



Classroom Management Self-Efficacy Scale: An Adaptation Study

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Abstract

The purpose of this study is to adapt the scale titled "Classroom Management Self-Efficacy Instrument (CMSEI)" adapted by Slater and Main (2020) into Turkish and to test its validity and reliability. In line with the scale adaptation process, initial translation studies were conducted, followed by construct validity testing using confirmatory factor analysis, and reliability was assessed by calculating the internal consistency coefficient of the scale. The study group consisted of 268 pre-service teachers studying in different branches of education faculties. The original form of the scale was designed in a unidimensional structure and consisted of 14 items graded on a four-point Likert scale. After the CFA, the required modifications were applied, and the fit indices indicated an acceptable or excellent model fit. The internal consistency coefficient for the Turkish form of the scale was calculated to be .88. The findings suggest that the CMSEI can be adapted to Turkish culture and utilized as a valid and reliable tool for assessing the classroom management self-efficacy of Turkish pre-service teachers. This study is expected to contribute to the measurement tools in the field of classroom management and pave the way for cross-cultural comparative research in future studies.

Keywords: classroom management, teacher self-efficacy, scale adaptation, pre-service teachers

Introduction

In research in the field of educational sciences, valid and reliable measurement of individuals' attitudes, beliefs, and perceptions of competence is one of the main factors that determine the quality of both theoretical and applied studies. In this context, it is crucial to harmonize measurement instruments not only linguistically but also culturally, pedagogically, and contextually. In particular, scales that aim to assess dynamic and multidimensional constructs, such as general teacher competencies, require a systematic adaptation process to measure the same construct validly across different cultures. Such adaptation studies both contribute to shaping national educational policies based on data and enable cross-cultural comparative research. In this respect, transferring originally developed scales to different contexts not only adds a new measurement tool to the literature but also reveals how the concept gains meaning in various cultural contexts. Within the scope of this study, the aim was to adapt a scale developed in a different cultural context and designed to measure classroom management self-efficacy, a sub-dimension of general teacher efficacy, into Turkish.

Valid and reliable measurement tools used to assess the perceptions, attitudes, beliefs, and competencies of prospective teachers, particularly in teacher training processes, play a crucial role in shaping educational policies. At this point, the compatibility of the measurement tools used in education with the cultural context is of great importance. Therefore, instruments assessing classroom

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management self-efficacy should be validated not only linguistically but also in terms of cultural adaptation and relevance.

Assessments of teachers' professional development processes should include their interaction styles with students, their roles in the classroom, their professional competencies, and their teaching skills. In this context, the adaptation of a culturally valid and reliable measurement tool would not only enable pre-service teachers to assess their skills but also contribute to improving the overall quality of the education system.

In the context of classroom management, teachers' self-efficacy beliefs have multifaceted effects on the teaching process and student behaviors, which makes it necessary to measure this concept systematically and reliably. Especially for prospective and beginning teachers, classroom management self-efficacy is considered an important indicator of both their level of preparation for the teaching process and professional sustainability (Tschannen-Moran & Hoy, 2001). Accordingly, there is an increasing need for measurement tools that can assess classroom management self-efficacy dimensions in a valid, reliable, and comprehensive manner. However, some existing scales in the Turkish context address the teacher efficacy construct within a general framework and consider classroom management as only a sub-dimension of this construct (Çapa et al., 2005; Yılmaz et al., 2004). The number of measurement tools developed specifically for classroom management or adapted to this context, whose cultural validity and reliability have been ensured, is quite limited (Çetin, 2013; Alatlı, 2014; Karataş et al., 2023). The target group of the Self-Competence Scale for Classroom Management adapted by Alatlı (2014) consists of teachers. The Culturally Responsive Classroom Management Self-Efficacy Scale, adapted by Karataş et al. (2023), aims to measure the sensitivity of teachers and pre-service teachers to cultural values and their self-efficacy levels in managing cultural differences in the classroom. Therefore, it is evident that the need for a measurement tool that can assess pre-service teachers' classroom management self-efficacy using the mentioned scales remains unmet. Çetin (2013) developed the Classroom Management Self-Efficacy Beliefs Scale to determine pre-service teachers' classroom management self-efficacy. Through this scale, an original contribution was made to determine the perceptions of pre-service teachers on this issue. However, more comprehensive and up-to-date measurement tools are needed to assess classroom management self-efficacy in line with the transformations in educational understanding and contextual expectations, and alternative measurement tools developed in different contexts should be examined.

