EXAMINING THE PROCESS OF ESTABLISHING AND IMPLEMENTING
CLASSROOM RULES IN KINDERGARTEN

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Approval of the Graduate School of Social Sciences

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ABSTRACT

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The aim of the present study is to examine the source and characteristics of the classroom rules adopted by kindergarten teachers and to identify the difficulties confronted in the process of establishing and implementing classroom rules. In addition to this; in the current study, the possible effects of teaching experience on the practices of kindergarten teachers regarding classroom rules were also examined.

The data of this study were collected through the survey developed by Günay (2005). The instrument was adapted by the researcher in order to use it with kindergarten teachers. Reliability and validity checks of the adapted scale were conducted and a pilot study was constructed before using the instrument in the actual study. The data collected in the study were analyzed through the use of a statistical analysis program.

The participants of the current study consisted of 231 in-service kindergarten teachers working in both public and private schools in Ankara with children between the ages of 4 to 6.

Descriptive results of the present study illustrated that the main source of the classroom rules implemented in kindergarten indicated both "teachers and students". In relation to the characteristics of the classroom rules; it was found that kindergarten teachers mainly establish rules which are positively stated and which are related to "not harming friends". Kindergarten teachers did not report any difficulties when establishing classroom rules but rather they reported some difficulties that result from the families when implementing classroom rules. Finally; the results of the MANOVA analysis indicated that there is not a mean difference between less and more experienced teachers in relation to classroom rules practices.

Keywords: Classroom Management, Classroom Rules, Kindergarten

ÖZ

ANAOKULUNDA SINIF KURALLARININ BELİRLENME VE UYGULANMA SÜRECİNİN İNCELENMESİ

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Bu çalışmanın amacı anaokulu öğretmenleri tarafından benimsenen sınıf kurallarının kaynağını ve özelliklerini belirlemek ve sınıf kurallarını belirleme ve uygulama sürecinde karşılaşılan güçlükleri tespit etmektir. Aynı zamanda bu çalışmada anaokulu öğretmenlerinin sınıf kurallarına yönelik uygulamalarında öğretmenlik tecrübesinin etkileri incelenmiştir.

Bu çalışmanın verileri Günay (2005) tarafından geliştirilen anket ile toplanmıştır. Anket anaokulu öğretmenleri ile kullanılmak üzere araştırmacı tarafından adapte edilmiştir. Adapte edilen ölçeğin geçerlik ve güvenirlik çalışmaları yapılmış ve ölçek ana çalışmada kullanılmadan önce pilot bir çalışma gerçekleştirilmiştir. Çalışmadan elde edilen veriler istatistiksel bir analiz programı kullanılarak analiz edilmiştir.

Çalışmanın katılımcıları Ankara ilinin farklı bölgelerinde bulunan devlet okulları ve özel okullarda çalışan, 4-6 yaş anaokulu öğretmenleri arasından seçilmiştir.

Araştırmanın betimsel sonuçlarına göre; anaokulunda uygulanan sınıf kurallarının kaynağının "öğretmen ve öğrenciler" olduğu tespit edilmiştir. Sınıf kurallarının özelliklerine ilişkin sonuçlara göre ise anaokulu öğretmenlerinin olumlu ifade edilen ve en fazla "arkadaşlarına zarar vermeme" ile ilgili kurallar belirlemeye önem verdikleri belirlenmiştir. Anaokulu öğretmenleri sınıf kurallarını belirlemede herhangi bir güçlükle karşılaşmadıklarını ancak kuralları uygularken en fazla ailelerden kaynaklanan güçlüklerle karşılaştıklarını ifade etmişlerdir. Son olarak; gerçekleştirilen MANOVA analizi sonuçlarına göre tecrübeli ve tecrübesiz öğretmenler arasında sınıf kuralları uygulamaları açısından fark bulunmadığı tespit edilmiştir.

Anahtar Kelimeler: Sınıf Yönetimi, Sınıf Kuralları

To Zehra ÖZKAN…

To Gökhan ÖZKAN…

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I would also like to thank to my little daughter; Zehra Özkan since she was really patient during the preparation of my thesis and she always motivated me with a nice smile. I love her more than everything in the world.

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CRPS: Classroom Rules Practice Scale

EFA: Explanatory Factor Analysis

MANOVA: Multivariate Analysis of Variance

CHAPTER 1

INTRODUCTION

When human beings are born, they are not aware that they will live in a world surrounded with a set of rules. As they get older, they begin to realize that rules exist in almost everywhere. Humans are social beings and they live in communities. While living in communities, they face with a variety of rules that regulate interactions and social lives of the individuals: traffic rules, ethical rules, moral rules, rules of the games etc. Some of the rules belong to the cultures that the individuals live in and some others are written rules which are determined by laws. Written or not, cultural or not, all of these rules define individuals what they should do and what they should not, how they should behave in the society and how they should not.

Rules define how individuals will interact with the social world. Existence of some rules is still being discussed and some individuals refuse to obey rules or they do not favor all the rules that exist in the society. However, even there are complaints and discussions in relation to the existence of the rules, it is vital to have rules as they have major benefits for both individuals and communities (Demirkasımoglu, Aydın, Erdogan & Akın, 2011).

Rules are the guidelines that regulate the behaviors (Celep, 2000). Rules protect rights of the individuals and motivate them to respect the rights of others living in the society (Köktaş, 2009). Rules also regulate human behaviors and they help to maintain an orderly, consistent and predictable social life. In addition to this, rules serve as regulators which restrict the overuse of power (Bierstedt, 1974). Social lives of the individuals, their interactions depend on the rules and rules play a vital role in

providing a sense of trust and justice for both individuals and societies. It is difficult to imagine a world, or an interaction that do not have rules (Celikten, 2008). Individuals confront with rules many times while living in societies. Classrooms are just like the miniature communities of the greater societies; therefore; they also have rules. Rules in classrooms are just like the laws of the societies.

Classroom rules refer to the general expectations stated for all students in a particular classroom (Evertson & Weinstein, 2006; Felix, 2011; Wiseman & Hunt, 2008). They describe standards that are to be followed by the students (Burden, 2003) and regulate the behaviors of the students (Bowen, Jenson & Clark, 2004). Classroom rules contribute significantly to the "construction of meaning in for all participants in the classroom" and "rules define reality" (Boostrom, 1991, p. 195). All classrooms need rules so that the students can learn how to discipline themselves to demonstrate the desired behaviors (Manning & Bucher, 2003). Classroom rules serve as guides for students and guide how they will prepare for classroom or how they will interact with each other in the classroom context. Classroom rules can be published as in the form of unwritten expectations or they may be stated by using a more concrete or written form (Felix, 2011). Although classroom rules may vary from one classroom to another (Machado & Botnarescue, 2010); they are considered as the major foundation of effective classroom management (Evertson, Emmer & Worsham, 2003; Grossman, 2004; Wilke, 2003).

In today's educational system, the educators have a variety of responsibilities. The recent changes in the educational area resulted in an increase in the responsibilities of the educators. The teachers are responsible for preparing activities, materials, and the necessary learning environment while supporting students academically. In addition to these, after entering the classroom, the educators are also responsible for dealing with misbehaviors, or overcrowded classrooms (Szucs, 2009). In order to achieve all those responsibilities; teachers should prepare a good classroom management plan

which includes classroom rules in it. Classroom rules are an integral part of any plan prepared to manage the classroom and they serve as functional tools which make great contributions to the classroom management activities conducted by the teachers (Evertson & Weinstein, 2006; Tileston, 2004).

Classroom rules are functional tools in managing classrooms effectively as they are general standards which define the expectations. It can be asserted that effective management depends on whether the students understand the expectations of the teachers or not. Therefore; if students understand what is expected of them, the teachers can achieve good classroom management in their classrooms (Emmer, Evertson & Worsham, 2000). Students can feel more confident and become ready to learn when they clearly understand the expectations in school settings (Dowd, 2008). There are many ways through which the teachers can communicate their expectations to the students but rules are considered as one of the most effective, clear and easy ways for conveying expectations (İpsir, 2002; McGinnis & Goldstein, 2003).

By clearly defining expectations; classroom rules clearly exhibit what behaviors are accepted or not. They describe what students are expected to do and how they will behave to meet the expectations clearly. Therefore; rules assist to prevent behavior problems in advance (Buluc, 2006; Larson & Lochman, 2010; Wiseman & Hunt, 2008). Moreover; classroom rules are one of the most efficient ways of handling the misbehaviors of the students (Deiner, 2010; Malone & Tietjens, 2000).

Classroom rules have also significant contribution to the classroom management activities since they help to maintain an orderly and predictable environment that is conducive to efficient learning and success (Grossman, 2004; Reinke, Herman & Sprick, 2011; Kostewicz, Ruhl, & Kubina, 2008; Marzano, 2007). Students need an organized learning environment in which they feel comfortable. Families also expect a safe environment in which their children are protected, encouraged and supported

(Donoghue, Vakefield & Collins, 2005). Effective classroom rules help educators to create a friendly environment in which students can achieve and they can decrease the stress of both students and educators (Buluc, 2006). Classroom rules are significant in order for students to engage in a safe and caring learning environment (Ryan, Cooper, Tauer, 2008).

When kindergarten years are considered, classroom rules again serve as significant contributors for classroom management activities. Kindergarten is a period in which children first experience formal schooling. In this period, most children first meet with the school life. Especially in Turkey, children usually enter formal schooling by engaging in kindergarten programs offered in public schools between 5 and 6 years of age (Koçak, 2001). In kindergarten period, most of the children learn how to behave in a new environment and they make an effort to adapt to classroom life. In this grade; they also learn how to contact with friends, how to sit and listen to teachers or others, and they are required to control themselves and their behaviors (Dowd, 2008). It is asserted that all people need limits but limits are especially necessary for very young children. In an early childhood classroom; adventure, discovery and learning take place and limits in the classroom make this possible. If limits are offered in the form of classroom rules; children get relax because they struggle to learn about what they are expected to do (Allen, Cowdery & Johnson, 2011; Koza & Smith, 2007). For creating harmony in an early childhood classroom; it is significant to establish classroom rules (Koza & Smith, 2007).

In literature; the significance of establishing classroom rules were heavily emphasized for young children by many other researchers (Hatch, 2005; Saracho & Spodek, 2007; White & White, 2004). Research studies also offered some characteristics in order to establish those rules effectively (Burden, 2003; Deiner, 2010; Konza, Grainger & Bradshaw, 2003; Kostewicz, Ruhl, & Kubina, 2008; Malone & Tietjens, 1998). One of the most emphasized issues was that the main

source of the classroom rules should be both teachers and students. In addition to this; with regard to rule implementation, it was found that teachers face some difficulties in the process of implementing classroom rules (Günay, 2005; Ök, Göde Alkan, 2000). Examining the source of the classroom rules, how those characteristics provided in the literature are applied or what kind of difficulties are faced when implementing classroom rules can be the issues that are worth studying in order to understand the current status of classroom rules at kindergarten grade.

Finally; studies on classroom management documented some differences between beginning teachers and expert teachers (Brock & Grady 1998; Carter, Cushing, Sabers, Stein & Berliner, 1988; Kerrins & Cushing, 2000; Martin, Yin & Mayall, 2006; Sabers, Cushing & Berlinder, 1991) and it was concluded that more experienced teachers are more effective in classroom management skills compared to their less experienced counterparts (Rosenholtz, 1986). As classroom rules are an integral part of classroom management system; teaching experience may also affect the practices of kindergarten teachers in relation to classroom rules and this issue also waits to be investigated.

1.1. Purpose of the Study

"Whenever you work with children, there will be rules" (Machado & Botnarescue, 2010, p.81). Classroom rules exist in the classrooms and serve for many good purposes. They are the backbone of the effective classroom management and promote the success and learning of the students even at kindergarten grade. It is quiet important to examine the processes of generating and implementing classroom rules at kindergarten grade as the ways how classroom rules are generated and implemented in real classroom settings is a significant issue regarding the effectiveness of classroom management activities (Celikten, 2008). Therefore; in the current study it was aimed to examine the source and characteristics of the classroom rules adopted by kindergarten teachers and to identify the difficulties confronted in

the process of establishing and implementing classroom rules. The study is also interested in the possible effects of teaching experience on the practices of kindergarten teachers regarding classroom rules. The present study focused mainly on the practices of the kindergarten teachers because usually teachers are the only authority figures in the classroom (Danielson; 2007; Postman, 2008) who decide on the running of a classroom in relation to classroom management activities (Danielson, 2007). The current study aims to find answers to the following questions:

R.Q.1. What is the source of classroom rules established for kindergarten classrooms?

R.Q.2. What are the characteristics of classroom rules adopted by kindergarten teachers?

R.Q.3. What are the difficulties confronted in the process of establishing and implementing classroom rules?

R.Q.4. Does teaching experience affect the practices of kindergarten teachers in relation to classroom rules?

1.2. Significance of the Study

A famous writer stated that "all I need to know I learned in kindergarten" (Fulghum, 1986, p. 4). He emphasized that kindergarten teaches 15 basic skills (not hitting, sharing, playing fair, etc.) to children and he stated that all of those skills are important skills of being human. One of the ways through which children acquire those skills is following rules. Children learn the desired skills in kindergarten through following rules in their environment (Blakenship, 1985). If so; it is quiet important to analyze how those rules are established and implemented.

As a social group, students are expected to follow the rules of the classrooms that they belong to. It is inevitable to state that classroom rules are significant in providing a safe, orderly, and functional environment which facilitates learning in kindergarten grade. Classroom rules published for children at kindergarten grade may foster their success in following the rules in later grades (Dowd, 2008). Having realized the importance of the classroom rules at kindergarten grade; the present study aims to document the source and characteristics of the classroom rules at kindergarten grade. This study may be significant as it deeply analyzes how rules are established and implemented at kindergarten grade.

In Turkey; there are some research attempts in the literature which examine the views of educators regarding rules and the difficulties that they face while they are establishing or implementing rules (Günay, 2005; Kişi, 2003; Ök, Göde & Alkan, 2000). Those studies also provided results regarding the characteristics of classroom rules. However, the majority of the studies on classroom rules mainly focus on rules in primary grade and in upper grades. In addition to those studies; in some classroom management studies constructed for kindergarten grade, the researchers put emphasis on the classroom rules (Akar, Tor, Erden & Şahin, 2010) but the research that directly focuses on the classroom rules in kindergarten grade is limited. The present study can make a significant contribution to the literature in Turkey regarding classroom rules as it provides a detailed picture of the source and characteristics of the classroom rules and the difficulties confronted in the process of implementing classroom rules.

In one of the past studies, it is asserted that what we know about good teaching is destroyed by schools while they are developing and implementing rules. It is further stated that most of the time rules are "negative, restrictive, and unexplained". The researcher also explains that rules are authoritarian and they are determined without having students to participate in the process of rule development (Schimmel, 1997, p.70). Establishing rules as a part of classroom management plans allows for an

environment that promotes effective learning and it is obvious that classroom rules are effective regulators for classroom life. However; the process of establishing and implementing classroom rules is important and even the effectiveness of classroom rules depends on the ways through which they are established (Aktaş, 2010; Celep, 2000). Therefore; this study is significant as it attracts attention to the process of establishing and implementing classroom rules. The study may also make a significant contribution as it provides data about the current practices regarding classroom rules in real classroom settings.

1.3. Definition of terms

Classroom Rules: For the purposes of this study, classroom rules are defined as expectations and regulations that students are required to follow in a particular classroom (Burden, 2003; Evertson &Weinstein, 2006).

Classroom Management: In the current study, definition of Short was used. Classroom management "refers to the practices and procedures that a teacher uses or believes to be essential to maintain an environment in which instruction and learning can occur" (Short, 2006, p.7).

Kindergarten: Kindergarten; originally developed by Friedrich Frobel in 19th century and served for children who were between the ages 4 to 6. For the purposes of this study; kindergarten was defined as a school which serves for young children who are between the ages 4 to 6 and who have not yet reached the age for beginning first-grade (Krogh & Slentz, 2010).

Kindergarten Teacher: A person that teaches young children who are between the ages of 4-6 years old.

Less Experienced Teachers (LET): It is a term used for the purposes of this study to describe kindergarten teachers who are in the first five years of their teaching career.

More Experienced Teachers (MET): It is a term used to define the teachers who have 6 and more years of teaching experience.

Rules: Rules refer to the principles or guidelines that regulate behaviors of individuals (Celep, 2000).

Teaching Experience: For the purposes of this study; teaching experience refers to the number of years in teaching profession.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter of the study includes a review of literature about classroom rules and there are mainly eight parts in the chapter. The first part of the chapter includes definitions and functions of classroom management. In the second part; classroom management approaches in relation to classroom rules were examined and definitions and functions of classroom rules were provided. Moreover; identification of rules and the need for classroom rules were examined. Third part of the chapter gives information about the source of classroom rules. The fourth part includes the characteristics of effective classroom rules and it covers the works of several researchers in relation to effective construction of classroom rules. In the fifth and sixth parts; difficulties confronted in establishing and implementing rules were examined and information with regard to teaching experience was provided. The seventh part of the chapter gives a summary of research studies which reveal results in relation to source and characteristics of classroom rules, difficulties confronted and the effects of teaching experience on classroom rules practices. The final part of the chapter includes a brief summary of the topics and the studies covered through the chapter.

