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Development of Classroom Management Scale: Validity and Reliability Study

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ABSTRACT

The aim of this study is to develop a scale with high validity and reliability to determine teachers' classroom management approaches. For this purpose, the study was structured according to the survey design, one of the quantitative research designs. The sample of the study consists of teachers working in public schools affiliated to the Ministry of Education in Türkiye and Kosovo in the 2021-2022 academic year (Türkiye 183, Kosovo 177). The convenience sampling method was used to determine the sample. In the scale development process, firstly, an item pool was created and draftscale was developed. Expert opinion was obtained on the form, content, comprehensibility and question structure of the draft scale. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted to determine the construct validity of the scale. As a result of the analyses, it was found that the scale consisted of four sub-dimensions and 19 items. The sub-dimensions were named as reactive, preventive, developmental and holistic. The reliability and validity analyses showed that the "Classroom Management Approaches Scale" is a reliable and valid scale.

Keywords:
Teacher, classroom management approaches, scale

1. Introduction

Classroom management is an integral part of the teaching profession (Erden, 2018). Classroom management includes many behaviors and strategies that teachers exhibit in order to manage their students' classroom behaviors (Evertson & Emmer, 2013). It includes functions such as planning, organizing, communication, motivation, coordination, collaboration, and evaluation (Erdoğan, 2008). This concept also includes actions that ensure students' academic, social and emotional learning (Marzano et al, 2003).

Effective classroom management supports the permanence of the desired student profile (Hattie, 2009), prepares the ground for the elimination of undesirable behaviors, and can support the intellectual and emotional development of students (Henly, 2010). For effective learning to take place, the classroom environment should be well prepared (Wong & Wong, 2014). In this classroom environment, students' needs should be met, peer relations should be organized, learning should be facilitated by responding to academic needs, students should be helped to succeed by providing support, management and necessary tasks should be used by paying attention to the differences in methods, and various counseling services should be effective (Jones, 2006). Effective learning is one of the most important goals of education. It fulfills the aims of educational institutions and shows the degree of success (Hattie, 2009). Student achievement is not a coincidence in classroom environments where successful classroom management is practiced (Smith & Misra,

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1992). Effective learning and effective classroom management cannot be mentioned in classrooms where learning is not at the desired level (Marzano, et al, 2003).

One of the most important competencies that teachers should acquire and practice is classroom management skills. There are many classroom management approaches to guide teachers in terms of classroom management. While Malmgren, et al, (2005) state that teachers should be oriented towards multiple learning goals in classroom management approaches, Klamer Hoohma (2012) emphasizes that teachers should master the practices of different classroom management approaches and provide transitions between classroom approaches when necessary.

The most general classification of classroom management approaches is traditional and contemporary approaches. The traditional approach is a classroom environment in which students are seen as a group rather than individuals and rules are applied in the context of the group. The contemporary approach is an approach that prioritizes students' individuality and adopts flexible management (Yılmaz, 2006). Classroom management approaches are categorized as reactive, preventive, developmental and holistic approaches that include more than one functionality. The reactive approach is a type of classroom management approach that rewards positive behaviors and punishes undesirable behaviors. Discipline is the most natural factor in eliminating unwanted behavior (Little, et al, 2000). Adult authority provides external control of the student (Fallona & Richardson, 2006). The reactive approach is seen as a reflection of traditional or classical classroom management approaches. It prioritizes the regulations related to the structure of the undesired behavior rather than the individual characteristics of the student. It gives too much space to punishment and reward in actions (Başar, 2009). Teachers who frequently use this approach are advised to be careful about being aware of the harms and benefits of this approach (Good & Bronhy, 1987).

Preventive approach is all activities that involve preventing undesirable behaviors before they occur (Wilks, 1996). It is based on the understanding of being able to anticipate an undesirable behavior and prevent it from occurring. Preventing the behavior before the problems escalate helps to eliminate more than one unwanted negativity (Safran & Oswald, 2003). Preventive approach used effectively is considered as a strong classroom and behavior management (Herrera & Little, 2005). Prevention activities should be carried out in a planned manner. A certain path should be followed in the transformation of undesired behaviors into desired behaviors. In this case, a list of desired behaviors should be prepared based on the undesired behaviors and activities should be included to gain these behaviors (Başar, 2009). The developmental approach is shaped according to students' developmental levels. There is an atmosphere in the classroom where intellectual curiosity, social and emotional development can take place. According to this approach, a large pool of information about student development is needed (Clark, 1967). The developmental stage of the learner guides the teacher about what the learner can or cannot do. The teacher should be careful to adapt his/her teaching tools to this developmental stage and pace (Gabriel, 1957).

