

Training Needs for High-Quality Classroom Management among Primary School Teachers in Inclusive Classrooms

Fatima zohra saoudi

University of sétif2- Algeria

f.saoudi@univ-sétif2.dz

Received: 13/12/2025, Accepted: 01/02/2026, Published: 30 /03/ 2026

Abstract

This study seeks to contribute to the ongoing efforts undertaken by the Ministry of National Education to enhance the quality of teacher preparation and professional development. Within this broader reform agenda, the present research aims to identify the professional training needs associated with effective classroom management among primary school teachers working in inclusive classrooms.

To investigate these needs, a structured interview protocol developed by the researcher was employed as the primary data collection instrument. The instrument was administered to a purposive sample consisting of fifty primary school teachers currently teaching in inclusive classrooms in the province of Setif, Algeria.

The findings reveal the presence of significant professional development needs related to classroom management among the participating teachers. These needs were organized across four principal domains and ranked respectively as follows: instructional planning, behavioral management, organization of the classroom learning environment, and the need for targeted professional development programs proposed by teachers themselves to enhance their ability to manage classrooms that include students with special educational needs.

The results highlight the importance of designing specialized training programs capable of supporting teachers in developing effective classroom management strategies within inclusive educational settings.

Keywords: professional development needs; classroom management; inclusive classrooms; primary education, special educational needs.

Résumé:

Cette étude contribue aux efforts déployés par le ministère de l'Éducation nationale pour améliorer la qualité de la formation initiale et continue des enseignants. Dans le cadre de cette réforme, la présente recherche vise à identifier les besoins de formation professionnelle liés à une gestion de classe efficace chez les enseignants du primaire travaillant en classes inclusives.

Pour étudier ces besoins, un protocole d'entretien structuré, élaboré par la chercheuse, a été utilisé comme principal instrument de collecte de données. Cet instrument a été administré à un échantillon ciblé de cinquante enseignants du primaire exerçant actuellement en classes inclusives dans la province de Sétif, en Algérie.

Les résultats révèlent d'importants besoins de développement professionnel en matière de gestion de classe chez les enseignants participants. Ces besoins s'organisent en quatre grands

domaines et sont classés comme suit : planification pédagogique, gestion du comportement, organisation de l'environnement d'apprentissage et besoin de programmes de développement professionnel ciblés, proposés par les enseignants eux-mêmes, pour améliorer leur capacité à gérer des classes accueillant des élèves à besoins éducatifs particuliers. Les résultats soulignent l'importance de concevoir des programmes de formation spécialisés capables d'accompagner les enseignants dans le développement de stratégies efficaces de gestion de classe en contexte d'éducation inclusive.

Mots-clés : besoins de développement professionnel ; gestion de classe ; classes inclusives ; enseignement primaire ; besoins éducatifs spéciaux.

Introduction :

Since 2004, the Algerian Ministry of National Education has adopted the **Competency-Based Approach (CBA)** as the principal pedagogical framework guiding teaching and learning practices across the educational system. At its conceptual core, this approach represents a shift away from traditional teacher-centered instruction toward a learning paradigm that places the student at the center of the educational process. Within this framework, emphasis is placed on learners' active engagement, their responses to authentic problem situations, and their ability to mobilize knowledge and skills in order to address real-life challenges.

The competency-based approach therefore seeks not merely to transmit knowledge but to equip learners with methodological and cognitive tools that enable them to confront complex learning situations and develop adaptive problem-solving capacities.

In parallel with these pedagogical reforms, educational authorities have increasingly emphasized the importance of **continuous professional development for teachers**, recognizing that in-service training constitutes a crucial mechanism for improving the quality of teaching practices and enhancing the overall effectiveness of the teaching–learning process. Such professional development initiatives are widely considered essential for raising students' academic achievement and ensuring that educational reforms are translated into effective classroom practices.

Consequently, there is a growing need for diagnostic and evaluative research capable of identifying the actual professional development needs of educators involved in the instructional process. Within this context, **training needs assessment** represents a fundamental step in designing professional development programs that respond to the real challenges faced by teachers in their daily practice.

Classroom management constitutes one of the central pillars of effective teaching. The classroom can be understood as the operational environment in which teachers enact their professional responsibilities and orchestrate the learning process. Effective classroom management encompasses the establishment of productive interactions between teachers and students through a range of pedagogical and behavioral practices manifested in the ways teachers communicate, explain, guide, and respond to students during instructional activities.

The importance of classroom management competencies has been widely documented in educational research. For instance, the study conducted by **Mamdouh Suleiman and Abbas Idrisi (1990)**, entitled *Requirements for Teacher Success in Classroom Management*, identified

a comprehensive set of forty-five professional competencies and attributes that teachers must master in order to manage the classroom effectively and sustain productive learning environments.

In recent years, the Algerian educational system has also adopted policies promoting **inclusive education**, particularly the integration of students with special educational needs into mainstream schools. This policy represents a significant educational reform aimed at ensuring equitable access to education and fostering the social and academic inclusion of learners with diverse needs.

However, despite the progressive nature of this reform, considerable ambiguity remains regarding the practical implementation of effective classroom management in inclusive settings. Teachers frequently find themselves at the center of this transformation, as they are responsible for mobilizing and nurturing the latent capacities of students with special educational needs while simultaneously maintaining an effective learning environment for the entire class.

