

## FROM THEORY TO PRACTICE IN CLASSROOM MANAGEMENT: A PHENOMENOLOGICAL STUDY OF PRESERVICE EARLY CHILDHOOD TEACHERS' EXPERIENCES

### DA TEORIA À PRÁTICA NA GESTÃO DA SALA DE AULA: UM ESTUDO FENOMENOLÓGICO DAS EXPERIÊNCIAS DE PROFESSORES EM FORMAÇÃO NA EDUCAÇÃO INFANTIL

Article received on: 12/11/2025

Article accepted on: 3/12/2026

**Burcu Bilir Koca\***

\*Çanakkale Onsekiz Mart University (COMU), Çanakkale, Türkiye

Orcid: <https://orcid.org/0000-0002-8292-0358>

[burcubilir@comu.edu.tr](mailto:burcubilir@comu.edu.tr)

**İlayda Gürsoy Kızılaslan\***

\*Çanakkale Onsekiz Mart University (COMU), Çanakkale, Türkiye

Orcid: <https://orcid.org/0000-0001-9069-658X>

[ilaydagursoy@comu.edu.tr](mailto:ilaydagursoy@comu.edu.tr)

The authors declare that there is no conflict of interest

#### Abstract

This study examines how the knowledge and skills acquired by preservice early childhood teachers through the Classroom Management and Teaching Practicum courses are reflected in their classroom management processes. The study was designed using a phenomenological approach. The participants consisted of 26 preservice teachers studying in the Department of Education of Çanakkale Onsekiz Mart University. The sample was determined through criterion sampling, with the criterion of having completed both the Classroom Management and Teaching Practicum courses. Data were collected through individual interviews using semi-structured interview forms and analyzed through content analysis. The findings indicate that the Classroom Management course increases preservice teachers' professional awareness, particularly regarding classroom management concepts, time management, creating a positive classroom climate, and coping with problem behaviors. However, participants emphasized that the practical dimension of the course is limited and that more opportunities for real classroom experiences are needed. The findings also revealed that preservice teachers were able to use their theoretical knowledge to some extent during the teaching practicum, but experienced difficulties related to classroom dynamics, individual differences among children, and crisis management. The results suggest that teacher

#### Resumo

*Este estudo examina como os conhecimentos e as competências adquiridos por professores em formação inicial na educação infantil, por meio das disciplinas de Gestão de Sala de Aula e Prática de Ensino, se refletem em seus processos de gestão da sala de aula. O estudo foi delineado com base em uma abordagem fenomenológica. Os participantes foram compostos por 26 professores em formação inicial matriculados no Departamento de Educação Infantil da Faculdade de Educação da Universidade Çanakkale Onsekiz Mart. A amostra foi determinada por meio de amostragem por critério, sendo o critério a conclusão das disciplinas de Gestão de Sala de Aula e Prática de Ensino. Os dados foram coletados por meio de entrevistas individuais utilizando formulários de entrevista semiestruturados e analisados por meio de análise de conteúdo. Os resultados indicam que a disciplina de Gestão de Sala de Aula aumenta a consciência profissional dos professores em formação, especialmente em relação aos conceitos de gestão da sala de aula, gestão do tempo, criação de um clima positivo em sala e enfrentamento de comportamentos problemáticos. No entanto, os participantes enfatizaram que a dimensão prática da disciplina é limitada e que são necessárias mais oportunidades de experiências reais em sala de aula. Além disso, os resultados revelaram que os professores em formação conseguiram utilizar, em certa medida, seus conhecimentos teóricos durante a prática de ensino, mas enfrentaram*



education programs should integrate theory and practice more effectively.

**Keywords:** Classroom Management. Early Childhood Education. Teaching Practice. Preservice Teachers. Phenomenological Study.

*dificuldades relacionadas às dinâmicas da sala de aula, às diferenças individuais entre as crianças e à gestão de crises. Os resultados sugerem que os programas de formação de professores devem integrar teoria e prática de forma mais eficaz.*

**Palavras-chave:** Gestão de Sala de Aula. Educação Infantil. Prática de Ensino. Professores em Formação. Estudo Fenomenológico.

## 1 INTRODUCTION

The classroom, which constitutes the fundamental unit of the education system, is a learning environment where educational goals are transformed into behaviors. Classrooms are educational settings in which instructional activities are carried out and communication and interaction take place (Erbaş, 2010). Norris (2003) states that classrooms are an important variable in the learning process and emphasizes that a positive learning environment can only be established when the teacher possesses strong classroom management skills. The extent to which instructional activities implemented in the classroom achieve their intended goals is closely related to effective classroom management (Özsoy, 2003). Numerous studies have indicated that teachers' classroom management skills play a key role in creating an effective teaching and learning environment (Akar, 2007; Charles, 1996; Langdon, 1996; Lewis, 1999; Tantekin Erden, 2002; Wang *et al.*, 1993).

Classroom management skills refer to teachers' ability to create environments that enable learning activities to occur at the highest level (Weinstein, 1996). Brophy (1996) defines classroom management as the act of creating and maintaining an effective learning environment in order to ensure the successful implementation of educational activities. Classroom management also involves implementing activities that support students' academic and social development (Evertson & Weinstein, 2006). According to another definition, classroom management is the teacher's expertise in organizing the learning environment in accordance with students' developmental characteristics and supporting their learning (Stronge *et al.*, 2004). Çelik (2002) defines classroom

management as determining classroom rules, maintaining order in the classroom, managing instruction and time effectively, and creating a positive learning climate. Classroom management can also be described as the process of mobilizing instructional resources and students in line with the objectives of the classroom (Celep, 2002; Demirtaş, 2009).

Classroom management is a multidimensional and complex concept (Martin & Sass, 2010). It involves numerous decisions aimed at creating an effective learning environment in the classroom, such as how to arrange seating, how to manage time, how to organize materials, and how to ensure students' active participation (Emmer & Gerwels, 2005). The organization of the physical classroom environment, the planning and implementation of instructional activities, and the management of student behavior are considered among the dimensions of classroom management (Carter & Doyle, 2006; Levin & Nolan, 2007; Weinstein & Novodvorsky, 2011; Weinstein *et al.*, 2011). Marzano (2003) also identifies the establishment of classroom rules, the maintenance of discipline, effective communication in the classroom, and the creation of an appropriate mental climate for management as key dimensions of classroom management. Classroom management is a goal-oriented activity. When teachers plan activities by considering students' individual differences and needs (Copple & Bredekamp, 2009), they can manage the classroom effectively and achieve the objectives of the classroom (Evertson & Weinstein, 2006; Good & Brophy, 1991).

