



Factor Analysis of the Classroom Management Attitude Scale: Dimensions of Teacher Perspectives

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ABSTRACT

This study used exploratory factor analysis to determine how the Classroom Management Attitude Scale (CMAS) functions as a whole. The CMAS evaluates teachers' attitudes and approaches toward various aspects of classroom management in Pakistan. The research team obtained responses from 500 teachers working in different school environments. Several statistical tests were conducted to study how well the scale measures what it intends to measure. The sampling adequacy score KMO .967 confirms an excellent sampling adequacy for factor analysis. The Test of Sphericity by Bartlett confirmed that the correlation matrix was suitable ($p < .001$) for factor analysis. Our analysis used principal axis factoring with oblimin rotation to find latent constructs. The analysis retained factors based on scree plot results and only selected factors with an eigenvalue above 1. Through analysis, our team identified five key areas, which explained 83.179% of all variations. Extracted factors were: Five key factors outline teacher classroom management attitudes: (1) Instructional Planning and Organization, (2) Behavioral Management Strategies, (3) Student-Teacher Relationships, (4) Classroom Climate and Environment, and (5) Technology and Resource Management. Factor loadings exceeding .40 were considered significant. The study reviewed communalities along with the factor correlation matrix to see how well items reflected their assigned factors and how these factors worked with each other. The current factor structure helps us understand classroom management attitudes' multidimensional nature while helping design effective professional development for teachers. Next research studies need to validate this factor structure across different groups and study how it can be effectively used in school education settings.



Introduction

Well-designed classroom management methods support teachers and students to achieve better learning results (Gettinger & Kohler, 2006; Milner, 2006; Sabornie & Espelage, 2023). The teaching methods educators choose for classroom management help build the right learning environment for students to succeed (Elias & Schwab, 2006; Espelage et al., 2023; Mergendoller et al., 2006). Research and educators now place growing importance on evaluating what teachers think about classroom management.

The Classroom Management Attitude Scale (CMAS) is a complete instrument that detects teachers' attitudes towards classroom management methods. The tool measures multiple aspects of classroom management, which include lesson plans, student behavior techniques, relationships between students and teachers, classroom environment, and the use of technology. Examining teacher attitudes using the CMAS helps us discover important details about what makes classroom management effective.

The current research determines the basic structural components of the CMAS by running detailed exploratory factor analysis. Our research method helps us pinpoint and confirm dimensions that constitute classroom management attitudes. The study works to define these factors so researchers can better understand teachers' ways of thinking about classroom discipline issues. Research findings from this study can help improve both learning theories and classroom teaching methods, especially in the context of Pakistan. The finding of specific classroom management attitude factors will help us build better training resources for teachers. The findings can help teacher education programs design curricula that better cover distinct areas of classroom management.

Classroom Management Attitudes are more important due to advancements in technology and new teaching methods. This study adds to classroom management research by showing how teacher attitudes match modern education requirements and possibilities.

The remaining parts of this paper will review important research, explain our research methods, and analyze the results of the factors to show how they affect education theory and practice.

Literature Review

Experts see classroom management as a key factor of good teaching because it does more than keep students in control (Marzano & Marzano, 2003; Saleem et al., 2021, 2023). It builds better ways for students to learn (Doyle, 2013). This section review studies how classroom management is based on theory and its critical aspects, plus evaluates prior investigations into classroom management attitudes measurement.

Theoretical Foundations of Classroom Management

Over time, classroom management has developed from strict discipline to a wider teaching-learning system approach. As Bandura (1986) proposed, social cognitive theory gives us key ideas about how to manage classrooms, showing how people's personal aspects, their actions within a setting, and the setting itself all affect each other. In addition, Bronfenbrenner's ecological systems theory (1979) helps us understand that every environment around students works together to affect their behavior and the results they achieve in class. By using this theory researchers emphasize how we need to examine both classroom and society impacts to create strong teaching controls.