The holistic approach is based on both practical and philosophical principles that support both preventive and reactive disciplinary approaches. It provides steps to create a behavior management policy in the school and classroom climate. It proposes how to capitalize on the natural needs of students, rather than to fuel education (Olsen & Neils, 2006). The holistic approach is a set of activities that are influenced by the advantages and disadvantages between approaches. It provides transitions between approaches depending on the situation. In some cases, it includes completion actions between approaches rather than transitions. Desired behaviors can be individual or group oriented. What is important is that these behaviors can be sustained and maintained (Demirtaş, 2009). When the literature is examined, it is seen that there are a limited number of scales for classroom management approaches. It is seen that the developed scales include sub-dimensions such as physical layout of the classroom, plan and program, rules, motivation, communication, behavior (Kaplan, 2018; Şahin & Altunay, 2011; Uyanık Balat, et al, 2011; Yüksel, 2013), Aktan & Sezer (2018) examined the psychometric properties of the classroom management styles scale and focused on classroom management styles (oppressive, authoritative, free classroom management and indifferent). Although more scales related to classroom management have been developed (Dinçer, et al, 2018; Ergen, 2016; Güven & Karslı, 2014; Keleş, 2015; Kırbaç, 2019; Elçicek, et al, 2015; Özcan & Gülözer, 2015; Okçu & Epçaçan, 2013; Ölmez, 2018), it is observed that these scales do not address the classification of one-to-one classroom management approaches (reactive, preventive, developmental and holistic). For this reason, there is a need for the development of a new scale.

2. Methodology

2.1.Research Model

The main purpose of measurement tools is to create items suitable for the characteristic to be measured in the individual and structures suitable for the items (Tezbaşaran, 2008). The data obtained in the measurement process should be of scientific quality (Punch, 2011). Scientific qualifications in scale development are to ensure validity and reliability (Kümbetoğlu, 2005). Validity and reliability studies are conducted by following a series of steps. The steps followed in the realization of the envisaged study are respectively (Büyüköztürk, 2012): Defining the problem (determining the purpose and questions), item writing (Creating the draft form), expert opinion (Creation of pre-application draft form), organizing the pre-application and post-application forms.

2.2. The Study Group

The study group of this research consists of 360 teachers working in primary, secondary and high schools in Küçükçekmece, Gaziosmanpaşa, Bakırköy and Başakşehir districts of Istanbul province in Türkiye and Prizren district in Kosovo, and were determined by the easy accessibility method. In order to develop the Classroom Management Approaches Scale, the draft scale was applied to 420 teachers. 396 scales were returned, 5 scales were not included in the analysis because they were missing or left blank. In addition, 31 data that did not show a normal distribution were removed from the analysis. The analyses were conducted on 360 data. Sample size is important for the correlation reliability of the scale (Morrison, 1993). Table 1 shows the frequencies and percentages of the demographic characteristics of the teachers.

Table 1. *Classroom Management Approaches Scale Descriptive Statistics*

	Country		N	%
Gender	Türkiye	Female	132	72.1
		Male	51	27.9
		Total	183	100
	Kosovo	Female	118	66.7
		Male	59	33.3
		Total	177	100
Mother Tongue	Türkiye	Turkish	183	100
		Albanian	/	/
		Bosnian	/	/
		Total	183	100
	Kosovo	Turkish	120	67.8
		Albanian	40	22.6
		Bosnian	17	9.6
		Total	177	100
Country		Türkiye	183	50.8
		Kosovo	177	49.2
		Total	360	100

As seen in Table 1, 72.1% of the teachers working in Türkiye are female and 27.9% are male. Among the teachers working in Kosovo, 66.7% are female and 33.3% are male. While 100% of the teachers working in Türkiye teach in Turkish mother tongue, 67.8% of the teachers working in Kosovo teach in Turkish, 22.6% in Albanian and 9.6% in Bosnian mother tongue. Of the teachers participating in the study, 50.8% work in Türkiye and 49.2% work in Kosovo.