Early childhood education refers to the educational process that begins at birth and continues until the start of primary school. It takes into account children's individual differences and developmental characteristics and aims to help them acquire the cultural values of society (Oğuzkan & Oral, 2000). Early childhood education supports children in developing desirable behaviors and gaining confidence in applying what they learn (Early *et al.*, 2006). Through early childhood education, it becomes more possible to raise individuals who are inquisitive, capable of problem solving, adaptable to innovations, able to express themselves, and entrepreneurial citizens. The quality of early childhood education plays a significant role in shaping society in a positive way (Gezgin, 2009; Özbey & Köyceğiz-Gözeler, 2020).

In order for preschool teachers to help children acquire desirable behaviors, they need to be well-equipped in terms of classroom management. Wang *et al.* (1993) found

that effective classroom management positively influences the educational activities carried out by children. Teachers' competence in classroom management also facilitates their ability to intervene in undesirable behaviors that emerge in the classroom (Gettinger & Fischer, 2015).

It has been reported that both teachers and preservice teachers may experience inadequacies in classroom management and that many teachers have difficulty managing their classrooms effectively (Mathews, 2000). Studies on classroom management also indicate that teachers often remain insufficient in managing their classrooms (Şentürk & Oral, 2008). In particular, teachers who are new to the profession tend to experience significant difficulties in classroom management (Brouwers & Tomic, 2000). Similarly, preservice teachers have been found to encounter problems related to classroom management during their practicum experiences in schools (Brophy, 2006; Bullough & Richardson, 2014; Evertson & Weinstein, 2006; Hammerness, 2011; Meister & Melnick, 2003; Nahal, 2010). Research further shows that preservice teachers need support in areas such as planning instruction, maintaining discipline, evaluating instruction, selecting materials, and applying appropriate teaching techniques (Lemlech, 1995). In addition, it has been found that teachers believe they are not adequately prepared in classroom management during their preservice education (Kaliska, 2002). Despite these findings, it is difficult to argue that sufficient importance is given to classroom management in teacher education programs (Erden, 2001). The programs often remain limited in terms of their classroom management content (Stough, 2006). Classroom management courses constitute an indispensable component of teacher education programs (Stough *et al.*, 2015). In Türkiye, the classroom management course has been offered as a compulsory course in higher education institutions that train teachers since the 1997–1998 academic year (Çelik, 2002). In addition, preservice teachers take teaching practicum courses during their preservice education, which provide opportunities to develop their teaching skills. These courses play a crucial role in helping preservice teachers develop classroom management skills and gain practical experience in classroom management.

Examining the extent to which preservice teachers are able to apply the theoretical knowledge they acquire during their education in practicum schools, the degree to which this knowledge aligns with practice, how preservice teachers manage classrooms in practicum settings, and how they develop their classroom management skills is crucial

for evaluating the effectiveness of teacher education programs. Classroom management skills are critical for enabling preservice teachers to support students' academic and social development. In particular, the classroom management skills of preservice early childhood teachers constitute an essential component of supporting children's holistic development in early childhood education. These skills enable preservice teachers to create safe, organized, and supportive learning environments for children. Effective classroom management contributes to children's academic as well as social-emotional development, helping them gain self-confidence and become individuals who are willing to learn. However, a review of the literature indicates that studies examining the classroom management experiences of preservice early childhood teachers and the challenges they encounter during this process remain limited. Therefore, investigating how preservice early childhood teachers develop their classroom management skills and how theoretical and practical components of teacher education contribute to these skills may provide important insights for teacher education processes. In this context, the present study aims to examine how the knowledge and skills acquired by preservice early childhood teachers through the Classroom Management and Teaching Practicum courses are reflected in their classroom management processes. In line with this aim, the following research questions were addressed:

1. What are the views of preservice early childhood teachers regarding the Classroom Management course?
2. How do preservice teachers experience using the theoretical knowledge they acquired in the Classroom Management course during the Teaching Practicum course?
3. What is the role of the Teaching Practicum course in the development of preservice teachers' classroom management skills?

## **2 METHODOLOGY**

This study, which aims to investigate the classroom management experiences of preservice early childhood teachers, was designed as a qualitative study. Qualitative research aims to reveal the meanings that individuals attribute to events based on their lived experiences (Merriam & Tisdell, 2016). The study was conducted using the

phenomenological design, one of the qualitative research methods. Phenomenology is a research design that seeks to gain an in-depth understanding of individuals' experiences related to a particular phenomenon and the meanings they attribute to these experiences (Creswell, 2017; Patton, 2014). This design was preferred in the present study in order to examine preservice teachers' perceptions and attitudes toward classroom management based on their own experiences.

## **2.1 Study group**

The study group consisted of 26 preservice teachers studying in the Department of Early Childhood Education at the Faculty of Education of Çanakkale Onsekiz Mart University. The participants were selected through criterion sampling, one of the purposive sampling methods. In this technique, information-rich cases are selected by identifying individuals who meet specific criteria (Yıldırım & Şimşek, 2021). The criterion for participation in the study was having completed the Classroom Management and Teaching Practicum courses. This criterion was chosen to ensure that preservice teachers had sufficient experience and knowledge to reflect on their classroom management skills within a practical context.

## **2.2 Data collection instrument**

The data were collected through a semi-structured interview form developed by the researchers. Semi-structured interviews allow researchers to obtain in-depth information around predetermined themes and enable participants to elaborate on their experiences (Merriam & Tisdell, 2016). The interview form was prepared by the researchers following a review of the relevant literature and was subsequently submitted for expert review. Based on the experts' feedback, the interview form was revised, and a pilot study was conducted with 10 students studying in the Department of Early Childhood Education. Following the pilot study, the necessary revisions were made, and the interview form was finalized.

### **2.3 Data collection process**

Prior to the data collection process, ethical approval for the study was obtained from the Ethics Committee of the Graduate School of Çanakkale Onsekiz Mart University (Decision No: 81/143, dated 18.04.2025). The data collection process was carried out after obtaining the ethics committee approval. The participants were informed about the purpose of the study and voluntary participation was ensured. Before the interviews, the participants were informed about the content of the study and were told that the data obtained from them would be used for scientific purposes and that no identifying information would be requested. Written informed consent was obtained from the participants indicating that they voluntarily agreed to participate in the study. The interviews were conducted individually in a quiet environment where the participants felt comfortable. Each interview lasted approximately 20–30 minutes.