Key Dimensions of Classroom Management

Studies today show that many important areas determine success in handling classroom activities. Good classroom management starts when teachers design complete lessons and organize their teaching space. This dimension includes methods for lesson design plus time management to build an environment that helps students learn better. Studies show that students pay better attention when teachers plan their lessons well (Mirza et al., 2022).

Behavior management continues as a vital part of classroom management, though it has become one piece of a larger system. This section covers various practices to create classroom rules while promoting good behavior and managing student disruptions. Research now shows that taking steps ahead of time to address student behavior works better than waiting to respond (Mathieson & Price, 2002; Saleem et al., 2023).

Research shows that strong bonds between students and teachers become key to running a successful classroom. Students perform better and show better classroom behavior when teachers create supportive relationships (Pianta, 2006). A teacher must build trustworthy connections with students while showing that he or she understands their feelings to make them feel accepted in the class.

Creating the right classroom environment helps teachers manage their classes better. This aspect shows teachers how to create an open space where students can learn and develop their social and emotional skills. Positive classroom settings help students behave better and take part more when learning (Morrow et al., 2006).

Educational technology has introduced new challenges and opportunities for classroom management. Effective classroom operations depend on using technology tools to help students learn better in their learning spaces. Bolick and Cooper (2006) researched how technology affects student participation and conduct during classes.

Previous Research on Measuring Classroom Management Attitudes

Different assessment tools exist to measure what teachers' attitude about managing their classes. At first, most research tools targeted how teachers believed in and handled student discipline. The growth in understanding classroom management has prompted the development of more comprehensive measurement tools.

Newer assessment tools try to measure every aspect of classroom management. Through their Behavior and Instructional Management Scale, Martin and Sass (2010) created a tool that separates teaching methods from student behavior control strategies. Weinstein and Novodvorsky's Classroom Management Profile evaluates teachers through several dimensions of classroom management (Weinstein, 2007; Weinstein & Novodvorsky, 2015).

Today's classroom management in Pakistan needs a complete measurement system that captures all advanced teaching techniques. Present management measurement tools examine separate parts of classroom management instead of looking at how different management methods connect.

While previous research has made significant progress in understanding and measuring classroom management attitudes, several gaps persist in the literature: Most current management tools do not adequately connect technology integration strategies into their structure. In addition, research shows inadequate focus on how teacher-student interactions affect classroom management

evaluation tools. Hence, the field needs tools that assess all parts of classroom management while still ensuring accurate measurement of results.

We created the Classroom Management Attitude Scale (CMAS) using detailed factor analysis to fill research gaps. This research studies the Classroom Management Attitude Scale structure to better understand how classroom management factors work together to build complete classroom management strategies. The timing of this analysis matches the ever-changing educational settings as researchers now better grasp classroom management's detailed complexity. Our results will help teachers learn new skills and enhance educational methods through both research results and teaching practice.

Methodology

This section presents current research design along with participant characteristics, instrumentation, data collection techniques, ethical practices and analysis approaches.

The research employed a quantitative and cross-sectional design to study the factor structure of the Classroom Management Attitude Scale (CMAS). The research methodology selected both its ability to capture a snapshot of teacher attitudes toward classroom management and its capacity to gather data at one specific time period (Tabachnick et al., 2013; Watkins, 2018, 2021).

Researchers collected data from teachers (N = 500) working in different school environments. A wide range of participants were selected from urban and suburban and rural settings in both private and public educational institutions for a complete assessment. The demographic breakdown included:

1. Gender: 58% female, 42% male
2. Age range: 25-62 years (M = 41.3, SD = 9.7)
3. Teaching experience: 1-30 years (M = 15.6, SD = 8.2)
4. Educational level: 65% Bachelor's degree, 34% Master's degree, 1% Doctoral degree.