2.1. Classroom Management

2.1.1. Definitions and Functions of Classroom Management

Classrooms are the places in which formal learning occurs. In classrooms, face-to-face interaction between the teacher and the students takes place. Teachers are the only authority figures in the classrooms and they are expected to perform many

activities in order to achieve the goals of the education. In today's classrooms, teachers are responsible preparing the necessary learning environment for effective learning of the students and they are accountable for the academic success of the students (Rosas & West, 2009). To develop academic achievement of students and achieve the ultimate goals of education, the quality of the education in a classroom is vital and it significantly depends on the classroom management skills that the teachers possess (Ökdem & Kepenekci, 2007). In order for learning to occur in the classrooms, it is important to manage classrooms effectively and teachers are the most significant and effective people in classroom management (Celikten, 2008).

It is obvious that students need to learn in a safe, orderly and friendly environment and such an environment can be prepared through management of classrooms. Classroom management is essential for offering and maintaining a safe, orderly, peaceful, and friendly environment which provides the learning, cooperation and engagement of the students and effective instruction and which develops the academic success of the students (Buckley & Cooper, 1978; Buluc, 2006; Burden, 2003; Emmer & Stough, 2001; Evertson, 1985; Horne, 1980; Rosas & West, 2009).

Classroom management is defined as "teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation" (Burden, 2003, p.3). Classroom management is also defined as "the teachers' efforts to oversee the activities of the classroom, including learning, social interaction and student behavior" (Martin, Yin & Baldwin, 1998, p. 6). Although the definitions of the classroom management vary, there is a general consensus on the view that classroom management indicates the teachers' activities for providing an orderly, safe, comfortable and stimulating classroom so that effective learning or effective instruction can occur (Buckley & Cooper, 1978; Emmer & Stough, 2001; Evertson & Weinstein, 2006; Rosas & West, 2009).

Effective classroom management results in an orderly, productive environment that facilitates learning and academic success of the students. A well-managed classroom does not only provide an opportunity to learn but also it facilitates the desire of the students to learn the subject matter being taught (Rosas & West, 2009). When classrooms are managed effectively, the likelihood of the students' misbehavior decreases. According to Friedman (2006), poor classroom management is one of the factors that results in misbehaviors which interferes with the learning and teaching efforts and in turn causes stress in the classroom. The studies that focus on the differences between effective and ineffective teachers reveal that when the teachers had well-organized or managed classrooms, they experience fewer behavioral problems in their classrooms (Anderson, Evertson, & Brophy, 1979; Evertson, Anderson & Brophy, 1980).

Pigman (2001, p. 7) asserts that "without a classroom management plan, the teacher has a plan; it is a plan to fail. If you do not have rules, consequences, and rewards within your classroom management's discipline plan, you do not, in fact, have an effective plan". Therefore, good classroom management plans are significant for effective learning and teaching and classroom rules are one of the significant parts of all effective management plans prepared by the teachers.

2.2. Classroom Rules

2.2.1. Classroom Management Approaches

In some of the classroom management theories and discipline models; classroom rules are emphasized in terms of maintaining discipline in the classroom and managing classrooms effectively. The following part indicates a summary of some of these classroom management approaches which put emphasis on classroom rules.

2.2.1.1. Glasser's Reality Theraphy

In 1965; William Glasser, who is a psychiatrist, introduced Reality Therapy and he asserted that all behavior is internally motivated rather than externally driven. Glasser has changed the name of his model from Reality Therapy to Control Theory and then to Choice Theory but the basic assumption of his model which stressed that behaviors are internally driven has not changed (Hardin, 2004)

In 1971; Glasser applied control theory into his educational approach and he asserted that students should see the schools as a good place in order to succeed and make free choices (Hardin, 2004; Konza, Grainger & Bradshaw, 2003). He specifically described the characteristics of a good school and he stressed that a good school is a place in which;

- People, especially the adults, are caring
- Rules are established together with students
- Administrators favor a discipline approach which focuses on self-responsibility (Glasser, 1977).

One of the qualities of a good school which requires in depth assessment is rules. Glasser overly emphasized the significance of rules (Konza, Grainger & Bradshaw, 2003) and he focused on the student input in rule development. He stated that rules should be formed by the teachers and students together and they should make a contribution to students' achievement (Glasser, 1990). According to him; students take the ownership of the rules when they are allowed to establish rules and have a voice in changing them when it is necessary (Konza, Grainger & Bradshaw, 2003). In relation to rules; Glasser also put emphasis on establishing reasonable rules. He stated that "Reasonable rules, firmly enforced through separation from the program (not punishment) are a necessary part of helping students to become responsible enough to take advantage of what is made available to them" (Glasser, 1969, p.194). Reasonable

rules are described as the ones in which "cause-and-effect relationships are clear" (Konza, Grainger & Bradshaw, 2003, p. 176) and it is asserted that students tend to agree with the rules that are reasonable more.

2.2.1.2. Assertive Discipline Model

During 1970s, different approaches and theories were offered by the researchers about managing the classrooms. Assertive discipline was one of these theories which were utilized widely in the classrooms. Assertive discipline model was created by Lee and Marlene Canter, in 1976 and it was one of the structured classroom management approaches which aimed to assist the teachers in the managing their classrooms by emphasizing positive behaviors of the students (Lasley, Raisch, Hunt & Carper, 2010). According to this model; there are some rights of the teachers which include:

- Teachers have the right and responsibility to establish rules and directions which clearly explain the boundaries of both desired and undesired behaviors.
- Teachers have the right and responsibility to teach these rules as well as the directions to students throughout the school year.
- Teachers have the right and responsibility to receive assistance from parents or administrators when they need.

The mostly emphasized part of this model is a classroom discipline plan which includes mainly three parts which are (1) classroom rules (2) positive recognition and (3) consequences. In this model; a variety of principles were offered for establishing classroom rules. First of all; it was suggested that assertive teachers should publish classroom rules which are firm and clearly stated. It is also asserted that effective rules are the ones which are few in number (not more than four rules) and observable (not vague). They should apply to all times of a day and apply to behaviors rather than academics. According to this model; the rules developed in the classroom

should not include academic issues or homework issues as these issues do not refer to the classroom behavior which is observable. Classroom rules should also be developed by including the participation of the students but the final say about classroom rules is the right of the teachers (Orlich, Harder, Callahan, Trevisan & Brown, 2007; Wolfgang, 2001). It is also asserted that assertive teachers describe their expectations positively (Canter & Canter, 2001).

It is suggested that before using the discipline plan that they develop, teachers should teach it to their students and they need to carefully explain the classroom rules to their students. Clearly explaining general classroom rules is significant for students so that they can behave appropriately. Students should know all the rules of the classroom and the teachers are required to explain their expectations firmly and clearly to their students (Holt & Kysilka, 2006). In this approach; it is suggested to post the classroom rules on a visible place in order to make them clear for the students in the classroom. Assertive discipline model also indicates that teachers should positively reinforce those students who comply with the classroom rules and it suggests applying the consequences when the classroom rules are broken (Wolfgang, 2001).

2.2.1.3. Positive Discipline Model

The founder of the positive discipline model is Fredric H. Jones who is a clinical psychologist and director of the Classroom Management Training Program in Santa Cruz. He introduced his management system in his books Positive Classroom Discipline (1987a), Positive Classroom Instruction (1987b) and Fred Jones's Tools for Teachers (2001). According to Jones; the goal of the classroom discipline is to help the students to take the responsibility of their behaviors (Charles, 1996).

For more than 30 years; Fred Jones have studied successful teachers and he concluded that the success of those effective teachers result from the core

competencies which are used by the effective teachers in different circumstances. Jones was the first who emphasized the significance of nonverbal communication which include body language, facial expressions, eye contact and physical proximity. Based on his several observations; Jones outlined five clusters of teacher shills which help to prevent the misbehaviors of the students which are (1) classroom structure, (2) setting limits (3) Say, See, Do Teaching, (4) responsibility training, (5) providing efficient help (Charles, 1996).

With regard to the first cluster which is classroom structure; Jones stressed the significance of room arrangement and establishment of classroom rules. According to Jones; discipline problems may occur due to seating arrangements or misunderstanding of the classroom rules. He emphasized several misconceptions regarding classroom rules. The following part indicates the list of his exact ideas about rules which he advocated against those misconceptions.

1. Students do not have a clear idea about classroom rules. They wait the teacher to publish rules for themselves. Until rules are made clear by the teacher; students may continue to go as far as they determine limits.
2. Teachers should take time to have the students understand classroom rules.
3. Teachers must exactly document what they expect from their students.
4. Students should be given a chance through which they can engage in a dialogue with their teachers about classroom rules.
5. Teachers must re-teach the classroom rules periodically throughout the school year.
6. Rules should be enforced by using an emotionally warm manner.
7. Students like teachers who have an organized classroom. When there are no rules; there may be some problems in students' learning (Edwards, 2000).

Jones considered rules as an important aspect of a classroom. He stressed that classroom rules should be both general and specific. General rules are those which help to explain the broad expectations of the teachers and they should be few in number. General rules may also be posted and reviewed when needed. According to Jones; specific rules are the ones which define procedures as well as routines and which explain the students what they are expected to do and how they will do. He emphasized that teachers should teach these specific classroom rules to students as if they are teaching the subject matter or academic skills (Edwards, 2000; Charles, 1996)

2.2.1.4. Dreikurs' Democratic Teaching Approach

Rudolf Dreikurs introduced democratic teaching based on the ideas of Alfred Adler who asserted that humans are born with a capacity through which they are able to develop social competencies and they are internally driven to interact with other people. According to Dreikurs's theory, when teachers use democratic teaching in their classrooms, they can achieve effective instruction and may provide an environment in which both students and teachers work together to achieve common goals. Thus; the undesired behaviors of the students may decrease (Manning & Bucher, 2003)

In relation to classroom rules; Dreikurs advocated that in a democratic classroom, the teachers should provide opportunities for student participation when developing classroom rules and he emphasized the significance of student input in the formation of rules. According to him; the teachers should have the students to participate in rule development by asking them which rules may increase their desired behaviors and which of them may make a contribution to their success (Edwards, 2000; Manning & Bucher, 2003)

Dreikurs also suggested that rules published in a democratic classroom should be simple and specific. After these rules were established; the consequences should be applied by the teachers so that students can take the responsibility of their behaviors. In his democratic approach; Dreikurs stressed the importance of clear limits, rules and order (Manning & Bucher, 2003)

2.2.1.5. Discipline with Dignity

Discipline with Dignity was developed by Richard Curwin and Allen Mendler. They introduced discipline with dignity approach more accurately in their revised book, in 1988, with the title of *Discipline with Dignity* (Charles, 1996). Curwin and Mendler suggested a three-dimensional management plan that concentrates heavily on preventing management problems from occurring. The three essential parts of this management system includes prevention, action and resolution. Discipline with dignity approach emphasized that the schools should offer an environment in which both students and teachers are able to fulfill their needs and they should both be treated with dignity (Hardin, 2004).

Discipline with dignity approach is based on social contract which begins with establishment of principles. In this model; principles cannot be enforced unlike rules. After principles were developed; teachers are required to establish *flag rules*. These rules are the ones which describe the exact value system of the teachers. After these rules were established, students were allowed to establish their own rules for themselves, for each other as well as for the teachers. Students then vote these rules so that the rule can become the rule of the classroom (at least 75 % agreement should be provided). This process is a valuable one as it allows all the classroom members to take the ownership of the classroom rules (Hardin, 2004)

Finally; although school values explain more general or broad expectations compared to rules which clearly explain what students should do or should not do; according to

discipline with dignity approach; rules should govern the classroom behavior and these rules should be developed based on the values of the school (Charles, 1996)

2.2.1.6. Inner Discipline

This model was created by Barbara Coloroso who is the former of Franciscan nun. She emphasized that the significant role of the schools indicates developing a sense of responsibility and responsibility oriented schools are the ones which emphasize trust (Charles, 1996). Barbara Coloroso focused on having students to evaluate their actions rather than offering punishments for the undesired behaviors of the students. Coloroso described three types of classrooms which are (1) jellyfish, (2) brick –wall and (3) backbone classrooms. According to her; jellyfish classrooms is not structured and the teachers' expectations in such a classroom always shift. Thus; students struggle as they do not know how they will respond. In brick-wall classrooms; rules are rigid and do not bend. The main purpose of the rules in these classrooms indicates controlling the actions of the individuals. Students in such a classroom face with threats. The last type of classroom described by Coloroso is backbone classroom which has a flexible, consistent and functional structure. In such classrooms, students are both listened and respected. Mistakes are not a fault in this classroom type as they are seen as valuable opportunities for students' learning (Hardin, 2004).

Barbara Coloroso was not interested in developing classroom rules much because she was mainly interested in assisting students so that they can grow as democratic citizens. However; she stressed that rules exist in almost all parts of the society and they are significant elements. She described some characteristics of the rules. According to her; rules should be "simple, clearly stated, and related to life's expectations". She stated that all these expectations indicate four categories which are "(1) show up on time (2) be prepared (3) do assignments (4) respect your own and others' life space (Hardin, 2004; p. 166). Coloroso asserted that if students do not

obey these rules or if they ignore them; they must be introduced with choices as well as the consequences not with punishment.

2.2.2. Definitions of Classroom Rules

We all know that a well organized classroom allows for good teaching and learning and such a learning environment is established through good classroom management. Classroom management is a broad concept and it includes many dimensions. Management activities imply preparing the physical environment, building or fostering relationship with students in the classrooms as well as both establishing and implementing classroom rules (Burden, 2003). Classroom rules are "the first place to start in effective classroom management" (O'Donohue & Fisher, 2008, p.75).

Classroom rules are defined as "do's and don'ts" of the classroom-all those guidelines for action and for the evaluation of action that the teacher expresses or implies through word or deed" and construction of meaning is fostered through rules in the classroom (Boostrom, 1991, p. 94). Classroom rules are regulations which guide how the students will interact with each other, and how they will prepare for classroom. They refer to "behavioral standards or expectations that are to be followed in the classroom" and they are "general codes of conduct that are intended to guide individual behavior in an attempt to promote positive interaction and avoid disruptive behavior" (Burden, 2003, p. 79). Classroom rules were also defined as guidelines that help the teachers illustrate which behaviors are desired and that help students to understand how to behave in the classroom (Celikten, 2008; Köktas, 2009). Likewise; McGinnis and Goldstein (1997, p. 30) explain that "rules are guidelines governing appropriate and inappropriate student behaviors".

Evertson and Weinstein (2006, p.80) state that "classroom rules are an integral part of effective classroom management: they refer to general expectations or standards for classroom conduct for all students". They are clear statements which indicate

expectations in relation to behaviors so that a predictable teaching and learning environment is achieved (Grossman, 2004; Kerr & Nelson, 2006).

The researchers provide different definitions for classroom rules but it seems that there is a general agreement on that classroom rules are the guidelines which communicate expectations of the teachers by describing what behaviors are desired and how students should behave in the classroom community. To sum; classroom rules are general statements or guidelines that clarify expectations of the teachers to regulate behaviors of students so that a safe, productive and orderly classroom environment can be offered.

2.2.3. Need for Classroom Rules

Classroom rules are one of the significant elements of effective classroom management (Buluc, 2006; O'Donohue & Fisher, 2008). According to Buckley and Cooper (1978, p.256), it is important for an educator to understand "the process of establishing and enforcing" classroom rules so that she can develop effective management skills. Establishing classroom rules is considered as one of the significant characteristics of effective teachers. Researchers claim that effective teachers structure their lessons in a way that there are a few disruptions in the classroom. To achieve this, the teachers have an effective classroom management system which is based on clear classroom rules (Curtner-Smith, Todorovich, Lacon, & Kerr, 1999). The research results reveal that in order to manage their classrooms, the teachers should have effective skills in setting rules and maintaining them in their classrooms (Emmer & Anderson, 1980).

We all know that classrooms are mostly dynamic, chaotic and crowded places (Ming-Tak & Wai-Shing, 2008) which include students from different environments, or cultures. After entering to the classrooms, the teachers face with crowded classrooms and discipline problems. In such an environment, the teachers need a strong and

effective control mechanism so that a productive learning environment is offered and that they do not loose instructional time. Weinstein (1996, p.49), states that "clear rules and routines minimizes confusion and prevent the loss of instructional time". To provide control in the classrooms, there is a need for managing classrooms according to rules (Ökdem & Kepenekci, 2007). Classroom rules are considered as powerful control mechanisms because they regulate pupil behaviors by describing the appropriate behaviors (Burden, 2003). According to Nakamura (2000, p. 243); "rules provide a structure and a pattern to daily routines". Likewise; Anderson and Spaulding (2007) assert that rules in classroom offer structure and consistency.

Classroom rules are also needed in classroom settings as they clearly explain the expectations. Clarifying expectations is significant because it is not fair for students to try to understand or guess about which behaviors are expected by the teachers. The expectations can be communicated through a variety of ways to the students but classroom rules are one of the most effective ways to achieve this purpose (Malone & Tietjens, 1998). Classroom rules set limits and define the boundaries of a particular classroom (Kostewicz, Ruhl, & Kubina, 2008). Therefore; students can understand what they are expected to do and what they are not through rules.

When rules are defined clearly, it is possible to offer an environment which is predictable (Weinstein, 1996). As classroom rules communicate expectations, they can also serve as an "antecedent control technique" by defining the expectations for behaviors and the consequences (Smith & Mishra, 1992, p.355). Therefore, when developed appropriately, classroom rules can prevent undesired behaviors or behavioral problems in advance (Celikten, 2008).

