The Role of Students' Attentiveness and Teachers' Preferences for Students in Explaining Relations Between Social Behavior and Academic Achievement

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Abstract: *The present study examined the role of students' attentiveness and teachers' preferences for students as mediators of the effects of sociability and disrespect (both of which are social behavior) on academic achievement. Data pertaining to the above variables were obtained from randomly selected 120 students in Meseret elementary school (in Gondar town). Indices of social behavior, attentiveness, teachers' preferences and academic achievement were measured. Analysis involving mainly multiple regression suggested that both types of social behavior did not independently (directly) contribute to variation in academic achievement. However, both types of social behavior appeared to have an effect on academic achievement indirectly via their significant relations with students' attentiveness (academically oriented behavior). The estimated path model confirmed that the effects of sociability and disrespect assumed strength as they operated indirectly through students' attentiveness. The importance of the results particularly in relation to the mediating role of academically oriented behavior (attentiveness) in determining the social behavior and the kinds of social behavior (condition) that help to promote classroom learning are discussed.*

Introduction

Students' Social Behavior and Attentiveness Related to Academic Achievement

The development of conformity to social rules, cooperation, and positive styles of social interaction and participation that help students play active roles in the advancement of the society have been some of the valued educational objectives for Ethiopian Primary Schools (New Education and Training Policy, 1994). These positively ambitious and highly challenging social outcomes are promoted by

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classroom rules that encourage students to share resources, work well with others and solve problems in positive ways, and that discourage students from displays of disruptive and aggressive behaviors (Sieber, 1979).

Although behaving in socially appropriate and responsible ways is valued in its own right, the research literature on student classroom behavior further indicates that these aspects of social competence are also powerful predictors of academic achievement. Based on this assumption, several types of evidence have linked students' classroom behavior to academic achievement. With respect to social conduct, positive academic outcomes have been related to displays of appropriate classroom conduct (Lambert and Nicoll, 1977) and prosocial interaction with peers (Damon and Phelps, 1989; Webb, 1982). Conversely, poor social behavior in school can adversely affect students' academic achievement (Gresham, 1988; Wentzel, 1991).

In a similar vein, Buhrmester (1990) has invariably highlighted that students who have closer friends do well in school more than those whose friends have high degree of conflict. These studies have consistently pointed to social behavior (classroom discipline) as an important factor that contributes to academic achievement. But, it is theoretically untenable to believe that classroom discipline *per se* directly affects academic achievement. Rather it can be said that students' social behavior is linked with academic achievement operating through academically oriented behavior that contributes directly to academic achievement (Sieber, 1979; Doyle, 1986; Alexander, *et al*., 1993). To substantiate this assumption, Alexander and his associates followed 790 first graders with a range of economic backgrounds through fourth grade. Students rated by teachers as sociable and compliant were not more likely to get high scores in reading and math than students rated lower on those qualities. Interest, attention, and active participation were, however, associated with teachers' marks. Apparently to make an optimum academic progress, a student does not need to be polite and helpful

but needs to be involved in what is going on in class. A student who tries hard, pays attention, and participates eagerly also tends to make good impression on the teacher and is more likely to get high marks (Alexander *et al*., 1993) than the one who does not.

Social behavior in childhood is often a powerful predictor of academic achievement. Children who are accepted by their peers, or display prosocial and responsible forms of behavior at school, tend to be high achievers whereas socially rejected and aggressive children appear to be especially at risk for academic failure (Tierno, 1991). These behavioral and interpersonal forms of competence are often more powerful predictors of academic achievement than intellectual ability (Wentzel, 1991). Students who are not able to get along with teachers and, thus, misbehave, lose all confidence in their ability to succeed in school (Nunn and Parish, 1992). Some students are not necessarily emotionally or socially maladjusted but are not motivated (Elmen. 1991). They simply lack interest in schoolwork and lose all interest in learning.