The research team created items for the scale using both extensive research literature review and sessions with professional panels. We reviewed validated measurement tools from existing classroom management instruments to create items for this research. Our theoretical framework guiding classroom management attitudes in diverse educational settings led us to create supplemental items. The initial Classroom Management Attitude Scale (CMAS) comprised 100 items distributed across five factors: Instructional Planning and Organization, Behavioral Management Strategies, Student-Teacher Relationships, Classroom Climate and Environment, and Technology and Resource Management.

The scale contained only positive statements. Five professors and twenty experienced teachers from different schools evaluated the initial 80-item CMAS through their expert assessment. The 25 panel members brought extensive experience of classroom management practices from a range of educational settings.

The 80 items underwent evaluation by panel members whose primary duties involved both clarity assessment and appropriateness analysis and relevance confirmation for classroom management attitudes. Each participant on the professorial panel received instructions to place each item into one of the defined factors. Items showing limited categorization capability or lacking clear factor relationship were removed from the evaluation since they failed to indicate specific constructs. The panel provided feedback and recommendations which resulted in the refinement of CMAS through

the elimination of 50 items that best maintained conceptual conformity while displaying strong face validity.

Teachers filled the 50-question self-report CMAS to show their classroom management attitudes. The scale lets participants choose between five options from 1, meaning Strongly Disagree, to 5, meaning Strongly Agree.

The CMAS initially comprised five hypothesized subscales:

1. Instructional Planning and Organization (10 items)
2. Behavioral Management Strategies (10 items)
3. Student-Teacher Relationships (10 items)
4. Classroom Climate and Environment (10 items)
5. Technology and Resource Management (10 items)

Each subscale includes items that reflect both theoretical constructs and practical applications of classroom management strategies. We gathered data using online survey tools throughout a six-week timeframe. The research team emailed interested participants with the study details and survey link in a secure format. We sent non-respondents two additional emails about two weeks apart to increase participation.

All research participants gave their consent to participate after we provided them with study details. Our team protected privacy by storing data securely and removing personal information.

Our preliminary analysis checked the data for missing points and outliers and violated statistical assumptions. We calculated basic statistics for all CMAS components by finding average values, variability measures, and item relationship strengths. The researchers used Exploratory Factor Analysis in IBM SPSS Statistics (Version 27) to examine the data further.

The researchers conducted EFA with IBM SPSS Statistics as the tool for the analysis. The following analytical steps were undertaken:

1. KMO measure determined if the available data met basic requirements for effective factor analysis.
2. The research included Bartlett's Test of Sphericity to test if variables have significant relationships with each other.
3. We selected principal axis factoring for extraction to take advantage of its superior ability to detect latent structural factors in the research data.
4. We used Oblimin rotation because classroom management elements can relate to one another.
5. The research used scree plot analysis to establish how many factors should be kept in the results.
6. Our factor retention decisions required both an eigenvalue threshold greater than one and an analysis of the scree plot data.

Through these analytical procedures the researchers conducted detailed analytical evaluation of CMAS structural components leading to significant findings about teacher classroom management attitudes.

Results

The results below display statistical summaries and initial findings along with exploratory factor analysis (EFA) results from Classroom Management Attitude Scale (CMAS) data.

Descriptive Statistics

Table 1 includes both mean scores and standard deviations for each of the CMAS' 50 assessment items. Research participants rated classroom management methods positively according to their scores on the 5-point Likert scale which fell between 3.30 and 3.49.