All classrooms need classroom rules so that they can run effectively (Burden, 2003; Hunt, Wiseman & Bowden, 2003; Wetswood, 2011). Hester, Hendrickson and Gable (2009, p.526) state another reason for having rules in the classroom. They argue that

"rules can, and should be, used to encourage students to accept the increased responsibility for their own behavior". Thompson (2011) argues that there are many good reasons to establish rules in the classroom. He provides a set of reasons about why classroom rules are needed:

1. Rules illustrate the significance of the good behaviors.
2. Rules give a chance to provide a common language about the expectations that both teachers and students have.
3. When stated clearly, rules are significant for both students and teachers in order to generate a balance regarding permissiveness and punishment.
4. Rules protect the rights of the educators to teach and rights of the students to learn by setting limits.

Classroom rules are also significant for very young children and they have major benefits. Classroom rules are necessary for young children to create a safe and comfortable place for them (Saracho & Spodek, 2007). According to Hatch (2005); young children begin to develop an understanding of fairness, justice and equity and they are ready to be informed about rules which provides fair and equitable environments both in classrooms and in larger settings. White & White (2004) assert that classroom rules are especially significant for 5 and 6-year-olds because in this period they translate from preoperational stage to concrete operational stage. They further assert that establishing classroom rules and discussing why classroom rules are important can be especially very helpful for this age group.

Hardman and Smith (1999) explain that the main purpose of the classroom rules is to enable positive interactions between students and teachers in the classroom settings. Thornberg (2008, p. 37) also explains that classroom rules and other rules in the schools are constructed in an attempt to "coordinate, regulate and organize the individuals and their activities in school". According to Cangelosi (2004); there are

four purposes of rules: to maximize desired behaviors while minimizing undesired ones, to provide a safe learning environment, to prevent disturbing behaviors of students and to provide acceptable standards. Taken together, classroom rules serve for many good purposes in the classroom contexts. Therefore; developing and implementing classroom rules are necessary as they are significant for "the efficient and effective running of a classroom" (Levin & Nolan, 2007, p. 146).

2.2.4. Identifying Classroom Rules

Before establishing classroom rules for their classrooms, teachers should decide on the source of the classroom rules that is; which of parties (students, teacher, students and teacher, other teachers) will have a role in rulemaking process and which of them will not. Besides these, teachers should also consider some factors while establishing rules. One of these factors indicates the ages, grades and maturity of the children. We cannot expect a 6 year -old child to engage in rulemaking process in the same manner that older students do. Therefore, teachers should consider the ages, grades and maturity levels of students before establishing classroom rules (Burden, 2003; Nakamura, 2000).

School rules and expectations should also be considered when establishing classroom rules. Many researchers suggest that classroom rules should be consistent with school expectations and rules (Burden, 2003; Malone & Tietjens, 1998; Weinstein, 1996). Some of the schools can favor a particular system or an approach (Donoghue, Vakefield & Collins, 2005) such as positive discipline approach etc. and may expect the teachers to use one of these approaches. Teachers should take into account the expectations and rules of the schools in which they teach and they should identify their classroom rules based on those rules and expectations.

Parent participation is another factor to be considered while establishing classroom rules. When parent participation is provided in rule making, then parents can see

themselves as partners in education of their children (Malone & Tietjens, 1998). Parental support helps the classroom rules to be more effective (Mayer, 1999).

Finally; it is also suggested that other factors such as learning climate or the type of the environment in which teaching occurs, teachers' own needs as well as their educational philosophy, and the needs of the students are needed to be considered by teachers while establishing classroom rules for their students (Burden, 2003; Hensley, Powell, Lamke & Hartman, 2007; Thompson, 2007) .

The process of establishing classroom rules which are effective can be seen as a simple process, but it can become a complex one (Malone & Tietjens, 1998). At the beginning of the rule development process, teachers should think that a long list of do's and don'ts will not be functional for managing the classrooms. If the teachers attempt to cover all the behaviors by using a rule, then there will be little time for learning and teaching activities in the classroom. Therefore, it is important to decide which rules are necessary and functional for their classrooms to communicate expectations (Burden, 2003; Levin & Nolan, 2007).

It is stated that teachers can use one of the following three approaches to establish classroom rules. (1) First, teachers can generate a list of the rules that they will implement in their classrooms. In this case, teachers should are required to interact with the students about the rules established. This interaction involves explaining the importance and logic of the classroom rules. (2) Second approach indicates having students to modify the classroom rules. According to this approach, a list of classroom rules is introduced to students and they are expected to modify those rules. After students made suggestions, the original rules are modified based on the suggestions of the students. (3) A final approach includes the highest level of student participation in rule establishment process. In this case, a whole-class discussion takes place which usually indicates the need for rules. Students are organized into

small groups and each group prepares an initial list and then a consensus list of rules is obtained (Marzano & Brown, 2009).

Discussion is one of the most effective strategies while developing classroom rules no matter how they are constructed (teachers themselves, collaboratively with students or establishing with other parties). It is an effective tool that can be used in the process of establishing rules because through discussions, teachers have a chance to explain the reasons of the rules and to define what a rule means (Celep, 2000). The students should know the reasons for rules in the phase of establishing classroom rules so that their following of classroom rules can be fostered (Nakamura, 2000). When classroom rules are discussed together with the reasons behind them; rules become "our rules" rather than the "the teacher's" rules (Machado & Botnarescue, 2010, p. 125)

2.3. Source of Classroom Rules

To manage the classrooms effectively and guide the behaviors of the students, it is the teachers' responsibility to establish classroom rules (Nakamura, 2000). Teachers should communicate their expectations for behaviors through classroom rules (Celikten, 2008). However, before identifying which rules are to be utilized in the classrooms, there is a need to decide on the source of the classroom rules. In other words; teachers should decide who will contribute to rule formation.

In traditional classrooms, teachers decide on the classroom rules to be utilized to communicate expectations. In such classrooms, teachers communicate their rules to the students and they expect students to follow the rules that are predetermined. It is still asserted by some researchers that teachers should determine the rules by themselves (Rhode, Jenson & Reavis, 1998; Wong & Wong, 2004)

In some of the classrooms; student input is provided and teachers and students act together to establish rules. Piaget, a famous psychologist, asserted that schools should

nurture moral development of students and allow them to give shape to the rules (Langford & Lovegrove, 1994). Many other researchers also put emphasis on student's participation in rule making process (Burden, 2003; Celep, 2000; Curwin, 2003; DeVries & Zan, 1994; Malone & Tietjens, 1998; Nakamura, 2000; Thompson, 2011). It is asserted that when students participate in making rules, they learn how to function in a democratic society (Grossman, 2004). In addition to this, it is stated that student input can prevent misbehaviors and in turn it provides an orderly environment (Martin, Yin & Baldwin, 1998).

Some of the teachers allow the students to develop the classroom rules entirely. In this case, students have a chance to reflect power to make decisions in the classroom and the highest level of student input takes place (DeVries & Zan, 2003).

Besides students and teachers; some researchers suggest that parents may also have a role in establishing classroom rules (Burden, 2003; Smith & Mishra, 1992). According to the researchers, parents can be encouraged to participate in the process of establishing classroom rules.

2.4. Characteristics of Effective Classroom Rules

2.4.1. Guidelines for Constructing Effective Classroom Rules

The benefits of establishing classroom rules in relation to classroom management were well-documented in the literature. However, it is important to say that assigning a set of rules for the classroom cannot guarantee good results regarding effective classroom management. The quality of the classroom rules is vital in the effectiveness of management activities in classrooms (Köktas, 2009). There are many guidelines for constructing classroom rules suggested by several researchers so that teachers can establish effective or good rules for their classrooms.

Eggen and Kauchak (1994) provide a list of principles for planning classroom rules which are;

1. Rules should be consistent with school rules.
2. Rules need to be clear.
3. Rules should be offered with the reasons for the rules.
4. Classroom rules should be stated positively.
5. Rules should include student input.

According to Cheesman and Watts (1985), classroom behavior can be maintained easily if rules are few in number, elicit, applied firmly, and worded positively. According to them, the following points should be considered about the use of rules:

1. Rules should be fewer in number
2. Rules should be made elicit to pupils
3. Rules should be worded positively in terms of what to do rather than what not to do.
4. Rules should be followed consistently
5. Rules should be easy to follow (p.76).

As stated before, there are many guidelines to be considered in order to construct good classroom rules and implement them effectively. In the following part, a set of guidelines to make good classroom rules were listed and explained based on the work of several researchers (Burden, 2003; Celep, 2000; Deiner, 2010; Konza, Grainger & Bradshaw, 2003; Kostewicz, Ruhl, & Kubina, 2008; Malone & Tietjens, 1998; Mayer, 1999; McGinnis & Goldstein, 2003; Ming-Tak & Wai-Shing, 2008; Nakamura, 2000; Rhode, Jenson & Reavis, 1998; Smith & Mishra, 1992; Sprick, 2006; Steere, 1988; Wilke, 2003).

1. ***Rules should be clear and understandable:*** In order for rules to be effective, they should be understood by the students. Lack of clarity in rules may cause misunderstanding or not understanding of the rule. According to Weinstein (1996), rules are usually stated using general terms and therefore students have difficulty in understanding the rule. He states that the teachers should ask themselves whether the rules are too abstract for students to comprehend or not. According to Mayer (1995), if there is a lack of clarity about rules, then students do not follow the rules established. He also states that when unclear rules are used in classroom settings, the likelihood of problem behaviors increases in such an environment.

2. ***Rules should be simple:*** In order for rules to be effective; they should be simple (Beane, 2005). If the wording of the rules is too complicated, students may get confused and may not understand what they imply. Therefore, it is suggested to use general rules and keeping the rules short so that students can easily remember them (Kelley, 2003; Mayer, 1999; McGinnis & Goldstein, 1997).

3. ***Rules should be few in number:*** To make rules effective, the number of the rules should be limited. If a number of rules are established, it is difficult for the teachers to enforce the rules and monitor how they are followed. Steere (1988) suggests that the number of rules should not be more than four or five. Some researchers suggest to limit the rules and not to use more than seven rules (Partin, 2009; Smith & Mishra, 1992). The views on the number of classroom rules change and there is not a general agreement on how many rules can be enforced for the effectiveness of rules. However; the suggested number of rules in the literature varies between three to eight (Barkie, 2006; Emmer, Evertson & Worsham, 2000; Jones, 1987; Konza, Grainger & Bradshaw, 2003). It is important to consider that if there are too many rules of a classroom; students will have difficulty in remembering them (McGinnis & Goldstein, 1997).

4. ***Rules should be stated positively:*** Rules can either be stated in a positive manner or in a negative manner. Positively stated rules define students what they should do (e.g. "Work quietly in your assigned area") and the negative ones describe what they should not (e.g. "Do not get out of your seat without permission") (Lindberg, Swick & Kelley, 2005, p. 57). Positive rules define appropriate or desired behaviors. Therefore; if the rules are stated positively, students will respond better as positive rules focus on desired behaviors (Burden, 2003). Positive classroom rules negotiate students to behave in a responsive manner whereas the negative ones communicate negative expectations (Rademacher, Callahan & Pederson-Seelye, 1998). It is emphasized that when teachers develop positive rules as a part of their management system, they provide a positive environment in which rule following increases whereas inappropriate behavior decreases (Emmer, Evertson & Worsham, 2000; Kostewicz, Ruhl, & Kubina, 2008).

5. ***Rules should be observable:*** Rules should be observable so that they can be measured. It is important to construct observable rules so that the teachers can give feedback to students about their following of the rules (O'Donohue & Fisher, 2008; Rademacher, Callahan & Pederson-Seelye, 1998).

6. ***Rules should be consistent with school policy:*** Classroom rules constructed for any particular classroom should be consistent with the school policy. Before identifying classroom rules for their classrooms, teachers need to acquire information about the rules of the schools in which they teach and publish their classroom rules by considering the school policies in relation to appropriate behavior or discipline procedures (Burden, 2003; Konza, Grainger & Bradshaw, 2003).

7. ***Rules should be reasonable:*** In order to be effective, rules should be reasonable. A rule can be a reasonable one when it takes into consideration the ages of the students as well as their abilities to follow the rules (Nakamura, 2000). Reasonable rules are also the ones which include clear

cause and effect relationship. It is asserted that "the more reasonable the rules, the more likely the student will agree with" (Tauber, 2007, p. 176). Especially during early childhood period; using reasonable classroom rules may have students to feel a sense of security and belonging (Brady, Forton, & Porter, 2011).

8. ***Rules should be posted***: After classroom rules were established, it is important to have them publicly posted (Gable, Hester, Rock & Hughes, 2009). To create a classroom in which the rules and expectations are clear and consistent, it is suggested to post the classroom rules on a visible place. The classroom rules should be visible for the students of the classroom as well as for any visitor who comes to classroom (Trussell, 2008). Posting classroom rules can especially be helpful for students who display behavioral problems. Posted rules may be a good reminder and negotiate them to behave appropriately. Posting classroom rules may also help teachers in terms of referring to a specific rule when rules are violated or offering choices for the students (Rademacher, Callahan & Pederson-Seelye, 1998; Reinke, Herman & Sprick, 2011).

9. ***Rules should be flexible:*** Classrooms are already dynamic places by their nature. Therefore, the rules assigned for the classrooms should be flexible. They should change when conditions and circumstances change (Nakamura, 2000; Rademacher, Callahan & Pederson-Seelye, 1998). There should be a flexible learning environment to achieve learning in the classrooms. Therefore; teachers should construct flexible classroom rules to support this aim (Tomlinson & Strickland, 2005).

10. ***Rules should include students:*** In traditional classrooms, students enter to the classroom and find that a set of rules determined and posted on the wall. However; when establishing rules, teachers are expected to consider student input or participation. According to researchers; even very young children can

be involved in rulemaking process (DeVries & Zan, 2003; Hatch, 2005). It is asserted that when students are given a chance to engage in rulemaking process, they are more likely to respect classroom rules (Deiner, 2010). They learn to communicate their own needs and listen to others. They also have a chance to reason about the purposes and functions of classroom rules. Moreover; they learn how the real society functions and the skills required for organizing larger communities (Derman-Sparks & Ramsey, 2006). By involving students in rule development process, teachers give the message that they trust and respect their students (Konza, Grainger, Bradshaw, 2003). The ways through which students participate in rulemaking process may vary according to the ages, maturity levels or grades of the students (Nakamura, 2000). However, allowing students to participate in rulemaking process is significant as this participation will increase their willingness to follow the rules (McGinnis & Goldstein, 2003; Poole, Miller & Booth, 2003).

There are many guidelines to be considered in the process of establishing classroom rules so that good and effective classroom rules can be developed. However; there is a common view on that rules should be few in number, positively stated, posted and should be established together with students. It is inevitable to say that well-designed classroom rules help students to become positive citizens in their societies (Rademachar & Callahan, 1998).

2.4.2. Timing of Rule Establishment

Research studies revealed that beginning of the year activities designed contribute to the students' level of participation in the rest of the year and they are important for establishing good behavior patterns (Emmer & Evertson, 1979; Emmer & Evertson, 1981; Evertson & Neal, 2006). Therefore, in order rules to be effective, it is significant to establish classroom rules at the beginning of the school year.

Weinstein (1996, p.66) asserts that "time spent on rules and routines at the beginning of the school will pay off in increased instructional time throughout the year". Grossman (2004, p.88) also states four reasons for developing classroom rules at the beginning of the school year. First of all, establishing classroom rules at the beginning of the school year can decreases the misbehaviors that stem from students' not understanding the expectations. Second, "the sooner students know the rules, the sooner they will start following them". Third; at the beginning of the school year, students are more receptive compared to the rest of the year. Finally, it is not fair to criticize the behaviors of the students before communicating the expectations. Deiner (2010) argues another reason for establishing classroom rules at the beginning of the school year. He states that students are more likely to accept rules when they are established at the beginning of the school year.

Many researchers suggest establishing rules at the beginning of the school year but there are different points about when to establish at the beginning of the school year exactly. Some of the researchers suggest establishing rules in the first weeks (Deiner, 2010; Manning & Bucher, 2003; Smith & Mishra, 1992) while some others suggest that classroom rules should be determined in the first 4 days of the school year (Leinhardt, Weidman & Hammond, 1984). There are also some researchers who propose that classroom rules should be established and taught in the first day of the school year (Boynton & Boynton, 2005; Burden, 2003). Deiner (2010) states that setting expectations in the first weeks of the school year has an influence on how the classroom will run for the rest of the year. According to Brophy (1983); effective classroom managers spend a great deal of time for introducing rules in the early weeks of school year. Although the researchers do not describe a definite time for establishing classroom rules, based on the research results, it can be asserted that teachers should take time to establish classroom rules at the beginning of the school year and in the first weeks of the school.

2.4.3. Communicating Classroom Rules

If rules are established but not communicated in an environment, such an environment is not different from a setting without rules (Gaskin, 1993). Just establishing classroom rules does not mean that they will be known by the students. The teachers should communicate the classroom rules generated to their students so that they can be implemented effectively in the classrooms. Especially, if the teachers identify the classroom rules by themselves, they should definitely communicate them to the students (Evertson & Emmer, 1981; Manning & Bucher, 2003; Ming-Tak & Wai-Shing, 2008; Thornberg, 2008). Otherwise; students may see rules as not reasonable or arbitrary (Ming-Tak & Wai-Shing, 2008).

Classroom rules can be communicated either orally, or in written form (Celikten, 2008; Levin & Nolan., 2007). However, it is also asserted that clarity of expectations can be provided through using classroom rules in visual forms (Quill, 1995). For young children; pictures or icons which illustrate classroom rules can also be utilized to teach and communicate rules so that children can better understand the rules (O'Donohue & Fisher, 2009; Ruhl, Costewicz & Kubina, 2008).

