



Teachers' views on classroom rules in basic education

Burcu Gezer Şen^a *

^a *Firat University, Faculty of Education, 23119, Elazığ, Turkey*

Abstract

This research was carried out with the aim of examining the opinions of teachers about classroom rules in basic education in terms of various variables. The research data were obtained through interviews with 60 teachers. In the research, why the classroom rules are necessary in basic education, what the classroom rules are that they care about the most, what the methods they use while teaching the rules to the children, what the classroom rules are about health, safety, cleanliness, learning environment, communication and social relations are examined. According to the results obtained, it was determined in line with the opinions of the teachers that the classroom rules in basic education are necessary for classroom management, quality education, character education and effective communication. It has been revealed that the methods that teachers use most while teaching the rules are modelling, drama and expression. It has been determined that hygiene, self-care and healthy nutrition are at the forefront in the classroom rules determined by the teachers regarding health. It has been determined that classroom safety, not harming peers, and avoiding dangers are primarily stated in the classroom rules determined by the teachers regarding safety. Classroom cleaning, throwing garbage in the trash, personal cleaning and hygiene are at the forefront in the classroom rules determined by the teachers. Communication, physical conditions, use of materials and student participation were frequently emphasized in the classroom rules determined by the teachers regarding the learning environment. It is important to have a say, to listen, to be respectful, to empathize and to be kind in the classroom rules determined by the teachers regarding communication. In addition, being tolerant, peer relations, sharing, group work and play come to the fore in the classroom rules determined by the teachers regarding social relations.

Keywords: Classroom rules; basic education; teacher's opinion; preschool teacher; classroom teacher.

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1. Introduction

1.1. Introduce the problem

School-age children spend most of their time in the educational environment. In addition to being a basic learning environment for children, school refers to an

* Corresponding author Burcu Gezer Şen. ORCID ID.: <https://orcid.org/0000-0003-3782-2377>
E-mail address: burcugezersen@firat.edu.tr

environment where they gain experiences that shape their development, personality and socialization. The classroom is a social environment where students spend thousands of hours and experience various experiences throughout the basic education process. The quality of children's classroom life is shaped by the quality of their interactions with teachers and classmates, the knowledge they have acquired, their attitudes towards the education system and their level of compliance with the rules (Zedan, 2010). It is associated with school rules, classroom management and discipline. Essentially, rules define an individual's perception of himself and the world. Rules are a guide for evaluating actions in terms of right and wrong. In this respect, rules are an important part of values education at school. The research deal with school rules with various categories such as relational rules, protection rules, personal rules and etiquette. It is stated that students' perceptions of rules differ between rule categories. Perceiving the meaning of a rule is an important factor in students' acceptance of that rule. Students generally care about relational rules at school (Thornberg, 2008b).

Creating needs-oriented classroom rules at the beginning of the education period is one of the most effective strategies for dealing with negative behaviors. One student's freedom should not be allowed to infringe the freedom of other students. To increase children's adaptation to social life, it is important to start teaching them to respect and adapt from a very early age. To manage the classroom effectively, it is important to clarify the classroom rules, develop a self-controlling system and be consistent. Children should be involved in creating the rules. Student participation in rule-making supports a sense of belonging, ownership of rules, respect for rules, and joint problem solving (Malone & Tietjens, 2000). The use of rules is a powerful component of classroom management. The rules specify what behaviors are expected of students, which behaviors should be reinforced, and inappropriate behaviors. Problem behavior can be more easily avoided if rules are stated in a positive way to define expected behavior rather than what not to do. Educators have identified several principles in the establishment of classroom rules. One of them is to keep the rules to a minimum so that students remember them. The rules should contain simple language appropriate to the developmental level of the students. Rules should be stated in a positive way. Rules should be developed for various situations or contexts as needed. In addition, rules should be consistent with school-wide behavioral principles (Oliver & Reschly, 2007) .