Sieber (1979) and Doyle (1986) emphasized that students' valuable social exchanges with classmates and teachers promoted classroom learning indirectly by facilitating academically oriented behavior that contributed directly to academic achievement. Conversely, disrespect (antisocial behavior) could be highly detrimental to classroom learning by distracting students from participating in positive academic exchanges with classmates and teachers, which, in turn, could place a student at risk for academic failure. Conner (cited in Papalia and Solly, 1998) invariably emphasized that students who found little acceptance (respect) among their classmates and who, as a result, felt that they were missing out on the fun their classmates were having in extracurricular activities, displayed little interest in school work. In this regard, sociability and disrespect (both of which are social behavior) were found out to affect academic achievement through their effect on academic oriented behavior (attentiveness). Thus, the quality of students' attentiveness (learning behavior) is

considered to be of immediate importance in explaining differences in academic achievement within the social context of the classroom.

Teachers' Preferences for Students Related to Academic Achievement

Teachers' preferences for students and the quality of instruction given as a result of these preferences also appeared to be a significant factor in explaining relations between classroom conduct and academic achievement. Research over several decades (e.g., Dusek, 1985) documented that teachers could *bring students to life*, at least educationally if teachers cared strongly about their students and had high hopes for their future. According to the original work in the area of teacher expectations, (Rosenthal and Jacobson, 1968) teacher expectations of achievement for a given student led to a self-fulfilling prophecy. In the *Oak School* experiment, Rosenthal and Jacobson (1968) administered a nonverbal intelligence test to all children in an elementary school. The test was disguised as one designed to predict academic *blooming*, or intellectual gain during the school year. Teachers were told at the beginning of the semester that some students had shown unusual potential for intellectual growth. Actually, the children named as potential *bloomers* had been chosen randomly. Eight months later all children in the school were retested with the same test, and the designated *bloomers* demonstrated significant intellectual growth. The effects showed more strongly in the first and second graders. The teachers neither spent more time with these children than with the others, nor did they treat them differently in any obvious ways. Subtle influences may have been at work, possibly the teachers' tone of voice, facial expressions, touch, and posture (Rosenthal and Jacobson 1968).

Initial attempts to study empirically the importance of teacher attitudes in explaining relations between classroom behavior and academic achievement was widely criticized for methodological flaws and statistical procedures used and some efforts to replicate the study failed. Subsequent research (Good and Brophy, 1990),

however, indicated that studies that attempted to induce teacher expectations by providing teachers with phony information did not generally yield significant results. However, naturalistic studies (observing actual teacher's behavior in the classroom) showed the effects of expectations. Similarly, Brophy and Evertson (1981) indicated that high expectations for student achievement appeared to be related to a pattern of attitudes, beliefs, and behaviors identifying teachers and schools that maximized gains in student achievement. For example, Brookover *et al*. (1978) investigated variables in school climate that influenced achievement and found out that teaching in high-achieving schools spent more time on instruction and demonstrated greater concern for and commitment to their students' achievement.

Recently, researchers (Brophy and Good, 1974; Helton and Dakland, 1977; Kedar-Voivodas, 1983) suggested that teachers tended to have greater expectations for success for conforming and docile students rather than for independent, assertive or argumentative, and disruptive students. Safran and Safran (1985) and Eccles and Midgley (1989) disclosed that antisocial, aggressive behavior was highly detrimental to classroom discipline. As a result, teachers tended to spend much of their time dealing with issues of classroom discipline and student behavior (Doyle, 1986).

An explanation for the relations between social conduct and achievement operating through a teacher's preference for a student centers around the argument that responsible students allow teachers to focus their efforts on teaching rather than on classroom discipline. Presumably, all students learn well when this occurs. Dembo (1994) also maintained that warm and accepting classroom climate provides students with more opportunities to learn. In addition, however, there is also some assumption that student classroom behavior can influence the nature of teacher-student interactions and thus the quality of instruction given. In reviewing the research on teacher-student interaction related to the quality of instructional exchanges, Brophy and Evertson (1981) and Alexander

et al. (1993) pointed out that teachers tended to appreciate and behave more positively toward students who were cooperative than toward students who were irresponsible but nevertheless displayed high levels of academically relevant behaviors. Brophy and Evertson (1981) further emphasized that students who were disruptive and irresponsible tended to be treated negatively by teachers and were less likely to receive individualized instruction than other students. Dembo (1994) reported that teachers could communicate positive expectations by creating a warm classroom climate, by giving useful and precise feedback to students, by planning appropriately challenging activities and by planning appropriate time for students to learn. In this regard, teachers' preferences for students appear to explain significant relations between students' classroom behavior and academic achievement.