Given the psychological, developmental, and pedagogical complexities associated with teaching students with diverse learning profiles, primary school teachers occupy a particularly critical role. As the foundational stage in students' educational trajectories, primary education requires teachers to develop sophisticated classroom management strategies capable of regulating student behavior, fostering engagement, and creating supportive learning environments that accommodate a wide range of abilities.

In light of these challenges, the present study seeks to explore the issue of classroom management in inclusive classrooms by addressing the following research questions:

1. What are the professional training needs required to ensure high-quality classroom management in inclusive classrooms at the primary education level?
2. What professional development needs do primary school teachers experience with regard to **instructional planning** in inclusive classrooms?
3. What professional development needs exist in relation to **behavioral management and regulation** within inclusive primary classrooms?
4. What professional development needs are associated with the **organization of the classroom learning environment and classroom climate** in inclusive classrooms?
5. What types of **professional training programs** do teachers perceive as necessary to improve classroom management practices in inclusive primary education?

1. Significance of the Study

This study contributes to the growing body of research addressing teachers' professional development needs within the field of inclusive education. More specifically, it seeks to deepen our understanding of the competencies and forms of professional support required for teachers to effectively manage inclusive classrooms and promote high-quality learning environments that support the development of students with special educational needs.

From a practical perspective, the study also aims to identify the specific professional training needs of primary school teachers related to classroom management practices in inclusive settings. By highlighting these needs, the study may assist educational policymakers, teacher training institutions, and school administrators in designing targeted professional development

initiatives that strengthen teachers' pedagogical capacities and improve the overall effectiveness of inclusive classrooms.

Ultimately, enhancing teachers' classroom management competencies in inclusive settings can contribute to the creation of more supportive, structured, and responsive learning environments capable of fostering both academic success and social integration for all learners.

2. Research Objectives

The present study seeks to achieve the following objectives:

1. To identify the professional training needs associated with effective classroom management in inclusive classrooms at the primary education level.
2. To examine teachers' professional development needs related to **instructional planning** in inclusive primary classrooms.
3. To identify training needs related to **behavior management and behavioral regulation strategies** in inclusive classrooms.
4. To determine the professional development needs associated with the **organization of the classroom learning environment and classroom climate** in inclusive primary education.
5. To explore teachers' perceptions regarding the **types of professional training programs** required to enhance classroom management practices in inclusive classrooms.

3. Conceptual and Operational Definitions

3.1 Training Needs

Training needs are conceptualized in the literature as the set of competencies and professional capabilities that individuals must acquire or further develop through structured training in order to enhance their performance and professional effectiveness.

One definition characterizes training needs as the various forms of training required by individuals to develop their professional capacities, including cognitive knowledge, administrative and intellectual skills, behavioral competencies, and technical expertise (Hind bint Mohammed bin Ahmed Maraz, 2007, p. 149).

Another definition views training needs as the set of formative experiences that represent the gap between the current level of professional performance and the level that ought to be achieved. These experiences may encompass knowledge, evaluative competencies, attitudes, and practical skills that must be developed within the limits of the available institutional resources (Ben Aïssa El-Aïd, 2001, p. 19).

3.2 Operational definition.

In the context of the present study, training needs refer to the set of developmental changes and professional improvements required in teachers' knowledge, pedagogical experiences, and instructional competencies in order to enhance their effectiveness in classroom practice. These needs are understood as the discrepancy between the teachers' current professional capacities and the level of competence required to ensure effective classroom management in inclusive educational settings.

3.3 Classroom Management

Classroom management has been conceptualized as one of the central competencies that distinguishes effective teachers and enables them to achieve instructional objectives in collaboration with their students. This is accomplished through the implementation of structured organizational practices that regulate the learning process and support productive student engagement (Mohammed Mahmoud Al-Hila, 2002, p. 24).

From another perspective, classroom management refers to the analysis of teachers' pedagogical performance and the professional skills they employ during instruction, and to the ways in which these skills influence students' engagement in learning activities and contribute to the effectiveness of the teaching–learning process (Ramzi Fathi Al-Fael, 2003, p. 34).

3.4 Operational definition.

For the purposes of this study, classroom management refers to the set of strategies, procedures, and pedagogical practices implemented by teachers to establish and maintain a structured, supportive, and well-organized learning environment that facilitates effective teaching and learning at the primary education level.

3.5 Inclusive Classroom

An inclusive classroom refers to the educational placement in which a student with special educational needs is enrolled in a regular classroom within a mainstream public school and participates on a continuous basis in the academic and social activities of that classroom alongside typically developing peers. This participation occurs within the framework of an individualized educational program designed to address the learner's specific needs and developmental characteristics (Mohammed Kamal Abu Al-Fath, 2020, p. 27).

4. Review of Previous Studies

A number of recent studies have examined issues related to classroom management and inclusive education from different perspectives.

The study conducted by **Zhao (2026)** investigated teachers' perceptions of the implementation of inclusive practices in classrooms in Hong Kong. The findings indicated that, despite the presence of inclusive legislation, well-established policies, and adequate funding, teachers expressed a strong need for additional professional support. Such support included increased human resources, instructional assistance within the classroom, collaborative professional practices, and greater knowledge related to the effective inclusion of students with disabilities. The study emphasized the importance of strengthening teachers' professional development and deepening their understanding of inclusive education.