There are some factors that affect classroom management. Considering these factors plays an important role in effective classroom management. The primary factors affecting classroom management are education policies, teaching principles and methods, the physical structure of the school and the classroom, the structure of the school's administration, the profile of the teacher, the characteristics and needs of the students, the family and the environment. It is extremely important to develop the basic skills that teachers should have. School and classroom rules are given great importance in an

effective classroom management. The rules in the school and classroom environment are important in ensuring order and discipline, preventing undesirable behaviors and creating an efficient learning environment. When it comes to rules, written and unwritten regulations come to mind to ensure that relations are maintained in a healthy and productive way in the classroom environment. Not all rules need to be created from a written text. Unwritten rules are just as effective in social settings as written ones. Some of the rules that guide behavior and relationships in daily life are clear and easily understood and presented as written texts, while some are implicit and unwritten rules such as etiquette. These implicit rules have a flexible structure and may differ from society to society (Özdal & Çağanağa, 2017).

An effective classroom has some key characteristics: open communication, trust, commitment, shared interests, and goals. Effective teaching and learning can only take place in a well-managed and calm classroom (Owusu et al., 2021). Effective classroom management rules encourage independent learning and success for all students in orderly, productive, and peaceful classroom environments. Knowing the importance of effective classroom management helps to develop effective classroom rules. An efficient and effective classroom management should include the processes of planning, teaching, and applying classroom rules. There are many opportunities to teach rules during the education period (Kaliska, 2002). Teachers may perceive classroom management as one of the most fundamental challenges in the classroom. Classroom management includes some processes such as regulating learning and teaching processes, arranging the physical environment of the classroom, and regulating the behavior of students in the classroom. In this respect, it can be said that classroom management directly affects the quality of teaching and learning. Teachers often encounter student behaviors that can negatively affect effective learning in the classroom. Teachers' skills play an important role in effectively combating students' undesirable behaviors. Undesirable behaviors negatively affect students' learning and the quality of teaching in the classroom. In this context, classroom management approaches that are widely applied by teachers can be very useful in understanding how teachers conduct their teaching processes and how they effectively combat undesirable student behaviors (Cerit, 2011).

Teachers can define the difficulty of managing classroom behavior as a major problem. Incompatible behaviors are among the most frequently defined compulsive behaviors in the classroom environment. Ineffective classroom management can harm the classroom environment by affecting teachers' self-efficacy and burnout, and students' social and academic outcomes (Alter & Haydon, 2017). There are several different approaches to behavior management that teachers can adopt when creating rules in their classrooms. These approaches reflect teachers' perceptions of the nature of human behavior and their self-efficacy levels. There is no one-size-fits-all behavior management strategy that can promise the successful establishment of any classroom rule. Choosing the most

appropriate strategy for classroom conditions positively affects the quality of classroom relationships. A right choice contributes to the development of teachers' self-efficacy and behavioral expectations and ensures that the individual needs of the students in the classroom are met (Gardiner, 2018). Teachers should see children as individuals and active citizens with their own views and rights to participate. It is very important for teachers to take the views of children in all processes, from planning activities to determining classroom rules. Participation in educational settings is one of the fundamental rights of children. Child participation should be possible at every stage of the education process, from the development of education policies to the formulation of school rules. In order to ensure the participation of children in schools, it is necessary to transform schools into democratic and child-centered learning centers, to develop opportunities to inform children, and to make decisions with children on education (Erdem & Akyol, 2021) . Student development and success in education is a priority. School culture that is not open to learning is detrimental to student success. An effective school culture is a requirement for learning and healthy development. School culture should be shaped together with students for the welfare of students (Kutsyuruba et al., 2015). Teachers have a variety of classroom management styles. It is important to identify teachers' classroom management styles and classroom management skills. Ways of managing educational processes are very important at all levels of education. Teachers' behavior is very important to students. Teachers are one of the basic models in the academic, social and emotional development of students (Sadik, 2016) .