In brief; no matter who decides on the rules (teacher, students, others), classroom rules should be communicated to students so that expectations can be clearly defined for all students and students can understand the classroom rules and the rationale of the rules (Ming-Tak & Wai-Shing, 2008). Teachers can choose a method which is suggested in the literature in order to communicate their classroom rules (Köktaş, 2009).

2.4.4. Teaching Classroom Rules

Even if a teacher prepares a list of perfect rules, it will be a meaningless effort unless students know about them (Thompson, 2007). Therefore; in order rules to be effective, there is a need to teach both classroom rules and the rationale of those rules

directly to students (Bicard, 2000; Larson & Lochman, 2010). The strategies used by teachers for teaching rules and rule following may change but the need for teaching rules is strongly emphasized by the several researchers. Weinstein (1996) states that for minimizing confusion and clarifying expectations, the teachers should teach rules to students. McGinnis and Goldstein (2003) emphasize the significance of teaching classroom rules and they state that teachers need to teach the classroom rules to students explicitly just as they are teaching academic content. Deiner (2010) also suggests teaching, modeling and role-playing of rules in appropriate situations. According to him, teachers should consistently practice the rules in the first weeks of the school year and allow the whole class to practice the rules.

According to Pigman (2001), for younger children, icons or pictures can be used to teach classroom rules. Jones and Jones (2007) also suggest some creative examples for teaching rules to students. These include use of various games about rules, posters, puppet plays, and rewards. The strategies through which rules are taught can vary from one classroom to another but the necessity of teaching rules is emphasized for all classrooms. The following part indicates strategies and suggestions for teaching rules proposed by some researchers:

1. *Discuss rules and reasons*: Researchers suggest that in order to teach classroom rules, teachers should discuss both rules and the reasons of those classroom rules during in the first class session through which teachers meet with students (Burden, 2003; Manning & Bucher, 2003; Thompson; 2011). Discussing the rationale of classroom rules is significant because students need to learn why they will follow classroom rules (Burden, 2003). Moreover; it is also suggested that if classroom rules indicate abstract concepts like respect; teachers should also discuss those rules. Teachers should give examples in order to clarify the rules for students (Konza, Grainger & Bradshaw, 2003).

2. ***Demonstrate and Model*:** It is suggested that teachers should demonstrate and model rules so that students can clearly understand the expectations of the teachers (Grossman, 2004; Rademacher, Callahan & Pederson-Seelye, 1998).

3. ***Allow students to practice rules*:** Teachers should provide opportunities for students to practice classroom rules. This can be achieved through allowing students to participate in role plays, games (Burden, 2003; Celep, 2000; Grossman, 2004), or assimilations (Rademacher, Callahan & Pederson-Seelye, 1998). It is asserted that practicing rules is more significant especially for younger children so that they can learn classroom rules (Savage & Savage, 2010).

4. ***Inform Parents*:** It is suggested to send a copy of classroom rules to the parents of the students on the first day of the school year (Burden, 2003; Rademacher, Callahan & Pederson-Seelye, 1998). According to researchers; this will provide the commitment of parents to classroom rules (Burden, 2003).

5. ***Display rules*:** Researchers suggest that teachers should have a copy of classroom rules and they should display it on a visible place in the classroom to teach rules (Burden, 2003; Grossman; 2004; Hester, Hendrickson and Gable, 2009; Konza, Grainger & Bradshaw, 2003; Rademacher, Callahan & Pederson-Seelye, 1998; Thompson, 2007). Posting rules on a visible place and displaying them prominently will serve as a good reminder of classroom rules (Konza, Grainger & Bradshaw, 2003).

6. ***Review Rules*:** Teachers should introduce classroom rules to students at the beginning of the school year and they should provide opportunities to teach rules. However; teaching rules is a long-lasting process (Thompson, 2007). In order rules to be learned by students, they should be reviewed regularly (Emmer, Evertson & Anderson, 1980; Wood & Duncan, 2001). It is not possible for students especially for young children to remember classroom rules

all the time (Kerr & Nelson, 2006). Celep (2000) suggests reviewing classroom rules frequently especially in primary grades. Through the use of regular review, rules will "be fresh in children's minds" (Hester, Hendrickson & Gable, 2009, p.527).

2.4.5. Rule Compliance and Monitoring

When there is a rule established, there can also be someone who wants to break that rule. Hester, Hendrickson and Gable (2009, p.527) state that just "establishing rules does not guarantee positive outcomes". Therefore; in order for rules to be effective, teachers should determine strategies for having students to follow rules. There are different strategies to increase rule compliance but several researchers put emphasis on the consequences (Buluc, 2006; Burden, 2003; Emmer, Evertson & Worsham, 2000; Grossman, 2004; Hester, Hendrickson & Gable, 2009; Kerr & Nelson, 2006; Nakamura, 2000; Savage & Savage, 2010). Researchers suggest that when establishing classroom rules, teachers should also determine the consequences for students who do not follow rules (Burden, 2003; Kerr & Nelson, 2006). It is emphasized that teachers should immediately deal with students who do not follow classroom rules by using consequences (Thompson, 2011). Established consequences may include loss of some privileges, time out or others. Teachers should carefully determine consequences depending on the ages and abilities of students and teach them to the students just as they are teaching classroom rules. No matter what type of a consequence is used, consequences should be logical and fit into fraction (Thompson, 2007).

Using rewards can also increase rule compliance of students. Teachers can use rewards for students who follow classroom rules (Arthur & Cremin, 2006; Savage & Savage, 2010; Smith & Mishra, 1992; Thompson, 2007). Rewards that are used for classroom management can take many forms such as points, praise, privileges, recognition or other reinforcement strategies (McGinnis & Goldstein, 2003).

According to several researchers; teachers should be consistent in enforcing classroom rules (Barkie, 2006; Celikten, 2008), inform students about consequences of breaking rules and they should finally monitor how students follow classroom rules (Hardman & Smith, 1999; Siedentop & Tannehill, 2000). When students see that teachers do not monitor rule following, they begin to violate classroom rules. Therefore, rules become meaningless and students' respect for both rules and for teachers can also decrease (Savage & Savage, 2010).

2.5. Difficulties in the Process Establishing and Implementing Rules

Managing classrooms effectively is a difficult and complex task. As classrooms are places which are dynamic and busy, teachers may confront with a variety of complex situations (Pollard & Bourne, 1994). These situations may include difficulty in communicating with parents, overcrowded classrooms, insufficient time for dealing with students etc. and these all can be major problems of the teachers while delivering instruction in the classroom (Thompson, 2007). It is also stated that inclusive classrooms, diverse backgrounds of students or even parental management styles can be major problems while managing classrooms (Savage & Savage, 2010). As classroom rules are an integral part of classroom management; teachers can also face with all those difficulties while establishing or implementing classroom rules.

Establishing and implementing classroom rules can be a difficult process for teachers. Even in the most functional classrooms, rules can be broken. Students may not learn all the rules, favor them or they may not understand the rules that exist. A variety of problems can be confronted in the process of rule making and establishing and due to these problems or difficulties; rules may become ineffective and meaningless (Celikten, 2008).

2.6. Teaching Experience

Classroom management is significant for offering an orderly environment (Burden, 2003) but it is significant to consider that management activities that occur in a classroom tend to be influenced by a number of factors. Characteristics of the students as well as the characteristics of the teachers, physical environment of the classroom, school environment, parents etc. can all have a direct influence on the management activities (Demirtaş & Kahveci, 2010).

There are many factors that have an influence on management activities but teachers are the most effective sides of classroom management activities. The qualities that a teacher possesses can influence the classroom management activities that occur in the classroom. Teaching experience of teachers, their personality traits as well as their expectations from the students can affect the quality of classroom management activities considerably (Celikten, 2008).

Teaching experience is one of the qualities of the teachers that can have an influence on management activities conducted. Both novice teachers and experienced teachers may confront with problems and classroom management is a concern for both groups. However, it is stated that more experienced teachers who have a good knowledge in profession are more capable of solving problems in their classrooms (Terzi, 2002). There are many other studies which suggest differences between novice teachers and more experienced teachers in relation to their management activities (Brock & Grady 1998; Carter, Cushing, Sabers, Stein, & Berliner, 1988; Kerrins & Cushing, 2000; Martin, Yin & Mayall, 2006; Sabers, Cushing, & Berlinder, 1991)

Research suggests that teaching experience can have an influence on the management activities of the teachers. As classroom rules are considered as an integral part of classroom management activities, it can be significant to investigate whether there are

also influences of teaching experience on the classroom rules practices of the teachers or not.

2.7. Research on Classroom Rules

2.7.1. Source of Classroom Rules

All classrooms have rules and they vary from one classroom to another (Sapon-Shevin, 2010). Likewise; the source of the classroom rules may also vary. Deciding on who should have input in rule making process should be a concern of the teachers before establishing classroom rules. However; there is not a general agreement of researchers on the issue that who should have input in rule formation or who should be the source of the rules. Some researchers argue that teachers should be the sources while generating rules (Rhode, Jenson & Reavis, 1998; Wong & Wong, 2004). There is no evidence about whether rules established by teachers are really effective or not but many other research studies suggest that students should also be included in rule formation process (Burden, 2003; Celep, 2000; Curwin, 2003; DeVries & Zan, 1994; Malone & Tietjens, 1998; Nakamura, 2000, Thompson, 2011).

The studies regarding classroom rules in real classroom settings usually exhibit different results in relation to sources of classroom rules. In 1994; a study was constructed by Howard and Norris in order to investigate sources, characteristics and perceived effectiveness of classroom rules adopted by teachers who work in kindergarten through grade eight. A survey was prepared and delivered to teachers working in two large school systems of Midwestern city and in total 128 surveys were obtained from the teachers. Most of the teachers who participated in the study reported that they establish classroom rules together with students (61 %). In other words, majority of the teachers reported that teachers and students were the major source of classroom rules whereas 39 % of the participants reported that teachers

themselves were the main source of classroom rules (they establish classroom rules by themselves).

The study conducted by Pigman (2001) also reveals results in relation to sources of classroom rules. This comprehensive study was constructed by the researcher to "investigate the sources, identify the characteristics, and validate the perceived effectiveness of classroom rules as adopted by classroom teachers" (p. 5). The researcher elaborated and modified the research instrument used in the study of Howard and Norris (1994) based on the review of literature. To gather data; a survey on classroom rules was administered to 182 teachers who work in public schools in Midwestern. Middle grades, upper elementary and high school teachers together with regular education, art, music, physical education and special education teachers participated in the study. In total; 126 teachers responded to the survey. According to the results of the study; 45 % of the teachers participating in the study reported that teachers were the main source of classroom rules while 39 % of the participants reported that teacher & students were the major source of the classroom rules. Less than one percent (0.8) of the participants reported that students alone were the main source for generating rules. Some of the participants also reported that they used multiple sources while establishing classroom rules which include direction of schools, research, therapist, and other teachers. Research results illustrated that 13 % of the teachers derived their classroom rules from multiple sources including assertive discipline literature (n=2), Character Counts Program (n=2), Glasser's research (n=4), positive education program (n=1), other teachers (n=1), therapist (n=1), and supervisor (n=1).

Studies showed that the sources used in the formation of classroom rules vary. Although the studies in the literature included kindergarten teachers as participants, it can be significant to examine the practices of kindergarten teachers separately so that

what types of sources are used for rule formation in kindergarten grade can be analyzed clearly.

2.7.2. Characteristics of Classroom Rules

In literature, there are many researchers who propose several guidelines for establishing, teaching, and implementing classroom rules. All those guidelines can be significant for the effectiveness of classroom rules. However, there is limited research on how these guidelines are implemented in real classroom settings. Moreover, there are not many studies that examine the characteristics of classroom rules adopted by teachers especially in kindergarten grade.

In one of the old studies; the researchers examined the behavior management strategies in both general and special education settings and they concluded that approximately one half of the participants developed classroom rules according to the practices that are suggested which means that they stated rules positively, defined classroom rules, and allowed student participation. In this study, the researchers found that only a few teachers developed positive consequences when rules are followed by the students (Shores, Gunter, Denny, & Jack, 1993).

The study constructed by Howard and Norris (1994) reveals results regarding the characteristics of the rules adopted by teachers working with different grade levels. This study illustrated that the average number of classroom rules published by teachers was 5.6. In addition to this, the results suggested that 72 % of the classroom rules that were written by teachers were stated positively. Finally; 54 % of the classroom rules reported by teachers included speaking rules (speaking after raising hand, talking softly etc.).

Pigman (2001) also aimed to reveal characteristics of classroom rules adopted by teachers in his study. According to the results of this study; the average number of classroom rules published by teachers was 5.3. This finding is nearly consistent with

the previous research study. In addition to this; majority of the rules written by teachers included interaction rules (41.8 %). Those rules were the ones which were used to prevent inappropriate interaction among students. The researcher also found that a great majority of the participants (67.4%) responded that they initially communicate classroom rules both verbally and in written format whereas the remaining participants (17.4 %) communicate rules using different strategies such as classroom meetings, mini plays, puppets, social stories, and picture cues.

The study constructed by Kişi (2003) also reveals some characteristics of the classroom rules adopted by primary grade teachers. This study was designated to reveal the views of primary grade teachers on classroom rules. A total of 175 teachers participated in the study. According to the results of the study; classroom rules were usually stated positively (74.3%). Many teachers participating in the study reported that they observe rule following of the students (65 %). Finally; the researcher concluded that participants teach classroom rules to their students and while teaching rules they use some strategies such as classroom meetings, brainstorming and discussion, and explanation of rules.

There are also significant results in relation to the characteristics of the classroom rules in primary grades in a study constructed by Günay (2005). The researcher attempted to determine the difficulties that teachers of the primary grade schools face while establishing and implementing the classroom rules but the study also reveals results regarding the establishment and implementation of classroom rules. A Classroom Rules Survey was developed by the researcher based on the review of literature regarding classroom rules and administered to a total of 210 primary grade teachers who work in public schools. According to the results of the study, 50 % of the participants stated that they determined the classroom rules at the beginning of the school year. A great proportion of the educators stated that they considered the participation of the students in establishment of classroom rules (41.9 %). The

educators also stated that while establishing the rules, they determine the rewards (when students follow rules) and consequences (when students violate rules) for some of the classroom rules. The results illustrated that a great majority of the participants communicate classroom rules to students verbally (93%). Finally; most of the participants (27.1 %) reported that they had classroom rules between 5 and 8.

A more recent study conducted by Akar, Tor, Erden and Şahin (2010) reveals findings about classroom rules in kindergarten classrooms. The purpose of the study was to examine the classroom management behaviors of K-8 teachers. A total of nineteen voluntary teachers from both public (n=9) and private (10) schools participated in this qualitative study. The sample indicated mathematics teacher (n=1) and science teachers (n=3), classroom teachers (n=3), computer (n=1) and traffic and first aid educator (n=1). In addition to these, there were 10 kindergarten teachers among the participants. The data were gathered through a semi-structured interview instrument and the data analysis was conducted through content analysis. The results of the study reveal the management behaviors of the educators according to five themes which are physical environment, the first days in the classroom and motivation, rules and routines, undesired behaviors, and parent-teacher-student interaction. The researchers state that rules and routines are one of the significant themes that were found to be related to classroom management. According to the results of the study, classroom rules and routines are established within the first two days in primary grades and they are established in kindergarten classrooms in the first week of the school year. Moreover; speaking rules were among the mostly emphasized rules in the classroom by the participants. Some of those rules include; not speaking without raising hands, not talking with a loud voice, and listening to others when they talk. The participants of the study also reported that they included social rules that negotiate the students to cooperate, help and love one another. Moreover; according to the results of the study most of the teachers reported that they allow students to participate in rule formation. Finally; kindergarten teachers who

participated in the study reported that rules in their classrooms change when the conditions change and they stated that establishing additional rules is also possible.

To conclude; the studies which reveal the characteristics of classroom rules adopted by teachers are limited. In most of the available studies; kindergarten teachers were included as participants together with primary grade teachers, or with branch teachers. Therefore; focusing on the characteristics of the classroom rules adopted by kindergarten teachers can be significant to reveal the process of rule formation and implementation in kindergarten grade.

2.7.3. Difficulties in the process of Establishing and Implementing Rules

Researchers suggest that there can be many difficulties and problems while conducting classroom management activities. As a part of classroom management plans; those difficulties may also exist in the process of establishing and implementing classroom rules.

The study designated by Ök, Göde and Alkan (2000) reveals that difficulties exist in the process of implementing classroom rules. A survey instrument was designed to investigate views of primary grade teachers and administrators in relation to the effects of classroom rules on the interaction of students and teachers. The findings of the study suggests that majority of teachers participating in the study reported that they face with difficulties while implementing classroom rules (46, 6 %).

A study developed by Günay (2005) examined whether there are difficulties confronted in the process of establishment and implementation of classroom rules in primary grades. The findings of the study suggest that the majority of the participants did not report any difficulty in establishing classroom rules (n=96). However; the participants reported that there are some difficulties confronted in the implementation of classroom rules. Mostly stated difficulties include family and environment

(n=125); students' not learning of the rules (n=76); and not desiring to obey classroom rules (n=61).

To sum; studies suggested some difficulties in the process of implementing classroom rules in primary grades. Whether there are difficulties confronted regarding classroom rules practices in kindergarten grade is still not clear. Therefore; further research can be done on this issue.

2.7.4. Teaching Experience

In literature; there are some studies which examine the effects of teaching experience on the establishment and implementation of classroom rules. In two of the studies conducted on classroom rules; the effects of teaching experience in relation to the number of classroom rules was examined (Howard & Norris, 1994; Pigman, 2001). In both of the studies; researchers found no difference between less experienced and more experienced teachers regarding the number of classroom rules. Both groups reported that they had 5 or 6 classroom rules. There was also not difference between less experienced and more experienced teachers in relation to the perceived effectiveness of classroom rules (Howard & Norris, 1994).

