والنصف صباحاً وتنتهي عند الساعة الثانية والرابع بعد الظهر (سبع حصص يومياً)، باستثناء يوم الخميس حيث يكون الدوام على الشكل التالي:
 - للروضات والحلقة الأولى: عند الساعة الواحدة والنصف ظهراً.
 - للحلقات الثانية والثالثة والمرحلة الثانوية: عند الساعة الثالثة وخمس دقائق بعد الظهر (تعدل ثنائي حصص).
٦. تمنع المدرسة تسليم أي طالب إلا أن هو موكل من ولي أمره ويحق للمدرسة التأكد من أوراقه الثبوتية. وفي حال حصول أي تعديل، فإن المدرسة تطلب من ولي الأمر إبلاغ مسؤول الحلقة شخصياً بذلك عبر الاتصال أو بموجب كتاب مغطى موقع منه.
٧. المدرسة مسؤولة عن طلابها في أثناء الدوام الدراسي. عليه، يُمنع أي طالب من مغادرة حرم المدرسة خلال الدوام لأي سبب كان، أما عند الضرورة، فيقوم ولي الأمر بالتنسيق مع مسؤول الحلقة.

٣.٢ الغياب

١. يُمنع الغياب عن المدرسة من دون عذر شرعي.
٢. في حال غياب الطالب عن المدرسة لعذر، ينبغ عن ذلك غياب صباحاً مسؤول الحلقة. حصراً بموجب رسالة خطية أو شفوية عبر الاتصال بالمدرسة.
٣. في الحالات المرضية:
 - إذا تجاوز الغياب مدة يومين متتاليين يجب على الأهل إحضار تقرير طبي وتسليمه إلى مسؤول الحلقة.
 - عند إصابة الطالب بمرض معدٍ أو ارتفاع في الحرارة (الروضات والحلقتين الأولى والثانية)، لا يُسمح الدراسة إلا بعد شفائه من المرض كلياً وبموافقة خطية من الطبيب المعالج (خالة المرض المعدى).

٤. لا يؤذن لأي طالب بالغياب خلال العام الدراسي، وفي حال الضرورة يقوم ولي الأمر بالتنسيق مع مسؤول الحلقة ما لم تتجاوز مدة الغياب يومين حيث يُطلب حينها من ولي الأمر إحضار إذن خاص من إدارة المدرسة. وفي حال غياب الطالب دون عذر أو إذن سابق من الإدارة لمدة تتجاوز الأسبوع، تقوم الإدارة باستدعاء ولي أمره لمعالجة الأمر، وإلا بعد مفصلاً على مسؤوليته الشخصية.
٥. في حال تغيب الطالب عن المدرسة، يجب على ولي أمره:
 - في مرحلة الروضات والحلقتين الأولى والثانية: الاتصال بمسؤول الحلقة وتبرير الغياب والاستعلام عن الدروس التي سُمّط في أثناء غيابه.
 - في الحلقتين الثالثة والرابعة: متابعة الطالب في التأكد من استحقاق ما فاتته من واجبات
٦. أي طالب لا يداوم في المدرسة من بدء العام الدراسي دون عذر وإذن سابق من الإدارة، يُسقط اسمه من اللائحة الرسمية للطلاب للعام الدراسي وإن كان قد دفع ما يجب على عليه من رسوم، على أن تقوم المدرسة بإرجاع ما تم تسديده باستثناء رسم التسجيل، وذلك ضمن المهل المحددة أدناه:
 - الروضات والحلقة الأولى: خلال شهر من بدء العام
 - الحلقتان الثانية والثالثة والمرحلة الثانوية: خلال ١٥ يوماً من بدء العام

٣.٣ التأخر

١. إن أي تأخير عن الدوام اليومي للمدرسة يحتاج إلى تبرير من ولي أمر الطالب لمسؤول الحلقة إما بموجب كتاب مغطى أو اتصال شفهي.
٢. على من يتأخر لأي سبب التوجه إلى مسؤول الحلقة قبل الدخول إلى الصف ولا يُقبل دخول الطالب المتأخر إلى صفه إلا باذن من مسؤول الحلقة.
٣. عند تأخر الطالب، يطبق عليه قانون العقوبات من الفئة الثانية.
٤. تتحمل المدرسة مسؤولية أي تأخير عن الدوام الدراسي ينتج عن تأخر الحافلات الخاصة بها.