In sum, the most important points that emerge from this review of findings show that academic achievement is best considered to be a function of students' social and academic behaviors (both of which are classroom behaviors) and teachers' preferences for students. But the effect of social behavior is considered to be only indirect. First, social behavior has an effect on academic achievement operating through academically relevant type of behavior that contributes directly to academic achievement. Second, it is possible that classroom behavior influences teachers' preferences for students and, in the process, has an impact on students' academic achievement.

Despite all these worldwide efforts exerted to explore the effect of classroom behavior on academic achievement, local researches on this issue are scanty. The present study, therefore, focuses on an important research area and its results have paramount significance for promoting classroom learning. Accordingly, the study was aimed at addressing the following research questions:

- Are sociability and disrespect (forms of social behavior) related to students' attentiveness and teachers' preferences for students?

- Do students' attentiveness and teachers' preferences for students have a relationship to academic achievement?

- Does each of the specified social behavior listed above have direct and indirect effects on academic achievement? If so, which of them makes a greater contribution?

Design of the Study

Subjects

Data for this study is drawn from Meseret primary school (in Gondar town). In order to investigate the problem in some detail the study is delimited to one randomly selected grade level, grade 4. 120 fourth-grade students and 6 teachers from a fourth grade, selected randomly, served as subjects in the present study. The study was conducted in Gondar because it was the researcher's place of work and, hence, he could follow up plans and would participate in future interventions.

Primary school students (first cycle) were the focus of this research. An important consideration is that indices of learning achievement often represent both ability and conduct in the elementary grades (grades 1 to 4), whereas evaluations of academic performance in junior and high schools reflect primarily intellectual skills (New Education and Training Policy, 1994). Behaving appropriately and responsibly may be especially important for explanations of learning and achievement in primary schools (first cycle). Thus, the inclusion of primary school students in the present study is considered appropriate for the purpose of the study.

Procedure

Data were gathered at a time convenient for the respondents. Teachers were told that the researcher wished to become acquainted with students' behavior patterns in the classroom - specially how

students behaved toward one another and how they behaved toward teachers. They were told not to respond to any of the questions if they did not want to. This could avoid inaccurate responses and antagonizing the respondents. They were told that their responses would remain confidential.

Data were gathered from teachers in late spring. Academic achievement data were obtained from students' file at the end of the school year, after final grades for the year were assigned. Each teacher was given a list of 20 randomly selected names in his/her class. Teachers were allowed to cross out the names of students in their sections if they did not know him/her well enough to make judgment.

Measures

Measure of Sociability: Sociability refers to positive aspect of the social relationship - familiarity and closeness between the teachers and students and between the students themselves (Friedman, 1994). The measure of sociability consisted of 8 items adapted from Friedman (1994). Examples of the items are:

- Helps weaker, less popular students on his/her own initiative;

- Shares various educational resources such as notes and books without being asked.

In the social behavior scale, ratings of each behavior were made on a 5 point scale ranging from *not at all* (1) to *very much* (5). Scores were standardized to correct for non-normal distribution. The reliability of this scale as estimated by Cronbach's alpha was 0.721 with a standard error of measurement (SEM) 0.692.

Measure of Disrespect: Disrespect refers to students' respect or lack of respect for both teachers and members of their classmates (Friedman, 1994). The measure of disrespect consisted of 8 items adapted from Friedman (1994). Examples of the items are:

- Quarrels with classmates
- Answers the teacher back

Ratings of each behavior were made on a 5-point scale ranging from *not at all* (1) to *very much* (5). Scores were standardized to correct for non-normal distribution. Reliability measured by Cronbach's alpha coefficient was 0.741 and SEM 0.67.

Measure of Attentiveness: Attentiveness refers to the academic aspect of the teacher-student relationship, student willingness for and receptiveness to learning and learning ability (Friedman, 1994). The measure consisted of 8 items adapted from Friedman (1994). Examples of the items are:

- Shows good command of the material I have taught him/her.
- Works independently his/her class work.