### **2.4 Data analysis**

The research data were analyzed using inductive content analysis. The aim of inductive content analysis is to derive meaningful patterns, concepts, and themes directly from the data without relying on a predetermined theoretical framework. In this approach, codes, categories, and themes are generated based on participants' statements, and the analysis process progresses in a data-driven manner (Krippendorff, 2019; Miles *et al.*, 2020). First, the written interview forms were analyzed using open coding. The obtained codes were then grouped under themes in order to construct meaningful structures reflecting the experiences of the preservice teachers. To ensure inter-coder reliability, the data were analyzed independently by two researchers, and an inter-coder agreement rate of over 90% was achieved (Miles & Huberman, 1994).

### **2.5 Trustworthiness**

In order to ensure credibility, the researchers continuously compared the results obtained after the data analysis with each other. Inter-coder reliability was calculated to ensure the consistency of the study. Within the scope of credibility, two faculty members

from the Department of Early Childhood Education who are experts in the field also examined the study in depth. To enhance the transferability and consistency of the study, the researchers engaged in discussions with each other in order to control their own biases and to reflect on their assumptions and potential preconceptions, aiming to minimize possible subjective interpretations in the research process. To strengthen internal validity, the data obtained in the study were also reviewed by a faculty member from the Department of Early Childhood Education other than the researchers. In order to ensure the reliability of the study, the procedures followed at each stage of the research were described in detail by the researchers.

### 3 FINDINGS

The findings of the study are presented under three headings in line with the research questions.

#### 3.1 Findings related to the classroom management course

The findings regarding preservice early childhood teachers' views on the Classroom Management course are presented in Table 1.

**Table 1**

*Preservice Early Childhood Teachers' Views on the Classroom Management Course*

<b>Theme</b>	<b>Code</b>	<b>f</b>
Useful Topics Covered in the Course	Classroom management	10
	Time management	5
	Theories	4
	Classroom climate	4
	Practical skills related to the instructional process and classroom management	3
	Coping with problem behaviors	1
Awareness of Classroom Management Before and After the Course	Awareness of classroom management and crisis intervention skills	7
	Awareness of students and classroom processes	5
	Learning attention-gaining strategies	1
Suitability of the Course for Early Childhood Education	Suitable for the early childhood education level	16
	Partially suitable for the early childhood education level	5

	Not suitable for the early childhood education level	2
	Suitable for other education levels	2
Adequacy of the Course in Developing Classroom Management Skills	Adequate	10
	Partially adequate	10
	Inadequate	5
Aspects in Which the Course Was Insufficient	Lack of practice and observation	7
	Insufficient course content	3
Suggestions for Improving the Course	Increasing opportunities for practice and observation	17
	Improving course content and teaching methods	6

When Table 1 is examined, the findings indicate that preservice teachers' views on the Classroom Management course cluster around both positive evaluations and aspects that need improvement. Participants stated that the course content, particularly topics such as the concept of classroom management, time management, classroom climate, and the theoretical framework, contributed to their professional development. In this regard, one participant (P8) stated that *“the overall organization of the classroom, the physical arrangement of the classroom, the use of time in the classroom, and establishing authority in the classroom”* were particularly useful for them. Similarly, another participant (P23) emphasized the practical relevance of the course content by stating that *“effective communication, establishing classroom rules, and coping with problem behaviors were very useful.”* These findings suggest that the course provided preservice teachers with a conceptual framework regarding the fundamental components of classroom management.

Participants also reported that their level of awareness regarding classroom management changed before and after taking the course. The findings indicate that the most notable change occurred in their sense of classroom control and their ability to manage crisis situations. One preservice teacher (P18) expressed this change by stating that *“it changed the way I think during crisis moments and when I cannot maintain discipline. I realized that the control is in my hands.”* Another participant (P26) stated that after the course they better understood the necessity of classroom management and remarked that *“we learned why classroom management should be implemented in our classrooms and the positive outcomes it can bring.”* These statements indicate that the course enhanced preservice teachers' cognitive and professional awareness regarding classroom management.

The majority of the participants stated that the course content was appropriate for the early childhood education level. However, some preservice teachers noted that the course content occasionally included examples related to other school levels (e.g., primary, middle, and secondary education), which did not fully align with the early childhood context. This finding suggests that although the course was generally perceived as appropriate, it could be further strengthened by incorporating examples and practices specifically designed for early childhood education. Participants' views regarding the adequacy of the course in developing classroom management skills varied. While some participants reported that the course contributed to the development of their skills, a considerable number stated that the course was only partially sufficient. These findings indicate that the course was perceived as functional in terms of its conceptual and awareness-raising aspects; however, there was a clear expectation for increasing practice-based experiences. Indeed, one participant (P18) acknowledged the contribution of the course but emphasized the need to strengthen its practical dimension by stating that *"the course improved my classroom management skills, but it should have been more practice-oriented."*

When the criticisms directed at the course are examined, the findings show that a considerable number of participants emphasized the insufficiency of the practical dimension of the course. In particular, the lack of practice and the limited opportunities for classroom observation emerged as the most prominent criticisms. One participant (P23) stated that *"real classroom examples and opportunities for observation were lacking,"* while another participant (P25) emphasized the need for the course to adopt a more practice-oriented structure by stating that *"I wish it had not remained only theoretical; I would have liked these topics to be supported with practical applications as well."* Participants also frequently suggested increasing the number of practical activities in order to make the course more effective. Overall, the findings indicate that preservice teachers' views on the Classroom Management course largely converge on the idea that the course contributes to providing a conceptual framework and enhancing professional awareness, but that it should be supported with more practice-based experiences.

### 3.2 Findings related to the use of classroom management knowledge in the teaching practicum course

The findings regarding preservice early childhood teachers' experiences in using the theoretical knowledge they acquired in the Classroom Management course during the Teaching Practicum course are presented in Table 2.

