Interactive classroom management skills of special needs teachers: A comparative analysis of Jordan, Saudi Arabia, and the United Arab Emirates

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Abstract

The purpose of this study is to examine the interactive classroom management skills of special needs educators in Jordan, Saudi Arabia, and the United Arab Emirates, with a focus on identifying cross-cultural differences and the influence of gender and academic discipline on these skills. A cross-cultural comparative approach was employed, analyzing data from 1,598 special needs teachers across the three countries. The study utilized the Interactive Classroom Management Abilities Measure, which assesses seven dimensions: Management of Planning, Teaching Learning Resources, Self-Discipline, Student Behavior, Learning Atmosphere, Classroom Instruction, and Evaluation. Descriptive and inferential statistical analyses were conducted to explore variations based on gender and academic discipline. The results reveal significant variations in interactive classroom management skills across the three countries, with Saudi teachers scoring the highest, followed by Emirati and Jordanian teachers. Female teachers and humanities educators demonstrated superior competencies compared to their male and science counterparts. Additionally, cultural differences were observed, with Jordanian teachers primarily addressing social misbehavior, while Saudi and Emirati teachers focused more on academic issues. The study underscores the importance of interactive classroom management skills for special needs educators and highlights cultural and gender-based differences. The findings emphasize the need for targeted professional development programs to enhance these skills, especially in culturally diverse educational environments. This study provides valuable insights for educational policymakers and practitioners in developing tailored training programs that account for cultural and gender differences. Enhancing interactive classroom management skills can lead to more effective teaching strategies, improved student engagement, and optimized learning outcomes for students with special needs.

Keywords: Classroom management skills, Emirates, interactive, Jordan, Saudi Arabia, Special needs teachers.

1. Introduction

The current time is witnessing a notable upsurge in technological advancements relevant to the field of education, demanding their incorporation and application in the educational sphere. These advancements have the potential to improve the means of communication between the teacher and the learner through the utilization of cutting-edge interactive media and technology, thereby enhancing the adaptability of the educational process [1]. Enhancing teacher effectiveness is crucial, as the primary responsibility lies with the human component in utilizing this technology. Human intellect must be cultivated in alignment with advancements in educational technologies [2]. The educational system must leverage modern technologies and integrate them as fundamental tools for classroom management to maximize the educational process's efficacy. This necessity arises from the recognition by educational authorities that traditional methods are incongruent with the new generation and fail to ignite learners' enthusiasm for education, as they do not align with the technological environment prevalent outside the classroom [3].

The provision of technology in classrooms is no longer a challenge in education; rather, the emphasis has shifted to the effective utilization of technology within the educational system. The focus is now on the practical application of contemporary educational technologies in classrooms to create new learning opportunities, foster student engagement, and enhance performance levels [4]. This aims to prepare individuals capable of navigating modern educational technologies, thereby advancing the educational process and facilitating work beyond traditional educational frameworks. The integration of technology in education is not a transformative process by itself; it necessitates the support of specialized educators who can effectively incorporate technology in alignment with diverse educational objectives [5]. This integration aims to enhance learner engagement, thereby increasing motivation and rendering the educational environment more appealing. Consequently, the efficacy of educators emerges as the paramount factor in student education, positioning the utilization of technology as a critical component in the professional development of teachers to elevate classroom performance [6].

Some studies by Prasetya, et al. [7]; Rabiul Islam, et al. [8]; Goh and Yang [9] and Vasquez, et al. [10] agreed that the Blended e-Learning model, which combines the advantages of traditional education with Internet connectivity in the classroom, is where the idea of interactive classrooms originated. Additionally, Hardiansyah, et al. [11] underlined the importance of distinguishing between virtual and interactive classrooms. While interactive classrooms are traditional classrooms enhanced with technology, including computers, data display devices, control mechanisms, and possibly Internet connectivity, virtual classrooms are completely reliant on the Internet and are also known as classrooms without walls Rasheed and Tashtoush [12] and Purwanto and Despita [13].