Ratings were made on a 5-point scale ranging from *not at all* (1) to *very much* (5). Scores were standardized. Reliability measured by Cronbach's alpha coefficient was 0.811 with SEM 0.584.

Measure of Teacher Preference: Teachers' preference for students was assessed by asking teachers to respond to the following question adapted from the literature: *How much would you like to have this student again next year in your class?* Rating was made on a 5-point scale ranging from *not at all* (1) to *very much* (5). Scores were standardized. Reliability of teacher preference scale as estimated by Cronbach's alpha coefficient was 0.693 with SEM 0.520.

Measure of Academic Achievement: Academic achievement was assessed in terms of students' fourth grade achievement. Students' fourth grade academic achievement represented the average Mathematics, Environmental Science, English and Amharic scores for

the 1999/2000 school year. To manage the problem in some detail only these specified courses were chosen randomly. The averages were coded on a continuous scale ranging from 1 = below 50 percent to 5 = above 85 percent (MOE, 1970).

In general these measures were selected because their reliability indices were qualified as *good* according to the standard of 0.75 set by Show and Wright(1967).

Data Analysis

The present study analyzed the role of students' attentiveness (academic behavior) and teachers' preferences for students as mediators of the effect of sociability and disrespect (forms of social behavior) on academic achievement. For this purpose, correlational and multiple regression analyses were used to examine the data. Correlation analysis was used to make an overview of possible overlaps among predictor variables and to have an idea about variables most related to academic achievement. Multiple regression analysis was employed to examine whether sociability and disrespect were independent predictors of academic achievement when the potential effects of attentiveness and teachers' preferences were statistically controlled.

Results

Results are reported in two sections. First, interrelations among academic achievement, sociability, disrespect, attentiveness and teachers' preferences are described. Next, findings from multiple regression analysis designed to assess the direct and indirect effects of sociability and disrespect on academic achievement are presented.

Interrelations among Variables

Table 1 indicates zero order correlations between sociability, disrespect, attentiveness, teacher preference and academic achievement.

Table 1: Interrelations among Social Behavior, Attentiveness, Teacher Preference and Academic Achievement

Variable	x_1	x_2	x_3	x_4	X_5
Sociability (x_1)	-				
Disrespect (x_2)	-.226*	-			
Attentiveness (x_3)	.274*	-.303*	-		
Teacher preference (x_4)	.198*	-.268*	.329*	-	
Academic Achievement (x_5)	.308*	-.314*	.630*	.253*	-

*P<.05

Findings shown in Table 1 indicate that academic achievement was related significantly and positively to sociability, attentiveness, and teacher preference and it was related negatively to disrespect. Indices of social behavior, academic behavior, and teacher preference were also related significantly to each other. Specifically, sociability, attentiveness, and teacher preference were related positively to each other and were related negatively to disrespect.

Sociability and Disrespect as Predictors of Academic Achievement

Multiple-regression analysis was used to examine relations between social behavior and academic achievement, independent of relations between students' attentiveness and teachers' preferences for students. The first question addressed was whether sociability and disrespect were independent predictors of academic achievement when students' attentiveness and teachers' preferences for students were statistically controlled. Next, analysis was made to explore the possibility that sociability and disrespect were related to academic achievement by way of significant relations with students' attentiveness and teachers' preferences for students.

Table 2: Results of Regression Analysis on Academic Achievement

Predictor Variable	Academic Achievement
Sociability	.170
Disrespect	-.133
Attentiveness	.580*
Teacher preference	.173
Overall R^2	.54*

*P<.05

This analysis strategy was designed to identify direct predictors of academic achievement and then, on the basis of these findings, identify indirect paths by regressing direct predictors of academic achievement on the remaining variables. This strategy followed the exploratory form of path analysis as described by Asher (1983). To test for mediation, therefore, separate coefficients for each equation was estimated and tested (Baron and David, 1984).

Independent predictors of students' academic achievement.

Multiple regression analysis was employed to assess relations of sociability and disrespect to academic achievement when attentiveness and teachers' preferences were statistically controlled. According to the results shown in Table 2, attentiveness was a significant independent predictor of academic achievement but teachers' preference, sociability, and disrespect were not. The model explained 54 percent of the variance in academic achievement, $F(4, 115) = 33.921$, $P<.05$.