2.3. Data Collection Tools and Procedure

In this study, a 38-item draft scale was created by examining the definitions of classroom management, classroom management skills, classroom management process and factors affecting classroom management. The "Classroom Management Approaches Scale Draft Form" was prepared as a form consisting of the options "appropriate", "should be corrected" and "should be removed" for expert opinion. The draft form was sent to 12 experts for expert opinion. The 10 expert opinions that were returned were collected on a single form and an attempt was made to determine the appropriate number of items. The number of experts who said the item was necessary was determined by taking one more than the number of experts who said it was

unnecessary. At the end of this process, 4 items were removed from the draft scale and it was decided to collect data for 34 items.

2.4. Data Analysis

The draft scale prepared to determine classroom management approaches was applied to 420 teachers. 396 scales were returned, 5 scales were not included in the analysis because they were missing or left blank. In addition, 31 data that did not show a normal distribution were removed from the analysis. Normality analysis, Alpha Internal Reliability coefficient, Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA) were performed on the obtained data.

2.5. Ethical

Ethical approval was obtained from the Ethics Committee of Istanbul Sabahattin Zaim University Rectorate on 24.09.2021, numbered 2021/09.

3. Findings

Content Validity

One of the most important features of the scales developed in the process of scientific research is that they have validity. More precisely, it is the ability to measure the feature to be measured (Balcı, 2018; Büyüköztürk et al., 2017; Tezbaşaran, 2008). The 34-item "Classroom Management Approaches Scale Draft Form" was organized as a form consisting of "appropriate", "should be corrected" and "should be removed" options for expert opinion. The draft form was sent to 12 experts for expert opinion. The 10 returned expert opinions were collected on a single form and the number of approved experts was tried to be determined. The number of experts who said the item was necessary was determined by taking one more than the number of experts who said it was unnecessary. The items with a content validity ratio below .80 were explained according to Lawshe (1975) technique. Content Validity Ratio (CVR) is an item statistical formula for the presence or absence of items in the scale. The formula is shown as CSR=NU/(N/2)-1. CSR can take a value between -1 (absolute rejection) and +1 (absolute acceptance). When all experts rate any item in the scale as "appropriate", the CSR value of that item takes the value of "1", if all of them say it is not appropriate, it takes the value of "-1" and if half of them say it is appropriate-not appropriate, it takes the value of "0" (Lawshe, 1975). According to 10 expert opinions, it is recommended that the items to be included in the scale should have a CSR value of 0.62 and above. According to the 10 expert opinions, the CVI was calculated and it was seen that it met the content validity ratio (0.69 > = 0.62). In line with the opinions received from the experts, applied to 420 teachers for piloting. 396 scales were returned, 5 scales were missing or left blank and were not included in the analysis. In addition, 31 data that did not show normal distribution were excluded from the analysis. Factor analysis requires a sample size between five and ten times the number of items (Çokluk, at al, 2012). In the sample size, it was tried to reach five to ten times (34X5=170; 34 X 10 = 340) the number of items in the draft form (34 items). In this context, it was decided that the sample size could be sufficient. While adding the number of items, attention was also paid to the content validity of the scale. Content validity is related to the extent to which the scale items can convey or cover the area planned to be investigated (Özdamar, 2016). In the data analysis process, the normal distribution and collectability of the data are important (Özdamar, 2016). The descriptive analysis values of 360 data obtained with the Draft Scale Form are given in Table 2.