٣.٤ العطل

١. تلتزم المدرسة بالتعطل في المناسبات الإسلامية، ونظام العطل الإلزامية المقررة من وزارة التربية والتعليم العالي.
٢. تتبع المدرسة دواماً استثنائياً (مغادرة الطلاب باكراً، احتمال تعطيل بعض الأيام لمراجعة الدروس أثناء الامتحانات الفصلية وعندما تدعو الحاجة.

٦ العملية التعليمية

٦.١ المستلزمات الدراسية

١. تحدد المدرسة الكتاب المدرسي المناسب لكل مادة للعام المقبل قبل نهاية العام، وبذلك يهيئ لإدارة المدرسة تغيير أي كتاب من عام لآخر وفقاً للحاجة بما يتواءم مع الأهداف التعليمية.
٢. على الطالب تأمين الكتب وفق اللائحة التي توزعها المدرسة، إضافة إلى القرطاسية كاملة بحسب متطلبات الصف.
٣. على الطالب إحضار كل ما يلزمه في العملية التعليمية من كتب ودفتر وقرطاسية يومياً.
٤. على الطالب تحميل جمع الكتب والدفاتر بالتحديد الشفاف، وكتابة اسم الطالب عليها بوضوح، والمحافظة على نظافتها وترتيبها.
٥. على الطالب قضاء المفكرة الدراسية المعتمدة من المدرسة وتجليدها والتعاطي معها بعناية خلال العام الدراسي، يُستثنى من ذلك مرحلة الروضات.
٦. على الطالب تحضير المفكرة الدراسية يومياً بحسب البرنامج المقرر تالياً للحمل الثقيل وحرصاً على سلامة نمو عظامه.
٧. على الطالب عدم ترك الكتب والأقراص الخاصة في سرائر الصفوف باستثناء المتفق عليه مع مسؤول الحفلة والمعلمين.
٨. على الطالب تأمين "مطرة" مياه يومياً.

٦.٢ الوظائف اليومية

١. يطلب إلى الأهل متابعة أبنائهم يومياً في قسم الروضات والحفلة الأولى أثناء أداء الوظائف المنزلية اليومية، والمحافظة على النظافة والجودة والترتيب.
٢. يطلب إلى الأهل تشجيع أبنائهم على البدء بالاستقلالية والاعتماد على النفس في تحضير الوظائف اليومية بدءاً من الحفلة الثانية مع ضرورة الاستمرار في الإحلاخ والمواكبة.
٣. يطلب إلى الأهل الإشراف على عملية تعلّم أبنائهم في الحفلة الثالثة والمرحلة الثانوية.
٤. إن عدم القيام بالوظائف المنزلية يُعدّ تقصيراً في الواجبات ومخالفة مدرسية، وإذا تكرّر هذا التقصير يطبق على الطالب قانون المخالفات من الفئة الأولى.

٦.٣ التقييم والعلاقات

١. تلج المدرسة اللبنانية العليا نظام التقييم التربوي خلال العام.
٢. يتم تقييم طلاب الروضات والحفلة الأولى من خلال تقييمات الأداء والتدريسي اليومي والاختبارات وفق معايير لربوية دقيقة، بالإضافة إلى المراقبة والتقييم المستمر لأستوتهم.
٣. يتم تقييم الطلاب بدءاً من الحفلة الثانية وفق نظام التقييم المتبع (وفق الجدول أدناه) الذي يشمل الامتحانات الفصلية والامتحانات الشهرية والاختبارات اليومية، والمشاركة الصفية، والمشاركة بالأنشطة للجمعية، والواجبات المنزلية، والبحوث والمشاريع العلمية، والأداء في التصفير، إضافة إلى التصرفات والسلوك داخل حرم المدرسة.