**Table 2**

*Preservice Early Childhood Teachers' Experiences of Using Theoretical Knowledge Acquired in the Classroom Management Course during the Teaching Practicum Course*

Theme	Code	f
Adequacy of Theoretical Instruction for Practice	Lack of practical activities in the classroom management course	4
	Sufficiency of theoretical knowledge	2
	Limited number of case examples	1
	Lack of content addressing problem situations	1
Alignment between the Classroom Management Course and the Teaching Practicum Course	Fully aligned	17
	Partially aligned	5
	Not aligned	4
Difficulties in Applying Theoretical Knowledge in Practice	Difficulties related to children's individual and developmental characteristics	4
	Difficulties related to classroom management and attention control	2
	Difficulties in managing crisis and emotional situations	2
	Difficulties related to the practicum environment	1
	Difficulties related to teaching methods and student habits	1
Differences between Theory and Practice	Difficulties in transferring theoretical knowledge into practice	6
	Difficulties related to classroom management and establishing authority	3
	Difficulties arising from the dynamic nature of the classroom	2
	Time management and multitasking	2

When Table 2 is examined, the findings indicate that preservice teachers' experiences of using the theoretical knowledge acquired in the Classroom Management course during the Teaching Practicum course display a multidimensional structure. The findings reveal that while there is a certain degree of alignment between theory and practice, various difficulties are also experienced in the process of transferring theoretical knowledge into practice. Under the theme Adequacy of Theoretical Instruction for Practice, a considerable number of participants stated that practical applications were not sufficiently included in the classroom management course. The limited number of case

examples and the lack of content addressing the resolution of problem situations were also mentioned among the issues raised by participants. One participant (P8) expressed this situation by stating that *“the classroom management course was only theoretical, and when I encountered a real classroom environment, theory could not always be applied.”* Another participant (P15) emphasized the need for a more practice-oriented structure by stating that *“if the classroom management course had been conducted through case examples, I could have learned what to do in such situations.”* These findings indicate that although theoretical knowledge is considered sufficient at a conceptual level, there is a need to strengthen the practical dimension of the course.

When the findings regarding the alignment between the content of the Classroom Management course and the Teaching Practicum course are examined, most participants stated that the theoretical knowledge was reflected in practice. In this regard, one participant (P18) stated that *“the content of the classroom management course overlaps with the situations we encounter during the practicum course. In general, the problem situations are also similar to those addressed in the course content,”* indicating that the course content corresponds with the situations they encounter in the practicum environment. However, some participants reported that the alignment was only partial or not applicable to every situation. This finding suggests that although there is a certain degree of alignment between theory and practice, the variable nature of the practicum environment may limit this correspondence. When the difficulties experienced while applying theoretical knowledge in practice are examined, the findings show that challenges particularly arise from children’s individual and developmental differences, classroom management and attention control, as well as crisis and emotional situation management. One participant (P16) explained this situation by stating that *“it is not always possible to apply theoretical knowledge exactly as it is in the classroom, because the dynamics of the classroom change depending on the children’s conditions on that day, so there were moments when I experienced difficulties.”* This statement highlights that theoretical knowledge may not always be sufficient in every situation and draws attention to children’s individual differences. Another participant (P24) stated that *“especially during sudden crisis moments, theory was not sufficient, and I had difficulty managing emotional reactions,”* emphasizing the challenges experienced in managing emotional situations. These findings indicate that preservice teachers encounter unpredictable

situations in practicum settings and may experience difficulties in adapting theoretical knowledge to real-time decision-making processes.

When the statements related to the differences between theory and practice are examined, the most prominent emphasis appears to be the difficulty of transforming theoretical knowledge into practice. Participants stated that theoretical knowledge provides a planned and systematic framework, whereas the practicum environment is multidimensional, dynamic, and open to immediate changes. Indeed, one preservice teacher (P21) clearly illustrated this difference by stating that *“in theory everything is planned and controlled, whereas in practice children’s reactions are much more unpredictable and spontaneous.”* In this context, it can be argued that the difference between theory and practice is not only content-related but also structural, arising from the dynamic nature of the classroom environment. Overall, the findings indicate that preservice teachers’ experiences of using the theoretical knowledge acquired in the Classroom Management course during the Teaching Practicum course involve both alignment and difficulty. While participants stated that theoretical knowledge provides guidance to a certain extent during the practicum process, they also emphasized that the dynamic and unpredictable nature of real classroom environments makes the direct transfer of this knowledge challenging. These findings suggest that theoretical knowledge alone is not sufficient and should be supported by practice-based experiences.

### **3.3 Findings related to the role of the teaching practicum course in developing classroom management skills**

The findings regarding preservice early childhood teachers’ views on the role of the Teaching Practicum course in the development of classroom management skills are presented in Table 3.

**Table 3***Preservice Early Childhood Teachers' Views on the Role of the Teaching Practicum Course in the Development of Classroom Management Skills*

<b>Theme</b>	<b>Code</b>	<b>f</b>
Areas in Which Participants Felt Adequate	General classroom management and instructional process skills	15
	Communication with students and attention management	9
Areas in Which Participants Felt Inadequate	Establishing classroom authority and order	12
	Crisis and problem situation management	4
	Managing the activity process	4
	Difficulty in attracting students' attention	1
	Including inclusive education students in the process	1
Skills Participants Wanted to Further Develop	Developing classroom control and authority	11
	Attention and crisis management skills	8
	Instant decision-making and process management skills	3
Support Needed for Professional Development	More opportunities for practice	7
	Additional professional guidance and informational support	4
	Increasing interaction time with children	2
Strategies Used by Participants	Developing planning skills	1
	Preventive and developmental approaches	4
	Interaction- and participation-based strategies	3
	Strategies for maintaining classroom authority and order	2
	Instructional and material-based strategies	2
What Was Learned Through Observation	Approaches sensitive to individual differences	1
	Classroom control and attention management	13
	Establishing classroom order and routines	4
	Knowing and evaluating students	3
Adequacy of the Practicum Course in Developing Classroom Management Skills	Professional attitudes and values	8
	Communication skills	1
	Adequate	18
Aspects in Which the Practicum Course Was Insufficient	Partially Adequate	3
	Inadequate	4
Aspects in Which the Practicum Course Was Insufficient	Insufficient time for practice and observation	5
	Lack of experience in crisis management	2

When Table 3 is examined, the findings indicate that preservice teachers' views on the Teaching Practicum course are shaped by both the contributions and the limitations related to the development of classroom management skills. Participants stated that during the Teaching Practicum course they felt adequate particularly in general classroom management and instructional process skills, as well as in communicating with students and managing their attention. In this regard, one participant (P24) stated that "*I felt*

*adequate in communicating with children and gathering their attention.*” Similarly, another participant (P25) emphasized the contribution of the Teaching Practicum course to the development of these skills by stating that *“it was a beneficial experience in terms of attracting children’s attention during activities and guiding the classroom.”* These findings indicate that preservice teachers had the opportunity to experience fundamental classroom management and instructional process skills during the Teaching Practicum course.