The fact that students receive basic education, learn, and adopt certain rules and behaviors makes positive contributions to their next school life. Teachers' classroom management skills and classroom management practices have an important role in students' acquisition of basic skills and desired behavior habits. In this respect, it is thought that it would be beneficial to increase the research on teachers' classroom management skills and classroom management practices. With these studies, determining teachers' views on classroom management can help develop new strategies to improve classroom management skills and improve the quality of education (Türk et al., 2019).

In this research, which aims to determine the opinions of teachers about classroom rules in basic education, answers to the following questions were sought:

1. What are the teachers' views on the necessity of classroom rules in basic education?
2. What methods do teachers use when teaching children, the rules?
3. What are the classroom rules determined by the teachers regarding health, safety, cleanliness, learning environment, communication, and social relations?

2. Method

This research is a phenomenology research, which is one of the qualitative research methods. In the research, teachers' views on classroom rules were examined through semi-structured questions using the interview technique. Phenomenology includes approaches applied to single cases or carefully selected purposive examples. Phenomenology involves the study of what can be experienced. This research methodology is important in terms of showing the existence of contexts and their effects in different contexts. The main thing in the phenomenological research methodology is to make detailed comments about the situations of individuals and groups that do not allow direct generalization (Greening, 2019; Williams, 2021) .

2.1. Working Group

In the research, interviews were conducted with preschool teachers and classroom teachers working in Elazığ. Volunteering was considered in the interviews with the teachers. Purposive sampling, which is one of the non-random sampling methods, was used in the study. The maximum variation method, which is one of the purposive sampling approaches, was preferred. Sampling, which consists of sampling design and sample size, is very important in all qualitative research. Qualitative researchers need to choose the sample designs and sample sizes that are most compatible with the purposes of the research. Maximum variation sampling is one of the most frequently used purposive sampling designs. In this method, individuals, groups, or environments are selected within a variety. This method makes it possible to present multiple perspectives of individuals (Omona, 2013; Onwuegbuzie, 2003; Onwuegbuzie & Collins, 2007) .

Demographic characteristics of the study group are given in Table 1.

Table 1. Demographic Characteristics of the Study Group

Variable	n	%	
Gender	Woman	38	63
	Male	22	37
Age	24-28 years old	18	30
	29-33 years	31	52
	34-38 years	10	17
	39 years and older	1	2
Educational Status	Bachelor's degree	53	88
	Postgraduate education graduate	7	12
Branch	Pre-school teacher	22	37
	Classroom teacher	38	63
Professional experience	1-9 years	56	93
	10 years and above	4	7

According to Table 1, 38 were female and 22 were male. It is seen that most of the teachers are between the ages of 29-33. Most of the teachers have a bachelor's degree. 22 of the teachers are pre-school teachers and 38 of them are classroom teachers. Most of the teachers have professional experience between 1-9 years.

2.2. Data Collection

A semi-structured interview form was created within the framework of the research purpose in order to get information from the teachers who made up the study group. While preparing the interview questions, the relevant literature was scanned, and the opinions of 4 educational science experts and 4 teachers were taken. The interview form consisted of 8 questions about classroom rules, as well as questions about demographic information. During the data collection phase, the interviews lasted approximately 45 minutes.

2.3. Analysis of Data

The data obtained in the research were analyzed using the content analysis technique. Content analysis is one of the most widely used data analysis techniques in qualitative research with various research purposes and objectives. Content analysis is a set of communication analysis techniques that use systematic procedures to describe the content of messages (Mozzato & Grzybovski, 2011; White & Marsh, 2006). After the interviews were recorded, they were arranged for data analysis. In this arrangement, the teachers in the study group were coded as S1, S2, and S3. The opinions of the teachers were analyzed and interpreted by the researcher.

3. Results

Under this heading, there are findings about why the classroom rules are necessary in basic education, what the classroom rules are most important to them, the methods they use while teaching children the rules, and the classroom rules they determine regarding health, safety, cleanliness, learning environment, communication, and social relations. takes.