التقييم الصفّي للطلاب الأول	الامتحان الفصلي الأول	التقييم الصفّي للفصل الثاني	الامتحان الفصلي الثاني
تشرين الثاني	كانون الثاني	أذار	سبتمبر

٤. يتعاونون لتقليل الأثر التعليمي بحسب الصف والمرحلة، كما وأنضموا للمدرسة علامة لسلوك الطالب.
٥. توضع نتائج التقييمات للطلاب غير الشاهدة للتدريسي مرتين خلال العام الدراسي مع حماية كل فصل دراسي وفق الرقابة السنوية.

٦.٤ نظام الترفيع والترتيب

٦.٤.١ التدرّج

١. يرفع طلاب الروضات إلى الصف الثاني عند نهاية العام الدراسي وفق نظام التدرّج الآلي.
٢. لكن يرفع الطلاب إلى صف أعلى من صفه عليه أن يثبت مقدراً عاماً على الشهادة النهائية عند انتهاء العام الدراسي لا يقل عن:

- ٧٠% في الحفلة الأولى
- ٦٥% في الحفلة الثانية
- ٩٠% في الحفلة الثالثة
- ٥٥% في المرحلة الثانوية

٣. تُوزَع القُصَص والمُراتب على المُتَلَبِّين بحسب المرحلة التعليمية والمعدل العام على الشهادة بحسب الجدول أدناه:

المرحلة	المرتبة	النسبة
المرحلة الأولى والثانية والثالثة	امتياز - لائحة الشرف	٩٠ - ١٠٠
المرحلة الأولى والثانية والثالثة	جيد جداً - لائحة الشرف	٨٠ - ٨٩
المرحلة الأولى والثانية والثالثة	جيد	٧٠ - ٧٩
المرحلة الأولى والثانية والثالثة	وسط	٦٠ - ٦٩
المرحلة الأولى والثانية والثالثة	راسب	دون ٦٠

٦.٤.٢ المصوب

١. يرسم الطالب (باستثناء الروضات) إذا:

- نال معدلاً عاماً على الشهادة النهائية عند انتهاء العام الدراسي أقل من المعدل المطلوب في كل مرحلة تعليمية مهما كانت علامته في كل مادة دراسية.
- نال في ثلاث مواد أساسية (وفقاً للجدول أدناه) علامة تقل عن ٤٥% حتى وإن حصل على المعدل العام المطلوب في كل مرحلة تعليمية.

المرحلة	المواد الأساسية في كل مرحلة
حلقة أولى	التربية الإسلامية، اللغة العربية، اللغة الإنكليزية، الرياضيات
حلقة ثانية	التربية الإسلامية، اللغة العربية، اللغة الإنكليزية، الرياضيات، العلوم
حلقة ثالثة	التربية الإسلامية، اللغة العربية، اللغة الإنكليزية، الرياضيات، العلوم (الفيزياء - الكيمياء - الأحياء).
العاشر	التربية الإسلامية، اللغة العربية، اللغة الإنكليزية، الرياضيات، الفيزياء - الكيمياء - الأحياء
حادي عشر وثاني عشر (اقتصاد/ اجتماع)	التربية الإسلامية، اللغة العربية، اللغة الإنكليزية، الاقتصاد، الاجتماع
حادي عشر (علوم) وثاني عشر (علوم الحياة)	التربية الإسلامية، الرياضيات، الفيزياء، الكيمياء، الأحياء

٧ السلوكيات

أولى العملية التعليمية والتربوية عصر السلوك درجة كبيرة من الأهمية بهدف تربية الإنسان وصياغة شخصيته بها هو ذا القرآن الكريم يمدح خلق رسول الله ﷺ وسنكره بقوله ﴿لَئِنْ لَمْ يَنْهَ عَنْهُ الْمَلَكُ لَآتَى السَّبِيلَ﴾، والتي تؤكد على هذا المعنى فيقول: ﴿لَقَدْ كُنْتُمْ أَفْوَاحًا لَا تَعْلَمُونَ﴾، فالسلوك الإيجابي والأخلاقي المعتمدة من الأهداف الأساسية التي تسعى إلى تهيئة وتهيئة، من هنا حددت المدرسة واجبات الطلاب وحقوقه كما يلي:

٧.١ واجبات الطالب

٧.١.١ عموميات

- التقيد بأنظمة المدرسة وقوانينها عامة وتنسيقات الإدارة والمعلمين .
- مراعاة الآداب الإسلامية والأخلاق العامة في كلامه ومشيه ولباس ومظهره، وفي تعامله مع زملائه ومعلميه ومسؤوليه داخل حرم المدرسة وأثناء وجوده في الحافلة (من تطبيق آداب الاستئذان المنصوص عليها في المدرسة، وعدم التفتت بالكلام الشائ والمسيء، وتجنب إيذاء الآخرين عبر الضرب أو الشتم، وغيرها).
- عدم الاستهانة بشيء من شعائر الإسلام أو اعتناق الأفكار الإلحادية أو العمل على نشرها وترويجها .
- الحفاظ على بناء المدرسة وأبنائها ومحتوياتها، ونظافة صفه والملعب والمرات والحمامات ومرافق المدرسة كافة وتجنب الكتابة على الطاولات والجدران وبحق للمدرسة طلب تعويض من ولي أمر الطالب الذي يلحق ولده ضرراً بتفتيتها.
- الحفاظ على سمعة المدرسة وذلك بممارسة السلوك اللائق في أثناء قيامه بأي عمل داخل المدرسة أو خارجها كتجنب المشاركة بنشاط يسيء إلى سمعة المدرسة أو بضر بمصلحتها أو بخل بانتظام العمل فيها، وبحق للمدرسة عندها أخاف ما تراه مناسباً.
- إبصال التليفات والدعوات الخطية الصادرة من المدرسة إلى ولي أمره في اليوم نفسه.
- عدم إهمال الألعاب (كالمطابخ وغيرها) ووسائل الاتصال والسماع (حليوي، راديو، مسجل، الكيتونات، أفراس CD ومطبوعات غير علمية...) ويستحق من ذلك ما تم إهماله بإذن مسبق من مسؤول الحلقة أو للمعلم لسبب ضروري أو لغرض تعليمي.
- الترحم الملعب في أثناء التفرقة وعدم الصعود إلى الصفوف الا لخاصة بعد الاستئذان من ناظر الملعب أو مسؤول الحلقة أو مساعده مهما يكن السبب.
- عدم الشاخر والصراخ والتعريض والشتم والتدافع في الملعب أو أثناء صعود أو نزول السلم.
- التقيد باللائحة المنصوص والمنسوح من الأطعمة الموزعة مع بدء العام الدراسي (نقسم الروضات والحلقتين الأولى والثانية) وتجنب التدخين داخل حرم المدرسة وتعاطي كل ما يسبب ضرراً للطلاب أو لزملائه.

٣. التصحح والإرشاد الفوري والتبصير التربوي المادى في حال تصرف بأسلوب خاطئ أو خالف النظام.
٤. عندما يواجه الطالب مشكلة ما، يحق له أن يقابل مسؤول الحلقة أو من ينوب عنه لإيجاد الحل المناسب، وفي حال لم تحل المشكلة يحق للطالب الرجوع إلى مدير المدرسة وفق موعد مسبق.
٥. عندما يواجه الطالب مشكلة صحية، عليه التوجه إلى مسؤول الحلقة لطلب إذن لمقابلة المشرفة الصحية في المدرسة.
٦. استعمال كامل الوقت المحدد للاختبار وتسليم الأسئلة واضحة غير ناقصة.
٧. الإطلاع على علاماته الدراسية ونتائج تقييمه.
٨. يُمنح الطالب العالِم عن امتحان فرصة إعادته بموافقة من الإدارة.
٩. الحصول على مقعد دراسي مناسب وطلب تغيير مقعده من مسؤول الصف في حال قدّم تبريراً مقبولاً لطلبه.
١٠. للمشاركة في الأنشطة اللاصفية والانتساب إلى النوادي المدرسية في حال تم تسديد التحويلات المالية لها.
١١. الترشح لمنصب عريف الصف (الحلقة الثانية وما فوق).
١٢. احترام الطالب وعدم تعريضه لأي إساءة أو أدنى جسدي أو معنوي.