Students' attentiveness and teachers' preferences for students as mediators between social behavior and academic achievement

Results described in the previous section suggested that neither sociability nor disrespect were, by themselves, significant, independent predictors of academic achievement when the effects of attentiveness and teachers' preferences for students were statistically

controlled. However, it was quite possible that sociability and disrespect (forms of social behavior) influenced academic achievement indirectly, by way of their significant relations with academic behavior or teachers' preferences for students. This was supported by the Initial evidence (Table 1) which depicted significant correlations between students' social behavior, teachers' preferences for students, and students' attentiveness, and results shown in Table 2 that suggested that attentiveness was significant, independent predictor of academic achievement.

In line with the exploratory form of path analysis described by Asher (1983), stronger evidence for indirect effects were obtained by regressing direct predictors of academic achievement on the remaining variables. Results of the analysis shown in Table 3, therefore, suggested that sociability was a significant positive predictor of attentiveness and that disrespect was a significant, negative predictor of attentiveness. The model accounted for 13 percent of the variance in students' attentiveness, $F(3, 116) = 5.78$, $P < .05$. These findings provide stronger evidence for indirect effects suggesting that sociability and disrespect may be related to academic achievement by way of their significant relations with attentiveness.

Table 3: Results of Simultaneous Regression Analysis on Attentiveness and Teacher Preference

Predictor Variable	Attentiveness	Teacher Preference
Sociability	.209*	.051
Disrespect	-.194*	-.186*
Attentiveness	-	.260*
Teacher Preference	.268*	-
Overall	.13*	.10*

*P<.05.

Findings from multiple regression analysis on teacher preference, also shown in Table 3, indicated that teachers' preferences for students was not a significant, independent predictor of students' academic achievement. Thus, there was no evidence to support a

conclusion that sociability and disrespect (both of which are social behavior) were related to academic achievement by way of their significant relations with teachers' preferences. However, results presented in Table 1 suggest that sociability and disrespect are correlated significantly with teachers' preferences for students, and results presented in Table 3 suggest that teachers' preferences for students is an independent predictor of students' attentiveness. Thus, in line with the assumption described by Asher (1983) a final regression analysis was conducted to assess the possibility that sociability and disrespect were related to students' attentiveness in part, by way of teachers' preferences for students.

Results of these regressions, shown in Table 3, suggested that disrespect was a significant predictor of teachers' preferences for students, independent of the effect of sociability. The model accounted for 10 percent of the variance in teachers' preferences for students, $F(3, 116) = 4.30$, $P<.05$. Thus, this finding provides a conclusion that disrespect may also be related to students' attentiveness due to its significant, independent relation with teachers' preferences for students.

Summaries of the results of the regression analysis are depicted in Figure 1. The standardized beta weights shown are taken from Tables 2 and 3.