This study aims to adapt the "Classroom Management Self Efficacy Instrument (CMSEI)", which was previously adapted for Australian culture by Slater and Main (2020), to measure the classroom management self-efficacy of pre-service teachers in Turkish and to examine its psychometric properties. This scale adaptation study aims to contribute to the Turkish education system by providing a valid and reliable measurement tool that can be used in both teacher training programs and teachers' professional development processes.

Theoretical Framework and Literature Review

Classroom management

Classroom management is a complex, multidimensional structure that encompasses all the arrangements made to create and maintain a learning environment that facilitates the achievement of teaching objectives (Brophy, 1988). This multidimensional nature transforms classroom management into a process of establishing a classroom environment that supports learning, rather than merely a disciplinary control mechanism. Similarly, Anderson et al. (1980) define classroom management as a multifaceted process that involves organizing students, time, physical space, and materials to enable effective teaching. This process involves an organization that encompasses all the arrangements made by the teacher for teaching content and facilitating student learning activities. Accordingly, classroom management encompasses all the structural and managerial practices that teachers employ to maintain

order in the classroom, actively engage students in the lesson, encourage cooperation among students, and enhance learning opportunities (Emmer & Stough, 2001; Sieberer-Nagler, 2016). It is observed that classroom management encompasses the activities undertaken to maintain an environment conducive to teaching and learning (Külekçi Akyavuz, 2020; Wong & Wong, 2009).

Teachers assume various roles in the classroom; however, one of the most critical among these roles is the role of classroom manager (Marzano, 2003). Classroom management refers to the methods by which teachers establish an effective learning environment in the classroom and facilitate both academic and social-emotional learning among students (Evertson & Weinstein, 2006). An effective classroom climate fosters an environment that is conducive to learning. On the other hand, ineffective classroom management can disrupt the learning process directly by causing the emergence of behaviors that negatively affect students' attention and cognitive processes, or indirectly through other classroom variables that affect learning. The time spent by teachers correcting undesirable behaviors resulting from poor classroom management skills leads to a decrease in academic engagement in the classroom (Evertson & Emmer, 1982; Sieberer-Nagler, 2016). Chaos is inevitable in classrooms where students behave erratically and disrespectfully and where there are no clear rules and procedures to guide behavior (Marzano, 2003). Effective classroom management, on the other hand, reduces undesirable behaviors in students, increases desired behaviors, and supports students' active participation in the lesson (Güner Yıldız, 2011). However, an effective classroom does not emerge spontaneously; a great effort is required to create this environment. The person most responsible for this effort is the teacher (Marzano, 2003). In effective classroom management, teachers apply consistent procedures and view them as tools that serve to organize the learning environment (Brophy, 1998; Wong & Wong, 2009).

When examining the definitions and explanations of classroom management, the importance of the teacher's role stands out. Although many factors influence the learning process, the teacher is considered a significant factor in shaping student behavior and learning, and has a profound impact on the classroom environment (Egeberg et al., 2016). All practices carried out by the teacher in the classroom environment have specific consequences for classroom management. Making physical arrangements, communicating effectively with students, dealing constructively with students' reactions, developing classroom rules, establishing routines, maintaining these routines, or restructuring them when necessary are among the basic components of classroom management (Sieberer-Nagler, 2016). Similarly, Brophy (2006) defines classroom management as organizing the physical environment, establishing rules and procedures, capturing students' attention, and ensuring effective participation, socialization among students, and disciplinary intervention. Both perspectives highlight that the teacher's managerial decisions in the classroom exhibit a structure that directly impacts the learning environment.