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١١. الالتزام بحدود دون مزاحمة عند شراء المأكولات من الدكان.
١٢. عدم تزوير توقيع ولي الأمر أو إوزك رسمية.
١٣. عدم التعرض لمقتنيات الآخرين بسرقه أو إتلاف أو إعتداء.
١٤. عدم مضغ العلكة وأكل البزورات داخل الصف وخارجها.
١٥. عدم حيازة مواد إعلامية منافية للآداب والتعاليم الإسلامية، أو أدوات حادة أو سلاح أو مفرقات، وكل ما يسبب ضرراً أو إزعاجاً (صوتياً أو رائحة).
١٦. عدم توزيع المنشورات والمطبوعات والبطاقات أو الاتجار بالسلع بين الطلاب داخل حرم المدرسة وعدم التحدث بالموضوعات السياسية.
١٧. عدم استقبال الأصدقاء في باحة المدرسة أو على مداخلها أو البقاء داخل حرم المدرسة بعد انتهاء الدوام إلا بإذن مسبق من الإدارة أو للمشاركة بنشاط لانهجي مسبق به خارج الدوام الدراسي.
١٨. عدم إقامة أي نشاط (أعياد ميلاد، مناسبات أخرى...) داخل المدرسة إلا بإذن مسبق من الإدارة.
١٩. التقيد بالنظام والانضباط أثناء المشاركة في أي حفل أو نشاط تقيم للمدرسة.

٧.١.٢ في الصف

١. الهدوء أثناء الصعود إلى الصف ودخوله عند بدء الحصة الدراسية.
٢. احترام المعلم والزملاء داخل الصف والاحتفاظ على الهدوء وعدم مضية الوقت أو التشويش في أثناء الشرح عبر المحادثات الجانبية وعدم النوم في أثناء الحصة الدراسية.
٣. التزام المقعد في أثناء الحصة الدراسية وعدم التنقل أو مغادرة الصف لأي سبب إلا بعد الاستئذان من المعلم.
٤. عدم مغادرة الصف بعد انتهاء الحصة إلا في وقت الفرض والانصراف من المدرسة.
٥. عدم تناول الطعام والشراب داخل الصف في أثناء الحصة (ما عدا الروضات).
٦. تحضير الدروس المطلوبة منه والاستعداد للإجابة عنها عند الطلب عبر التسميع الشفهي أو الكتابي، وحل الواجبات المنزلية بالاعتماد على نفسه، والخضوع للاختبارات والامتحانات المقررة في مواعيدها دون تلكؤ أو اعتذار.
٧. عدم الغش أو "التفتيش" في الوظائف ونسائقات، والتكلم والتشويش مع زملائه في أثناء الامتحان.

٧.٢ حقوق الطالب

١. اكتساب المفاهيم والمعلومات العلمية الصحيحة بإشراف معلمين يتمتعون بالكفاءة العلمية الجيدة.
٢. التعبير عن آرائه وطلباته عبر القنوات المدرسية الصحيحة وبأسلوب اللبق وفق الآداب الإسلامية، بما يقابله من حق الاحترام والتفهم لوجهة نظره وعدم الاستهزاء برأيه.

٨ قانون العقوبات

تقوم المدرسة بتوجيه الطلاب وإرشادهم بشكل دائم وتحفيزهم للائتمان إلى قوانين وأنظمة المدرسة، ويطبق قانون العقوبات على الطلاب المخالفين للأنظمة (داخل حرم المدرسة أو المحلات التابعة لها).