In contrast, a considerable number of participants reported that they felt inadequate in certain areas. In particular, difficulties related to establishing classroom authority and maintaining classroom order, managing crisis and problem situations, and controlling the activity process were highlighted. One participant (P26) expressed this situation by stating that *“we cannot fully establish authority in the classrooms where we conduct our practicum because we are not the actual teachers of the class.”* Similarly, another participant (P24) stated that *“I felt inadequate in managing conflicts within the group and responding immediately to problem behaviors.”* These findings indicate that preservice teachers may experience difficulties in areas such as classroom control and crisis and problem management when they encounter the dynamic nature of real classroom environments. When the skills that participants wished to further develop were examined, the ability to develop classroom control and authority emerged as the most prominent area. In addition, attention and crisis management skills, as well as instant decision-making and process management skills, were also identified as areas requiring further development. These findings suggest that preservice teachers have come to realize that classroom management is a process that relies not only on theoretical knowledge but also on experience and practical skills.

When the supports that preservice teachers needed during the Teaching Practicum course were examined, the most frequently expressed need was the opportunity for more practical experience. In addition, professional guidance, additional theoretical and practical knowledge, and opportunities for greater interaction with children were also mentioned. In this regard, one participant (P15) emphasized the importance of increasing the duration of practicum experiences by stating that *“I think I need to engage in more practice and spend more time in the classroom.”* When the strategies used during the Teaching Practicum course were examined, the findings show that preservice teachers

employed preventive and developmental approaches, interaction- and participation-based strategies, and methods aimed at maintaining classroom order. In addition, the use of instructional materials and approaches sensitive to individual differences were also reported to be adopted during the teaching process. Furthermore, participants stated that by observing their mentor teachers during the practicum, they learned many professional skills such as classroom control, attention management, establishing classroom order, and communicating with students. These findings indicate that the observation process constitutes an important source of learning for preservice teachers' professional development.

When the evaluations regarding the adequacy of the Teaching Practicum course were examined, the findings indicate that the majority of participants believed that the course contributed to the development of their classroom management skills. However, some participants stated that the course was only partially adequate or insufficient in certain aspects. The most frequently mentioned limitations of the course were the insufficient duration of practicum and observation opportunities, as well as the lack of experience related to crisis management. One participant (P11) expressed this situation by stating that "since the duration of practice and observation is limited, we may remain insufficient in many areas."

These findings indicate that the practicum process provides an important learning context for the professional development of preservice teachers; however, participants emphasized the need for increased opportunities for practice and observation, as well as greater experience in crisis management. Overall, the findings suggest that the Teaching Practicum course plays an important role in the development of preservice teachers' classroom management skills.

#### **4 DISCUSSION**

The findings of the study are discussed under three main headings corresponding to the research questions.

#### 4.1 Discussion of the classroom management course

The findings of the present study indicate that preservice teachers found several topics addressed in the Classroom Management course highly beneficial. Participants stated that the course contributed to their professional development particularly in areas such as time management, establishing a positive classroom climate, effective communication, and coping with undesirable student behaviors. Similarly, Yeşilyurt (2008) found that preservice teachers gained important competencies from the classroom management course in areas such as time management, maintaining a balance between discipline and instruction, communication, and creating a democratic and free classroom environment. Likewise, Özdemir (2017) reported that the classroom management course contributes to developing knowledge and skills related to effective time use, intervening in problems, and organizing the classroom environment efficiently.

In addition, the results of the present study show that preservice teachers reported an increase in their awareness of classroom management after completing the Classroom Management course. Participants emphasized that their perspectives toward both the classroom and the child had transformed, and that their awareness increased particularly in areas such as attention-gaining strategies, planning activity transitions, crisis management, and understanding children. These findings suggest that the course contributes not only to theoretical knowledge but also to the development of reflective awareness regarding classroom practices. Similarly, Ekici (2008) found that the Classroom Management course positively influenced preservice teachers' attitudes and beliefs toward classroom management. Taken together, these findings indicate that the Classroom Management course contributes to preservice teachers becoming more knowledgeable and conscious practitioners in classroom settings.

The findings of the present study also indicate that the Classroom Management course was generally perceived by preservice teachers as being compatible with the context of early childhood education. The majority of participants stated that the course content was applicable to preschool classroom settings. However, some participants pointed out that certain examples and content presented during the course were occasionally oriented toward primary or secondary school levels, and therefore did not fully correspond to the preschool context. Similarly, Öztürk *et al.* (2014) found that

preservice early childhood teachers considered the content of the Classroom Management course to be insufficiently aligned with the needs of preschool education settings. These findings suggest that the content of the Classroom Management course may need to be further structured in a way that more directly addresses the specific needs of early childhood education. Furthermore, the results revealed that the majority of preservice teachers considered the Classroom Management course to be adequate in supporting the development of classroom management skills. Participants' evaluations in this regard support the view that the Classroom Management course constitutes a functional and necessary learning component in the process of preparing preservice teachers for the teaching profession.

However, the findings also revealed that preservice teachers considered certain aspects of the Classroom Management course to be insufficient. In particular, the lack of a practical component was the most frequently emphasized issue. Similarly, many studies conducted with preservice teachers have reported that the practical dimension of the classroom management course is inadequate (Bahçeci & Genç, 2013; Devecioğlu & Akdeniz, 2013; Kahyaoğlu & Yangın, 2007; Öksüz *et al.*, 2011; Öztürk *et al.*, 2014; Öztürk & Gangal, 2016; Şahin Sak, 2015). Participants also indicated that the limited discussion of diverse case examples and the insufficient inclusion of activities capable of sustaining children's attention constituted other shortcomings of the course. These findings suggest that the current curriculum of the Classroom Management course may need to be reconsidered. In particular, integrating practice-based activities and classroom interaction scenarios into the course process may be effective in strengthening preservice teachers' professional competencies.

The findings also indicate that a considerable number of preservice teachers emphasized the need to strengthen the practical dimension of the Classroom Management course in order to enhance its effectiveness. In addition, some participants stated that making the course content more flexible could be beneficial in adapting to different needs and situations. Developing the course in terms of both practical components and content flexibility may contribute to better preparing preservice teachers for the diverse classroom environments they may encounter. In this way, the Classroom Management course could offer a more holistic learning experience that strengthens both professional competencies and pedagogical adaptability.

## 4.2 Discussion on using classroom management knowledge in the teaching practicum course

Preservice early childhood teachers stated that the content of the Classroom Management course did not sufficiently prepare them for real classroom management situations. Participants indicated that the course lacked a practical component, included limited case examples, and did not provide sufficient content related to solving problem situations that may arise in the classroom. As expressed by the participants, the Classroom Management course in Türkiye has long been implemented primarily as a theoretical course. Although the course had been offered as a three-credit course (two hours theoretical and two hours practical) in teacher education programs since the 1997–1998 academic year, it was reduced to two credits and conducted only theoretically following the curriculum reform implemented in 2006 (Şahin Taşkın, 2013). The lack of practical components in the course constitutes a significant barrier to preservice teachers' development of the skills needed to address the challenges they may encounter in real classroom environments. These findings indicate that there are limitations in transforming the theoretical knowledge provided in the Classroom Management course into practice and that the course may need to be made more functional. Preservice teachers' demands for greater opportunities for classroom-based experiences also point to the necessity of reconsidering teacher education programs. Supporting course content not only with conceptual knowledge but also with practice-oriented approaches may represent an important step toward strengthening preservice teachers' professional competencies.