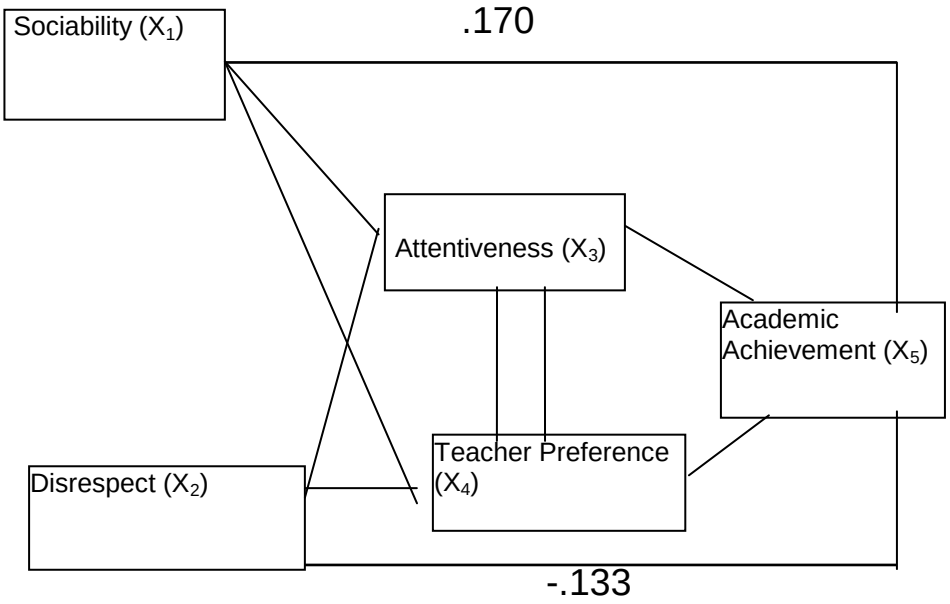

Figure 1. Relations of academic achievement (X_5) to sociability (X_1), Disrespect (X_2), attentiveness (X_3), and teacher preference (X_4) as indicated by standardized beta weights. (P<.05 refers to Tables 2 and 3).

The direct and one-way indirect effects of sociability, disrespect, attentiveness, and teacher preference on academic achievement (see Figure 1) are shown in Table 4.

Results in Table 4 show that sociability has no direct effect on academic achievement (.170) but it has a significant indirect effect via attentiveness (.121). The indirect effects of sociability on academic achievement via teacher preference (.009), via teacher preference and attentiveness (.008) are not significant.

Table 4: Direct and Indirect Effects of Social Behavior, Students' Attentiveness, and Teacher Preference on Academic Achievement

		One Way Indirect Effects		
		Via	Via	Via
Academic Achievement	Direct Effects	x_4	x_4x_3	x_3
Sociability	.170	.009	.008	.121
Disrespect	-.133	-.032	-.029	-.113
Attentiveness	.580	.044	-	-
Teacher preference	.173	-	-	.155

Disrespect did not directly relate to academic achievement (-.133). However, it had a significant indirect effect on academic achievement via teacher preference and attentiveness (-.029) and via attentiveness (-.113). The indirect effect of disrespect on academic achievement via teacher preference (-.032) was not significant.

The direct effect of attentiveness (.580) on academic achievement, and the indirect effect of teacher preference via attentiveness (.155) are significant. However, the indirect effect of attentiveness via teacher preference (.044), and the direct effect of teacher preference (.173) on academic achievement are not significant.

Discussion

The central problem in the present study has been to explore the relationship of sociability and disrespect to academic achievement, taking into account the possible mediating effects of students' attentiveness and teachers' preferences for students. The discussion regarding this central issue is presented along two lines.

Interrelations among Classroom Behavior, Teacher Preference, and Academic Achievement

Results in the correlational analysis revealed that academic achievement was related significantly and positively to sociability,

attentiveness, and teachers' preferences for students, and was related negatively to disrespect. A similar finding was reported by some other investigators (Sieber, 1979; Brophy and Evertson, 1981; Doyle, 1986). So, the present finding is not surprising.

Sociability and Disrespect as Predictors of Academic Achievement

In line with prediction, sociability and disrespect were not independent predictors of academic achievement when the potentially confounding effects of students' attentiveness and teachers' preferences for students were statistically controlled. Sociability and disrespect had effects on academic achievement by way of their significant relations with students' attentiveness (learning behavior). Results of the regression analysis suggested sociability and disrespect affected students' attentiveness, which in turn affected academic achievement. Students' attentiveness (academically oriented behavior) acted as a mediator variable causing the variation in academic achievement depending on the social context of the students in the classroom. This result was in consistent with the findings of many researchers (Alexander et al., 1993; Webb, 1972; Sieber, 1979).

A possible explanation for the result that suggests sociability and disrespect have effects on students' attentiveness (learning behavior) probably is related with the proposition that teachers' classroom management and school rules (that encourage students to share resources, work well with others, and solve problems in positive ways and that discourage students from displays of disruptive and non-compliant behavior) influence efforts to achieve both socially and academically. More specifically, a display of positive aspects of the social relationship promotes familiarity and closeness between the teachers and students and between the students themselves. In turn, these positive aspects of social relationships, especially when focused on academic activities, can promote intellectual problem solving ability that contributes to academic achievement. Within the context of these cooperative interactions, students are likely to

exchange important resources related to their teachers' instructions, answering content related questions, exchanging notes, books, and references. It is also likely that students have the potential to get opportunities to learn and acquire additional resources from their teachers. Presumably, all students learn more when this occurs.