Similarly, **Katibi and Somer Doudur (2025)** explored the perceptions of Turkish teachers regarding the inclusion of children with special educational needs in schools. The findings revealed generally positive attitudes toward inclusive education compared with teachers working in traditional primary settings. Nevertheless, both groups expressed concerns regarding increased workload and limited educational resources. Teachers acknowledged the potential benefits of inclusion in fostering empathy and social cohesion, while also highlighting challenges related to insufficient infrastructure, overcrowded classrooms, and the diversity of students' learning needs.

In another study, **McGuire, Medhan, and Volkerts (2024)** examined teachers' training needs and perceptions related to classroom and behavioral management. Their findings indicated that

pre-service teachers typically receive limited preparation in classroom management during their teacher education programs, and little evidence was found that they receive formal training in behavior management. In contrast, in-service teachers reported receiving more training in these domains; however, they still expressed the need for additional professional development in both classroom management and behavior regulation.

In the Arab context, **Huda Salam (2015)** conducted a study entitled *The Quality of Classroom Management in Light of Scientific Procedures for Effective Classroom Administration*. The study aimed to measure the degree to which secondary school teachers implemented classroom management practices consistent with the principles of quality-oriented instruction. The findings indicated a relatively low level of implementation of effective classroom management procedures in secondary schools in the province of Sétif.

Similarly, **Bara'a Fayeze Al-Khatib (2013)** examined the training needs of basic education teachers in the field of classroom management, considering variables such as gender, grade level taught, academic qualification, pedagogical qualification, and years of professional experience. The results revealed no statistically significant differences in teachers' perceived training needs according to gender, teaching experience, academic qualification, pedagogical preparation, or the grade level taught.

Likewise, **Hassan Al-Ta'i (2011)** investigated the extent to which secondary school teachers practiced fundamental classroom management skills in the educational directorates of Al-Karak Governorate. The findings indicated no statistically significant differences in the practice of essential classroom management skills attributable to gender or years of teaching experience.

Furthermore, **Aisha Fakhr (2009)** developed a guide for effective classroom management for teachers working in preparatory and secondary schools in the State of Qatar. The study revealed a generally low level of classroom management skill application among the sample. The findings also showed statistically significant differences favoring female teachers at the preparatory level compared with those at the secondary level, while no significant differences were found with respect to teaching experience, training courses, or subject specialization.

Overall, the review of the above studies reveals a convergence among several investigations—including Zhao (2026), Katibi and Somer Doudur (2025), McGuire et al. (2024), Al-Khatib (2013), Al-Ta'i (2011), and Fakhr (2009)—in indicating that classroom management competencies do not significantly differ according to variables such as gender, professional experience, or academic qualification.

At the same time, studies such as **Salam (2015)** and **Fakhr (2009)** highlight the relatively low level of effective classroom management practices in certain educational contexts. However, an important difference among these studies lies in the populations examined. Most previous research has focused on teachers working at the **middle or secondary education levels**, whereas relatively limited attention has been devoted to classroom management within **inclusive primary school settings**.

The present study therefore seeks to address this gap in the literature by focusing specifically on **inclusive classrooms at the primary education level**, which represent a foundational stage for the successful implementation of inclusive education policies for students with special educational needs.

5. Approaches to Identifying Training Needs:

A number of researchers and specialists in educational administration have identified several scientific approaches commonly used to determine professional training needs. Among the most prominent are the following:

5.1 Organizational analysis: This approach involves examining the institutional structure and administrative arrangements within an organization in order to identify the areas in which training is required. It focuses on understanding how organizational processes and structures influence professional performance and where targeted training interventions may be most beneficial.

5.2 Individual analysis: This method involves evaluating the performance of individuals in their current professional roles in order to determine the knowledge, skills, attitudes, and competencies required for effective job performance.

5.3 Task analysis: Task analysis focuses on examining the various duties and responsibilities performed by individuals within an educational organization. This approach centers on the specific tasks associated with a professional role and identifies the behaviors, competencies, and skills necessary for carrying out these tasks effectively (Saleh Bouaz, 2014, p. 55).

6. Core Functions of Classroom Management

The literature identifies several key tasks that constitute the foundation of effective classroom management:

6.1 Establishing classroom rules and procedures: This function requires teachers to demonstrate foresight and a strong sense of professional responsibility by anticipating potential student behaviors and establishing clear expectations before problems arise.

6.2 Organizing the classroom structure and learning climate: This dimension involves shaping the quality of interactions between teachers and students, thereby fostering a positive classroom climate that enhances students' motivation to learn.

6.3 Regulating undesirable behavior: Effective classroom management includes implementing strategies designed to prevent and address disruptive behaviors within the classroom, allowing teachers to maintain an orderly learning environment.

6.4 Monitoring students' academic progress: Teachers continuously monitor students' learning through formative assessment practices, including daily observation, classroom activities, assignments, and research projects, in order to evaluate learning outcomes and guide instructional adjustments (Kamal Abdel-Majid Zaitoun, 2005, p. 512).

7. Classroom Management for Behavior Modification

Within the theoretical framework of **behaviorist learning theory**, particularly the work of B. F. Skinner, classroom management is closely linked to the systematic modification of student behavior through carefully structured environmental contingencies. Skinner proposed a number of pedagogical principles intended to assist teachers in effectively guiding and regulating student behavior within the classroom setting.