Considering the role of the teacher, classroom management is considered to be a core area of professional competence that prospective and beginning teachers should acquire. An effective teacher should be able to deal with unexpected situations, direct student behaviors with appropriate strategies, and develop a sustainable classroom management routine by creating a favorable classroom climate. However, various studies reveal that pre-service teachers often feel inadequate, particularly in managing student behavioral problems (Reupert & Woodcock, 2011; Sieberer-Nagler, 2016). In this context, studies examining teachers' self-efficacy levels regarding classroom management draw attention. In the literature, there are a limited number of studies in which teachers' self-efficacy levels are considered as an important predictor of classroom management (Suico, 2021), pre-service teachers' classroom management competencies are determined (Külekçi Akyavuz, 2020), and self-efficacy perceptions towards classroom management are investigated (Jackson & Miller, 2020).

Self-efficacy

Self-efficacy, based on Social Cognitive Theory, is conceptualized as an individual's beliefs about their competence in planning and executing the actions necessary to successfully perform certain tasks

in specific contexts (Bandura, 1977, 1986, 1997). This belief system refers to the individual's perception of their ability to use these skills effectively, rather than the actual skills they possess. Therefore, self-efficacy reflects the individual's subjective evaluation of his/her potential to achieve success.

Self-efficacy beliefs are not a fixed personality trait, but rather an active and learned construct that is shaped by context. Therefore, they can change over time and vary according to the context or specificity of tasks (Bandura, 1997; Dellinger et al., 2008). This dynamic nature of self-efficacy reveals that individuals can improve their perceptions of efficacy through new experiences.

Self-efficacy plays a crucial role in how individuals cope with the challenges they face in both daily and professional life, as well as in their perception of their environment. However, self-efficacy does not refer to an individual's objective level of competence; it refers to their beliefs about their ability to cope with various problems (Aðalsteinsson et al., 2014; Hussain & Khan, 2022). In other words, an individual may possess a specific skill; however, this does not necessarily mean that they have a high level of efficacy belief in their ability to apply that skill successfully.

According to Bandura (1997), there are four primary sources of self-efficacy: (1) direct experiences of success, (2) indirect experiences gained by observing the success of others, (3) verbal persuasion from the social environment, and (4) physiological and emotional states that arise due to emotions such as excitement, tension, and fear that an individual feels while performing a task. These four sources shape an individual's self-efficacy beliefs and thus play a decisive role in behavior.

Teacher self-efficacy

The concept of self-efficacy has been recognized as a crucial psychological construct that influences individual success in various fields, including education, health, sports, and professional life (Bandura, 1997). In education, self-efficacy has been widely used to understand teacher behavior, student interactions, and classroom processes (Tschannen-Moran & Hoy, 2001; Klassen & Chiu, 2010; Zee & Koomen, 2016). This theoretical approach provides a basic framework for understanding teachers' beliefs about their success in tasks such as planning instructional strategies, engaging students, and managing the classroom. In this context, teacher self-efficacy refers to a teacher's belief in their competence to successfully cope with tasks, responsibilities, and challenges related to their professional role (e.g., instructional tasks, managing discipline problems in the classroom) (Caprara et al., 2006).

Studies have shown that teachers' self-efficacy levels exhibit significant relationships with various variables, including classroom management skills (Emmer & Hickman, 1991), student achievement (Ross, 1994), teacher-student relationships (Zee & Koomen, 2016), and professional burnout (Skaalvik & Skaalvik, 2010). Especially in the context of classroom management, teacher self-efficacy is considered a critical determinant in tasks such as interacting with students, structuring the learning environment, and addressing undesirable behaviors (Emmer & Hickman, 1991; Tschannen-Moran & Hoy, 2001; Hoy & Spero, 2005). According to Bandura (1997), a teacher's effectiveness is primarily related to his/her self-efficacy beliefs in maintaining an environment conducive to learning in the classroom. Teachers' confidence in directing classroom interactions and organizing the learning environment determines their self-efficacy in classroom management.

Self-efficacy in classroom management

Classroom management self-efficacy encompasses teachers' beliefs about their ability to maintain classroom order as well as their beliefs about student relationships, motivational strategies, and their ability to cope with crises (Martin et al., 2012). These efficacy beliefs are among the main determinants of the psychological resilience and pedagogical flexibility that teachers develop towards their classroom roles. In situations such as conflicts between students, distraction, or non-compliance with rules, the teacher's belief that he/she can solve these problems directly affects the overall functioning of the classroom (Kelm & McIntosh, 2012).