In addition to these, there was no difference between less experienced and more experienced teachers regarding the manner through which rules are stated (positive or negative). More experienced teachers did not significantly publish positive rules (do rules) than less experienced teachers.

In the study constructed by Pigman (2001); it was found that experience resulted in a difference on the mean scores of the teachers regarding the enforcement of the rules. The researcher concluded that more experienced teachers (X=4.3) rated their ability higher to enforce classroom rules fairly and firmly than less experienced counterparts (X=3.8). In addition to this; the researcher found other differences between less experienced and more experienced teachers. It was concluded that more experienced

teachers significantly provided more opportunities to teach, practice and review classroom rules and they significantly provided rationale about including a rule in the classroom than less experienced teachers. Moreover; more experienced teachers had significantly more able to have a copy of classroom rules list posted in the first week of the school year.

The results of the research studies found that there was not a difference regarding the manner through which they are stated, the number of rules, and the perceived effectiveness of classroom rules. However; experience had an effect on some of the practices of teachers between less and more experienced teachers. These differences may also exist between less and more experienced teachers in relation to the factors that are considered by teachers in rule making process and the strategies used by teachers for rule students' following. The effect of experience on these issues in relation to classroom rules still remains to be investigated.

2.8. Summary

In this part of the study; definitions of classroom rules were provided. In addition to this, the process of establishing and implementing classroom rules was explained and several guidelines were provided for establishing and implementing classroom rules. Moreover; classroom management approaches in relation to classroom rules were also examined. In addition to this; studies conducted both in Turkey and in the world were reviewed and the study findings about source, and characteristics of classroom rules, the difficulties that are confronted and the effects of teaching experience were covered. It is important to note again that several works of the researchers suggested a variety of guidelines or explanations regarding classroom rules. However; studies that examine how those guidelines are used in classroom settings are more limited. Moreover; a detailed examination of the characteristics of the classroom rules adopted by kindergarten teachers still waits to be investigated.

CHAPTER 3

METHOD

The main aim of the present study is to examine the source and characteristics of classroom rules adopted by kindergarten teachers and to identify the difficulties confronted in the process of establishing and implementing classroom rules. In addition to this, the researcher aimed to seek the possible effects of teaching experience on practices of kindergarten teachers in relation to classroom rules through the 4th question of the study. Therefore, the main research questions of the present study are as follow;

R.Q.1. What is the source of classroom rules established for kindergarten classrooms?

R.Q.2. What are the characteristics of classroom rules adopted by kindergarten teachers?

R.Q.3. What are the difficulties confronted in the process of establishing and implementing classroom rules?

R.Q.4. Does teaching experience affect the practices of kindergarten teachers in relation to classroom rules?

In order to achieve the purposes of the study, a descriptive survey design was utilized. Survey method is used to gather information about the beliefs, attitudes, and perceptions of a group of people about a particular topic or issue. "The major purpose of surveys is to describe the characteristics of a population" by selecting a sample derived from the population (Fraenkel & Wallen, 2006, p. 398). The research design of the present study is descriptive survey design as the same questions in the survey were asked to a larger group of the educators (Fraenkel & Wallen, 2006).

3.1. Population and Sample

The target population of the study includes all kindergarten teachers in Turkey and the accessible population of the study includes all kindergarten teachers working in Ankara. However; it is not possible to reach all kindergarten teachers who work in Ankara. Therefore; convenient sampling method was used to select the sample of the study. In total; 300 surveys were administered to kindergarten teachers who work in both public and private schools. The final sample of the present study consisted of 231 in-service kindergarten teachers working in both public and private kindergarten classrooms.

The majority of the kindergarten teachers participating in the study were female (94.7%) and a great majority of them graduated from a 4-year university (61.1%). 42 % of the participants had a teaching experience of 1 to 5 years. A great percentage of the participants reported that they took a course with a focus on classroom management throughout their educational training (66.2 %) whereas the majority of the participants reported that they did not participate in an in-service training program related to classroom management (79.2 %). Main characteristics of the sample are illustrated in the following tables:

Table 1: Descriptive Statistics for the Gender of the Participants

Gender of the Participants	*f*	*%*
Male	6	2.6
Female	225	94.7

Table 2: Education of the Participants

Education of the Participants	*f*	*%*
Vocational High School	19	8.2
Associate degree	53	22.9
Bachelor degree	141	61
Ms/ Doctorate	14	6.1

Table 3: Descriptive Statistics for the Number of Years in Teaching

Number of Years in Teaching	*f*	*%*
1-5 years	97	42
6-10 years	41	17.7
11-15 years	50	21.6
16-20 years	23	10
21 years and up	20	8.7

Table 4: Descriptive Statistics for the Classroom Management Course Taken

Course	*f*	*%*
Yes	153	66.2
No	78	33.8

Table 5: Descriptive Statistics for the Classroom Management In-service Training

In-service Training	*f*	*%*
Yes	187	80.9
No	41	17.7

3.2. Data Collection Instrument

To achieve the purposes of the present study, the Classroom Rules Survey developed by Günay (2005) was used as the main instrument. The researcher developed this instrument by reviewing the literature in relation to classroom rules in an attempt to identify the difficulties that teachers face while developing and implementing classroom rules but the survey also consists of items which reveal the characteristics of the classroom rules. Therefore, the content of the survey does match with the purposes of the present study.

The original survey developed by the researcher was applied to primary grade teachers. Therefore; in order to use the instrument for kindergarten grade teachers; some modifications and adaptations were needed on the content and wording of the some items. In addition to this; one multiple choice question was also added to the survey about the source of the classroom rules.

3.3. Adaptation of Classroom Rules Survey

In order to adapt the survey instrument; initially the researcher obtained the required permissions from the developer of the survey through e-mails. In the original survey; there were multiple choice questions, open ended questions and Likert type items. Modifications were conducted on both multiple choice questions and Likert-Type items by reviewing the literature in relation to classroom rules. The original survey indicated items about the characteristics of the classroom rules as well as the difficulties confronted in the process of establishing and implementing classroom rules. However; as the survey did not include any items about the source of the classroom rules; one multiple choice question was added to the survey which asks "who determines classroom rules in your classroom?" for achieving the purposes of the current study.

In addition to this; the wording of the some items were also changed so that they can be used for kindergarten grade. For instance; the item which states that "I consider the subject units" when determining classroom rules was changed as "I consider the activities that I implement" as there are not subject units at kindergarten grade. After necessary modifications were conducted; the format and content of the scale was discussed with 6 kindergarten teachers. Kindergarten teachers also assessed the format of the scale, modifications conducted, clarity of the instructions, and clarity of the items. At the end of this process; modifications conducted on the scale were also discussed with an expert at the department of Early Childhood Education. The scale adapted by the researcher was then administered to a pilot study group including 10 kindergarten teachers. The pilot study group reviewed the survey for clarity of the items, the length of the time to fill out the survey, the clarity of the directions and the clarity of the survey items.

3.4. Validity of Adapted Classroom Rules Survey

Validity is the most significant issue while preparing an instrument to be used in the studies. Fraenkel and Wallen (2006) state that; in order for an instrument to be valid, it should measure what it intends to measure. They further state that validity refers to the "appropriateness, meaningfulness, correctness, and usefulness of the specific inferences researchers make based on the data they collect" (p. 151).

Validity of an instrument heavily relies on the evidence gathered in order to support interpretations that researchers desire to make. There are mainly three types of evidence that can be obtained by the researchers to ensure variability. They include content-related evidence of validity, criterion-related evidence of validity and construct-related evidence of validity. While adapting Classroom Rules Survey; two types of evidence which are content-related evidence and construct related evidence were used. Content-related evidence of validity is related to gathering evidence about the content and format of a scale. Construct-related evidence of validity is related to

"the nature of the psychological construct or characteristic being measured by the instrument" (Fraenkel & Wallen, 2006, p. 151).

There are many ways to establish content-validity of an instrument but one of the most commonly used one is discussing the content of the instruments with experts in the field (Fraenkel & Wallen, 2006). Therefore; in order to establish content validity of the adapted instrument; the issues regarding the content of the instrument was discussed with the experts in the field. During adaptation process; 6 kindergarten teachers and an expert from the Department of Early Childhood Education assessed the content and format of the instrument.

For establishing construct-validity of the instrument to be used in the present study, an explanatory factor analysis has been conducted. Explanatory Factor Analysis (EFA) is a technique which is used to investigate the intercorrelations among the items (Pallant, 2007). EFA enables the researchers to summarize the data through grouping variables which are correlated (Tabachnick & Fidell, 2007). Therefore; EFA was used group correlated items in the scale and to gather evidence about the construct-related validity of the adapted instrument. In total, 31 items obtained from the original survey were investigated. Before conducting EFA; item total correlations of the all 31 items were examined.

Anderson, Ones, Sinangil, and Viswesvaran (2001) stated that items with low item total correlations (< .2) should not be used in the scale as they decrease the reliability of the total scale. As seen in the following table, there are some items which have low item-total correlation (< .2) and those items were dropped before conducting factor analysis. As a result, in total 11 items were excluded from the study because of their lowest item total correlation values. Factor analysis was conducted with remaining 20 items. EFA with varimax rotation was conducted with a sample including 231 kindergarten teachers.

Table 6: Item-Total Statistics of scale items

	Corrected Item-Total Correlation		Corrected Item-Total Correlation		Corrected Item-Total Correlation		Corrected Item-Total Correlation
Crps1	0,144	**Crps11**	0,434	**Crps21**	0,487	**Crps31**	0,294
Crps2	0,014	**Crps12**	0,294	**Crps22**	0,532		
Crps3	0,273	**Crps13**	0,118	**Crps23**	0,383		
Crps4	0,336	**Crps14**	0,077	**Crps24**	0,312		
Crps5	0,338	**Crps15**	0,015	**Crps25**	0,389		
Crps6	0,421	**Crps16**	0,033	**Crps26**	0,310		
Crps7	0,277	**Crps17**	0,017	**Crps27**	0,381		
Crps8	0,443	**Crps18**	0,065	**Crps28**	0,303		
Crps9	0,513	**Crps19**	0,041	**Crps29**	0,390		
Crps10	0,358	**Crps20**	0,172	**Crps30**	0,443		

Before conducting factor analysis, there are some assumptions that should be validated. The first one is related to sample size. There are different guides regarding the appropriate sample size to conduct factor analysis. According to Comrey and Lee (1992); for conducting factor analysis; a sample size of 50 is considered as very poor, 100 as poor, 200 as fair, 300 as good, 500 as very good and 1000 as excellent. This suggestion is the mostly used guideline regarding adequate sample size for conducting factor analysis. According to this suggestion; in the current study; sample size was large enough to run factor analysis. Therefore; the first assumption regarding sample size has been validated to conduct factor analysis.

Another assumption for factor analysis includes validating the recommended values of Kaiser's Measure of Sampling Adequacy (KMO) and Barlet's Test of Sphericity. KMO is the measure which is related to the adequacy of the sample size and it should

be greater than .60. Moreover; Bartlett test of Sphericity should be significant to run factor analysis (Pallant, 2007).

Table 7: KMO and Bartlett's Test of CRPS

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,728
Bartlett's Test of Sphericity	Approx. Chi-Square	1513,92
	Df	190
	Sig.	,000

As seen in the table; in the current study, KMO value is greater than the recommended value (.728) and the Bartlett test of Sphericity yielded a significant difference ($p<.05$) as recommended.

After the necessary assumptions have been provided; EFA with varimax rotation was conducted. Based on the Kaiser criterion of eigenvalues (>1.0); 6 meaningful factors which explain the 64.7 % of the total variance were obtained through EFA. However; when Kaiser criterion was used, there could be too many components extracted; therefore it is significant to examine the scree test results provided in the analysis and the scree test should be examined to investigate whether there is a change or break in the plot (Pallant, 2007).

As seen in the following table; scree test results illustrate that there is a clear break between the third and fourth components. It is suggested to remain the factors or components above this break point (Pallant, 2007). Therefore; only 3 factors that are above the break point were retained based on the scree test results and a second factor analysis has been conducted by restricting the number of factors to three. The three factor solution explained a total of 49.24 % of the variance, with the first factor

contributing 22.73 %, the second factor contributing 15.02 % and the third contributing 11.48 %.

Table 8: Scree Test
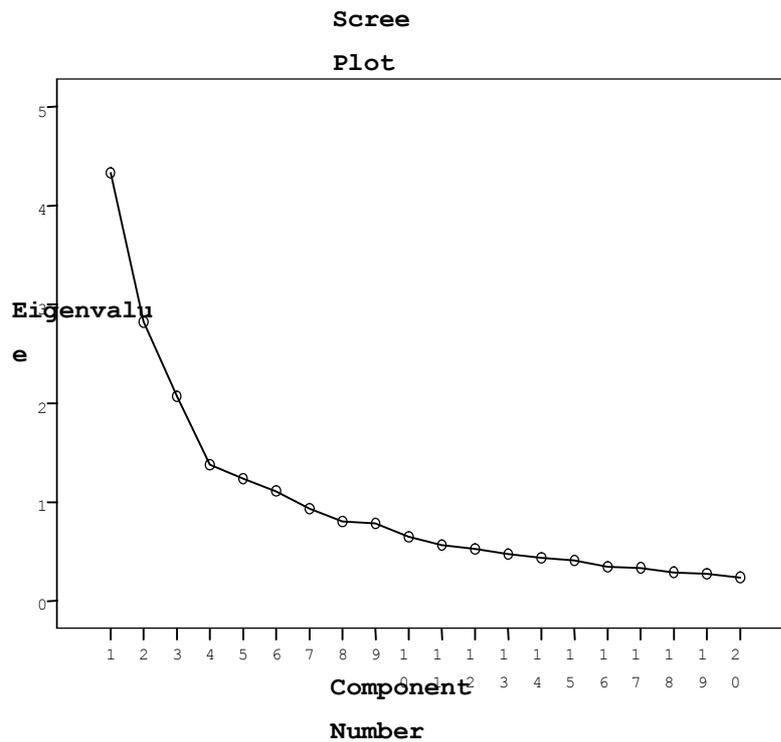
According to Pallant (2007); if the items have low community values (less than the value of .3), this can illustrate that those items do not fit with well with the other items loaded in their components. In the following table; communalities of the scale items of the present study were illustrated. In this table; the correlation between the items and the factors are illustrated. As seen in the table; two items which are Crps22 and Crps24 have the lowest communality values. Therefore; they were excluded from the study due to their lowest communality values.

Table 9: Communalities of CRPS items

	Initial	Extraction		Initial	Extraction
Crps3	1,000	**0,429**	*Crps22*	1,000	**0,194**
Crps4	1,000	**0,520**	*Crps23*	1,000	**0,332**
Crps5	1,000	**0,534**	*Crps24*	1,000	**0,285**
Crps6	1,000	**0,473**	*Crps25*	1,000	**0,364**
Crps7	1,000	**0,636**	*Crps26*	1,000	**0,562**
Crps8	1,000	**0,544**	*Crps27*	1,000	**0,516**
Crps9	1,000	**0,608**	*Crps28*	1,000	**0,595**
Crps10	1,000	**0,551**	*Crps29*	1,000	**0,464**
Crps11	1,000	**0,458**	*Crps30*	1,000	**0,630**
Crps12	1,000	**0,536**	*Crps31*	1,000	**0,311**

Table 10: Rotated Component Matrix for CRPS

Rotated Component Matrix for CRPS	Factor I: Outside Factors	Factor II: Rule Compliance	Factor III: In-class Factors
7. In my classroom, I consider to set up rules which are appropriate for parents' wishes and expectations.	.787		
12. I consider that my classroom rules are parallel with the ones in other classrooms.	.730		
4. In my classroom, I consider to set up rules which work well in other classrooms.	.705		
5. I consider topic which are important for school administration while setting up rules.	.702		
3. I consider that other class teachers to set up rules of my classroom.	.630		
6. While setting up rules; I consider the characteristics of school and environment.	.497		
28. I tell examples related to rules.		.771	

Table 10 (Continiued)

26. I clarify rules by linking them to daily life.	.744	
27. I have children dramatize classroom rules.	.682	
29. I reward children who obey the rules with the words of "thank you" and "well done".	.567	
23. I have rules written onto a colorful cardboard and posted on a place visible to students.	.539	
30. I exhibit cartoons or pictures which explain rules in the classroom.	.530	
25. I explain rules at meetings to parents.	.503	
31. I model obeying the rules.	.426	
9. I consider the types of activities that I implement.		.768
8. I consider the needs of students.		.707
10. I consider the ages of the students.		.694
11. I consider the needs of the teacher while setting up rules		.572

Comrey and Lee (1992) state that if items are loaded to a factor with a value of .32; they are called poor measures for that particular factor. They further state that item loadings with a value of .45 are considered as fair; .55 as good; .63 as very good and .71 or above as excellent. As seen in the above Rotated Component Matrix; except one item; factor loading of all items is greater than the value of .45.

As Rotated Component Matrix illustrates; the first factor indicated six items, the second factor indicated 8 items and the last factor indicated 4 items. Tabachnick and Fidell (2007) suggest at least three items for each of the factors. In the current study; there are more than three items loaded to each of the factors obtained.