As can be seen in Table 2, the values of kurtosis ,396 and skewness -,662 for the reactive dimension, kurtosis -,062 and skewness -,467 for the preventive dimension, kurtosis -1,092 and skewness -,363 for the developmental dimension, kurtosis -1,092 and skewness -,363 for the holistic dimension, kurtosis -,392 and skewness -,518 for the holistic dimension, are in the range of -1.5, +1.5 and therefore they show normal distribution. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were conducted to determine the construct validity of the scale. The purpose of examining construct validity is to reveal the factor structure of the scale, the purpose of "Exploratory Factor Analysis" is to verify the predetermined scale factor structure and to use "Confirmatory Factor Analysis" techniques (Büyüköztürk et al., 2017). Before conducting these analyses, it is necessary to pay attention to whether the scale data scores are suitable for analysis. The suitability of the data for Exploratory Factor Analysis (EFA) was determined by Kaiser-Meyer-Olkin (KMO). In addition, Barlett's test of Sphericity (Barlett's test of Sphericity) was conducted to find out whether the scale

could be divided into factor structures. Table 3 shows the results of Kayser-Meyer-Olkin and Barlett's Test of Classroom Management Approaches Scale.

Table 2. *Classroom Management Approaches Scale Descriptive Statistics Values*

SYSÖ-Responsive	Values	SYSÖ-Developmental	Values
Frequency	360	Frequency	360
Arithmetic Mean	4,1219	Arithmetic Mean	4,4649
Standard Deviation	,67030	Standard Deviation	,45964
Smallest score	2,00	Smallest score	3,17
Highest score	5,00	Highest score	5,00
Ranj	3,00	Ranj	1,83
Skewness	-,662	Skewness	-,363
Kurtosis	,396	Kurtosis	-1,092
SYSÖ-Predictive	Values	SYSÖ- Collective	Values
Frequency	360	Frequency	360
Arithmetic Mean	4,3040	Arithmetic Mean	4,4197
Standard Deviation	,50744	Standard Deviation	,45356
Smallest score	2,75	Smallest score	3,00
Highest score	5,00	Highest score	5,00
Ranj	2,25	Ranj	2,00
Skewness	-,467	Skewness	-,392
Kurtosis	-,062	Kurtosis	-,518

Table 3. *Kayser-Meyer-Olkin and Barlett's Test Values of the Classroom Management Approach Scale*

Kayser-Meyer-Olkin (KMO)		.874
Barlett's Test	x^2	3031,542
	sd	171
	p	.000

As seen in Table 3, the Kayser-Meyer-Olkin (KMO) value of the draft scale was .874 and Barlett's Test value was 3031.542. In order to conduct Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), the minimum Kayer-Meyer-Olkin value should be 0.60 and Barlett's Test values should be significant. In addition, if the Kayer-Meyer-Olkin value is above .80, the adequacy of the draft scale data is considered excellent (Tavşancıl, 2002). If the Barlett's Test values are significant, it shows that the data come from a multivariate normal distribution environment (Otrar & Argın, 2015). Exploratory Factor Analysis (EFA) involves a linear decision sequence with several available options (Thompson, 2004). Exploratory Factor Analysis is conducted to reveal the latent dimensions of variables or to determine the number of variables with common characteristics (Brown & Moore, 2013). In this way, it is a statistical technique that reduces the number of variables by combining variables with common characteristics (Büyüköztürk et al., 2017), helps to reveal latent evidence of validity (Aksu, et al, 2017) and tests structural theories (Karagöz, 2017). Exploratory factor analysis was started with principal component analysis. Eigenvalues are a measure of information consisting of a factor (DeVellis, 2014). The information measure should be 1 or greater than 1. Taking these numbers into account, the analysis process is initiated in the factors (Tavşancıl, 2002). The eigenvalues and variance explained by the factors of the 34-item draft scale are given in Table 4.

Table 4. *First Analysis Eigenvalues and Variance Explained by the Classroom Management Approaches Scale*

Factor	Eigenvalue	Variance	Cumulative
1	3,356	14,589	14,589
2	3,065	13,324	27,913
3	2,350	10,215	38,129
4	2,222	9,660	47,789
5	2,035	8,848	56,637
6	2,003	8,709	65,347

As seen in Table 4, 6 factors with eigenvalues greater than 1 were identified. The total variance of the 6 factors is 65.347. The eigenvalue of the first factor is 3.356 and the amount of variance explained is 14.589. The following procedures were followed to finalize the Classroom Management Approaches Scale: Items with item loadings below .40 and items that were .10 or closer to each other were removed from the scale. While

removing the items with item loadings below .40, we started with the items with the lowest loadings. After the items were removed, the analyses were repeated each time and the item loadings were checked. In this process, 25, 1, 2, 3, 18, 13,16, 27, 10, 26, 15, 4, 17, 8 and 29 items were removed. The explained variance ratio of the scale was examined and it was determined that the scale consisted of four factors. The factor loadings and variance explained by the scale are shown in Table 5.