Teachers with high self-efficacy tend to perceive the classroom not only as a disciplinary space but also as an environment of interaction, development, and learning (Tschannen-Moran & Hoy, 2001). This perception enables teachers to adopt more inclusive, patient, and solution-oriented approaches in relational and instructional processes. For example, these teachers tend to view unwanted behaviors as clues indicating students' developmental needs rather than perceiving them as a personal threat (Zee & Koomen, 2016).

Classroom management self-efficacy is both an individual belief system and a construct shaped by contextual conditions. Environmental factors, such as school climate, administrator support, collegial collaboration, and practice opportunities, can either reinforce or weaken teachers' confidence in classroom management (Avanzi et al., 2013; Caprara et al., 2006). In this framework, the development of teachers' self-efficacy beliefs in classroom management is not limited to individual characteristics or personal motivations; somewhat, these beliefs are shaped through continuous interaction with the contextual dynamics in which professional practices are displayed. Therefore, the multidimensional nature of self-efficacy perception stands out as an element that requires rethinking in terms of the content and quality of teacher education. For this reason, teacher education programs must incorporate structured and applied learning experiences that foster the development of self-efficacy, as well as technical knowledge and methods. In line with this perspective, it is necessary to assess and enhance pre-service teachers' classroom management skills and their self-efficacy related to these skills before they begin their professional careers.

Methodology

This study aims to adapt the "Classroom Management Self Efficacy Instrument (CMSEI)", which was developed by Main and Hammond (2008) based on various scales (Baker, 2005; Brouwers & Tomic, 2001; Bullock et al., 1994) and whose psychometric properties were evaluated by Slater and Main (2020) with advanced analysis in order to adapt the same scale to Australian culture, into Turkish and to test its reliability and validity. In the process of adapting the scale into Turkish, a) translation and b) validity-reliability studies were included.

Translation study

In the process of adapting the CMSEI into Turkish, permission was first obtained from the authors who developed the scale. In the translation study, the scale adaptation stages suggested by Çapık et al. (2018) were taken into consideration: (1) translation study, (2) semantic clarifications, (3) expert panel, (4) back translation, (5) piloting and cognitive review, (6) final version, and (7) documentation.

During the translation process, three linguists translated the scale into Turkish to ensure that the scale was linguistically and culturally appropriate for the target group. Then, the researchers compared the three translations to determine semantic compatibility, and the final Turkish items were created. The scale, which had been translated into the target language, was presented to three experts: a Turkish language expert, an English language expert, and an educational administration expert at the expert panel stage. Three experts rated all items of the scale as "very suitable" (4 out of 4) on a 4-point content validity checklist. Following the procedures recommended by Polit and Beck (2006), the content validity analysis showed that all items had an I-CVI of 1.00, with a scale-level S-CVI/Ave = 1.00 and S-CVI/UA = 1.00. In addition, based on a dichotomous classification (ratings of 3–4 = relevant), the calculated Fleiss' κ coefficient was 1.00 ($p < .001$), indicating perfect agreement among the experts. After the approval of the expert panel, the back-translation stage was conducted by two language experts to assess the compatibility of the Turkish translation of the scale with the original scale. Thus, the meaning integrity of the scale was preserved, and linguistic equivalence was ensured. During the pilot application phase, a preliminary application was conducted with 34 participants representing the study group to assess the comprehensibility of the scale items, and necessary changes were made based on the feedback

from the participants. After this stage, the final version of the scale was obtained. The documentation phase refers to the reporting process in which the translation steps in the scale adaptation process are explained in detail and the results of the validity and reliability studies are included.