تنقسم المخالفات إلى أربع فئات وذلك بحسب تأثيرها على النظام العام وسير العملية التربوية في المدرسة، ويتم السير بمعالجة المخالفات بحسب الترتيب الوارد أدناه، وبحسب فئة ونوع المخالفة:

٨.١ مخالفة من الفئة الأولى

- ١) التأنيب والتذكير بالنظام والحث على التصرف الإيجابي البديل .
- ٢) الإنذار الشفهي، على أن يسجل في سجل الطالب مع توقعه، وإبلاغ أهله بالمخالفة.
- ٣) إبلاغ مسؤول الحلقة وفي أمر الطالب عن السلوك الخاطئ لولده مع تدوين للملاحظة في سجله.
- ٤) الإنذار الخطي من مسؤول الحلقة يوقع عليه مدير المدرسة والطالب وولي أمره.
- ٥) بعد حصول ثلاثة إنذارات من الفئة الأولى، يفصل الطالب ليوم واحد.

مخالفات الفئة الأولى

١. عدم المحافظة على النظف العام للائق (تسريح الشعر، ترتيب الثياب، ...).
٢. لبس أي نوع من الخفي.
٣. عدم إحضار الكتب والدفاتر.
٤. عدم حل الواجبات .
٥. حل واجبات لا تتعلق بالخصة أو الاشتغال بأمور أخرى لا تتعلق بالدرس.
٦. إعاقة سير الحصة الدراسية وعدم الاستجابة لتوجيهات المدرس.
٧. التحدث الجاني، اليوم، عدم التزام المقعد في أثناء الحصة .
٨. إحضار ألعاب أو أغراض ممنوعة من قبل إدارة المدرسة.
٩. عدم التزام النظافة في الصف والملاعب والمرات.
١٠. التواجد في الصفوف والمرات قبل قرع جرس الدخول وعند القرص وبعد الإنصراف.
١١. الاتجار بالسلع بين الطلاب.
١٢. التأخر في دخول إلى الحصة.
١٣. الأكل أو الشرب، أو مضغ اللبان (العلك) أو أكل البزورات في الصف.
١٤. القيام بأي نشاط أو عمل خارج المدرسة يسبب إساءة لسمعتها.

٨.٢ مخالفة من الفئة الثانية

- ١) إبلاغ مسؤول الحلقة وفي أمر الطالب بالمخالفة أو السلوك الخاطئ لولده عبر مراسلة خطية أو الاتصال الهاتفي.
- ٢) الإنذار الخطي من مسؤول الحلقة يوقع عليه مدير المدرسة والطالب وولي أمره.
- ٣) الفصل للمؤقت ليوم واحد بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة وولي أمر الطالب
- ٤) الفصل للمؤقت لثلاثة أيام بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة ويتعهد خطي من ولي أمر الطالب بعدم تكرار المخالفة أو السلوك السيء للسماح للطلاب بالعودة إلى المدرسة.

مخالفات الفئة الثانية

١. عدم التقيد بالزي المدرسي.
٢. التأخر في الدخول إلى الصف (مقدار حصة كاملة وما فوق).
٣. الخروج من الصف دون استئذان .
٤. الغياب بدون عذر.
٥. الغش أو التكلّم مع الغير في أثناء الامتحان:
 - أ - حسم ٢٥% من العلامة الكلية.
 - ب - في حال تكرار المحاولة تسحب ورقة الإجابة منه وتحسب درجة ما تمت الإجابة عنه فقط.
 - ج - في حال تكرار الغش في امتحان آخر وفي أي مادة تسحب الورقة وتوضع علامة صفر.
٦. مخالفة نظام آداب الاختلاط للمعتمد في المدرسة.
٧. تواجد الطلاب في الأماكن غير المسموح له فيها.
٨. توزيع المنشورات والمطبوعات والبطاقات بغير إذن الإدارة.
٩. الشجار مع الطلاب والتهديد بكلام ناب.
١٠. ضرب أحد الطلاب. الإجراءات: يجب على الطالب الاعتذار لمن أساء إليه أمام الصف.
١١. الجدال وعدم الاستجابة لإدارة وموظفي المدرسة (التحدي للإدارة).
١٢. إحداث فوضى وتخريب أو تشجيع الآخرين عليها.
١٣. إحداث شغب في الحافلة.
١٤. احتضار أجهزة ممنوعة (هاتف محمول، كاميرا، MP3-IPOD، ...). الإجراءات: مصادرة الممنوع لمدة أسبوع في المرة الأولى، وشهر في المرة الثانية، ولنهاية العام في المرة الثالثة.
١٥. حيازة أدوات حادة. الإجراءات: مصادرة الأدوات الحادة أو الخطرة وعدم إرجاعها إلا لولي الأمر مع تعهد خطي ووضوح الطلاب تحت المراقبة.