Table 2. Necessity of classroom rules in basic education

Variable	N	%
The necessity of classroom management	28	47
classroom rules in quality education	15	25
basic education character education	10	17
effective communication	3	5

Table 2 shows the opinions of teachers about why classroom rules are necessary in basic education. 4 categories were created for these views. Categories were determined as classroom management, quality education, character education and effective communication.

Some of the teachers' views on the classroom management category are as follows:

S3: “Classroom rules are factors that help discipline in education.”

S14: “To provide classroom management.”

S25: “It is very important for student discipline and effective classroom management.”

Here are some teacher opinions regarding the quality education category:

S1: “It is necessary to provide a better education.”

S5: “It is necessary for the easier implementation of the lesson plan, the flow of the lesson, and the creation of a positive classroom atmosphere.”

S29: “It is necessary for a healthier and more successful classroom education.”

Here are some teacher views on the category of character education:

S36: “I think it is necessary for students to prevent undesirable behaviors and to adapt to the social order.”

S50: “Rules are necessary for students to distinguish between right and wrong behaviors.”

S53: “For preparation for their next life and to have ideas about how to live their own freedom from a young age without entering the borders of others.”

Some of the teacher's views on the effective communication category are below:

S10: “For effective communication.”

S44: “It is necessary for children to communicate with each other in a healthy way.”

Table 3. The methods teachers use most when teaching the rules

Variable	N	%	
Methods that teachers use most when teaching the rules	Modeling	17	28
	Drama	13	22
	Expression	6	10
	Support with visual stimuli	6	10
	The game	5	8
	Case study	4	7
	Question answer	3	5
	Showing and then practicing	3	5
Brainstorming	3	5	

Table 3 presents the teachers' views on the methods they use most when teaching the rules. 9 categories were created for these views. Categories were determined as modelling, drama, narration, supporting with visual stimuli, game, case study, question and answer, showing and then practicing, and brainstorming.

Some of the teachers' views on the category of being a model are as follows:

S3: “I will be a role model and explain why the behavior is wrong or right.”

S23: “I will apply it myself and let it take an example.”

S29: “Don't be a role model.”

Some of the teachers' views on the drama category are as follows:

S14: “Animating the rules with drama.”

S27: “Teaching with the drama method.”

S28: “Don't do drama.”

Some of the teachers' opinions regarding the lecture category are as follows:

S32: “Explaining the reasons for each rule.”

S45: “Normal narration.”

S56: “By speaking and making examples explaining the necessity of the rule”

Table 4. Class rules determined by teachers about health

Variable	n	%	
Class-rules determined by teachers about health	hygiene	30	50
	self care	25	42
	healthy eating	23	38
	class ventilation	12	20
	throwing the garbage in the trash	10	17

Table 4 shows the opinions of teachers regarding the classroom rules they have determined regarding health. 5 categories were created for these views. The categories were determined as hygiene, self-care, healthy eating, class ventilation in the classroom and throwing the garbage in the trash.

Some of the teachers' views on the hygiene category are as follows:

S7: “Cleanliness, hygiene, social distance.”

S23: “Promoting the use of disinfectants, paying attention to cleanliness and maintaining social distance of students.”

S26: “School cleaning, classroom cleaning and personal cleaning.”

Some teachers' views on the self-care category are as follows:

S10: “Taking care of self-care (such as cleaning hair and nails).”

S15: “Not using the personal materials of your friends, paying attention to the cleaning of nails, ears and clothes.”

S27: “Students give importance to self-care.”

Here are some teacher opinions on the healthy eating category:

S5: “Healthy food items should be consumed at feeding time.”

S11: “Bringing healthy foods to school for lunch time.”

S12: “Regular nutrition, healthy nutrition.”

Table 5. Classroom rules determined by teachers regarding safety

Variable	n	%	
Classroom rules determined by teachers regarding safety	classroom security	39	65
	do not harm your peers	18	30
	avoiding hazards	17	28
	do not damage things	12	20

Table 5 shows the opinions of the teachers regarding the classroom rules they have determined regarding safety. 4 categories were created for these views. The categories were determined as classroom safety, not harming peers, avoiding hazards, and not damaging things.