Participants

The sample of the study consisted of 268 pre-service teachers studying in the 4th grade of education faculties of different universities in Turkey. Criterion sampling method, one of the purposive sampling methods, was used in sample selection. Purposive sampling, one of the non-probability sampling methods, enables researchers to select individuals for the sample based on specific characteristics related to a particular topic or research question, and to consciously choose the sample in line with the research purpose (Marshall, 1996; Patton, 2002). Purposive sampling, which allows for the selection of the most appropriate sample according to the researcher-determined criteria, facilitates a more in-depth examination of the data (Creswell, 2014). In this study, the criterion sampling method, a type of purposive sampling, was employed for the study's purpose. In the criterion sampling method, which offers a more specific approach, the researcher determines certain criteria and includes only individuals who meet these criteria in the sample (Patton, 2002). In criterion sampling, the selected individuals should possess specific characteristics that are relevant to the research purpose. In this context, since the sample of the original scale consisted of pre-service teachers and the pre-service teachers evaluated the scale items in line with their classroom management experiences, the researchers determined the following criteria: Being a 4th grade student in the faculty of education, having taken the classroom management course, and having taken and continuing the teaching practice course for at least one semester.

Kline (2011) recommends a sample size of 200 or more for robust and reliable analyses in studies such as Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA). Considering the sampling and analysis method employed, the sample size of the study is considered sufficient for data analysis. Demographic information about the study group is presented in Table 1.

Table 1
Demographic Characteristics of the Study Group

Variables	Subcategories	<i>N</i>	%
Gender	Female	184	68.7
	Male	84	31.3
Branch	Science Teacher Education	16	6
	Elementary Mathematics Teacher Education	26	9.7
	English Language Teaching	34	12.7
	Preschool Education	32	11.9
	Classroom Teaching	36	13.4
	Social Studies Teacher Education	26	9.7
	Turkish Language Teaching	75	28
	Guidance and Psychological Counseling	23	8.6

Data collection tool

The scale, originally named "Classroom Management Self Efficacy Instrument (CMSEI)", was developed by Main and Hammond (2008) to assess pre-service teachers' classroom management self-efficacy, and additional adaptations were made by Slater and Main in 2020 to increase the applicability of the scale by performing advanced statistical analysis through Rasch analysis. The scale, whose

original language is English, is a four-point Likert-type scale (1 = strongly disagree, 4 = strongly agree) consisting of one dimension and 14 items. In the reliability analysis of the scale, Cronbach's alpha coefficient was found to be .90. In the validity analyses, item fit statistics (fit residual and chi-square) were found to be appropriate (between -2.5 and 2.5) and the unidimensionality of the scale was supported ($A=0.98$) according to PCA results (Slater & Main, 2020).

Within the scope of the study, after the translation study of the original scale was completed, a Turkish version of the scale was created under the title "Classroom Management Self-Efficacy Scale (CMSES)". In this study, a data collection tool consisting of two parts was used. The first part included questions about the demographic information of the participants; the second part included the adapted Classroom Management Self-Efficacy Scale (CMSES). The data collection tool was transferred to the online environment, and the data to be used within the scope of the study were collected through Google Forms.

Data analysis

The data collected to examine the validity and reliability of the Classroom Management Self-Efficacy Scale (CMSES) were transferred to the SPSS 30 analysis program. The program was used to determine the demographic information of the study group and to calculate the internal consistency coefficient and item-total correlation of the scale. In line with the study's purpose, confirmatory factor analysis (CFA) was conducted using the AMOS v22 statistical package program to test the construct validity and factor structure of the scale.

Findings

To adapt the Classroom Management Self-Efficacy Scale to Turkish culture, the AMOS v22 statistical package program was used to test the construct validity of the scale. In the analyses performed, more than one fit index was examined to check the model fit. First, the fit indices were examined without making any corrections to the model ($\chi^2/df = 2.75$; RMSEA = .081; SRMR = .056; NNFI = .866; CFI = .887; GFI = .897), and the values obtained were compared with the reference ranges of goodness-of-fit values in the literature. It was observed that all fit index values were outside the reference ranges in the literature. This suggests that the scales may not function in the same way across different cultures, and that cultural adaptation should be evaluated not only at the linguistic level but also at the structural level. For this reason, when the modification indices were examined, it was determined that items M4 and M5, as well as M13 and M14, measured similar characteristics, and modifications were made accordingly. The analysis was then repeated. As a result of the modifications, a significant improvement was observed in the fit indices, and it was determined that the scale maintained its one-factor structure. The model described in CFA is given in Figure 1.