These principles include the following:

1. **The use of positive reinforcement:** Teachers are encouraged to reinforce desirable behaviors by providing appropriate rewards or positive feedback, thereby increasing the likelihood that such behaviors will be repeated in the future.
2. **Regulation of environmental stimuli within the classroom:** Teachers should carefully manage and minimize distracting or competing stimuli in the classroom environment, as excessive or uncontrolled stimuli may increase the need to rely on punishment or negative reinforcement to regulate student behavior.
3. **Provision of timely feedback:** Immediate feedback should be provided following students' behavioral responses. Such feedback may take the form of positive reinforcement, corrective guidance, or disciplinary consequences, depending on the nature of the behavior displayed.
4. **Sequential shaping of behavioral responses:** Teachers should guide students' behavioral development through gradual and sequential reinforcement of appropriate responses, while continuously monitoring their progress and providing consistent feedback throughout the learning process (Karaja Abdelkader, 1997, pp. 65).

These principles highlight the importance of structured behavioral strategies in establishing a stable and productive classroom environment, particularly in educational contexts that include learners with diverse behavioral and learning needs.

8. Methodology & Research Design

The present study falls within the category of **exploratory research**, as it seeks to shed light on the professional training needs of teachers working in inclusive classrooms. Given the nature of the research objectives—namely, identifying the training needs associated with high-quality classroom management in inclusive primary classrooms—the study adopts the **descriptive–analytical research design**.

The descriptive–analytical approach is particularly appropriate for this type of investigation, as it focuses on examining educational phenomena as they exist in real-world settings. This methodological approach aims to provide a systematic and accurate description of the phenomenon under investigation, while analyzing its key characteristics and underlying dimensions.

Through this framework, the study seeks to obtain a detailed understanding of teachers' perceptions of their professional training needs in relation to classroom management within inclusive educational environments.

9. Population and Sample

The target population of the study consists of **primary school teachers**, given that primary education represents a particularly critical stage in the implementation of inclusive education policies. At this level, schooling constitutes the first formal step in enabling children with special educational needs to adapt to their educational environment and develop their cognitive, social, and behavioral competencies.

In order to obtain detailed insights into the phenomenon under investigation, a **purposive sample** was selected from the broader population of primary school teachers in the

province of Sétif. The sample specifically included teachers who had direct experience teaching in inclusive classrooms.

Selecting teachers who had previously worked in such educational settings allowed the study to gather richer and more relevant data regarding the professional training needs associated with classroom management in inclusive primary classrooms.

10. Sample Characteristics

Table 1 presents the demographic characteristics of the study sample, including gender distribution and years of teaching experience.

Variable	Category	Frequency	Percentage
Gender	Male	14	28%
	Female	36	72%
Teaching Experience	Less than 5 years	6	12%
	5–10 years	22	44%
	More than 10 years	22	44%
Total		50	100%

11. Research Instrument

In order to collect data relevant to the objectives of the study, a **structured interview protocol** was employed as the primary research instrument. The use of structured interviews allowed teachers to respond freely while simultaneously ensuring that their responses remained aligned with the research objectives. This approach also enabled participants to express their perspectives without restrictive constraints, thereby generating richer qualitative insights into teachers' perceived professional training needs.

The interview protocol consisted of **eleven open-ended questions** administered to teachers working in inclusive classrooms in the province of Sétif. These questions were organized according to four thematic domains corresponding to the core dimensions of classroom management examined in the study.

The questions were distributed as follows:

- **Questions 1–4:** Instructional planning and lesson management in inclusive classrooms.
- **Questions 5–7:** Behavioral regulation and management of students' conduct in inclusive classrooms.
- **Questions 8–9:** Organization of the classroom environment and classroom climate.
- **Questions 10–11:** Professional development needs and training programs required by teachers working in inclusive classrooms.

12. Statistical Analysis

For the purpose of analyzing the collected data, the study relied primarily on **frequency distributions**, which were considered appropriate given the exploratory nature of the research.

The statistical analysis and presentation of the results were conducted using the **Statistical Package for the Social Sciences (SPSS 22)**.

13. Presentation and Analysis of the Study Results

13.1 Question 1: Planning an Effective Lesson in an Inclusive Classroom

\$Q1 Frequency			
		Réponse	
		N	Percentage
\$ Q 1 a	Adapting instructional content	36	48,0%
	Adapting classroom activities	12	16,0%
	Preparing the lesson plan	27	36,0%
Total		75	100,0%

Table 2 presents teachers’ responses regarding the strategies they employ when planning an effective lesson in an inclusive classroom. The data indicate that **48% of teachers emphasized the importance of adapting instructional content** when planning lessons in inclusive classrooms. This was followed by **lesson preparation (36%)**, while **adapting classroom activities (16%)** was mentioned less frequently.

Interpretation: These findings suggest that primary school teachers place particular emphasis on **content differentiation** as a strategy for managing inclusive classrooms, followed by lesson preparation and activity adaptation

13.2 Question 2: Classroom Activities Used During the Learning Process

\$Q2 Frequency			
		Responses	
		N	Percentage
\$ Q 2 ^a	Interactive activities	18	17,3%
	Diverse instructional activities	38	36,5%
	Artistic activities	30	28,8%
	Educational games	18	17,3%
Total		104	100,0%

Table 3 summarizes teachers’ responses concerning the types of classroom activities they most frequently employ during instruction in inclusive classrooms.

The results indicate that **diverse instructional activities (36.5%)** were the most commonly reported strategy, followed by **artistic activities (28.8%)**. Both **interactive activities** and **educational games** were reported at equal rates (17.3%).