Here are some teacher opinions regarding the classroom safety category:

S1: “Not to bring scissors, utility knives and cutting tools to the classroom without the knowledge of the teacher.”

S4: “Keeping cutting tools away from students, choosing tables and desks without sharp edges, mounting the board, teacher and student cabinets on the wall well.”

S49: “Measures should be taken to prevent accidents, especially in the classroom. One of them is to prevent accidents that may arise from tables, chairs, or cabinets. Information about the use of sharp-edged, damaging materials such as pencils can be given. Those with harmful properties from toys can be detected and controlled.”

Here are some teachers' views on the category of not harming peers:

S54: “Do not fight, avoid a situation that will endanger security.”

S57: “No bullying.”

S60: “Avoiding situations that would endanger each other's life safety.”

Here are some teacher views on the danger avoidance category:

S41: “Being careful in the use of dangerous materials.”

S47: “Not to go to high and potentially dangerous places.”

S48: “Removing the items or toys that pose a danger in the classroom environment, fixing the cabinets, keeping the Kızılay cabinet out of reach of children.

Some of the teachers' views on the category of not damaging things are as follows:

S25: “Not to damage the surrounding materials.”

S26: “To protect the belongings, to protect the class.”

Table 6. Classroom rules determined by teachers about cleaning

Variable	n	%	
Classroom	classroom cleaning	39	65
rules determined	throwing the garbage in the		
by teachers about	trash	27	45
cleaning	personal hygiene	22	37
	hygiene	11	18

Table 6 shows the opinions of the teachers regarding the classroom rules they have determined for cleaning. 4 categories were created for these views. The categories were determined as classroom cleaning, throwing garbage in the trash, personal cleaning and hygiene.

Here are some teacher opinions regarding the classroom cleaning category:

S2: “The classroom should be kept clean; disinfectants should be available in every classroom.”

S30: “There should be a daily watch system, there should be visuals about cleanliness in the classroom, and the habit of cleaning should be instilled in children.”

S35: “We must keep our classroom clean at all times.”

Here are some teacher opinions on the category of throwing the garbage in the trash:

S18: “You should throw the garbage in the trash.”

S34: “Everyone should throw their trash in the trash, the classroom should be cleaned as a group after the activities, the children should be responsible for cleaning their own desks.”

S43: “Not throwing garbage in the classroom.”

Here are some teacher opinions regarding the personal hygiene category:

S32: “To pay attention to the cleanliness of hands, face and clothes.”

S39: “To pay attention to my self-care.”

S60: “Hand and nail cleaning, face cleaning.”

Some of the teachers' views on the hygiene category are as follows:

S43: “Compliance with cleaning and hygiene rules.”

S49: “Ensuring classroom hygiene, individuality and cleanliness of the materials used, hand washing is one of the most important hygiene rules.”

S53: “Toys and materials should be disinfected at regular intervals.”

Table 7. Class rules determined by teachers regarding the learning environment

Variable	n	%	
Classroom rules determined by teachers regarding the learning environment	communication	35	58
	physical conditions	31	52
	material use	13	22
	student participation	9	15

Table 7 shows the opinions of teachers regarding the classroom rules they have determined regarding the learning environment. 4 categories were created for these views. Categories were determined as communication, physical conditions, material use and student participation.

Some of the teachers' views on the communication category are as follows:

S2: “The teacher's word should be listened to, it should be spoken by raising one's finger, there should be no noise.”

S7: “Listening, raising one's finger, silence.”

S15: “Students should feel that they are valuable and special in the classroom, the learning environment should be enriched, students should gain awareness of protecting materials, everyone should protect each other's rights in the learning environment.”

S24: “Listen to the lesson carefully, ask what you do not understand, take notes.”

S41: “Listen, empathize, listen respectfully when someone speaks, wait their turn.”

Here are some teacher opinions regarding the physical conditions category:

S5: “To ensure the suitability of physical conditions.”

S27: “The physical environment of the classroom is suitable.”