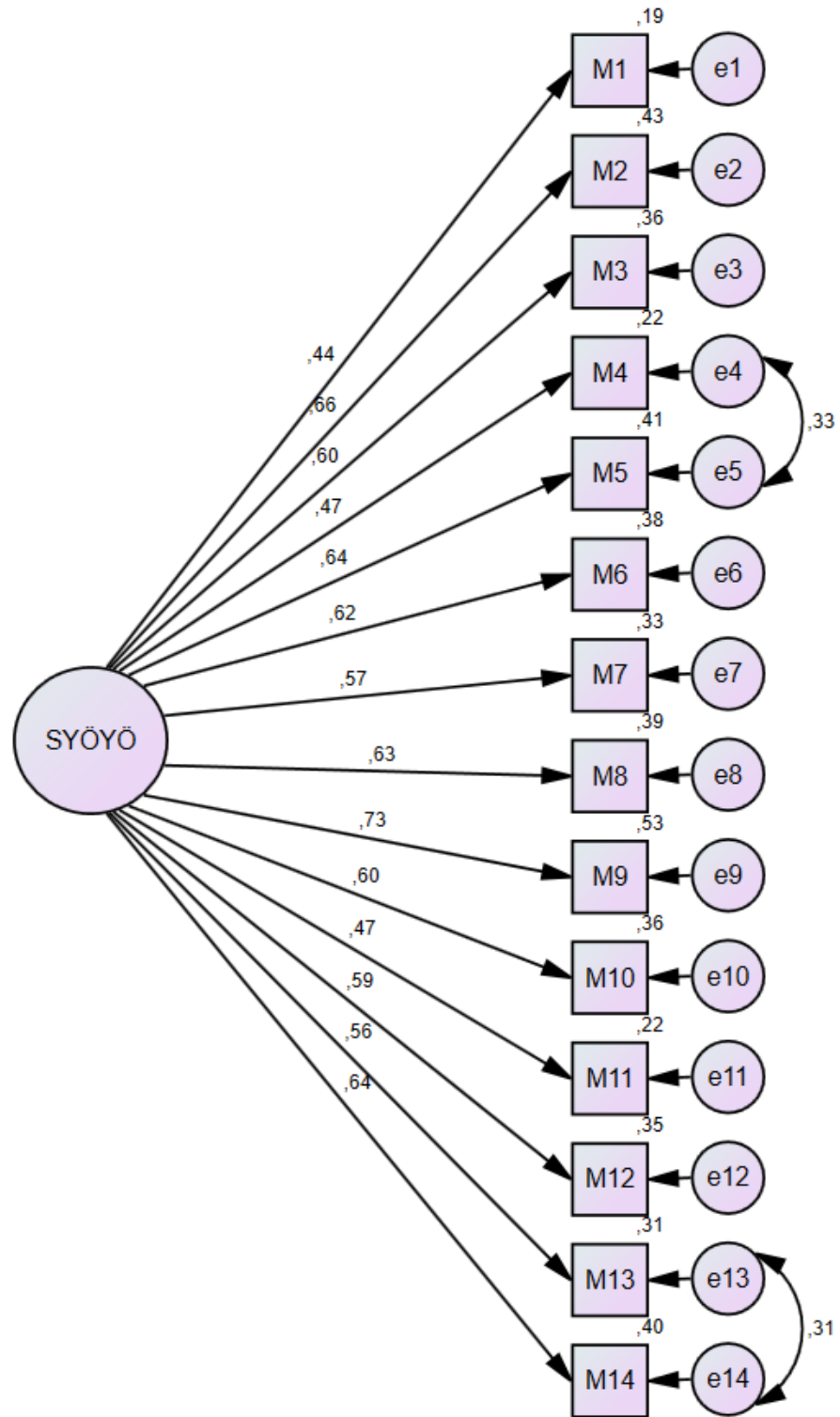


Figure 1. Standardized Path Diagram of the Confirmatory Factor Analysis (CFA)

It is observed that the goodness-of-fit values of the model fall within the reference ranges reported in various literature sources (Byrne, 2012; Hu & Bentler, 1999; Kline, 2011; Schermelleh-Engel et al., 2003; Steiger, 2007; Tabachnick & Fidell, 2000). The fit values obtained from the CFA analysis are presented in Table 2. In addition, the composite reliability (CR) value, calculated from the standardized factor loadings obtained from confirmatory factor analysis, was found to be .88. This value indicates that the construct has a high level of internal consistency. However, the average variance explained

(AVE) value was calculated as .35, which is below the threshold value of .50. Regarding this situation, according to the theoretical framework put forward by Fornell and Larcker (1981), if the composite reliability value is above .70, the AVE value below .50 does not invalidate the construct validity. Based on this approach, in line with the CR value of .88, it was accepted that the construct had convergent validity despite the limited AVE value.