Interpretation: These findings highlight teachers’ reliance on **varied and creative instructional activities**, which may serve as effective pedagogical tools for addressing the heterogeneous learning needs characteristic of inclusive classrooms.

13.3 Question 3: Nonverbal Classroom Guidance Strategies

\$q3 Frequency			
		Response	
		N	Percentage
\$ q 3 a	Calm and composed demeanor	17	21,5%
	Direct eye contact (sharp gaze)	30	38,0%
	Neutral gaze	4	5,1%
	Encouraging gestures with the hand	28	35,4%
Total		79	100,0%

Table 4 presents teachers’ responses regarding the nonverbal gestures they use when guiding students during classroom instruction. The results reveal that **direct eye contact (38%)** was the most frequently reported strategy for classroom guidance, followed closely by **encouraging hand gestures (35.4%)**. In contrast, **neutral gaze** was used less frequently (5.1%).

Interpretation: These findings suggest that teachers rely heavily on **nonverbal communication strategies**, particularly eye contact and supportive gestures, to regulate classroom interactions and guide students’ behavior.

13.4 Question 4: Classroom Assessment Methods

\$q4 Frequency			
		Response	
		N	Percentage
\$ q 4 a	In-class assignments	44	33,1%
	Brainstorming	18	13,5%
	Oral assessment	27	20,3%
	Written assessment	20	15,0%
	Continuous assessment	24	18,0%
Total		133	100,0%

Table 5 presents teachers’ responses regarding the assessment strategies they employ in inclusive classrooms.

The findings indicate that **in-class assignments (33.1%)** constitute the most frequently used assessment method, followed by **oral assessment (20.3%)** and **continuous assessment (18%)**.

Interpretation: These results suggest that teachers tend to rely primarily on **ongoing classroom-based assessment practices**, which may allow them to monitor students’ progress in real time within inclusive learning environments.

13.5 Question 5: Strategies for Maintaining Students’ Attention

\$q5 Frequency			
		Response	
		N	Parentage
\$ q 5 a	Firmness and consistency	19	22,9%
	Use of concrete illustrations	10	12,0%
	Variety of classroom activities	30	36,1%
	Use of audiovisual materials	24	28,9%
Total		83	100,0%

Table 6 presents teachers’ responses regarding the strategies they use to maintain students’ attention in inclusive classrooms.

The results show that **diversifying classroom activities (36.1%)** was the most frequently reported strategy for maintaining students’ attention, followed by the **use of audiovisual materials (28.9%)**.

Interpretation: These findings underscore the importance of **instructional variety and multimedia resources** in sustaining students’ engagement in inclusive classrooms.

13.6 Question 6: Managing Classroom Relationships

\$q6 Frequency			
		Response	
		N	Percentage
q6^a	Appropriate seating arrangements	14	24,6%
	Ignoring minor disruptions	3	5,3%
	Strict disciplinary approach	10	17,5%
	Promoting values of cooperation and acceptance	30	52,6%
Total		57	100,0%

Table 7 presents teachers’ responses regarding strategies used to manage interpersonal relationships within inclusive classrooms. The results indicate that the majority of teachers (52.6%) emphasized the importance of **promoting values of cooperation and mutual acceptance** when managing relationships within inclusive classrooms.

Interpretation: This finding highlights teachers’ recognition of the importance of **positive social relationships and inclusive classroom culture** as fundamental components of effective classroom management.

13.7 Question 7: Addressing Behavioral Problems

\$q7 Frequency			
		Response	
		N	Percentage
\$q7a	Considering the student’s family context	17	24,3%
	Use of punishment	17	24,3%
	Reward-based reinforcement	24	34,3%
	Ignoring minor misbehavior	12	17,1%
Total		70	100,0%

Table 8 presents teachers’ responses regarding strategies used to address behavioral problems during classroom instruction. The results indicate that **reward-based reinforcement (34.3%)** was the most frequently used strategy for addressing behavioral problems.

Interpretation: These findings are consistent with principles derived from behaviorist educational psychology, emphasizing the effectiveness of **positive reinforcement strategies** in promoting desirable classroom behavior.

13.8 Question 8: Creating a Supportive Physical Classroom Environment

\$q8 Frequency			
		Response	
		N	Percentage
\$q8a	Lesson preparation	9	12,0%
	Providing adequate instructional resources	48	64,0%
	Appropriate seating arrangements	8	10,7%
	Use of assessment cards	10	13,3%
Total		75	100,0%

Table 9 presents teachers’ responses regarding the procedures used to create an effective physical classroom environment in inclusive settings.

The findings indicate that **providing adequate instructional resources (64%)** was considered by teachers to be the most important factor in establishing an effective classroom environment.

Interpretation: These results highlight teachers’ recognition that **access to appropriate educational materials and resources** plays a crucial role in supporting inclusive teaching practices.

13.9 Question 9: Strategies for Creating a Positive Psychological Classroom Climate

\$q9 Frequency			
		Response	
		N	Percentage
\$ q 9 a	Competitive spirit	15	15,3%
	Mutual support	36	36,7%
	Freedom of expression	22	22,4%
	Cooperation	25	25,5%
Total		98	100,0%

Table 10 presents teachers’ responses regarding the procedures they employ to establish a positive psychological climate within inclusive classrooms. The results indicate that **mutual support (36.7%)** was the most frequently reported strategy used by teachers to foster a psychologically supportive classroom climate in inclusive settings. This was followed by **cooperative interaction (25.5%)** and **encouraging students’ freedom of expression (22.4%)**, whereas **competitive classroom dynamics (15.3%)** were reported less frequently.