S38: “Everything in the classroom should be for learning, everything should be within reach of children, there should be no restrictions.”

Some of the teachers' views on the category of material use are as follows:

S32: “Coming to the classroom with the course tools and materials such as a notebook ready.”

S36: “Bringing the course tools and materials in full, using the teaching materials in the classroom cleanly and carefully, placing the material in its place after using it, being respectful to each other when sharing common equipment with their friends.”

Here are some teacher opinions regarding the student engagement category:

S9: “All students should participate.”

S28: “To ensure participation in the course.”

S60: “Students must be respectful to each other, fully participate in the lesson, and obey the classroom rules.”

Table 8. Class rules determined by teachers regarding communication

Variable	N	%	
Class rules determined by teachers about communication	get a say	33	55
	To listen	28	47
	to be respectful	15	25
	empathize	7	12
	be kind	6	10

Table 8 shows the opinions of teachers regarding the classroom rules they have determined regarding communication. 5 categories were created for these views. The categories were determined as taking the right to speak, listening, being respectful, empathizing and being kind.

Some of the teachers' views on the category of taking a voice are as follows:

S7: “Taking the right to speak in turn.”

S13: “When his friend gets the right to speak, he should first listen to him and then take the right to speak.”

S32: “Listen to your friend talking, talk with permission, solve problems by talking.”

Here are some teacher opinions regarding the listening category:

S4: “Listening and being listened to.”

S6: “Everyone should listen to each other.”

S10: “Speaking while listening to each other.”

S17: “Teaching how to listen to each other and take turns while speaking, not speaking without permission, learning to listen.”

Some of the teachers' views on the category of being respectful are as follows:

S12: “Respecting different views.”

S20: “Everyone should learn to respect each other.”

S29: “Communication within the framework of respect and love should be ensured, students' behavior towards each other should be limited, teachers should use a plain and understandable language as much as possible.”

Some of the teachers' views on the category of empathizing are as follows:

S26: “Empathy.”

S27: “A sense of empathy among students should be well developed.”

Here are some teacher opinions on the category of being kind:

S11: “Speaking kindly to his friends and teachers, asking for something when he wants something, not using rude and slang words.”

S24: “Speaking according to the rules of courtesy.”

Table 9. Classroom rules determined by teachers about social relations

Variable	n	%	
Classroom rules determined by teachers about social relations	Be tolerant	27	45
	peer relationships	17	28
	To share	13	22
	Group work	11	18
	The game	10	17

Table 9 shows the opinions of teachers regarding the classroom rules they have determined regarding communication. 5 categories were created for these views. Categories were determined as being tolerant, peer relations, sharing, group work and play.

Some of the teachers' views on the category of being tolerant are as follows:

S26: “Empathy, respect, tolerance.”

S31: “Respecting the rights of friends, accepting everyone as they are, respecting differences.”

S40: “To be respectful and courteous to each other, to be respectful to each other's ideas, to be constructive rather than destructive.”

Some of the teachers' views on the category of peer relations are as follows:

S20: “Peer education should be given.”

S36: “Students should talk about a problem when there is a problem in their relations with their friends, share duties fairly in collaborative activities, approach the issue empathetically while discussing or expressing an opinion on a subject, and respect the opinions of other friends.”

S39: “Students should help each other, there should be no competition in the classroom, students should be aware of each other, and when there is a problem, they should look for solutions to overcome it, there should be a sharing environment in the classroom.”

Here are some teacher opinions regarding the sharing category:

S4: “Being a sharer.”

S11: “To be sharing, to empathize.”

Some of the teachers' opinions regarding the group work category are as follows:

S3: “to cooperate.”

S5: “Large group work should be included.”

S14: “Observing group rules, fulfilling responsibilities, working for the group.”

S27: “Activities that require socialization should be included, and when responsibility is given, it should be given as a group.”

Here are some teacher opinions regarding the game category:

S13: “You should play group games instead of individual games.”

S17: “Creating game environments together.”

S42: “Every student should play games with every friend in the class, games and activities should be carried out with mutual communication.”