After determining the factors and the items which are loaded for each factor; there is a need to label the factors that were obtained as a final step. In the current study, loading of the items for each factor was examined and items which have the highest factor loading (greater than .71) were used to name and interpret factors. The items

loaded to the first factor of the scale aimed to describe the factors outside of the classroom which are considered by the teachers when determining classroom rules. Therefore; the first factor was named as "Outside Factors". In the second factor; six items aimed to describe the strategies used by the kindergarten teachers for rule compliance and the second factor was named as "Rule Compliance". The final was named as "Inclass Factors" and aimed to describe the in-class factors that are considered when determining classroom rules.

3.5. Reliability of Adapted Classroom Rules Practice Scale

Reliability refers to the consistency of the scores obtained by a particular research instrument (Fraenkel & Wallen, 2006). There are many ways to measure the reliability of a scale but Cronbach's alpha coefficient is the most commonly used measure for internal consistency of a scale (Pallant, 2007). Therefore; Cronbach's alpha coefficient was calculated to ensure the internal consistency of the adapted scale.

Table 11: Reliability of Classroom Rules Practice Scale

Subscale	A	M	SD	N of Items
Classroom Rules Practice Scale	.784	52.94	6.77	18
Subscale 1	.793	14.92	3.62	6
Subscale 2	.754	23.94	4.05	8
Subscale 3	.701	14.05	1.91	4

As seen in the above table; Cronbach alpha coefficent value for the total scale is .78 and Cronbach alpha coefficent value for the all subscales is above .7. These values suggest acceptable internal consistency of the adapted scale.

3.6. Description of the Research Instrument

After necessary changes and adaptations were conducted, the final form of the research instrument was obtained. Research instrument consisted of three main parts. In the first part of the scale; demographic information part is included. Participants were asked to report their gender, grade level they taught, education, and teaching experience. They were also asked to report whether they took a course related to classroom management throughout their education and whether they participated in an in-service training program related to classroom management.

The second part of the survey indicated *Classroom Rules Practice Scale* adapted by the researcher. The adapted CRPS consisted of 18 items that teachers are expected to respond on a 4-point Likert type scale, ranging from 1"always" to 4 "never". The final part of the survey instrument indicated 9 closed-ended questions. Through closed-ended questions; it was aimed to reveal *(a) source of classroom rules (b) timing of rule establishment, (c) the mostly emphasized rules, (d) strategies to communicate rules, (e) students' knowledge about classroom rules, (f) determination of rewards and consequences, (g) time for rule change, (h) important views on classroom rules, and (i) the average number of classroom rules.*

The third part of the instrument also indicated 4 open-ended questions. Through one of the open-ended questions, it was aimed to identify the strategies used to monitor rule understanding. The second open-ended question asked the participants to list their exact classroom rules. The rule statements reported by the participants were analyzed to examine whether they were stated positively or negatively. Finally, the remaining two open-ended questions were used to obtain information about the difficulties faced when establishing and implementing classroom rules.

3.7. Data Collection Procedure

Before conducting the study, the requirements of Ethics Committee of the Middle East Technical University have been met and the necessary permissions were obtained from Ministry of National Education in order to use the research instrument with kindergarten teachers. After the approval of Ministry of National Education, the study was conducted in 95 education centers including both public and private schools located in different districts of Ankara. The researcher delivered 300 questionnaires to kindergarten teachers. In the study a total of 231 questionnaires were used and therefore the return rate was 77 %.

3.8. Data Analysis Procedure

In this study a variety of statistical analyses were conducted by using Statistical Package for the Social Sciences (SPSS version 19.0). Initially, the data collected from the instruments was prepared for analysis. As a first step; the data collected was checked through the use of data cleaning procedure. Through this procedure, the variables were checked if there were any errors or if there were any scores that are out of the scope of the possible scores. The researcher also checked the sample size for each variable and minimum and maximum values and missing values. For analyzing data gathered from the surveys both quantitative and qualitative methods were used.

First; in order to analyze closed-ended questions of the instrument; descriptive statistics were calculated. Next, in order to reveal the effects of teaching experience on classroom rule practices of teachers; the researcher has run one-way multivariate analysis of variances (MANOVA).

Finally; open ended questions of the survey were analyzed through content analysis. Content analysis includes four steps which are (1) coding data (2) finding categories (3) organizing codes and themes and (4) describing and interpreting the findings

(Yıldırım & Simsek, 2006). Therefore; for analyzing open ended questions, the questionnaires were read by the researcher and based on the responses of the teachers for each open ended question, codes were developed and a number was assigned for each of the codes. For instance; for the final question of the survey; some of the codes developed the researcher include "not understanding rules, individual differences, young age of students, students' not perceiving rules, breaking rules" etc. After the similarities and differences of the codes were examined, categories were developed by the researcher and the responses of the teachers were assigned to these categories. Then; the frequency of the categories was calculated and therefore qualitative data were transformed into quantitative data. The purpose of this transformation process includes increasing reliability, decreasing subjectivity and making comparisons among the developed categories (Yıldırım & Simsek, 2006).

3.9. Limitations of the Study

One of the potential limitations of the present study can be the procedure used to select the sample. Participants of the study include in-service kindergarten teachers working in Ankara and they were selected through using convenient sampling method so the sample was not randomly selected. Therefore, the generalization of the results of the present study is limited.

A second limitation of the study can result from the design of the study. The present study indicates survey design and data analysis is only based on the surveys filled out by the participants. Although, the main scale used for the purposes of the study includes some open-ended questions, by using qualitative methods, more comprehensive data on classroom rules can be acquired.

CHAPTER 4

RESULTS

As stated before, the purpose of the present study is to examine the source and characteristics of classroom rules adopted by kindergarten teachers and to identify the difficulties confronted in the process of establishing and implementing classroom rules. In addition to this, the possible effects of teaching experience on practices of kindergarten teachers in relation to classroom rules will also be examined. There are four main research questions of the study and in this chapter results for these questions will be presented. Main research questions of the study are as follow;

R.Q.1. *What is the source of classroom rules established for kindergarten classrooms?*

R.Q.2. *What are the characteristics of classroom rules adopted by kindergarten teachers?*

R.Q.3. *What are the difficulties confronted in the process of establishing and implementing classroom rules?*

R.Q.4. *Does teaching experience affect the practices of kindergarten teachers in relation to classroom rules?*

4.1. Results of the 1st Research Question

The first question of the current study is related to the source of classroom rules. Participants of the study were asked to respond to a closed-ended question which asks "Who decides on classroom rules in your classroom?" and they were asked to name the source of their classroom rules. Four response choices were given which were (a) teacher (b) teacher and students (c) students and (d) other, please describe. The following table indicates descriptive statistics regarding the source of classroom rules.

Table 12: Descriptive Statistics for Source of Classroom Rules

Rule Source	f	%
Teacher	44	19
Teacher & students	183	79.2
Students	4	1.7
Other	-	-

As seen in the table; majority of the participants reported that "teachers and students" generate classroom rules (79.2 %). 19 % of the participants reported that "teachers" were the source of classroom rules. 1.7 % of the participants reported that "students" establish classroom rules. The teachers participating in the study did not report other sources when generating classroom rules.

4.2. Results of the 2nd Research Question

The second question of the present study deals with the characteristics of the classroom rules adopted by kindergarten teachers. For this question; *(a) timing of rule establishment, (b) the mostly emphasized rules, (c) strategies to communicate rules, (d) students' knowledge about classroom rules, (e) determination of rewards and consequences, (f) strategies for monitoring rule understanding, (g) time for rule*

change, (h) important views on classroom rules, (ı) the average number of classroom rules, and (j) rule statements (positive or negative rules) were all examined.

4.2.1. Timing of Rule Establishment

The participants were asked to report when they generate classroom rules. As seen in Table 13; a great majority of the teachers responded that they establish classroom rules in the first few weeks of the school year (68.8 %). 10.4 % of the participants reported that they generate classroom rules when there is a need for a rule. Moreover; only 18.2 % of the participants indicated that they establish rules at different times throughout the school year. Finally; 1.3 % of the participants selected "other" choice (in the first days of the school year: .9 %; all choices: .4 %).

Table 13: Timing of Rule Establishment

Timing of Rule Establishment	*f*	*%*
When there is a need for a rule	24	10.4
In the first few weeks of the school year	159	68.8
At different times during a school year	42	18.2
Others	3	1.3

4.2.2. The Mostly Emphasized Rules

The participants of the study were provided with a list of rule types and they were asked which of these are related to the rules that they emphasize to include in their classrooms. As seen in Table 14; majority of the kindergarten teachers feel "not harming" friends as very important (45.9 %). Many of the participants rated "raising hand to speak" as important (38.5%) and some of the teachers rated "not taking others' materials without permission" as less important (29 %).

Table 14: The Mostly Emphasized Rules

The Mostly Emphasized Rules	Less Important		Important		Very Important	
	f	%	f	%	f	%
Raising hand to speak	18	7.8	89	38.5	37	16
Classroom and environment cleaning	10	4.3	18	7.8	8	3.5
Personal cleaning	8	3.5	13	5.6	21	9.1
Not harming friends	24	10.4	34	14.7	106	45.9
Not being late	-	-	1	.4	-	-
Not talking at inappropriate time in classroom	15	6.5	2	.9	2	.9
Not throwing garbage on the floor	2	.9	-	-	-	-
Not dealing with other things during activities	16	6.9	10	4.3	4	1.7
Protecting classroom materials	8	3.5	4	1.7	-	-
Not complaining	12	5.7	2	.9	1	.4
Telling the truth	6	2.6	10	4.3	14	6.1
Not taking others' materials without permission	67	29	13	5.6	15	6.5
Not making a distracting noise s	25	10.8	10	4.3	9	3.9
Not walking around during activities	11	4.8	20	8.7	7	3

4.2.3. Strategies to Communicate rules

Participants of the present study reported how they communicate classroom rules to their students by assessing the given choices. Most of the teachers indicated that they communicate rules verbally to students (41.6 %). 23.4 % of the participants reported that they use drama/role plays to communicate rules. The percentage of the participants who use cartoons/pictures/posters is 13.4 % whereas the percentage of the participants who uses puppet plays/games is greater than this number (14.3 %). Finally; the fewest teachers (6.9 %) reported that they use other strategies to communicate rules (telling stories: 3.5 %, giving examples: 1.7 %; others: .4 %). Data regarding the strategies to communicate rules are summarized in Table 15.

Table 15: Strategies to Communicate Rules

Communicate Rules	f	%
Verbally	96	41.6
Cartoons/pictures/posters/	31	13.4
Drama/role plays	54	23.4
Puppet plays/games	33	14.3
Others	13	5.6

4.2.4. Students' Knowledge about Classroom Rules

In response to the question that asks whether the students know the classroom rules generated; the largest group of teachers reported that students know the classroom rules (56.3 %). As illustrated in Table 16; most of the teachers reported that students know many of the rules generated (42.4 %). The smallest number of teachers indicated that students know a few of the classroom rules generated (1.3 %). None of the teachers reported that students do not know the generated classroom rules.

Table 16: Descriptives on Students' Knowledge about Classroom Rules

Knowledge about Classroom Rules	f	%
Yes, they know	130	56.3
They know many of the rules	98	42.4
They know a few of the rules	3	1.3
No, they do not know	-	-

4.2.5. Determination of Rewards and Consequences

Participants of the study reported if they determine rewards for rule following and consequences for rule breaking by choosing among the three choices provided.

Descriptive statistics for determination of rewards and consequences are illustrated in the Table 17.

Table 17: Determination of Rewards and Consequences

Rewards & Consequences	*f*	*%*
Yes, I determine	118	51.1
I determine for some of the rules	101	43.7
I do not determine	12	5.2

As seen in the above table; majority of the participants stated that they determine rewards for rule following and consequences for rule breaking (51.1 %). 43.7 % of the participants reported that they determine rewards and consequences for some of the rules and 5.2 % of the participants reported that they do not determine rewards and consequences.

4.2.6. Strategies for Monitoring Rule Understanding

Through responding to an open-ended question, the teachers participating in the study reported what types of strategies they use to monitor students' understanding of the classroom rules. Most of the kindergarten teachers reported that they use observation to check whether students have understood the rules or not (46.8 %). Drama (having children to act out rules) was also reported as a frequently used strategy to monitor rule understanding of students (29 %). In contrast, the smallest number of teachers (1.3 %) stated that they have students to repeat the rules. Data regarding strategies for monitoring rule understanding are summarized in Table 22.

Table 18: Strategies for Monitoring Rule Understanding

Rule Understanding	f	%
Observation	108	46.8
Question and answer	13	5.6
Giving examples	5	2.2
Having students to repeat rules	3	1.3
Checking behaviors of the students	6	2.6
Drama	67	29
Doing practice	7	3
Others	9	3.9

4.2.7. Time for rule change

Time for rule change was reported by the participants through a yes/no question provided in the survey form. Table 19 presents data regarding when classroom rules should be changed.

Table 19: Time for Rule Change

Rule Change	Yes		No	
	f	%	f	%
If the rule is not effective in establishing desired behavior	210	90.9	20	8.7
If students haven't learned the rule	103	44.6	127	55
When students have gained the behavior that the rule aims to achieve.	68	29.4	161	69.7
If students do not understand the rule.	151	65.4	79	34.2
Rules should not be changed throughout the year	95	41.1	131	56.7
When there is a need for different rules.	186	80.5	42	18.2

*Note: Due to multiple responses for each item of the question; total percentages exceed 100 percent.

As seen in table 19; a great majority of the participants agreed on that rules should be changed "if the rule is not effective in establishing desired behavior" (90.9 %). Many of the participants reported that rules should be changed "when there is a need for different rules" (80.5 %). In contrast; many of the teachers did not agree on that rules should be changed "when students have gained the behavior that the rule aims to achieve" (69.7 %).

4.2.8. *Important Views Regarding Classroom Rules*

The participants of the study were asked to report the most important views that they agree with in relation to classroom rules. The largest group of the teachers reported rated the view that rules can sometimes be flexible and minor problems can be ignored as very important (47.6 %). Moreover, many of the teachers also rated the view that rules should be implemented until the desired behaviors have been acquired as important (34.2 %). Finally; kindergarten teachers rated the view that students following rules should be referred as models in the classroom as less important (42 %). The following table indicates descriptives about the views of the participants in relation to classroom rules.

Table 20: Important Views on Classroom Rules

Views on Rules	Less Important		Important		Very Important	
	f	*%*	*f*	*%*	*f*	*%*
Rules are valid for every condition and individual therefore flexibility is not possible	17	7.4	20	8.7	36	15.6
Rules can sometimes be flexible and minor problems can be ignored	27	11.7	32	13.9	110	47.6
A strict attitude in the first days and a flexible attitude later should be the approach regarding rules.	46	19.9	36	15.6	14	6.1
Students following rules should be referred to	97	42	50	21.6	27	11.7

Table 20 (Continiued)

as models in the classroom.					
Rules should be implemented until the desired behaviors have been acquired.	6	2.6	79	34.2	37	16
Establishing rules in classroom is not obligatory.	11	4.8	1	.4	-	-

4.2.9. Number of Classroom Rules

The participants of the study were asked to report how many rules they publish for their classrooms. The following table indicates the average number of rules published by the kindergarten teachers.

Table 21: Average Number of Classroom Rules

Number of Rules	N	Minimum	Maximum	M	SD
Average Number of Rules	222	1	15	7.26	2.79

As seen in the above table; a total of 222 kindergarten teachers reported the exact number of their classroom rules. The average number of classroom rules was found as 7.26.

4.2.10. Rule Statements (positive or negative)

The teachers participating in the study were asked to provide a list of their exact classroom rules. In total; 697 rule statements were provided by the teachers. Rule statements were analyzed whether they were stated positively (do rules) or negatively (don't rules). Most of the rules written by the teachers were positively stated rules (60.54 %) whereas 39.45 % of the rule statements were negatively stated. Table 22 summarizes data regarding rule statements.

Table 22: Rule Statements

Rule Statements	*f*	*%*
Positively stated rules	422	60.54
Negatively stated rules	275	39.45

Sample rule sentences which were stated both positively and negatively by the participants are provided in the following part:

Positively Stated Classroom Rules

- Share your toys with friends.
- Listen to others when they are speaking.
- We pick up our toys after play.
- Respect your friends and teacher.
- We should follow rules of the games

Negatively Stated Classroom Rules

- We must not give harm to the materials of the classroom.
- Do not hit your friends when playing.
- We do not speak when others are talking.
- Do not walk around when conducting activities.
- Do not take the materials of the classroom without permission.

4.3.   Results of the 3rd Research Question

The third research question of the present study aims to identify the difficulties faced by the kindergarten teachers when establishing and implementing classroom rules. Participants of the study were expected to respond to 2 open-ended questions which ask the difficulties faced in establishing and implementing classroom rules.

4.3.1. Difficulties in Establishing Classroom Rules

A great majority of the teachers reported that they do not face any difficulties when establishing classroom rules (27.3 %). The most frequently reported difficulties in establishing classroom rules indicated young age of students (16 %), overcrowded classrooms (12.6 %) and that students do not understand the rules (10.4 %). The following table presents data about difficulties faced when establishing classroom rules.

Table 23: Difficulties in Establishing Classroom Rules

Difficulties in Establishing	*f*	*%*
Students do not understand rules	24	10.4
Inclusion students in the class	2	.9
Difficulty in communicating or teaching rules to students	18	7.8
Young age of students	37	16
Lack of student involvement in rule making process	7	3
Individual differences of students	23	10
The attitudes and behaviors of parents	9	3.9
Overcrowded classrooms	29	12.6
Other difficulties	9	3.9
No difficulty experienced	63	27.3

4.3.2. Difficulties in Implementing Classroom Rules

The mostly frequent difficulties reported by the teachers when implementing classroom rules indicated lack of parental support and involvement (26 %), and students' having difficulty in perceiving or understanding rules (18.2 %). 15.6 % of the teachers indicated that they do not face any difficulties when implementing classroom rules. Table 24 summarizes data regarding difficulties faced when implementing classroom rules.