Interpretation: These findings suggest that teachers working in inclusive classrooms tend to prioritize **supportive and collaborative social interactions** over competitive dynamics, reflecting an awareness of the importance of psychological safety and emotional inclusion for students with diverse learning needs.

13.10 Question 10: Types of Training Needed for Teaching in Inclusive Classrooms

\$q10 Frequency			
		Response	
		N	Percentage
\$ q 1 0 a	Strategies for working with students with special educational needs	33	46,5%
	E-learning and digital instruction	6	8,5%
	Differentiated instruction	10	14,1%
	Adaptation of special education programs	22	31,0%
Total		71	100,0%

Table 11 presents teachers’ responses regarding the types of professional training they believe would assist them in teaching effectively in inclusive classrooms. The results show that **training in strategies for working with students with special educational needs (46.5%)** represents the most frequently reported professional development need among teachers. This was followed by **training in adapting specialized educational programs (31.0%)**. By contrast, **differentiated instruction (14.1%)** and **digital or e-learning methods (8.5%)** were identified less frequently.

Interpretation: These findings indicate that teachers perceive a strong need for **specialized pedagogical preparation related to inclusive education**, particularly with regard to understanding and supporting learners with special educational needs.

13.11 Question 11: Difficulties Encountered in Teaching Inclusive Classrooms

		\$q11 Frequency	
		Response	
		N	Percentage
\$q 11 ^a	Understanding the psychology of students with special educational needs	30	28,8%
	Communication with parents	10	9,6%
	Access to adapted instructional resources	26	25,0%
	Adapted curricula	22	21,2%
	Administrative workload	16	15,4%
Total		104	100,0%

Table 12 summarizes teachers' responses regarding the main challenges they encounter when carrying out their daily teaching responsibilities in inclusive classrooms. The results indicate that the **most significant difficulty reported by teachers (28.8%) concerns understanding the psychological characteristics of students with special educational needs**. This challenge was followed by difficulties related to **access to adapted instructional resources (25%)** and **adapted curricula (21.2%)**. Other reported challenges included **administrative workload (15.4%)** and **communication with parents (9.6%)**.

Interpretation: These findings highlight the multidimensional nature of the challenges faced by teachers in inclusive classrooms, particularly the need for deeper pedagogical and psychological understanding of learners with diverse educational needs.

14. Results in Relation to the Research Objectives**14.1 Overall Training Needs for Effective Classroom Management in Inclusive Primary Classrooms**

Training Needs			
		Frequency	Percentage
Valide	Lesson planning	391	41,0
	Behavior management	215	22,5
	Classroom environment and climate	173	18,1
	Professional development programs	175	18,3
	Total	954	100,0

Table 13 presents the overall distribution of teachers' responses across the four principal domains of training needs identified in the study. The results indicate that **lesson planning (41%)** constitutes the most prominent area of professional training need among primary school teachers working in inclusive classrooms. This is followed by **behavior management (22.5%)**, while **professional development programs (18.3%)** and **classroom environment and climate (18.1%)** appear at relatively similar levels.

Interpretation: These findings suggest that teachers perceive **instructional planning for inclusive classrooms** as the most critical competency requiring further professional development.

14.2 Training Needs in the Domain of Lesson Planning

Section One : lesson planning			
		Fréquence	Pourcentage
Valide	Lesson planning strategies	75	19,2
	Instructional activities	104	26,6
	Nonverbal classroom guidance (gestures)	79	20,2
	Instructional methods	133	34,0
	Total	391	100,0

Table 14 presents the results related to the first domain of classroom management training needs: lesson planning.

The results indicate that **instructional methods (34%)** represent the most prominent training need within the domain of lesson planning. This is followed by **classroom activities (26.6%)**, while **nonverbal guidance strategies (20.2%)** and **planning procedures (19.2%)** were reported less frequently.

Interpretation: These findings highlight teachers' perceived need for further training in **effective pedagogical methods suitable for inclusive learning environments**.

14.3 Training Needs in the Domain of Behavior Management

Section Two : Behavior management			
		Frequency	Percentage
Valide	Maintaining students' attention	83	38,6
	Managing classroom relationships	57	26,5
	Addressing behavioral problems	75	34,9
	Total	215	100,0

Table 15 presents the results associated with the second domain: behavior management in inclusive classrooms.

The results indicate that **maintaining students' attention (38.6%)** represents the most significant training need within the behavior management domain. This is followed by **strategies for addressing behavioral problems (34.9%)** and **managing classroom relationships (26.5%)**.

Interpretation: These findings emphasize the importance of developing **effective behavioral management strategies** capable of sustaining student engagement and addressing behavioral challenges within inclusive classrooms.

14.4 Training Needs in the Domain of Classroom Environment and Climate

Section Three: organization of the classroom environment and climate			
		Frequency	Percentage
Valide	Physical classroom environment	75	43,4
	Psychological classroom climate	98	56,6
	Total	173	100,0

The results related to the third domain—**organization of the classroom environment and climate**—are presented below.

The findings indicate that **psychological classroom climate (56.6%)** was considered more important than the **physical classroom environment (43.4%)**.

Interpretation: These results highlight teachers' recognition that **emotional support, cooperation, and positive social relationships** are central to effective classroom management in inclusive educational settings.