Thus, the positive aspect of social relationship can contribute to academic achievement because it promotes the academic aspect of the teacher-student relationship, student willingness for receptiveness to learning and learning ability. Conversely, because students tend to dislike classmates who fight and break rules, the display of noncompliant behavior would have the potential to deprive students of the opportunities to learn and acquire additional intellectual resources from their classmates. It is also likely that these disruptive students are also isolated from classroom activities by their teachers because of their behavior. Thus, students' disrespect for both teachers and members of their classmates can place them at risk for academic failure by depriving them of beneficial social and academic exchanges with classmates and teachers. This explanation is supported by cross-national studies (Sieber 1979; Doyle, 1986; Alexander *et al.*, 1993; Hartup, 1985; Pressely, *et al*., 1987) which suggested that positive social interaction with classmates could result in positive, academically relevant interactions with teachers and classmates, whereas noncompliant behavior could be highly critical to classroom learning by distracting students from engaging in academic activities. In addition, several research findings (Cobb, 1972; Cobb and Hops, 1973) also concluded that intervention programs designed to promote the development of socially responsible behavior at school could often contribute to classroom learning indirectly by facilitating achievement oriented behavior. Thus, there appears to be a strong social factor that directly explains academic competence which in turn affects academic achievement.

Contrary to predictions, teachers' preference for students was not an independent (directly) predictor of academic achievement when students' social conduct (sociability and disrespect) and students'

attentiveness were statistically controlled. The result of the regression analysis revealed that while such classroom behaviors as sociability, disrespect, and attentiveness were directly related to teachers' preferences for students, these preferences did not appear to translate directly into academic achievement in the case of the students displaying these classroom behaviors. However, the present finding has already been challenged by Brophy (1983).

Apparent lack of uniformity in the observed relationships between teachers' preferences for students and academic achievement might arise due to variations in the statistical procedures used. For example, Brophy (1983) demonstrated a significant relationship between teachers' beliefs about students and students' performance. However, unlike the present study, the possible mediating effects of other students characteristics were not statistically controlled in Brophy's study (Brophy, 1983). Teachers' preferences for students did not have a direct impact on students' classroom behavior and academic achievement unless the expectations were communicated to students and ultimately shaped behavior (Good and Brophy, 1978). In sum, the findings of the present study have revealed that while such social behavior as sociability and disrespect have a considerable impact on students' academic achievement, these social behaviors evidently produce their effect mainly through their influence on students' academic behavior. Students' attentiveness which intervenes between the specified social behavior and academic achievement has emerged as the immediate determinant of academic achievement within the social context of the classroom.

In conclusion, the study has ably shown how these classroom behaviors help to regulate academic achievement. The sizes of the path coefficients are relatively high suggesting that the model portrayed (Figure 1) incorporates academically relevant type of variables that directly or indirectly predict academic achievement.

The results of the present study suggest that classroom rules, designed to promote the development of academically valuable social

exchanges with classmates and teachers at school, promote changes in the academic behavior of students. This in turn brings about the desired changes in their academic achievement. The findings of this study have indicated that classroom rules designed to promote the development of socially responsible classroom behavior at school, without influencing students' academic behavior, seem to have little or no impact on students' academic achievement. Thus, the teaching implication of the present study is that classroom rules, designed to promote classroom learning and performance at school by influencing students' social and academic behavior are worthwhile.

Indeed, there are a host of difficulties in influencing students' social behavior simply by occasional verbal communication. From this point of view extensive contact with school counseling intervention programs that discourage students from display of noncompliance behavior and that encourage students to share resources, work well with others and solve problems in positive ways are powerful, perhaps the most powerful. Since these conflicts unfold every day in the classrooms, teachers need to consider them when planning instructions and communicating with their students. With commitment from the government, educators and parents, students can be helped to have a brighter future, through education. For instance, the program should stress positive expectations, have a rigorous curriculum and offer tutoring, peer counseling and counseling on study skills.

Finally, it is worth noting that the study on the role of students' classroom behavior in promoting classroom learning has covered only a limited area of the elementary grades. Therefore, it is of paramount importance to conduct a detailed study of this nature that will cover all elementary grade levels (grades 1 to 8) in general.

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