٨.٣ مخالفة من الفئة الثالثة

- ١) الإنذار الخطي من مسؤول الحلقة ويوقع عليه مدير المدرسة والطلاب وولي أمره مع الفصل المؤقت ليوم واحد بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة وولي أمر الطالب.
- ٢) الفصل لمدة ثلاثة أيام بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة ويتعهد خطي من ولي أمر الطالب بعدم تكرار المخالفة أو السلوك السيء للسماح للطلاب بالعودة الى المدرسة.
- ٣) الفصل النهائي من المدرسة في حال تكرار السلوك السيء بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة.

مخالفات الفئة الثالثة

١. مشادة كلامية مع المعلم أو أحد العاملين في المدرسة أو في الحفلات التابعة لها واستخدام ألفاظ غير لائقة مع المعلم أو المسؤول .
٢. رفض تطبيق الإجراءات الإدارية الصادرة بحق الطالب.
٣. تزوير توقيع الأهل.
٤. الخروج من المدرسة في أثناء الدوام دون إذن.
٥. العث المتعمد بمقتنيات المدرسة. الإجراء: تحميل الطالب أو ولي أمره إصلاح ما أفسد أو دفع ثمنه
٦. التدخين أو التعاطي بأي مواد مضرّة للطالب أو لزملائه (يحال الطالب للمرشد التربوي في المدرسة).
٧. حيازة مواد ممنوعة (المخدرات، السجائر، مواد إباحية): (تصادر الممنوعات ويحال الطالب للمرشد التربوي في المدرسة).
٨. الاستهانة بشعائر الإسلام أو الترويج لأفكار منافية له. (يحال الطالب للجنة الدعوة في المدرسة).
٩. حيازة كتب أو مجلات أو صور ممنوعة
١٠. تشويه صمة طالب آخر بقدرح أو إفتراف. (يحذر الطالب علناً من شوهت صمته أمام الصف أو المدرسة. وإحالة الطالب للمرشد التربوي في المدرسة.
١١. احتلاس أملاك الغير أو إسقاطها. (يحال الطالب للمرشد التربوي في المدرسة مع إعادة الحقوق لأصحابها).

٨.٤ مخالفة من الفئة الرابعة

- ١) الإنذار الخطي من مسؤول الحلقة ويوقع عليه مدير المدرسة والطلاب وولي أمره مع الفصل لثلاثة أيام بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة ويتعهد خطي من ولي أمر الطالب بعدم تكرار المخالفة أو السلوك السيء للسماح للطلاب بالعودة الى المدرسة
- ٢) الفصل النهائي من المدرسة في حال تكرار السلوك السيء بموجب رسالة خطية من مسؤول الحلقة ويتوقع مدير المدرسة

مخالفات الفئة الرابعة

١. استخدام أدوات حادة في الشجار أو الأذى المسبب لدخول مستشفى
٢. تزويج أو تزويج كتب أو مجلات أو صور أو مواد ممنوعة

٨.٥ ملحوظة

١. في حال بلوغ العقوبة القصوى لأي فئة، تُعدّ المخالفة بعد ذلك من الفئة التي تليها.
٢. بعض المخالفات قد تصنّف "في أكثر من فئة" بحسب شدتها، وبمقدار تقدير ذلك إلى المجلس الإداري.
٣. في حال صدور ثلاث إنذارات خطية من مختلف الفئات في حق الطالب، يفصل ليوم واحد، ويتحق للمدرسة عدم تسجيله للسنة الدراسية القادمة.
٤. في حال فصل التلميذ لثلاثة أيام، يحق للمدرسة عدم تسجيله للسنة الدراسية القادمة.
٥. تتأثر علامة السلوك على الشهادة وفقاً للمخالفات التي يرتكبها الطالب.

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