Table 5. *Analysis Values and Explained Variance Results of Classroom Management Approaches Scale*

Factor	Eigenvalue	Variance	Cumulative
1	3.685	19.395	19.395
2	3.532	18.591	37.986
3	2.194	11.546	49.532
4	1.868	9.834	59.366

As seen in Table 5, the first factor is stronger than the other factors in terms of factor loadings. Of the 59.36% variance explained in total, 19.39% explained the first factor, 18.59% explained the second factor, 11.54% explained the third factor and 9.83% explained the fourth factor. A total variance load between 50% and 60% is considered sufficient in the analysis of a scale (Özdamar, 2016). After the explained variance loadings, Varimax orthogonal rotation analyses were continued to determine the distribution of the items to the factors. The items belonging to the factors and the loading values of the items are given in Table 6.

Table 6. *Factor Item Loadings and Residual Item Total Correlation of the Classroom Management Approaches Scale*

Item	1	2	3	4	Residual Item-Total Correlation
30	.730				,577
34	.659				,574
32	.655				,598
28	.645				,563
33	.634				,504
31	.626				,595
22		.780			,596
20		.719			,636
21		.719			,601
23		.711			,617
19		.653			,604
24		.613			,585
14			.758		,383
9			.710		,450
11			.700		,550
12			.570		,514
5				.836	,418
7				.707	,311
6				.692	,512
Total variance	19.395	18.591	11.546	9.834	59.366

As seen in Table 6, 19 items remained in the scale as a result of the final analysis. Factor loadings show the correlation of the items with the related factor (Erkuş, 2014). The first factor loadings of the scale ranged between .62 and .73, the second factor loadings between .61 and .78, the third factor loadings between .57 and .76, and the fourth factor loadings between .69 and .84. By analyzing the items under the factors, the first factor of the classroom management approaches scale was named as "reactive", the second factor as "preventive", the third factor as "developmental" and the fourth or last factor as "holistic". For example: "I reward students who exhibit positive behavior" is included in the first factor (reactive), while 'I give importance to trust in disciplining students' is included in the second factor (precautionary).

Correlation analysis was conducted to obtain information about the relationship between the items and its degree. Correlation coefficients between variables are expressed as weak or low between 0-0.9, moderate between 0.30-0.64, strong between 0.65-0.85 and very high between 0.85-1.00 (Karagöz, 2017). The total item correlation is between the values of .311 and .636 (0.30-0.64 moderate). The correlation values between the factors and total score regarding the construct validity of the Classroom Management Approaches Scale are given in Table 7.

Table 7. *Correlation between the Total Score of the Classroom Management Approaches Scale and Factors*

Factors		Correlation values between total score
CMAS-Responsive	r	,515
	p	,000
CMAS-Predictive	r	,669
	p	,000
CMAS-Developmental	r	,818
	p	,000
CMAS-Collective	r	,803
	p	,000

As seen in Table 7, the correlation values between the total score and the factors regarding the construct validity of the Classroom Management Approaches Scale are ,515 in the first factor, ,669 in the second factor, ,818 in the third factor and ,803 in the fourth factor. Confirmatory Factor Analysis (CFA) results of the Classroom Management Approaches Scale are given in the figure below.