4. Discussion and Conclusions

When the results obtained in the research are examined, it is seen that classroom rules in basic education are necessary for classroom management, quality education, character education and effective communication in line with the opinions of teachers. It was determined that the teachers mostly benefited from modeling, drama and expression methods while teaching the rules. It is seen that the rules related to hygiene, self-care and healthy nutrition are mostly stated in the classroom rules determined by the teachers regarding health. It has been determined that in the classroom rules determined by the teachers regarding safety, classroom safety, not harming peers and

avoiding dangers are mostly stated. Classroom cleaning, throwing garbage in the trash, personal cleaning and hygiene were emphasized in the classroom rules determined by the teachers. In the classroom rules determined by the teachers regarding the learning environment, the rules regarding communication, physical conditions, material use, and student participation were mostly expressed. In the classroom rules determined by the teachers about communication, taking the right to speak, listening, being respectful, empathizing and being kind were emphasized. In addition, being tolerant, peer relations, sharing, group work and play come to the fore in the classroom rules determined by the teachers regarding social relations.

When the results of the research on the classroom rules in basic education are examined, it is seen that the determined classroom rules are similar to this research in many respects. Özdal and Çağanağa (2017), in their research, found that the basic rules in primary schools are to keep the school and the environment clean, to come to school on time, not to damage school goods and equipment, to listen to the lessons in the classroom, to behave in accordance with the dress code, to be respectful and tolerant towards teachers and students. doing their homework regularly, avoiding noise at school and in the classroom, avoiding behaviors that threaten the safety and health of other students, not interrupting the lesson, avoiding verbal or physical violence, and acting in accordance with ethical principles.

School rules are constantly present in the daily life of the school. The applicability of these rules is supported by habits. When rules are violated, students may face reactions from their teachers or other students. Rules help teachers maintain discipline and manage the classroom. To increase the possibility of developing and teaching school rules in a pedagogical manner, it is necessary to understand the rules in a systematic way, to examine and categorize the rules in detail. In the researches, rules are categorized in various ways such as relational rules, structuring rules, protection rules, personal rules and etiquette (Thornberg, 2008a) . In this study, similar categories were created, and the dimensions of these categories were tried to be detailed.

It was determined that in the classroom rules determined by the teachers involved in the research, the rules about being tolerant, peer relations, sharing, group work and play were primarily emphasized. It is thought that the determined rules help to support the social relations of the students. Researches explain the reason for the existence of relational school rules because these rules prevent students from harming, upsetting or exclusion from other students (Thornberg, 2008b) . In this respect, it can be said that relational rules are important in creating a healthy social environment in the classroom. In many parts of the study, teachers stated that the active participation of students is very important when creating rules. Many studies show that teachers care about students' opinions in the process of creating rules. It is emphasized in studies that children's participation in decision-making processes contributes to peer relations,

adaptation to social rules, and the development of self-confidence and competence (Erdem & Akyol, 2021) .

Classroom management is expressed together with classroom culture and it is stated that classroom management helps to prepare certain rules, create a positive culture and provide a regular environment with problem-solving strategies (Yaşar, 2008) . According to current studies, positive classroom culture and discipline contribute to the development of teacher's interpersonal relations, strengthen cooperation in the classroom, and facilitate the adoption of positive behaviors. In order to strengthen the communication between teachers and students, teachers need to observe students' attitudes in detail, be close to them and take into account all emerging needs. Classroom rules contribute to the functioning of the classroom, help create a positive culture and contribute to the elimination of undesirable behavior. Both teachers and students must follow the classroom rules. Rules should be solid, clear, necessary and easily enforceable (Vairamidou & Stravakou, 2019) . When the classroom rules about communication are examined, it is seen that teachers mostly care about the process of initiating communication, listening, being respectful and empathizing. It is very important to be able to understand and explain in communication. In this study, similar to other studies, it is seen that this issue was emphasized.