The findings of the study also revealed that a large proportion of preservice teachers stated that the topics addressed in the Classroom Management course corresponded with the situations they encountered during the Teaching Practicum course. This result indicates that preservice teachers were able not only to learn theoretical knowledge but also to apply this knowledge in practice. The connection established between the course content and preservice teachers' field experiences supports the effectiveness and functionality of the Classroom Management course. At the same time, the findings revealed that preservice teachers experienced certain difficulties in fundamental classroom management skills during the practicum process, particularly in considering children's individual differences, maintaining classroom quietness, and

gathering children's attention. Similarly, Şahin Taşkın (2013) reported that preservice teachers experience difficulties in attracting students' interest during lessons. These findings indicate that classroom management in early childhood education is a complex and multidimensional process and that preservice teachers need opportunities to gain experience in this process. As also emphasized in the previous findings, preservice teachers' articulation of these challenges points to the necessity of supporting the Classroom Management course not only with theoretical knowledge but also with practical skills and strategies.

The findings of the study further revealed that preservice teachers experienced discrepancies between theory and practice in areas such as translating theoretical knowledge into practice, time management, establishing classroom authority, and communicating effectively with children. Similarly, Şahin Taşkın (2013) reported that preservice teachers experience difficulties in establishing a connection between theory and practice in relation to classroom management. This result indicates that the complex nature of classroom management, together with the specific needs of early childhood education settings, may create additional challenges for preservice teachers during the practicum process. Therefore, it may be argued that teacher education programs should place greater emphasis on integrating theory and practice more effectively and include more examples and practice opportunities that reflect real classroom situations. These findings are also consistent with previous research emphasizing that theoretical knowledge alone is insufficient for developing classroom management skills and that practice-based learning experiences play a critical role in this process. In this respect, the findings highlight the persistent theory–practice gap in teacher education and underline the importance of strengthening the integration of theoretical knowledge with authentic classroom experiences.

#### **4.3 Discussion on the role of the teaching practicum course in developing classroom management skills**

According to the findings of the study, preservice teachers reported that the experiences they gained during the Teaching Practicum course enhanced their sense of competence particularly in areas such as general classroom management skills, the

implementation of classroom activities, and communication with children. These findings indicate that the Teaching Practicum course plays an important role in strengthening preservice teachers' perceptions of professional competence. This also supports the view that applying theoretical knowledge in real classroom settings contributes to increasing preservice teachers' confidence and pedagogical competence. At the same time, the findings revealed that preservice teachers experienced feelings of inadequacy in certain aspects of classroom management during the practicum process. In particular, participants stated that they experienced difficulties in establishing classroom authority and maintaining classroom order, as well as in managing crisis situations. Similarly, Atik Kara and Sağlam (2014), Kansızoğlu and Şama (2015), Külekçi Akyavuz (2020), and Şahin Taşkın (2013) reported that preservice teachers experience difficulties in establishing classroom authority and maintaining classroom order. These findings suggest that teacher education programs may need to strengthen practice opportunities and support mechanisms aimed at developing these critical skills. In this way, preservice teachers' professional competencies may be enhanced, enabling them to manage classroom activities more effectively.

According to the findings of the study, preservice teachers stated that the skill they most needed to strengthen in their professional development was the ability to establish classroom control. In addition, skills such as attracting students' attention, crisis management, and time management were also identified by participants as important areas that require further development. These findings indicate that preservice teachers need to be equipped with the competencies required to respond effectively both in planned instructional processes and in unexpected classroom situations. Therefore, integrating activities aimed at developing these skills into the curriculum may contribute significantly to enhancing preservice teachers' professional competencies. The findings also revealed that preservice teachers primarily emphasized the need for increased opportunities for practice in order to support their professional development. In addition, spending more time interacting with children and receiving guidance support were expressed as other areas of need. Similarly, Şahin Taşkın (2013) reported that preservice teachers expect guidance support from classroom teachers regarding classroom management. In this respect, enriching teaching practicum experiences in terms of both duration and content

may enable preservice teachers to develop their professional competencies in a more comprehensive manner.

The findings of the study indicate that preservice teachers reported using various classroom management strategies effectively. Participants stated that they employed strategies such as preventive and developmental approaches, interaction- and participation-based strategies, as well as instructional and material-based strategies. This suggests that preservice teachers adopt both structured and student-centered approaches in managing classroom environments. The use of diverse strategies may contribute to preservice teachers' ability to develop flexible and effective solutions to classroom-related challenges. In addition, preservice teachers reported that through observing their mentor teachers they learned a range of professional skills, including establishing classroom control, recognizing and assessing students, and determining classroom rules and routines. Beyond these skills, participants also indicated that they learned professional attitudes and values through this observation process. These findings suggest that preservice teachers gain not only technical classroom management skills from the teachers they observe, but also values related to the ethical and affective dimensions of the teaching profession. This highlights the importance of addressing both technical skills and ethical and affective competencies within a holistic approach in teacher education programs.

The findings of the study indicate that the majority of preservice teachers considered the Teaching Practicum course effective in improving their classroom management skills. Similarly, Şahin Taşkın (2013) emphasized that preservice teachers reinforce the knowledge learned in theory through the Teaching Practicum course. The practice-oriented structure of the course enables preservice teachers to consolidate theoretical knowledge through practical experience and to strengthen their professional self-efficacy. In this context, diversifying and increasing practice opportunities in teacher education programs may contribute significantly to the holistic development of preservice teachers' classroom management skills. However, the findings also show that preservice teachers considered the limited opportunities for practice and observation during the Teaching Practicum course as an important shortcoming. This situation restricts preservice teachers' opportunities to test and reinforce their theoretical knowledge in real classroom environments and may therefore hinder the full development of their classroom

management skills. Increasing the duration of the course and diversifying practicum experiences may allow preservice teachers to encounter different classroom scenarios, strengthen their professional self-efficacy, and behave more confidently and effectively in managing classroom environments.