Table 2.
Findings Related to Confirmatory Factor Analysis Fit Values

Compliance Indices	Goodness of Fit Values Reference Intervals	Research Finding	Source
χ^2/df	$0 \leq \chi^2/df \leq 2.5$	2.15	Byrne (2012), Kline (2011),
RMSEA	$0 \leq RMSEA \leq 0.07$	.066	Steiger (2007)
SRMR	$0 \leq SRMR \leq 0.08$	.05	Hu & Bentler (1999)
NNFI	$0.90 \leq NNFI \leq 1.00$	.912	Hu & Bentler (1999)
CFI	$0.90 \leq CFI \leq 1.00$	.928	Byrne (2012), Tabachnick & Fidell (2000)
GFI	$0.90 \leq GFI \leq 1.00$	.923	Byrne (2012), Kline (2011)

The item-total correlations ranged from .48 to .68, indicating that all items were consistent with the overall structure of the scale. These results indicate that the internal structure of the scale is homogeneous, and all items contribute significantly to the measured construct. The Cronbach's alpha coefficient ($\alpha = .88$) obtained within the scope of reliability analysis indicates that the scale has high internal consistency. Item total correlations for the scale are presented in Table 3.

Table 3
Classroom Management Self-Efficacy Scale Item Total Correlations

Item	Item Total Correlation	Item	Item Total Correlation
M1	.413	M8	.578
M2	.607	M9	.654
M3	.554	M10	.562
M4	.458	M11	.442
M5	.624	M12	.558
M6	.564	M13	.549
M7	.525	M14	.624
$\alpha = .88$			

Discussion and Conclusion

This study aimed to adapt the "Classroom Management Self-Efficacy Instrument (CMSEI)" adapted by Slater and Main (2020) into Turkish and to conduct validity and reliability analyses. In line

with the need for a reliable and easy-to-administer instrument to assess classroom management self-efficacy, Main and Hammond (2008) developed the Classroom Management Self-Efficacy Instrument (CMSEI) based on various scales used in previous studies (Baker, 2005; Brouwers & Tomic, 2001; Bullock et al., 1994). However, following this study, there were requests to share more detailed psychometric information beyond the reported Cronbach's alpha coefficient, such as the factor structure of the scale, item-level validity, and reliability analyses. Accordingly, Slater and Main (2020) culturally adapted the CMSEI for the Australian context and evaluated the scale's psychometric properties in detail using Rasch analysis, an advanced analysis technique.

Within the scope of the study's purpose, linguistic adjustments were made to adapt the scale to Turkish, in line with translation and expert opinions. Confirmatory factor analysis was conducted to test construct validity, and an internal consistency coefficient was calculated to assess reliability. In the final stage, in line with the results of the confirmatory factor analysis, a fourteen-item, single-factor structure was obtained, consistent with the original structure of the scale. The χ^2/df value obtained as a result of the confirmatory factor analysis was 2.15. The scale fit indices were acceptable or excellent (RMSEA = .066; SRMR = .05; NNFI = .912; CFI = .928; GFI = .923). In addition, as a result of the reliability analysis, the internal consistency coefficient of the scale was calculated to be .88, indicating that the scale had high internal consistency. These findings support the adaptability of the CMSEI scale to Turkish culture and reveal that the structure based on Slater and Main's (2020) advanced psychometric analyses can be transferred to different contexts with certain structural adjustments. Accordingly, it was concluded that this scale can be used as a valid and reliable tool to assess Turkish pre-service teachers' beliefs about their classroom management self-efficacy.