Table 1: Descriptive Statistics

	Mean	Std. Deviation
IP1 Having detailed lesson plans helps maintain classroom discipline	3.34	.971
IP2 Organizing materials before class reduces disruptions	3.34	.986
IP3 Clear learning objectives help students stay focused	3.35	1.006
IP4 Structured daily routines minimize behavioral issues	3.35	.972
IP5 Physical arrangement of classroom affects student behavior	3.37	.977
IP6 Time management skills are crucial for effective teaching	3.30	1.021
IP7 Well-planned transitions reduce classroom chaos	3.33	.984
IP8 Having backup activities prevents idle time disruptions	3.37	.966
IP9 Systematic record-keeping improves classroom management	3.37	.987
IP10 Regular assessment routines maintain student engagement	3.32	.993
BM1 Establishing clear rules early is essential	3.44	1.008
BM2 Consistent consequences help maintain discipline	3.46	.983
BM3 Positive reinforcement is more effective than punishment	3.44	1.008
BM4 Individual behavior contracts work well with difficult students	3.46	1.001
BM5 Non-verbal cues effectively redirect minor misbehavior	3.46	.987
BM6 Group rewards promote collective responsibility	3.46	1.007
BM7 Progressive discipline helps modify chronic misbehavior	3.48	.996
BM8 Immediate response to disruption prevents escalation	3.47	1.007
BM9 Student input in rule-making increases compliance	3.47	.985
BM10 Praise specific behaviors rather than general conduct	3.46	1.011
SR1 Building rapport improves student cooperation	3.40	1.009
SR2 Understanding cultural backgrounds helps manage behavior	3.42	.991
SR3 Respecting student perspectives reduces conflicts	3.40	1.003
SR4 Personal greeting of students promotes positive atmosphere	3.44	1.006
SR5 Regular communication builds trust	3.43	1.006
SR6 Showing genuine interest improves student behavior	3.41	1.008
SR7 Fair treatment reduces disciplinary issues	3.41	.986
SR8 Empathy helps handle difficult situations	3.42	.995
SR9 Student feedback improves classroom management	3.41	.992
SR10 Maintaining professional boundaries is important	3.42	1.024
CE1 Positive atmosphere promotes learning	3.36	.971
CE2 Democratic processes reduce behavioral issues	3.38	.995
CE3 Inclusive environment minimizes disruptions	3.40	.976
CE4 Competitive activities increase management challenges	3.37	.976
CE5 Collaborative learning improves student conduct	3.40	.987
CE6 Cultural sensitivity enhances classroom harmony	3.38	1.006
CE7 Stress-free environment reduces misbehavior	3.37	1.000
CE8 Clean and organized space promotes discipline	3.38	.988
CE9 Display of student work increases engagement	3.40	1.007
CE10 Comfortable temperature affects student behavior	3.36	.990
TR1 Technology integration requires special management skills	3.45	1.032

TR2 Digital tools help track student behavior	3.44	1.012
TR3 Online resources enhance classroom control	3.44	1.016
TR4 Technical issues disrupt classroom management	3.49	1.010
TR5 Device policies are essential for order	3.45	1.009
TR6 Digital distractions require specific strategies	3.47	1.035
TR7 Resource sharing needs clear procedures	3.43	1.000
TR8 Technology access affects student engagement	3.46	1.025
TR9 Digital literacy impacts classroom behavior	3.47	1.018
TR10 Online monitoring tools improve management	3.47	.996

Preliminary Analyses

We ran preliminary data testing to confirm suitability for factor analysis prior to EFA implementation. KMO testing delivered a value of .967, which confirms superior factorability as it surpasses the recommended standard of .6, according to Kaiser (1974). The statistical results from Bartlett’s Test of Sphericity proved that our data was appropriate for factor analysis because the variables had sufficient correlations.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.967
Bartlett's Test of Sphericity	Approx. Chi-Square	34534.830
	df	1225
	Sig.	.000

Exploratory Factor Analysis Findings

Principal axis factoring with oblimin rotation processed the CMAS’s 50 measurement items. Initial analysis yielded five factor components since their eigenvalues surpassed 1. They collectively represented 84.860% of total variance. The scree plot analysis displayed in Figure 1 confirmed five factors because an elbow formed right before the sixth factor.

Factor Structure

Through rotated factor solution, the CMAS showed five distinct factors that matched the expected subscale divisions. Table 3 lists how well each item matches its factor with loadings less than .40 removed for easy interpretation.