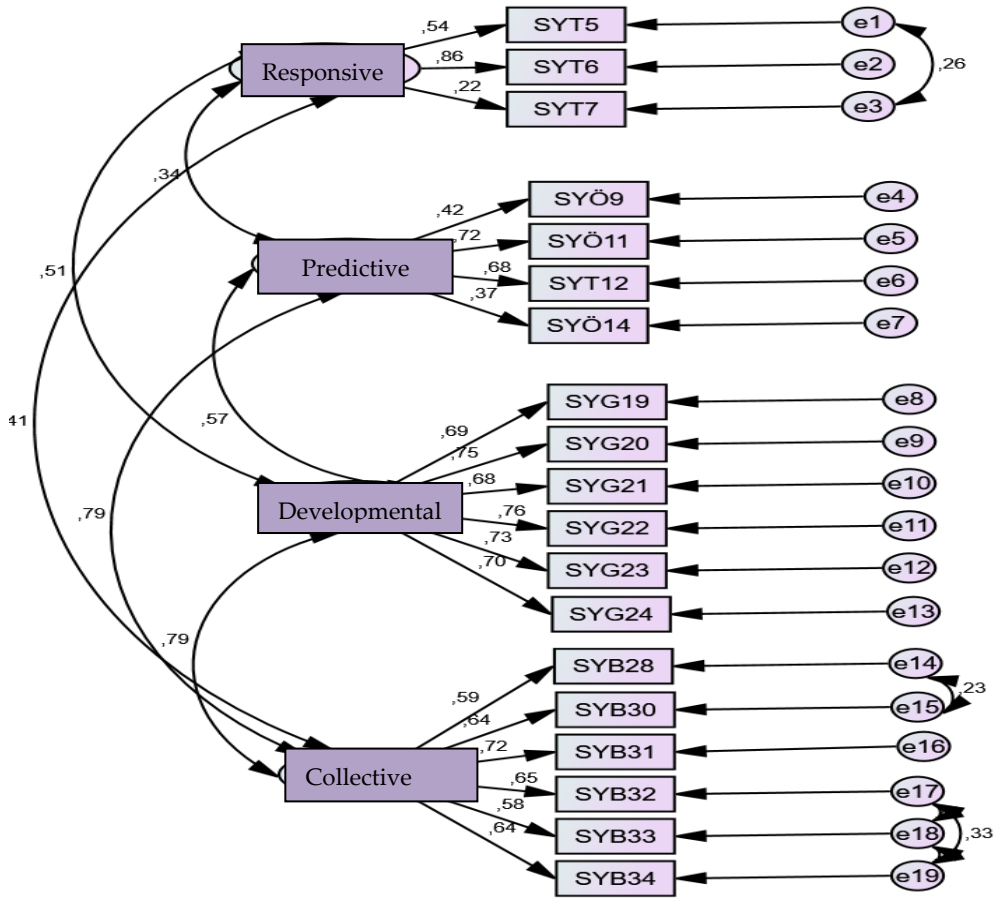

Figure 1. *Confirmatory Factor Analysis (CFA) Results of the Classroom Management Approaches Scale*

At the end of the Confirmatory Factor Analysis (CFA), x2/sd ratio and fit indices were examined to see whether the model was confirmed or not. Table 8 shows the CFA data of the Classroom Management Approaches Scale.

Table 8. *CFA Data for the Classroom Management Scale*

χ^2 "p" Value	Good fit	Acceptable	Finding	Level of fit
χ^2/sd	<2	<5	2,782	Acceptable
GFI	>0.95	>0.90	,901	Acceptable
AGFI	>0.95	>0.90	,865	Acceptable
CFI	>0.95	>0.90	,904	Acceptable
RMSEA	<0.05	<0.08	,070	Acceptable
RMR	<0.05	<0.08	,027	Good fit
SRMR	<0.05	<0.08	,0622	Acceptable

As seen in Table 8, the x2/sd ratio and fit index (2.728) of the Classroom Management Approaches Scale were found to be acceptable, GFI fit value (.901) acceptable, AGFI fit value (.865) acceptable, CFI fit value (.904) acceptable, RMSEA fit value (.070) acceptable, RMR fit value (.027) good fit and SRMR fit value (.622) acceptable fit level. In addition, as a result of CFA, the item loadings of the factors of the Classroom Management Approaches Scale ranged between .22-.86 in the Reactive sub-dimension, .37-.72 in the Preventive sub-dimension, .69-.76 in the Developmental sub-dimension and .59-.72 in the Holistic sub-dimension. According to the x2/sd ratio and fit indices obtained, the factor structures obtained with EFA were confirmed with CFA. According to the values obtained in Confirmatory Factor Analysis, it can be stated that the factor structure modeled for the Classroom Management Approaches Scale was confirmed and it is a valid scale.