14.5 Training Needs in the Domain of Professional Development Programs

Section Four: development and training programs			
		Frequency	Percentage
Valide	Training programs	71	40,6
	Difficulties encountered in practice	104	59,4
	Total	175	100,0

The fourth domain examined teachers' perceptions regarding professional development and training programs.

The results indicate that **teachers' daily professional challenges (59.4%)** constitute the primary factor shaping their perceived professional development needs. In comparison, **formal training programs (40.6%)** were reported less frequently.

Interpretation: This finding suggests that teachers' training needs are largely shaped by the **practical difficulties they encounter in real classroom situations**, emphasizing the importance of designing professional development initiatives that are closely aligned with teachers' lived classroom experiences.

15. Analysis and Discussion of the Study Results

Following the presentation of the empirical findings, the results indicate that the **training needs associated with effective classroom management in inclusive classrooms** can be organized into four principal domains. These domains represent the core dimensions through which teachers perceive their professional development needs in order to ensure high-quality classroom management in inclusive primary education settings. The interpretation of the findings for each domain is discussed below.

Interpretation of the Results of the First Domain: Lesson Planning

The results obtained in this domain suggest that **classroom assessment strategies constitute one of the most important professional training needs for teachers working in inclusive classrooms**. This finding may be interpreted in light of the central role that teachers' questioning skills and assessment techniques play in structuring classroom interaction.

Teacher competence in inclusive settings is particularly reflected in the ability to **formulate and deliver pedagogical questions that are accessible to all learners**, including students with special educational needs. Teachers are therefore required to adapt the level and structure of their questions in accordance with students' cognitive and linguistic capacities, while simultaneously avoiding excessive simplification that might reduce the pedagogical value of the question for typically developing students. This requires a high degree of pedagogical flexibility in the formulation and delivery of classroom questions.

The difficulty becomes more pronounced in inclusive classrooms because **students with special educational needs often display considerable heterogeneity in their cognitive abilities, even within the same disability category**. Consequently, teachers must continuously balance instructional accessibility with academic rigor.

A second dimension of classroom questioning concerns the teacher's **management of students' responses**, which represents a fundamental component of classroom interaction. Teachers must adopt several pedagogical principles when responding to student answers, such as allowing sufficient time for thinking and using supportive gestures or verbal encouragement to reinforce students' confidence and participation.

The prioritization of classroom assessment also reflects teachers' awareness that **continuous formative evaluation enables them to identify learning gaps early and implement remedial or supplementary instruction**, particularly for students with special educational needs.

Similarly, the importance attributed to **diverse and creative classroom activities** can be interpreted as reflecting teachers' recognition that such activities serve as essential instructional tools for delivering engaging and effective lessons. Varied activities stimulate students' curiosity and motivation, thereby sustaining their attention during the learning process. This is particularly relevant in inclusive classrooms, as some students with special educational needs may experience **reduced attention spans, attentional difficulties, or hyperactivity**, which necessitates the use of stimulating and diversified instructional strategies.

Interpretation of the Results of the Second Domain: Behavior Management

The findings related to classroom behavior management indicate that teachers perceive **the maintenance of student attention as the primary training priority in inclusive classrooms**. This result can be understood in relation to developmental characteristics of primary school learners, who typically display relatively short attention spans.

Consequently, teachers must rely on **varied instructional activities and dynamic teaching strategies** in order to sustain student engagement. Incorporating movement-based activities, interactive tasks, and varied learning modalities can help maintain classroom dynamism while supporting students' emotional and cognitive development.

The challenge becomes even greater in inclusive classrooms, where students with special educational needs may become disengaged more quickly than their peers. In such contexts, teachers frequently employ **multisensory instructional resources**, including visual and auditory materials, to strengthen concentration and attract students' attention. These strategies contribute to enhancing classroom interaction while simultaneously fostering values of cooperation and mutual assistance between typically developing students and those with special educational needs.

With regard to **the management of behavioral difficulties**, teachers emphasized the importance of positive reinforcement strategies. Reward-based reinforcement is viewed as an effective mechanism for strengthening desirable behaviors and increasing the likelihood that such behaviors will be repeated. At the same time, highlighting positive behaviors serves as a model for other students in the classroom.

Interpretation of the Results of the Third Domain: Classroom Environment and Climate

The results related to classroom environment management indicate that teachers prioritize **the development of a supportive physical learning environment**. This includes the provision of appropriate educational resources, particularly **visual and auditory instructional materials**, which facilitate comprehension and enhance the teaching-learning process.

Such resources are especially important for students with special educational needs, as some learning concepts require concrete representation or visualization in order to be fully understood. The use of appropriate instructional tools therefore contributes to strengthening students' imagination, comprehension, and active participation in classroom activities.

Interpretation of the Results of the Fourth Domain: Professional Training

The results also reveal that teachers perceive **specialized professional training as a critical need**, particularly in relation to understanding how to effectively interact with students with special educational needs. A major challenge identified by teachers concerns **limited knowledge of the developmental psychology of these students**, which often creates barriers to effective communication and instruction.

This lack of knowledge can make it difficult for teachers to interpret certain student behaviors correctly. Some students with special educational needs may exhibit behaviors that appear disruptive or oppositional but are actually manifestations of underlying developmental or neurological conditions, such as **attention deficit hyperactivity disorder (ADHD)** or **autism spectrum disorder**.