Figure 1: Scree Plot for CMAS Factor Analysis

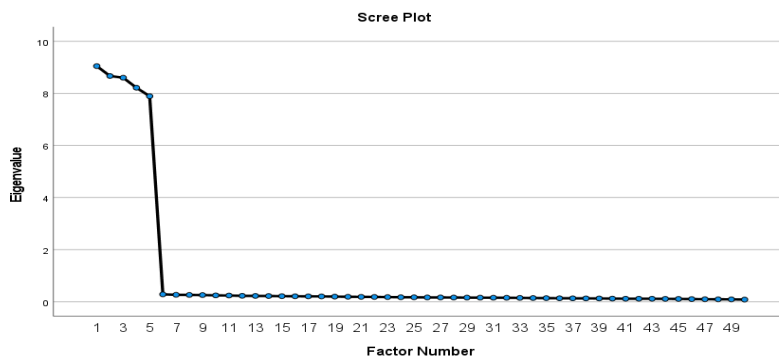


Table 3: Structure Matrix

	Factor				
	1	2	3	4	5
Instructional Planning and Organization (IPO): (Cronbach's $\alpha = .979$)					
IP1 Having detailed lesson plans helps maintain classroom discipline	.913	-	-	-	-
IP2 Organizing materials before class reduces disruptions	.908	-	-	-	-
IP3 Clear learning objectives help students stay focused	.911	-	-	-	-
IP4 Structured daily routines minimize behavioral issues	.906	-	-	-	-
IP5 Physical arrangement of classroom affects student behavior	.915	-	-	-	-
IP6 Time management skills are crucial for effective teaching	.918	-	-	-	-
IP7 Well-planned transitions reduce classroom chaos	.913	-	-	-	-
IP8 Having backup activities prevents idle time disruptions	.897	-	-	-	-
IP9 Systematic record-keeping improves classroom management	.894	-	-	-	-
IP10 Regular assessment routines maintain student engagement	.911	-	-	-	-
Behavioral Management Strategies (BMS): (Cronbach's $\alpha = .980$)					
BM1 Establishing clear rules early is essential	-	.908	-	-	-
BM2 Consistent consequences help maintain discipline	-	.909	-	-	-
BM3 Positive reinforcement is more effective than punishment	-	.917	-	-	-
BM4 Individual behavior contracts work well with difficult students	-	.907	-	-	-
BM5 Non-verbal cues effectively redirect minor misbehavior	-	.921	-	-	-
BM6 Group rewards promote collective responsibility	-	.911	-	-	-
BM7 Progressive discipline helps modify chronic misbehavior	-	.911	-	-	-
BM8 Immediate response to disruption prevents escalation	-	.904	-	-	-
BM9 Student input in rule-making increases compliance	-	.911	-	-	-
BM10 Praise specific behaviors rather than general conduct	-	.906	-	-	-
Student-Teacher Relationships (STR): (Cronbach's $\alpha = .980$)					
SR1 Building rapport improves student cooperation	-	-	-	.913	-
SR2 Understanding cultural backgrounds helps manage behavior	-	-	-	.914	-
SR3 Respecting student perspectives reduces conflicts	-	-	-	.907	-
SR4 Personal greeting of students promotes positive atmosphere	-	-	-	.911	-
SR5 Regular communication builds trust	-	-	-	.921	-
SR6 Showing genuine interest improves student behavior	-	-	-	.915	-
SR7 Fair treatment reduces disciplinary issues	-	-	-	.911	-
SR8 Empathy helps handle difficult situations	-	-	-	.917	-
SR9 Student feedback improves classroom management	-	-	-	.914	-
SR10 Maintaining professional boundaries is important	-	-	-	.909	-
Classroom Climate and Environment (CCE): (Cronbach's $\alpha = .979$)					
CE1 Positive atmosphere promotes learning	-	-	-	-	.902
CE2 Democratic processes reduce behavioral issues	-	-	-	-	.916
CE3 Inclusive environment minimizes disruptions	-	-	-	-	.913