Reliability

Reliability can be defined as the degree of freedom of the measurement tool from random errors (Erkuş, 2014). It is obtaining close or the same results when the scale is repeated (Büyüköztürk, 2012) and the score obtained does not change (DeVellis, 2014). In order to determine the reliability level of the Classroom Management Approaches Scale, Cronbach Alpha internal consistency coefficient and item summation studies were conducted. Cronbach's Alpha reliability coefficient was calculated to obtain internal consistency in the Classroom Management Approach Scale. It is recommended that the internal consistency reliability coefficient should be close to 1 in Likert-type scales (Tezbaşaran, 2008:49). Table 9 shows the reliability values of the overall scale and its sub-dimensions.

Table 9. *Cronbach Alpha Reliability Coefficients of Classroom Management Approach Scale*

CMAS Sub-dimensions	Cronbach - Alpha
Responsive	.561
Predictive	.571
Developmental	.861
Collective	.830
General	.862

As seen in Table 9, the reliability coefficient of the "Reactive" sub-dimension is α=.561, the reliability coefficient of the "Precautionary" sub-dimension is α=.571, the reliability coefficient of the "Developmental" sub-dimension is α=.861, the reliability coefficient of the "Holistic" sub-dimension is α=.830 and the overall reliability coefficient of the scale is α=.862. Reliability coefficient values above 0.50 for both the sub-dimensions and the overall scale are indicative of a reliable scale (Özdamar, 2016). The final version of the sub-dimensions and item distributions of the Classroom Management Approaches Scale created at the end of the reliability and validity analyzes is as follows:

- Responsive: 1,2,3
- Predictive: 4,5,6,7
- Developmental: 8,9,10,11,12,13
- Collective: 14,15,16,17,18,19.

4. Discussion and Conclusion

In this study, which aimed to develop a scale of classroom management approaches for teachers, the descriptive analysis scores of the data obtained from the draft scale showed a normal distribution. The validity and reliability of the scale were determined by Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). According to the results obtained from the validity analysis, the scale is a valid scale. In order to determine the reliability of the Classroom Management Approaches Scale, Cronbach Alpha internal consistency coefficient was determined. The "Classroom Management Approaches Scale", which consists of 19 items and four sub-dimensions in total, is a reliable and valid scale.

Similar analyzes are conducted in scale development studies in the literature. In the development study of the Preschool Classroom Management Skills Scale developed by Kaplan (2018), factor analysis, normality test, construct validity and content validity analyses similar to the Classroom Management Approaches Scale were performed. In addition, it is stated that Cronbach's Alpha internal consistency coefficient and item summation studies were conducted to determine the reliability level of the scale. It is seen that the Preschool Classroom Management Skills Scale has 4 sub-dimensions (physical arrangements in the classroom, planning program activities, communication and behavior arrangements, time arrangements) and 49 items. Aktan & Sezer (2018) adapted the Classroom Management Styles Scale into Turkish. The construct validity of the measurement tool was carried out with Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). It is stated that the internal consistency of the scale is at an acceptable level. The Classroom Management Styles Scale has 4 sub-dimensions (authoritarian, authoritative, permissive and disinterested) and 12 items.

Classroom management approaches guide and guide the teacher for a student to be successful and learn positive behaviors (Warner & Lynch, 2004). Teachers need to be conscious about managing their classrooms, using different approaches or making transitions between approaches. It is very important for teachers to determine the classroom management approach according to the student profile and to ensure that they can reach each student and help them succeed with the help of classroom management approaches. Teachers who do not have the ability to identify and implement classroom management approaches appropriate for students face difficulties. Therefore, determining the classroom management approaches of teachers is important for both students and teachers in the dimension of education and training. It is thought that the Classroom Management Approaches Scale will contribute to both teachers, researchers and practitioners as a valid and reliable scale. This study could not be conducted with an equivalent scale comparison and test-retest study. This study could not be conducted with an equivalent scale comparison and test-retest study. It may be useful to update this study two more times at three-year intervals by collecting data from similar groups and comparatively correcting/verifying it.

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