When effective classroom management strategies are examined, it is seen that it is important that the classroom rules are rational, consistent, and easy to understand. An effective classroom has patterns and routines that organize and facilitate interaction within the classroom. Such patterns and routines are created through the development of classroom rules. Rules express the teacher's expectations about the behavior of students in the classroom. Rules are patterns for performing classroom tasks. Teachers communicate their expectations to students through the development and implementation of rules. Expectations are desired behaviors or outcomes. Within a classroom, a teacher may communicate his expectations to students, or the teacher may give students an active role in setting expectations. The formation of a consensus on the behaviors expected and exhibited by teachers and students facilitates these behaviors to become a classroom rule. It is much easier for students to fulfill a teacher's expectations when they learn the content and meaning of those expectations. Teachers directly teach classroom rules and procedures, providing students with opportunities to practice them. The healthy knowledge transfer of the teacher helps the students to exhibit appropriate behaviors. (Evertson, 2003) . In this study, it was determined that teachers care most about being a model while teaching the rules. In addition to being a model, it has been determined that teachers actively benefit from other teaching methods such as drama and narration. Teachers care about the students' adoption of the meaning and content of the rules by learning.

In terms of effective classroom management, the necessity of the rules and the quality of the desired behaviors are considered important. The non-functionality of the rules can negatively affect behavioral or academic goals and cause the rules not to be implemented. It is important that the desired behaviors are included in the rules in accordance with the educational goals. In addition, the participation and views of all stakeholders, namely students, teachers, administrators and parents, should be taken into account in supporting the functionality and applicability of the rules (Malone & Tietjens, 2000) . In this study, when the opinions of teachers about the necessity of classroom rules in basic education are examined, it is seen that classroom rules are necessary for classroom management, quality education, character education and effective communication, similar to other studies. All these elements are supported by effective classroom management.

Classroom rules are defined as the rules that teachers set to define acceptable and unacceptable behavior. The creation of applicable rules and their teaching to students constitute a fundamental element of the education system. Clear and understandable rules are one of the foundations of effective classroom management. All classes have rules, but whether they are clear is up for debate. It is up to the teacher to make the rules clear and understandable. Rules ensure that students understand the class structure. Rules represent a social contract established between teacher and students. The fact that the rules are easily applicable, that they can prevent negative behaviors before they occur, and that they save time and effort are important factors in the creation and implementation of rules (Alter & Haydon, 2017) .

When the basic elements of school culture are examined, it is seen that safety, teaching and learning, interpersonal relations, social environment, and professional relations come to the fore. These key elements must be studied as a whole to understand how each interacts with the others. It is seen that safety, relationships, teaching and learning, social environment and school improvement process are frequently emphasized in studies on school culture (Kutsyuruba et al., 2015) . In this study, it was aimed to determine the opinions of the teachers about the classroom rules by taking these factors into consideration. Developing the structure of the learning environment, the quality of education, the quality of interaction and relations with classroom rules is important in terms of creating a healthy educational environment.

Creating constructive and functional classroom rules at the beginning of the education process is one of the effective strategies for students to acquire positive behaviors and move away from negative behaviors. The classroom environment is one of the important social environments for children to discover themselves and become a social individual. It is very important for children to understand each other, to respect each other, to be able to empathize and to establish a healthy communication with each other to be a social individual. In this study, it was determined that teachers care about

these issues. Classroom rules have a very important role in students' harmonious and positive behavior. For an effective classroom management, it is necessary to determine the classroom rules suitable for the needs and educational goals, to teach the rules by making them clear and understandable, to be included in the educational environment by modeling and benefiting from other teaching strategies, and to develop a self-controlling system (Malone & Tietjens, 2000). . In the light of the results obtained in this research, it is thought that investigating the role of teachers and students in the creation and implementation of classroom rules with different approaches and different methods will contribute to the educational processes.

You may present the main conclusions of the study in a brief Conclusions section. This section should not simply repeat the main findings and discussions but should attempt to draw conclusions that can be based on the findings of the study and under the light of the current knowledge. Preferably, the section may provide the readers with future directions for research and practical implications.

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