## **5 CONCLUSION**

Overall, this study reveals that preservice early childhood teachers' experiences related to the Classroom Management course are shaped by both theoretical and practical dimensions. The findings indicate that the course provides preservice teachers with important awareness regarding the fundamental concepts and processes of classroom management; however, there is a need to strengthen the practical dimension of the course. At the same time, the Teaching Practicum course constitutes an important learning context for preservice teachers to experience and apply their theoretical knowledge in real classroom environments. The results also demonstrate that theoretical knowledge alone is not sufficient for the development of classroom management skills and should be supported by practice-based experiences. In this regard, supporting the Classroom Management course with practice-oriented activities, case analyses, and observation processes within teacher education programs may contribute significantly to preservice teachers' professional development. By examining preservice early childhood teachers' experiences related to the Classroom Management course within the context of the theory–practice relationship, this study contributes to the literature on the role of classroom management education in the teacher education process. Future research may examine the effectiveness of practice-oriented classroom management training models in strengthening preservice teachers' classroom management competencies.

## **6 RECOMMENDATIONS**

Based on the findings of the study, several recommendations can be proposed in order to provide preservice early childhood teachers with a more effective learning experience in the Classroom Management course. First, the content of the course could be enriched with stronger practical components. In order to better prepare preservice

teachers for real classroom environments, greater emphasis may be placed on case studies, problem-solving scenarios, and classroom simulations within the course. In addition, the content of the Classroom Management course may be restructured to focus more directly on the specific needs of early childhood education settings. To facilitate the transfer of theoretical knowledge into practice, the duration and quality of the Teaching Practicum course could be enhanced. Preservice teachers should be provided with more opportunities for observation and practice during the practicum, enabling them to further develop their classroom management skills. In order to support preservice teachers' professional development, opportunities for guidance from experienced teachers could be encouraged, while learning environments that allow preservice teachers to interact more frequently with children may also be provided. Teacher education programs may also benefit from incorporating effective strategies used by experienced teachers and providing preservice teachers with opportunities to practice these strategies. During the practicum process, preservice teachers should receive regular and structured feedback so that they can recognize their strengths and identify areas that require further improvement. Finally, preservice teachers' views regarding the Classroom Management and Teaching Practicum courses could be collected periodically, and course content may be updated in line with their needs.

### **ACKNOWLEDGEMENTS**

This study was previously presented as an abstract at the 4th Graduate Teacher Studies Congress, held at İstanbul Zaim University on May 23-25, 2025.

### **FUNDING STATEMENT**

The authors received no financial support for the research, authorship, and/or publication of this article.

## ETHICS STATEMENT

Ethical approval confirming that the study complies with ethical standards was obtained from the Çanakkale Onsekiz Mart University Graduate School Ethics Committee (Approval Date: April 18, 2025; Approval No: 81/143).

All participants took part voluntarily and provided informed consent.

## DATA AVAILABILITY

The data supporting the findings of this study are not publicly available due to ethical restrictions but can be obtained from the corresponding author upon reasonable request.

## REFERENCES

- Akar, H. (2007). Development and learning in classroom management. *Academic Exchange, 11*(4), 45-50.
- Atik Kara, D., & Sağlam, M. (2014). Evaluation of professional teaching knowledge courses in terms of competencies regarding the learning and teaching process. *Journal of Qualitative Research in Education, 2*(3), 28-86.
- Bahçeci, F., & Genç, Z. (2013). Views of information technologies teachers regarding effects of education received in the university on the professional life. *Gaziantep University Journal of Social Sciences, 12*(2), 315-324.
- Brophy, J. (1996). *Teaching problem students*. Guilford.
- Brophy, J. (2006). History of research on classroom management. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 17–43). Lawrence Erlbaum Associates Publishers.
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16*(2), 239-253. [http://dx.doi.org/10.1016/S0742-051X\(99\)00057-8](http://dx.doi.org/10.1016/S0742-051X(99)00057-8)
- Bullough, Jr., R. V., & Richardson, M. (2014). Teacher perspectives on classroom management. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of classroom management* (pp. 283–300), Routledge.
- Carter, K., & Doyle, W. (2006). Classroom management in early childhood and elementary classrooms. In C. Evertson & C. S. Weinstein (Eds.), *Handbook of*

*classroom management: Research, practice and contemporary issues* (pp. 373-406). Lawrence Erlbaum Associates.

- Celep, C. (2002). *Sınıf yönetimi ve disiplini* [Classroom Management and discipline]. Anı Yayıncılık.
- Charles, C. M. (1996). *Building classroom discipline* (5th ed.). Longman Publishers.
- Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8*. NAEYC.
- Creswell, J. W. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). SAGE Publications.
- Çelik, V. (2002). *Sınıf yönetimi* [Classroom Management]. Nobel Yayınevi.
- Demirtaş, H. (2009). Sınıf yönetiminin temelleri [The fundamentals of classroom management]. In H. Kiran (Ed.). *Etkili sınıf yönetimi* [Effective classroom management], (pp.1-34). Anı Yayıncılık.
- Devecioğlu, Y., & Akdeniz, A. R. (2013). Evaluating pedagogical content knowledge courses in terms of teacher's competencies-1. *Bayburt Journal of Education Faculty*, 8(1), 44-68.
- Early, D. M., Bryant, D. M., Pianta, R. C., Clifford, R. M., Burchinal, M. R., Ritchie, S., Howes, C., & Barbarin, O. (2006). Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten? *Early Childhood Research Quarterly*, 21(2), 174-195.
- Ekici, G. (2008). Effects of classroom management lesson on preservice teachers' attitudes and beliefs on classroom control. *Çukurova University Social Sciences Institute Journal*, 17(3), 167-182.
- Emmer, E. T. & Gerwels, M. C. (2005, April 15) *Establishing classroom management for cooperative learning* [Paper presentation]. Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Erbaş, D. (2010). *Sınıfta etkili öğretim ve yönetim* [Effective teaching and management in the classroom]. Data Yayınları.
- Erden, M. (2001). *Sınıf yönetimi* [Classroom Management]. Alkım Yayınevi.
- Evertson, C. M., & Weinstein, C. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues*. (pp. 3-15). Lawrence Erlbaum Associates, Inc.