Table 24: Difficulties in Implementing Classroom Rules

Difficulties in Implementing	*f*	*%*
Overcrowded classrooms	26	11.3
Students' forgetting classroom rules	15	6.5
Students' having difficulty in perceiving or understanding rules	42	18.2
Individual differences of students	10	4.3
Students are unwilling to follow the rules.	25	10.8
Lack of parental support and involvement/attitudes of parents	60	26
Other difficulties	5	2.2
No difficulty experienced	36	15.6

4.4. Results of the 4th Research Question

The fourth research question of the present study deals with the effects of teaching experience on classroom rules practices of kindergarten teachers. Participants of the present study reported their practices in relation to classroom rules through *Classroom Rules Practices Scale* adapted by the researcher.

In order to answer the final question of the study; one-way multivariate analysis of variances (MANOVA) has been used for 2 reasons. First; MANOVA has been preferred as a statistical method rather than running separate ANOVAs to decrease the risk for Type I error. Second; in the current study; there are 3 dependent variables obtained from EFA and they were used as different dependent variables. MANOVA is used as a statistical method when there are more than one dependent variable in the study (Pallant, 2007).

To conduct MANOVA; there should be one independent variable which is categorical (Pallant, 2007). Independent variable of the present study is teaching experience. In order to set the categorical variable of the study; teachers who are in the first five years of their teaching career were evaluated as less experienced teachers

and teachers who have six and more years of teaching experience were defined as more experienced teachers.

Before running MANOVA; assumptions of this statistical method have been checked which include: (1) Sample size, (2) Normality, (3) Outliers, (4) Linearity, (5) Homogeneity of regression, (6) Multicollinearity and singularity, and (7) Homogeneity of variance-covariance matrices.

4. 4. 1. Assumptions of Multivariate Analysis of Variance (MANOVA)

4. 4.1.1. Sample Size

In order to use MANOVA, the number of cases in each cell should be more than the dependent variables we have (Pallant, 2007). In this study; there are six dependent variables and therefore; the minimum number of cases required for each cell is three. In addition to this there is one independent variable which has two levels. Two groups were formed according to the number of years in teaching experience and therefore there are 6 cells total. The following table shows that the least number in each cell is greater than the required number in the present study.

Table 25: Between-Subjects Factors

Between-Subjects Factors		N
Experience	Less experienced	95
	More experienced	132

4. 4.1.2. Normality & Outliers

In order to check normality; skewness and kurtosis values for each dependent variable in each group were evaluated. In addition to this; histograms were also

examined to assess the normality of the distributions. In Table 26; the skewness and kurtosis values for all dependent variables in each group are indicated.

Table 26: Skewness and kurtosis values

		CRPS1	CRPS 2	CRPS 3
Less Experienced	Skewness	-.238	-.161	-.1.215
	Kurtosis	-.069	-.342	1.560
More Experienced	Skewness	.029	-.272	-.767
	Kurtosis	-.292	-.351	.099

If skewness and kurtosis values are between the values of +2 and -2, it indicates the normality of the distribution. As seen in the above table; skewness and kurtosis values of all dependent variables are between the values which are required.

In order to conduct MANOVA; besides univariate normality, multivariate normality should also be tested. To test multivariate normality; Mahalonobis distances have been calculated. In the present study; maximum value for Mahalonobis Distance was found as 15.98 and this value was compared with the critical value (22.46) which was obtained from chi-square critical value table (Pallant, 2007). As the maximum Mahalonobis Distance value was calculated under the critical value obtained in the chi-square table; there is no threat of multivariate outliers.

4. 4.1.3. Linearity

To assess linearity assumption; scatterplots for each of the groups were generated. The generated scatterplots were evaluated for the presence of a straight line relationship between dependent variables. The scatterplots generated for separate groups did not indicate serious violations of linearity assumption.

4. 4.1.4. Multicollinearity and Singularity

In order for MANOVA to work best; the dependent variables of the study should be moderately correlated. Correlations that exceed the value of .8 or .9 should be a concern for the researchers (Pallant, 2007). In order to check for multicollinearity; Correlation has been run and the strength of the correlations among the dependent variables of the study were checked. The correlations among the dependent variables were mostly in the required ranges. Therefore; assumption of multicollinearity and singularity has not been violated. Table 31 illustrated the correlations of dependent variables.

Table 27: Correlations of Dependent Variables

		CRPS1	CRPS2	CRPS3
Dependent Variables	CRPS1	1	-	-
	CRPS2	.399 (*)	1	
	CRPS3	.452(**)	.529(**)	1

4. 4.1.5. Homogeneity of variance- covariance matrices

To check whether the data violates the assumption of homogeneity of variance-covariance matrices; Box's M test of Equality of Covariance Matrices was employed. As seen in the table 28; Box's M Sig. value is not significant which means that covariance matrices of the dependent variables are equal across the groups (F = 2.89, p = .008).

Table 28: Box's Test of Equality of Covariance Matrices

Box's M	F	df1	df2	Sig.
17.613	2.892	6	281415.9	.008

Besides Box's Test of Equality of Covariance Matrices, Levene's Test was also checked for the assumption of equality of variance for each variable. In this test, all significance values should be greater than the value of .05 in order not to violate this assumption. As seen in the following table; except one variable; significance values for the first two variables are greater than the value of .05. Therefore; the assumption of equality of variance is not violated for these variables but Levene's test indicated a significant heterogeneity in score variances in the last subscale (Inclass Factors) and this suggests violation of the assumption for the last variable. However; according to Tabachnick and Fidell (2007); analysis of variance is robust to minor violations that result from heterogeneity if the F_{max} ratio is less than 10 and if sample sizes of the groups are nearly equal (within a ratio of 4:1 from largest to smallest) . Therefore; for the third variable, this assumption has also been met.

Table 29: Levene's Test of Equality of Error Variances

	F	Dfl	df2	Sig.(p)
CRPS1	1.121	1	225	.148
CRPS2	.001	1	225	.051
CRPS3	3.830	1	225	.023

4.4.2. Multivariate Analysis of Variance (MANOVA) Results

A One-way multivariate analysis of variance (MANOVA) was conducted to investigate the effect of teaching experience on classroom rule practices of teachers. For testing whether there are differences between groups; Wilks' Lambda was used as the data of the study have met the assumptions of MANOVA. The results revealed that there was not a significance difference between less experienced teachers and more experienced teachers on the combined dependent variables (classroom rules practices), $F(3, 223)=1.942$, $p=.124$; Wilks' Lambda=.975; partial eta squared .02.

Table 30: Multivariate Test

	Wilks' Lambda	F	Sig.	Partial Eta Squared
Experience	.975	1.942(a)	.124	.025

CHAPTER 5

DISCUSSION

The current study aimed to examine source and characteristics of the classroom rules adopted by kindergarten teachers and the difficulties faced when generating and implementing classroom rules. Moreover; this study aimed to investigate the possible effects of teaching experience on classroom rules practices of kindergarten teachers. In this part of the study; results of the present study are summarized and discussed.

5.1. Source of Classroom Rules

The first research question of the present study dealt with the source of classroom rules. To achieve this purpose; descriptive statistics have been conducted. According to the results of the present study; a great majority of the participants reported "teacher and students" as the source of the classroom rules. In other words; majority of the kindergarten teachers who participated in the study reported that they establish classroom rules together with students. The results of the previous studies revealed different findings regarding the source of the classroom rules (Günay, 2005; Howard & Norris, 1994; Pigman 2001). This finding is only consistent with the results yielded in the study of Howard & Norris (1994) which concluded that teachers and students were the main source of the classroom rules. The differences between the findings of the studies may exist due to the different practices regarding classroom rules. All classrooms have rules but they vary from one classroom to another (Machado & Botnarescue, 2010). Therefore; the source of the classroom rules may also vary.

In the current study; when asked about who has an input in rule formation; some of the kindergarten teachers stated that they established classroom rules that they will

implement in their classrooms by themselves. Those teachers may see themselves as the main authority figures who decide on the flow of the classroom and therefore they may ignore other sources such as parents, students or other parties when developing classroom rules for their classrooms. Moreover, due to the young ages of the students; some of the teachers may be unwilling to include students in rule development process. There are still some researchers who feel that teachers should determine classroom rules as they are the people who are responsible for the classroom (Rhode, Jenson & Reavis, 1998; Wong & Wong, 2004). Although there were not any studies in literature which reveal the disadvantages of teacher made rules; the significance of student participation in rule making is stressed more (Burden, 2003; Celep, 2000; Curwin, 2003; DeVries & Zan, 1994; Malone & Tietjens, 1998; Nakamura, 2000, Thompson, 2011).

Student participation in rule establishment is also emphasized in many different classroom management approaches (such as positive discipline, democratic teaching approach, assertive discipline model etc.). It is asserted that even very young children can contribute to rule making process and they can participate in rule generating (DeVries & Zan, 2003; Hatch, 2005). The findings of the present study support this view of the researchers. Based on the responses of the kindergarten teachers; it can be discussed that kindergarten teachers put emphasis on student participation in rule establishment process.

One of the basic principles of Turkish National Education is democracy education which includes developing a feeling of responsibility and democratic consciousness in students (Okutan, 2010). To achieve this; it is significant to include students in generating rules that they will follow in the classroom and allowing them to participate in the decision making processes. The results of the present study indicated that regardless of their young age; students may also have a voice in generating rules in kindergarten classrooms.

Finally; the findings of the present study also indicated that kindergarten teachers do not emphasize student made rules. According to Rhode, Jenson, Reavis (1998); classroom rules should not be developed by students. They assert that students may be too much punitive when developing rules and some students may not follow classroom rules developed by peers as they consider their teachers as the main authority figures. It seems that kindergarten teachers also share this idea and feel that students should not develop their own rules. Besides the above reasons, due to the young ages of the students; kindergarten teachers again may not overly emphasize student made rules and feel that children need negotiation of the teachers when developing classroom rules.

5.2. Characteristics of Classroom Rules

In the current study; it was aimed to reveal the characteristics of the classroom rules adopted by kindergarten teachers. For this purpose; *(a) timing of rule establishment, (b) the mostly emphasized rules, (c) strategies to communicate rules, (d) students' knowledge about classroom rules, (e) determination of rewards and consequences, (f) strategies for monitoring rule understanding, (g) time for rule change, (h) important views on classroom rules, (ı) the average number of classroom rules, and (j) rule statements (positive or negative rules)* were all examined.

Regarding the timing of the rule establishment, the results of the present study yielded that classroom rules are established at the beginning of the school year at kindergarten grade and kindergarten teachers clarify their expectations in the first few weeks of the beginning of the school year. The results of the past studies revealed that classroom management activities at the beginning of the school year had an influence on the rest of the school year (Emmer & Evertson, 1979; Emmer & Evertson, 1981; Evertson & Neal, 2006) and the researchers suggested that classroom rules should be generated at the beginning of the school year. When teachers do not establish rules at the beginning of the school year, they may confront with behavioral problems of the

students through the rest of the school year. Therefore; teachers need to establish rules at the very beginning of the school year (Günay, 2005). The results of the current study may imply that kindergarten teachers recognize the significance and benefits of developing classroom rules at the beginning of the school year.

Paley (1993) states that many teachers put emphasis on establishing very important classroom rules including "not harming others". This view of the author supported with one of findings of the present study which indicated that the majority of the kindergarten teachers put emphasis on including classroom rules which are related to "not harming friends" in their classrooms. This result can be attributed to the ages of the students. As kindergarten teachers work with children who are between the ages 4 to 6; they may try to ensure the safety of the students by constructing safety rules in their classroom like "not harming friends". In literature; it is also asserted that rules related to "not harming others and themselves" should be one of the rule categories in in early childhood centers (Machado & Botnarescue, 2010). In addition to this; kindergarten teachers also reported that they put emphasis on including classroom rules that are related to "raising hand to speak" and they rated this rule as important. By developing such rules; teachers may aim to develop social skills and interaction abilities of students. Finally; kindergarten teachers rated "not taking others' materials without permission" as less important. Taking others' materials without permission is a common behavior in young children because in these years children do not grasp the idea of ownership and they think that it is their right to take others' materials without permission. This behavior usually decreases between five and seven years of age (Davies, 2006). Therefore; kindergarten teachers may consider as less important to establish a rule about not taking materials without permission compared to safety rules or interaction rules.

In order rules to be effective; all students should be informed about the classroom rules and every child should have a clear understanding of the teachers' expectations

(Machado & Botnarescue, 2010). Majority of the kindergarten teachers who participated in the present study stated that students know the classroom rules generated in the classroom. This finding is consistent with that found in one of the past studies (Günay, 2005). It can be asserted that many of the teachers put emphasis on students' knowing of classroom rules and communicate all the classroom rules to their students. However, the results also indicated that many of the kindergarten teachers reported that their students know only a few of the classroom rules generated. This result may be attributed to the number of the classroom rules and ages of the students. If there is several number of the classroom rules, students may not be able to keep in mind all classroom rules (McGinnis & Goldstein, 2003). In addition to this; due to the young ages of the students; even if the rules are communicated by the teachers, students may have difficulty in remembering the rules established.

The findings of the previous studies concluded that teachers communicate classroom rules to students as verbally and written (Günay, 2005; Pigman, 2001). The results of the present study suggested a different finding and illustrated that kindergarten teachers prefer communicating rules verbally to students. As kindergarten students do not know how to read and write at this grade; kindergarten teachers may need to prefer communicating rules verbally rather than as written to students. However; although students do now know how to read and write; teachers could prepare a classroom rules list by adding pictures for rules so that they can refer to rules whenever needed (Grossman, 2004).

When asked about the determination of rewards and consequences; the majority of the kindergarten teachers who participated in the present study reported that they determine rewards and consequences for rules. This finding is consistent with that was found in one of the past studies which concluded that a great majority of the teachers determine rewards and consequences when developing classroom rules

(Günay, 2005). However; the results of the present study also illustrated that there are many kindergarten teachers who stated that they determine rewards and consequences only for some of the classroom rules. Determining rewards and consequences for classroom rules is a difficult process (Günay, 2005). Therefore; kindergarten teachers may have difficulty in generating a consequence or reward for each of the rules that they publish and they may determine rewards and consequences only for some of the rules.

In almost all classrooms; rules are published. However; just establishing rules may not guarantee that students will understand them. Therefore; teachers should monitor the students' understanding and rule following continuously so that effectiveness of the classroom rules can be ensured. In the current study, it was found that kindergarten teachers monitor students' understanding of the rules through the use of different strategies. Mostly reported strategies by kindergarten teachers to monitor understanding indicated observation. Observation includes observing the actions of the children at particular times and situations and it may be easily implemented by the classroom teachers in early childhood settings (McGinnis & Goldstein, 2003). Therefore; kindergarten teachers may prefer using observation for monitoring rule understanding more than the other methods. Drama (having children to act out the rules) was also stated as a mostly used strategy for monitoring rule understanding. Drama is a significant strategy for especially young children and for primary grades (Jones & Jones, 2007; Wee, 2009) and therefore, it could be preferred by kindergarten teachers for monitoring rule understanding.

In previous studies; it was found that teachers usually publish an average of 5 classroom rules for their classrooms (Howard & Norris, 1994; Pigman, 2001). The results of the present study documented that kindergarten teachers publish an average of 7.26 classroom rules. In literature; it is usually suggested that teachers should publish 3 to 8 classroom rules for their classrooms (Barkie, 2006; Emmer, Evertson

& Worsham, 2000; Jones, 1987; Konza, Grainger & Bradshaw, 2003). Therefore; the average number of classroom rules found in this study is between the ranges suggested for classroom rules. However; when deciding on the number of the classroom rules; teachers need to consider the age group and maturity levels of the students that they work with and limit the number of classroom rules as much as possible for kindergarten classrooms. When there are too many rules; young children may be overwhelmed and they may refuse to obey by the classroom rules (Poole, Miller & Booth, 2003)

The participants of the present study mostly shared the idea that rules should be flexible and they should be changed especially if rules are not effective in establishing the desired behaviors. These views are also supported by researchers who state that rules should change when conditions change and they should be flexible (Arslan, 2005; Cooley, 2007; Hensley & Pratt, 2005; Stalbaum, 2005). It is asserted that one of the responsibilities of teachers is to offer a flexible learning environment and rules published in the classroom should be flexible to contribute to such a learning environment (Tomlinson & Strickland, 2005). This result of the current study may imply that kindergarten teachers put emphasis on generating flexible classroom rules and offering a flexible environment for their students.

Analysis of rule statements reported by participants showed that majority of the kindergarten teachers use more positively stated rules (do rules) when compared to negative ones (don't rules) in their classrooms. Positively stated rules mainly emphasize the desired behaviors whereas the negative ones indicate undesired behaviors (Burden, 2003). It seems that kindergarten teachers tend to focus on communicating expectations through using a positive manner. One of the main purposes of classroom rules includes developing positive interactions. Through the use of positively stated classroom rules; a positive learning environment in the classroom can be constructed (Shores, Gunter, Denny, & Jack, 1993). Therefore;

positively stated classroom rules should be emphasized so that a positive learning environment can be achieved. In addition to this; when positively stated classroom rules are used instead of negative ones; problematic behaviors of the students may decrease (Kerr & Nelson, 2002).