Other students may experience difficulties related to **language development disorders, intellectual disabilities, or specific learning difficulties**, which may result in delayed academic progress. Without adequate professional preparation, teachers may misinterpret these challenges as lack of effort or low academic ability rather than recognizing them as manifestations of specific learning needs.

The findings further indicate that teachers require training in **curriculum adaptation and instructional differentiation**, enabling them to align existing curricular requirements with the capacities and learning profiles of students with special educational needs. Such adaptations allow teachers to complete curricular objectives while ensuring that these students receive equitable learning opportunities alongside their peers.

16. General Conclusion

Overall, the results of the study indicate that teachers' perceptions of training needs for effective classroom management in inclusive primary classrooms can be grouped into four main domains: **lesson planning, behavior management, classroom environment organization, and professional training**.

Among these domains, **lesson planning emerged as the most critical training priority**. Teachers identified classroom assessment strategies and the design of engaging instructional activities as key challenges in inclusive classrooms. Effective lesson planning requires teachers to account for **individual differences between typically developing students and those with special educational needs**, while also adapting assessment strategies to the specific characteristics of each subject area.

These findings are consistent with the results reported by Aisha Fakhr (2009), whose study indicated relatively low levels of mastery in classroom management skills among teachers.

The second major domain concerns **behavior management**, which constitutes a cornerstone of effective classroom management. Maintaining classroom order and sustaining instructional continuity require teachers to develop strategies for managing student attention and addressing

behavioral difficulties. In inclusive classrooms, these challenges are intensified by the presence of learners with diverse cognitive and behavioral profiles.

Research by McGivern and colleagues (2024) similarly suggests that teachers often prioritize professional training needs related to instruction while receiving less preparation in classroom and behavior management.

Furthermore, many of the challenges reported by teachers stem from **limited familiarity with the psychological characteristics of students with special educational needs**, which complicates the interpretation of their behaviors and learning patterns. This finding aligns with the conclusions of Zhao (2026), who emphasized the importance of strengthening teachers' professional development in inclusive education through increased institutional support, specialized training, and collaborative teaching practices.

With regard to the classroom environment, teachers also reported difficulties in identifying and implementing appropriate instructional resources. The diversity of learners' needs in inclusive classrooms makes it difficult for teachers to master the full range of pedagogical tools required to support all students effectively.

At the same time, the **psychological climate of the classroom** remains a central component of successful inclusion. A classroom culture based on cooperation, mutual support, and positive interaction among students contributes significantly to the success of inclusive education. These findings are consistent with the study conducted by Aktebi and Somer (2025), which highlighted challenges related to limited infrastructure, overcrowded classrooms, and insufficient teacher training in inclusive educational contexts.

Conclusion

Recent reforms in educational systems increasingly emphasize **student-centered learning and the creation of supportive learning environments that foster cognitive, scientific, and technological development**. In this context, teachers play a central role as leaders of the classroom environment and facilitators of effective learning experiences.

Achieving high-quality classroom management in inclusive educational settings therefore requires careful consideration of **teachers' professional training needs**, particularly in relation to lesson planning, behavior management, and the organization of classroom environments that support students with diverse learning needs.

Strengthening professional development programs in these areas will enable teachers to manage inclusive classrooms more effectively and ensure that students with special educational needs receive equitable educational opportunities within mainstream educational settings.

References

- Ben Aissa, A. (2001). *A critical approach to the reality of teacher training systems and complementary alternatives*. Proceedings of the International Symposium on the Problem of Education in Africa and the Arab World. Human Resources Laboratory, Ferhat Abbas University Sétif1
- Al-Fa'al, R. F. (2003). *Classroom management*. Amman: Dar Wael for Publishing.

CORPS & PSYCHISME

P-ISSN : 2496-4476 E-ISSN : 2273-157

Volume 13/ Issue 1/ 2026

- Bouazza, S. (2014). *Training orientations of educational supervisors in primary education under the competency-based approach* (Doctoral dissertation in Educational Administration). University of Sétif 2.
- Karaja, A. A. (1997). *Psychology of learning*. Amman: Dar Al-Yazouri Scientific Publishing.
- Zeitoun, K. A. M. (2003). *Teaching: Models and skills*. Cairo: Alam Al-Kutub Publishing.
- Abu Al-Fath, M. K. (2020). *Inclusive education for students with special needs*. Cairo: Dar Shahrazad Publishing.
- Maraz, H. bint M. b. A. (2007). *Training educational district directors in the member states of the Arab Bureau of Education for the Gulf States*. Riyadh: Arab Bureau of Education for the Gulf States.
- Al-Hila, M. M. (2002). *Classroom teaching skills*. Amman: Dar Al-Masirah for Publishing, Distribution and Printing.
- Zhao W. S. E. (2026). Teachers' perceptions of the implementation of inclusive practices in Hong Kong classrooms: Challenges and support needs. *Asia-Pacific Education Review*, 27, 353–364. <https://doi.org/10.1007/s12564-023-09912-7>
- F. Kteibi, & H. M. Somer Dodur (2025). Turkish teachers' perspectives on the inclusion of children with special needs in schools: A mixed-methods study. *Social Psychology of Education*, 110. <https://doi.org/10.1007/s11218-025-10070-4>
- S. N. McGuire, H. Medhan, & R. Volkerts (2024). Classroom and behavior management training needs and perceptions: A systematic literature review. *Child & Youth Care Forum*, 53, 117–139. <https://doi.org/10.1007/s10566-023-09750-z>