CE4 Competitive activities increase management challenges	-	-	-	-	.912
CE5 Collaborative learning improves student conduct	-	-	-	-	.913
CE6 Cultural sensitivity enhances classroom harmony	-	-	-	-	.903
CE7 Stress-free environment reduces misbehavior	-	-	-	-	.905
CE8 Clean and organized space promotes discipline	-	-	-	-	.912
CE9 Display of student work increases engagement	-	-	-	-	.908
CE10 Comfortable temperature affects student behavior	-	-	-	-	.907
Technology and Resource Management (TRM): (Cronbach's $\alpha = .981$)					
TR1 Technology integration requires special management skills	-	-	-.918	-	-
TR2 Digital tools help track student behavior	-	-	-.913	-	-
TR3 Online resources enhance classroom control	-	-	-.909	-	-
TR4 Technical issues disrupt classroom management	-	-	-.914	-	-
TR5 Device policies are essential for order	-	-	-.925	-	-
TR6 Digital distractions require specific strategies	-	-	-.920	-	-
TR7 Resource sharing needs clear procedures	-	-	-.904	-	-
TR8 Technology access affects student engagement	-	-	-.917	-	-
TR9 Digital literacy impacts classroom behavior	-	-	-.912	-	-
TR10 Online monitoring tools improve management	-	-	-.922	-	-

The five factors identified were:

1. **Instructional Planning and Organization (IPO):** This factor comprised 10 items explored how teachers plan lessons, arrange materials, and control class time. Each item displayed robust links to its factor, as demonstrated by loadings between .893 and .918.
2. **Behavioral Management Strategies (BMS):** This factor also comprised 10 items assessing approaches to discipline, rule-setting, and student behavior modification. Each item for the BMS factor demonstrated robust connections with loadings between .904 and .921.
3. **Student-Teacher Relationships (STR):** Teachers rated their abilities to build rapport with students and understand and talk to them through this set of 10 items. Based on statistical analysis, the factor loadings stayed between .904 and .925.
4. **Classroom Climate and Environment (CCE):** Ten items related to creating a positive atmosphere, promoting inclusivity, and managing the physical classroom space loaded onto this factor. Factor loadings ranged from .907 to .921.
5. **Technology and Resource Management (TRM):** This last factor also contains 10 items about using classroom technology and managing digital and other educational resources. Factor loadings ranged from .902 to .916.

Communalities

Analysis of communality scores confirmed that each item showed strong representation in the five-factor setup. Our analysis showed that 80.1% to 85.6% of the information each item contains was captured by our selected factors.

Factor Correlations

Our analysis of factor connections showed moderate relationships between the five distinct categories from -.003 up to .039. The results in Table 3 show each factor stands apart yet relates to other factors because different elements of classroom management work together.

Table 3: Factor Correlation Matrix

Factor	1	2	3	4	5
1	1.000	-	-	-	-
2	-.028	1.000	-	-	-
3	.006	-.004	1.000	-	-
4	-.021	.022	.022	1.000	-
5	.039	.023	-.003	-.035	1.000

The analysis uncovered a five-factor classroom management model following theoretical standards in the CMAS data. The CMAS clearly measures different aspects of classroom management attitudes because its analysis shows convincing factor loadings alongside meaningful pattern links between factors. These research results enable a more detailed study of classroom management components to determine how they affect teaching performance.

A reliability analysis of the Classroom Management Attitude Scale (CMAS) was performed through SPSS software. The 50-item CMAS exhibited exceptional consistency through Cronbach's α at 0.889 among 500 participants. Table 3 shows the Cronbach's α values which establish strong internal consistency across the internal factors including Instructional Planning and Organization and Behavioral Management Strategies and Student-Teacher Relationships and Classroom Climate and Environment and Technology and Resource Management.