In the national literature, the number of culturally validated and reliable scales specific to classroom management self-efficacy is quite limited (Çetin, 2013; Alatlı, 2014; Karataş et al., 2023). While the Self-Efficacy Scale for Classroom Management adapted by Alatlı (2014) measures teachers' classroom management self-efficacy, the Self-Efficacy Scale for Classroom Management Sensitive to Cultural Values adapted by Karataş et al. (2023) aims to measure teachers' and pre-service teachers' sensitivity to cultural values and their ability to manage cultural differences in the classroom. However, these two adapted scales do not meet the need for assessing pre-service teachers' classroom management self-efficacy. The scale development study conducted by Çetin (2013) to determine pre-service teachers' classroom management self-efficacy beliefs, which presents a two-dimensional structure consisting of classroom management efficacy belief and outcome expectancy, fills an important gap in the literature. However, considering the conceptual and practical transformations that the field of classroom management has undergone in recent years, it is necessary to update the self-efficacy studies in this field and reconsider them in light of contemporary approaches. In this context, the scale adapted within the scope of this study makes a unique contribution to directly and comprehensively assessing pre-service teachers' classroom management self-efficacy. The study provides a new measurement tool to the Turkish national literature. In addition, the international validity of the CMSEI scale enables the comparison of Turkish pre-service teachers' classroom management self-efficacy levels with those of teachers in different cultural contexts, making an important contribution to the literature in terms of cross-cultural comparative research.

It is important to note that the study was conducted on a sample limited to pre-service teachers, which may limit the generalizability of the findings to groups of teachers with different levels of professional experience. Therefore, it is recommended that future studies retest the scale with a more diverse sample, including newly graduated teachers, experienced teachers, and instructors from different branches. This expansion of the sample could significantly contribute to the literature and provide a more comprehensive understanding of classroom management self-efficacy.

In future studies, this scale could be a valuable tool for data collection in longitudinal studies. By using the scale to monitor changes in classroom management self-efficacy beliefs over time, researchers

could gain important insights into the evolution of pre-service teachers' self-efficacy perceptions during their practice experiences. This could provide significant contributions to the evaluation of teacher education programs and the identification of areas for intervention to support professional development. Furthermore, such studies could enable more in-depth analyses to explain how classroom management self-efficacy beliefs are shaped depending on individual and contextual factors.

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Appendix 1. The Turkish Adaptation of Classroom Management Self Efficacy Instrument

Sınıf Yönetimi Öz Yeterlik Ölçeği (SYÖYÖ)	Kesinlikle katılmıyorum (1)	Katılmıyorum (2)	Katılıyorum (3)	Kesinlikle katılıyorum (4)
Çeşitli davranış yönetimi modellerini ve tekniklerini kullanabilirim.				
Dersin akışını bozan bir öğrenci olursa onu hızlı bir şekilde yeniden derse yönlendirebilirim.				
Uygun davranışların kazandırılmasında kararlı olduğumu öğrencilere açıkça ifade edebilirim.				
Başa çıkamayacağım öğrenci sayısı çok azdır.				
Bir sınıfta çok iyi yönetebilirim.				
Sınıf içinde otoriteye karşı çıkan öğrencileri derslerime dâhil edebilirim.				
Beklentilerimi öğrencilerime açık bir şekilde ifade edebilirim.				
Birkaç problemlili öğrencinin tüm sınıfın düzenini bozmasına engel olabilirim.				
Öğrenciler çalışmayı bırakırsa, onları tekrar yaptıkları işe döndürebilirim.				
Öğrencilerim için hangi kuralların uygun olduğunu bilirim.				
Ses tonunu ayarlama, yüz ifadeleri, planlı bir şekilde görmezden gelme ve yakınlık kontrolü (öğrencinin sırasına yaklaşma vb.) gibi cezalandırıcı olmayan çeşitli teknikleri kullanabilirim.				
Tutarlı bir sınıf rutini uygulayabilirim.				
Öğretim ve sınıf yönetimi becerilerim hakkında öz değerlendirme yapabilirim ve sonuçlarını yapıcı bir şekilde kullanabilirim.				
Kullandığım davranışsal tekniklerin gerekçesini, program bileşenlerini, işleyişini ve değerlendirmesini açıklayabilirim.				