5.3. Difficulties Faced in the Process of Establishing and Implementing Classroom Rules

The third question of the current study deal with the difficulties that may be confronted in the process of establishing and implementing classroom rules. Past studies that deal with this issue documented that teachers do not face any difficulty in the process of establishing classroom rules (Günay, 2005) but rather they confront with some difficulties in the process of implementing classroom rules (Günay 2005; Ök, Göde & Alkan, 2000). The findings of the present study also documented similar results with that found in the previous studies. Kindergarten teachers who participated in the study reported that they do not face any difficulties when establishing classroom rules. The teachers who participated in previous studies were primary grade teachers and in the current study the participants included kindergarten teachers. Therefore; it can be said that teachers, no matter which grade level they work with, do not generally face much with difficulties when developing classroom rules. This result is surprising because development and identification of classroom rules is a difficult process (Victor, 2005). This result may imply that teachers have the necessary knowledge and skills to overcome the possible difficulties that may be confronted in the process of developing classroom rules.

Each child is grown up with a different parenting style. Therefore; they come to the classroom with different habits and with rules that they learned from their families. These differences may cause some difficulties in rule implementation process (Denizel-Güven & Cevher, 2008). The results of the current study illustrated that kindergarten teachers confront with some difficulties when implementing classroom

rules. Mostly reported difficulty indicated lack of parental support and involvement and attitudes of parents. Kindergarten teachers indicated that parents of the students do not participate and provide support when implementing classroom rules and they do not support the classroom rules generated in the classrooms. In recent years; parent participation in educational activities is suggested and the benefits of parent participation in their students' education are overly emphasized (Morgan, 2009). Involvement of the parents in their children's education can be quite important in the quality of educational activities and lack of support and involvement may cause problems in the practices as documented in the results of the current study.

Another frequent difficulty in implementing rules indicated students' having difficulty in perceiving or understanding classroom rules. This result may be attributed to the young age of the students with whom kindergarten teachers work. Ages and developmental levels of the students may influence how they perceive and understand classroom rules and even these may affect children's understanding of what a rule really means. This difficulty may also result from that kindergarten teachers publish classroom rules which are not appropriate for ages or developmental levels of the students which in turn cause problems in implementing classroom rules. However; these issues are not in the scope of the present study. Those issues may be examined in further studies.

5.4. Teaching Experience

In previous studies; researchers examined the average number of classroom rules, how rules stated, and perceived effectiveness of classroom rules and searched for if teaching experience had an effect on these practices regarding classroom rules. These studies compared less and more experienced teachers and they concluded that experience did not have an effect on these practices of the teachers in relation to classroom rules (Howard & Norris, 1994; Pigman, 2001). However; it was documented that experience of the teachers resulted in some differences regarding

some of the practices which included the ability to enforce classroom rules fairly and firmly, providing a rationale for rules, and having rules posted by the first week of the school year. More experienced teachers emphasized more these practices when compared to less experienced counterparts (Pigman, 2001).

In the current study; it was also attempted to find if there is any effect of the teaching experience on the classroom rules practices of the kindergarten teachers measured by the CRPS which was adapted by the researcher. Less experienced and more experienced teachers were compared whether there were differences on the factors that are considered by kindergarten teachers in rule establishment process and the strategies used by kindergarten teachers for students' rule following. Results have indicated that there is not a statistically significant mean difference between less experienced and more experienced teachers on these issues.

Past studies suggested that teaching experience is one of the qualities of the teachers that affects the classroom management activities and the researchers found that there were differences between less and more experienced teachers in relation to management activities (Brock & Grady 1998; Carter, Cushing, Sabers, Stein & Berliner, 1988; Kerrins & Cushing, 2000; Martin, Yin & Mayall, 2006; Sabers, Cushing & Berlinder, 1991). It was also found that more experienced teachers were more effective in classroom management activities compared to their less experienced counterparts (Rosenholtz, 1986). Although classroom rules are one of the natural and integral parts of classroom management activities, the results of the current study and the past studies clearly document that teaching experience of the teachers does not significantly have an effect on the practices of teachers in relation to classroom rules. Number of years in teaching profession resulted only minor differences between less and more experienced teachers concerning the implementation of classroom rules (Pigman, 2001). Both less and more experienced teachers nearly have similar practices about classroom rules and it seems that both

groups favor a similar approach about the establishment and implementation of classroom rules. This may result from that many teachers today participate in in-service training programs about classroom management activities. When the characteristics of the sample of the present study are examined; it is possible to see that a great majority of the teachers benefited from such training opportunities (80.9 %). Moreover; most of the kindergarten teachers reported that they took a course which is related to classroom management during their education (66.2 %). Those programs or courses may lead to similar practices concerning the establishment and implementation of classroom rules together with other management activities between less and more experienced teachers. Moreover; less experienced teachers may model the practices of their more experienced counterparts regarding rule establishment and implementation.

5.5. Implications of the study

Throughout this study; source and characteristics of the classroom rules adopted by kindergarten teachers were analyzed and the difficulties faced in rule generation and implementation processes were examined. This study lends itself to the several implications for kindergarten teachers, school administrators and practitioners.

Although classroom rules are not the only tools for offering an effective management system in classrooms; it is clear rules are the first step for preparing such an effective management system as rules serve for many good purposes in the classroom (Evertson & Weinstein, 2006). Especially; at kindergarten grade setting limits in the form of classroom rules may promote the rule following behaviors of the students at later grades (Allen, Cowdery & Johnson, 2011; Koza & Smith, 2007). Therefore; the results of the present study suggest that students should be introduced with classroom rules at kindergarten grade which will help them to adopt to social and democratic life.

Classroom rules are significant for kindergarten grade but the effectiveness of the rules depends on the ways through which rules are established and implemented. This study may make a significant contribution regarding classroom rules at kindergarten grade as it offers a detailed picture of the source and characteristics of the classroom rules as well as the difficulties confronted in the process of establishing and implementing classroom rules. The systematic analysis of the classroom rules conducted in the present study may enhance a more conscious implementation of the rules and therefore may contribute to a more professional classroom management system at kindergarten grade.

The results of the present study might especially have implications for kindergarten teachers. One of the key findings of the present study indicated that majority of the kindergarten teachers emphasize student participation in rule establishment process. There is not a common general view on who should have input in the rule development process in the literature. However; the benefits of student participation in rule development are clearly documented. By engaging in the rule formation process; students feel a sense of ownership (Konza, Grainger & Bradshaw, 2003) and in turn, the respect for rules and rule following of the students increase (Bahman & Maffini, 2008). Student participation in rule making leads to an understanding of how the larger communities function. Through involving students in rule making process more; teachers may contribute to development of democratic consciousness of young children. It seems that kindergarten teachers only need an increased understanding of why student participation is so important at kindergarten level. It is important to keep in mind that this involvement should be a true participation of the students. Just verbally repeating the rules of the teachers does not mean that student participation in rule making process takes place (Kohn, 2006). Therefore; kindergarten teachers should emphasize the true and active participation of the students for the effectiveness of the classroom rules that they publish.

The results of the present study may also negotiate the kindergarten teachers to review their classroom rules practices in relation to the number of the classroom rules. It is clearly seen that kindergarten teachers do not emphasize a long list of classroom rules. However, considering the ages of the students; it is hoped that kindergarten teachers will limit the number of classroom rules they publish based on the light of the results of the present study. Preschool and kindergarten classrooms should include 4 or 5 classroom rules which are workable (McGinnis & Goldstein, 2003) and both students and teachers may have difficulties in remembering more than five rules (Anderson & Spaulding, 2007). To limit the number of the classroom rules; kindergarten teachers may publish more general classroom rules for each of the issues that they would like to include. For instance; they may generate a rule for movement, another rule for how to speak in the classroom or a rule for safety issues and they may support those rules with appropriate routines in the classroom (Konza, Grainger & Bradshaw, 2003).

One of the contributions of the present study is that it shed light to the difficulties confronted in the implementation of classroom rules. Mostly reported difficulty in implementing classroom rules indicated lack of parental support by kindergarten teachers. If schools and parents do not work in hand in hand on classroom rules; there may be some problems in the implementation of those rules (Köktas, 2009). Support of the parents is essential for a good rule management plan (Rademachar & Callahan 1998). Therefore; parent support should continuously be provided so that classroom rules can be effective (Mayer, 1999). To overcome difficulties which arise from the families, kindergarten teachers may start with knowing about the families of the students. They may also regularly communicate with the families about the classroom rules published for their classrooms. They might even involve the parents in rule making process. The teachers may send the classroom rules as well as consequences for breaking rules to the parents of the students and may have them to sign the classroom rules like a contract (Burden, 2003). Sending the last draft of the classroom

rules to parents may help to prevent misunderstandings and may increase the support of the parents as well (Mayer, 1999). In order rules to be effective; they should be clear for parties including students, parents, and staff (Bear, 2010). Therefore; regular meetings may also be offered by the teachers to inform and involve parents in rule implementation process and to give information about the rule following behaviors of the students.

To overcome difficulties which result from children in the implementation of classroom rules; teachers may increase the level of student participation in rule making. If children participate in this process more; they better understand classroom rules and they become willing to obey by the classroom rules (Poole, Miller & Booth, 2003). In addition to this; teachers may use more concrete strategies to communicate and teach classroom rules to their students at kindergarten grade. Using icons and pictures leads to an increased understanding of classroom rules especially for young children (Rhode, Jenson & Reavis, 1998).

A final implication of the present study is that the benefits of effective classroom rules are well documented in the literature. Therefore; each teacher should have knowledge and awareness about how to develop effective classroom rules to promote an environment that is conducive to learning (Pigman, 2001). There are many guidelines for making good classroom rules. To inform teachers about these guidelines, teacher education programs might be developed. In addition to this; school directors may also support the teachers and offer opportunities so that they can develop effective classroom rules which are also consistent with the rules of the whole school. Kindergarten teachers might also be offered with in-service training programs which will guide them in terms of realizing and overcoming the difficulties that they might confront in the implementation of classroom rules so that the effectiveness of the classroom rules can be ensured.

5.6. Recommendations for Future Research

In this study; quantitative method was used to collect data about the scope of the study. Although the research instrument used in the study also indicated some open-ended questions; qualitative methods can be used by other researchers to deeply examine classroom rules published by kindergarten teachers. They can construct interviews which are useful in deeply understanding the classroom rules practices of kindergarten teachers. Observations that occur in real classroom setting especially at the beginning of the school year can also reveal detailed data about how rules are generated or implemented. Moreover; video-recordings in classroom settings can provide a detailed understanding in relation to classroom rules adopted by kindergarten teachers.

As stated before; this study was based on the responses provided by kindergarten teachers. In other words; the data was collected from kindergarten teachers' themselves. Therefore; other participants like children or school directors can also be included in future studies to examine the processes of generating and implementing classroom rules at kindergarten grade.

In the present study; the effect of teaching experience on classroom rules was examined and it was found that teaching experience did not have an effect on the practices of kindergarten teachers in relation to classroom rules. Later studies may investigate the effect of other variables like age group of students in relation to classroom rules practices. Moreover; in the present study, the number of males as participants were not many. Therefore; in the future studies more males can be added to the studies as participants and the effect of gender on classroom rules practices can also be explored. Finally; working in a public or private school may also be a variable that affects classroom rules practices and the effects of working in different types of schools may also be examined in future studies.

In order to understand the effects of teaching experience on classroom rules practices of kindergarten teachers in more detail, qualitative studies may be constructed. Those studies may provide detailed data about whether less and more experienced teachers really differ in relation to their classroom rules practices.

For the purposes of the present study; kindergarten teachers who work in Ankara were selected as the sample. It should be noted that although the participants were teachers who work in different districts of Ankara; they may not fully represent all kindergarten teachers in Turkey. Therefore; the results of the present study should be verified by other studies with a more representative sample of kindergarten teachers.

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Appendix A: Sample Items of Classroom Rules Survey

SINIF KURALLARI ANKETİ

BÖLÜM I

1. Cinsiyetiniz?

   [ ] Kadın   [ ] Erkek

2. Öğrenim düzeyiniz?
   - [ ] Kız Meslek Lisesi
   - [ ] Ön Lisans
   - [ ] Lisans
   - [ ] Yüksek Lisans, Doktora
   - [ ] Diğer, lütfen belirtiniz …………………………………

3. Mezun olduğunuz bölüm?
   - [ ] Okul Öncesi Öğretmenliği
   - [ ] Çocuk Gelişimi ve Eğitimi
   - [ ] Diğer, lütfen belirtiniz ………………………………

4. Kaç yıldır çalışıyorsunuz?

   [ ] 1–5 yıl   [ ] 6–10 yıl   [ ] 11–15 yıl   [ ] 16–20 yıl   [ ] 21 yıl ve daha fazla

5. "Sınıf Yönetimi ve Disiplin" ile ilgili herhangi bir hizmet içi eğitim programına katıldınız mı?

   [ ] Evet   [ ] Hayır

BÖLÜM II
- Lütfen sınıf kurallarını belirlerken neleri dikkate aldığınızı ve sınıf kuralları ile ilgili uygulamalarınızı düşünerek aşağıdaki ifadeleri değerlendiriniz ve size en uygun gelen seçeneği daire içine alınız.

SINIF KURALLARI UYGULAMA ÖLÇEĞİ	Her zaman	Çoğunlukla	Bazen	Hiçbir zaman
3. Sınıf kurallarını zümre öğretmenlerinin belirlemesini dikkate alırım.	1	2	3	4
6. Okulun ve çevrenin özelliklerini dikkate alırım.	1	2	3	4
7. Velilerin istek ve beklentilerine uygun kurallar oluşturmayı dikkate alırım.	1	2	3	4
11.Öğretmenin ihtiyaçlarını dikkate alırım.	1	2	3	4
25. Kuralları veli toplantılarında açıklarım	1	2	3	4
29. Kurala uyan öğrencileri "Aferin", "Teşekkür ederim" şeklinde ödüllendiririm.	1	2	3	4

BÖLÜM III

2. Sınıfta mutlaka olmasına önem verdiğiniz kurallar aşağıdakilerden hangisi ile ilgilidir? (Lütfen önem sırasına göre 3 tanesini işaretleyiniz. 1: Daha az önemli, 2: Önemli, 3: Çok önemli).

[ ] Parmak kaldırarak söz almak
[ ] Sınıf ve çevre temizliği
[ ] Kişisel temizlik
[ ] Arkadaşlarına zarar vermemek
[ ] Geç kalmamak
[ ] Sınıfta uygun olmayan yer ve zamanda konuşmamak
[ ] Çöp atmamak
[ ] Etkinlikler esnasında başka şeylerle uğraşmamak
[ ] Sınıf eşyalarını korumak
[ ] Şikayet etmemek
[ ] Doğru söylemek
[ ] Başkasına ait eşyaları izinsiz almamak
[ ] Dikkat dağıtıcı gürültü yapmamak
[ ] Etkinlikler esnasında sınıfta keyfi dolaşmamak
[ ] Diğer, lütfen belirtiniz ....

5. Sınıfta uygulayacağınız kuralları kimler belirler?
   a. Öğrenciler
   b. Öğretmen
   c. Öğretmen ve Öğrenciler
   d. Diğer, lütfen belirtiniz…………………………………………………

7. Sınıf kurallarının öğrencileriniz tarafından anlaşılıp anlaşılmadığını nasıl kontrol ediyorsunuz?

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9. Sınıf kuralları ile ilgili olarak benimsediğiniz en önemli görüşler aşağıdakilerden hangileri ile ilgilidir? (Lütfen önem sırasına göre 3 tanesini işaretleyiniz. 1: Daha az önemli, 2: Önemli, 3: Çok önemli).

( ) Kurallar her durum ve kişi için geçerlidir, esneklik olamaz.
( ) Kurallar zaman zaman esneyebilir, küçük aksaklıklar görmezden gelinebilir.
( ) Kurallarla ilgili olarak ilk günlerde katı daha sonraları esnek bir tutum sergilenmelidir.
( ) Kurallara uyanlar sınıfta daima örnek gösterilmelidir.
( ) İstenilen davranış elde edilene kadar kural sınıfta uygulanmalıdır.
( ) Sınıfta kural oluşturmak bir zorunluluk değildir.

10. Kaç tane sınıf kuralınız var?
   [ ] 1   [ ] 2   [ ] 3   [ ] 4   [ ] 5   [ ] 6   [ ] 7   [ ] 8   [ ] 9   [ ] 10

   Diğer, lütfen sayısını belirtiniz …………

13. Kuralları uygulamada ne gibi güçlüklerle karşılaşıyorsunuz?

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Appendix B: Tez Fotokopi İzin Formu

METU LIBRARY

TEZ FOTOKOPİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü	☐
Sosyal Bilimler Enstitüsü	☒
Uygulamalı Matematik Enstitüsü	☐
Enformatik Enstitüsü	☐
Deniz Bilimleri Enstitüsü	☐

YAZARIN

Soyadı : KAYA
Adı   : Songül
Bölümü : Okul Öncesi Eğitimi

TEZİN ADI : Examining the Process of Establishing and Implementing Classroom Rules in Kindergarten

TEZİN TÜRÜ :   Yüksek Lisans   ☒   Doktora   ☐

1. Tezimin tamamı dünya çapında erişime açılsın ve kaynak gösterilmek şartıyla tezimin bir kısmı veya tamamının fotokopisi alınsın.   ☒

2. Tezimin tamamı yalnızca Orta Doğu Teknik Üniversitesi kullanıcılarının erişimine açılsın.   ☐

3. Tezim bir (1) yıl süreyle erişime kapalı olsun   ☐

Yazarın imzası   ....   Tarih ....