Discussion

This study employed exploratory factor analysis to reveal the fundamental dimensional structure of the Classroom Management Attitude Scale (CMAS). The research showed five components that align with modern theoretical knowledge about classroom management.

Interpretation of the Five-Factor Structure

The emergence of five distinct factors provides empirical support for the multidimensional nature of classroom management attitudes. Each factor is interpreted in the following section.

The IPO factor indicates that classroom management depends strongly on proactive planning and organizational practices. Its strong factor loadings between .893 and .918 show teachers strongly acknowledge instructional preparation functions as essential for maintaining an orderly learning environment. The study supports previous research that validates classroom management prevention strategies through appropriate lesson planning and time management (Marzano & Marzano, 2003).

The BMS factor demonstrates the ongoing significance of behavioral strategies since its constituent loads secure a robust .904 to .921 relationship with teachers' classroom management. The findings demonstrate teachers' continued emphasis on well-defined expectations combined with behavior modification practices and consistent reinforcement throughout their management practices.

STR stands as its own distinct factor within the construct (loadings .907 to .923) because research supports the critical importance of relationships in creating effective classroom management practices. Relevant research now shows how positive interactions between students and teachers directly influence classroom engagement while regulating student conduct (Pianta et al., 2012).

The high factor loadings demonstrate teachers are establishing relationship building into their fundamental management strategies.

The CCE factor consists of items which measure efforts to establish a positive inclusive classroom climate because they exhibit strong loadings between .902 and .917. The development of this unique dimension reinforces the essential role of environmental conditions in determining student performance and classroom conduct. Research data validates ecological models of classroom management which explain why physical environments together with social behaviors affect how individuals behave (Doyle, 2013).

The extraction of TRM as a separate factor (loadings .904 to .925) demonstrates technology's increasing importance in educational environments. Research participants displayed high agreement regarding the distinct challenges they face when implementing technology integration in addition to digital resource management. This is in line with recent research (Khine & Fisher, 2003).

Conclusion

The five-factor framework of the Classroom Management Attitude Scale (CMAS) validated by exploratory factor analysis aligns perfectly with present-day classroom management theories.

The field has advanced significantly by recognizing Technology and Resource Management as its independent component. This research validates through analysis of digital tool adoption in education the requirement for technology management instruction both in initial teacher education and continuing professional development programs (Arshad et al., 2021). The CMAS accurately measures teachers' views about classroom management because each measurement dimension shows strong performance.

Research shows moderate correlations among classroom management factors validate the ecological viewpoint that complex interplay between various factors in educational environment. Effective classroom management means teachers need to handle all aspects of their job together instead of trying separate isolated strategies or techniques.

These research findings have important implications for changing how educational policy works and teacher training programs run. Teacher education programs need to use a complete CMAS approach by teaching all five CMAS components in classroom management. Moreover, teacher education programs need to focus more on technology skills while helping teachers build better relations with students since these factors receive less attention in conventional methods.

The CMAS functions as an effective tool for teachers to for reflective practice and targeted interventions. Teachers can use the scale to evaluate their classroom management attitudes and find opportunities to develop professionally. Mentors, instructional coaches, and administrators should use the factor structure as a basis to create support plans that improve unique areas of classroom administration.

Although this research advances our grasp of classroom management attitudes, it suggests several clear areas for future research. Testing the five-factor model with various groups is needed to show it works in many learning settings. Over time, research can show how teachers' management attitudes stay consistent and link them to what teachers do in class and how students perform. The research needs to test how the CMAS performs in different schools and cultures worldwide.

This study provides a comprehensive examination of the Classroom Management Attitude Scale structure to reveal the many aspects of teacher management behavior. The study explains how different classroom management factors work together to help teachers and provide better

guidelines for teacher training and educational decision-making. As education keeps changing due to technology and teaching methods, this research will guide effective learning practices for all students.

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