- Gettinger, M., & Fischer, C. (2015). Early childhood education classroom management. In E.T. Emmer & E. J. Sabornie (Eds.). *Handbook of classroom management: Research, practice, and contemporary issue* (2nd ed.) (pp. 141-167). Routledge.
- Gezgin, N. (2009). *Classroom management strategies used by preschool teachers*. [Unpublished master's thesis]. Uludağ University.
- Good, T. L., & Brophy, J. E. (1991). *Looking in classrooms* (5th ed.). Harper Collins.
- Hammerness, K. (2011). Classroom management in the United States: A view from New York City. *Teaching Education*, 22(2), 151–167. <https://doi.org/10.1080/10476.210.2011.567844>
- Kahyaoğlu, M., & Yangın, S. (2007). Views of prospective teachers in elementary school teaching departments about professional self-efficacy. *Kastamonu Education Journal*, 15(1), 73-84.
- Kaliska, P. (2002). *A Comprehensive study identifying the most effective classroom management techniques and practice*. [Unpublished master's thesis]. The Graduate School University of Wisconsin.
- Kansızoğlu, H., & Şama, E. (2015). The views of pre-service Turkish language teachers on classroom management. *Mustafa Kemal University Journal of Graduate School of Social Sciences*, 12(31), 149-165.
- Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE Publications.
- Külekcı Akyavuz, E. (2020). Suggestions to identify and develop pre-service teachers' classroom management competencies. *Journal of Educational Sciences of Marmara University Atatürk Faculty of Education*, 52(52), 324-347. <https://doi.org/10.15285/maruaebd.559924>
- Langdon, C. A. (1996). The third Phi Delta Kappa poll of teachers' attitudes toward the public schools. *Phi Delta Kappan*, 78(3), 244-250.
- Lemlech, J. K. (1995). *Becoming a professional leader*. Scholastic.
- Levin, J., & Nolan, J. F. (2007). *Principles of classroom management: A professional decision-making model*. Pearson/Allyn and Bacon.
- Lewis, R. (1999). Teachers coping with the stress of classroom discipline. *Social Psychology of Education*, 3, 155-171.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Association for Supervision and Curriculum Development.

- Mathews, J. (2000, December 19). *New teachers rarely learn classroom management*. The Washington Post. <http://www.washingtonpost.com/wp-dyn/articles/A23017-2000Dec18.html>
- Meister, D. G., & Melnick, S.A. (2003). National new teacher study: Beginning teachers' concerns. *Action in Teacher Education*, 24(4), 87-94. doi:10.1080/01626.620.2003.10463283
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage: Thousand Oaks, CA.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). Sage Publications.
- Nahal, S.P. (2010). Voices from the field: Perspectives of first-year teachers on the disconnect between teacher preparation programs and the realities of the classroom. *Research in Higher Education*, 8, 1-19.
- Norris, J. A. (2003). Looking at classroom management through a social and emotional learning lens. *Theory Into Practice*, 42(4), 313–318. [https://doi.org/10.1207/s15430421tip4204\\_8](https://doi.org/10.1207/s15430421tip4204_8)
- Oğuzkan, Ş. & Oral, G. (2000). *Okul öncesi eğitimi* [Early childhood education]. Serler Matbaası.
- Öksüz, Y., Çevik, C., Baba, M., & Güven, E. (2011). The investigation on classroom management perceptions of prospective classroom teacher with respect to different variables. *Journal of the Ondokuz Mayıs University Faculty of Education*, 30(2), 99-113. <https://doi.org/10.7822/egt35>
- Özbey, S. & Köyceğiz-Gözeler, M. (2020). A study on the effect of the social skill education on the academic self-respect and problem-solving skills of the pre-school children. *International e-Journal of Educational Studies*, 4(8), 176-189. <https://doi.org/10.31458/iejes.727590>
- Özdemir, Ç. (2017). *Sınıf yönetimi* [Classroom management] (3rd ed.). Pegem Akademi Yayıncılık.
- Özsoy, O. (2003). *Etkin öğretmen etkin öğrenci etkin eğitim* [Effective teachers, effective students, effective education]. Hayat Yayıncılık.
- Öztürk, Y., Gangal, M., & Beşken Ergişi, M. (2014). The impact of teaching education program on pre-service teachers' classroom management views. *Erzincan University Journal of Education Faculty*, 16(1), 224-238. <https://doi.org/10.17556/jef.03025>

- Öztürk, Y., & Gangal, M. (2016). Preschool teachers' beliefs about discipline, classroom management, and disruptive behaviors. *Hacettepe University Journal of Education*, 31(3), 593-608.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). SAGE Publications.
- Stough, L. (2006). The place of classroom management and standards in teacher education. In C.M. Evertson & C.S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 909-923). Lawrence Erlbaum Assoc.
- Stough, L.M., Montague, M.L., Landmark, L.J., & Williams-Diehm, K.W. (2015). Persistent classroom management training needs of experienced teachers. *Journal of the Scholarship of Teaching and Learning*, 15(5), 36- 48.
- Stronge, J. H., Tucker, P. D., & Hindman, J. D. (2004). *Handbook for qualities of effective teachers*. ASCD Publications.
- Şahin Sak, İ. (2015). Pre-service preschool teachers' self-efficacy beliefs about classroom management. *Sakarya University Journal of Education Faculty*, 29, 101-120.
- Şahin Taşkın, Ç. (2013). Classroom management: Student teachers' experiences. *Balikesir University Journal of Social Sciences*, 16(29), 147-162.
- Şentürk, H., & Oral, B. (2008). An assessment of some of classroom management studies in Turkey. *Electronic Journal of Social Sciences*, 7(26), 1-26.
- Tantekin Erden, F. (2002). *The attitudes of early childhood teachers toward gender roles and toward discipline* [Unpublished doctoral dissertation]. Florida State University.
- Wang, M., Haertel, G. & Walberg, H. (1993). Toward a knowledge base for school learning. *Review of Educational Research*, 63(3), 249-294.
- Weinstein, C. S. (1996). *Secondary classroom management: Lessons from research and practice*. McGraw Hill.
- Weinstein, C. S., & Novodvorsky, I. (2011). *Middle and secondary classroom management: Lessons from research and practice*. McGraw-Hill.
- Weinstein, C. S., Romano, M., & Mignano, A. J. (2011). *Elementary classroom management: Lessons from research and practice*. McGraw-Hill.
- Yeşilyurt, E., (2008). Teacher candidates' acquisitions from classroom management lesson in the aspect of the achievement level of the curriculum. *Journal of Theoretical Educational Sciences*, 1(2), 23-42.
- Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences] (12th ed.). Seçkin Yayıncılık.

**Authors' Contribution**

All authors contributed equally to the development of this article.

**Data availability**

All datasets relevant to this study's findings are fully available within the article.

**How to cite this article (APA)**

Koca, B. B., & Kızılaslan, İlayda G. (2026). FROM THEORY TO PRACTICE IN CLASSROOM MANAGEMENT: A PHENOMENOLOGICAL STUDY OF PRESERVICE EARLY CHILDHOOD TEACHERS' EXPERIENCES. *Veredas Do Direito*, 23(6), e235733. <https://doi.org/10.18623/rvd.v23.5733>