El-Sabagh [14] and Dahleez, et al. [15] noted that the presence of e-learning within the classroom, wherein this educational approach utilizes e-learning applications to facilitate direct engagement and interaction between the instructor and students, leverages technology to optimize educational outcomes. This category includes e-books, software, internal networks, and Internet connectivity. This educational approach integrates the elements of e-learning, enhancing its appeal to students and offering them the opportunity to acquire additional knowledge through digital resources accessible on devices and online [16]. It unites the educator and students within the educational context, which is crucial for developing students' personalities, addressing behavioral issues, and facilitating direct feedback, motivation, encouragement, and equitable competition among peers. This type is distinguished by its superior accuracy, reliability, and effectiveness in evaluation compared to previous methods Hermino and Arifin [17].

Elfeky, et al. [18] discuss the imperative of employing software that regulates computers within classrooms, emphasizing the teacher's oversight of all students' devices and monitoring their learning progress, as well as its efficacy in the educational process. These programs consist of control software and electronic systems that allow educators to electronically manage the classroom, fostering an interactive educational environment between instructors and students. They facilitate content display for all learners, monitor their progress during activities, and enhance interaction and learning, thereby promoting effective student participation through the services these systems offer. The nomenclature of these systems has included smart classrooms, classroom control software, classroom management systems, and classroom management software; regardless of the terminology, they pertain to systems that provide computerized management and control of the classroom.

Recently, the proliferation of studies and research in e-learning has occurred, reflecting a diversity of perspectives, with each researcher presenting their unique viewpoint. Some of them believe that e-learning is distance education, where the student uses modern means of communication to receive lessons from a distance [19]. The investigations conducted by El-Sofany and El-Haggar [20]; Nikolopoulou [21] and Qashou [22] suggested the utilization of the phrase "electronic classes." Some perceive learning via internal networks on devices or the availability of educational programs or electronic books that

students navigate and self-assess as electronic education within a technologically equipped traditional classroom, known as e-learning. The study conducted by Basilaia and Kvavadze [23]; Huang, et al. [24] and McCoy, et al. [25] all utilized the term "electronic classes."

The researcher indicates that numerous studies have employed various words as synonyms for interactive classes, including smart classes, computer classes, electronic classes, and electronic study halls [26-29]. The researcher, to the best of their knowledge, identified only the studies by Ahmed and Hossain [30] and Kavak and Kırkgöz [31] that employed the term "interactive class."

Interactive classrooms employ contemporary pedagogical methods utilizing electronic resources and advanced technology within modern e-learning environments, facilitating interaction between educators and students, thereby enhancing participation and improving the efficacy of the learning process [32-34]. Numerous studies have underscored the necessity of encouraging educators to implement interactive classroom management programs, advocating a departure from conventional management techniques [27, 35]. Furthermore, there is a call for training courses to maximize the benefits of these programs and to promote the widespread adoption of interactive classroom technology across all educational levels, as well as to assess the degree of technological acceptance for its application, as elucidated in the research conducted by Burbules, et al. [36]; Moorhouse, et al. [37]; Tashtoush, et al. [38] and Tashtoush, et al. [39].

The contemporary educator encounters numerous challenges, chief among them being the management of technologies available within the educational institution. They need to adapt to these changes and manage them to facilitate successful and active learning for the student [40]. Consequently, it is essential to compile a list of interactive classroom management abilities to effectively utilize these technologies in the classroom to attain instructional objectives with efficiency and clarity. The previous presentation shows how important it is to use interactive classroom management in schools. It shows how it can improve the learning experience, encourage interaction between different parts of the school, and increase participation in the digital environment. It may be concluded that it is essential to cultivate interactive classroom management abilities among educators of individuals with special needs, given that their institutions provide the requisite tools for this purpose. The present study aims to evaluate the efficacy of a virtual learning environment in enhancing interactive classroom management competencies among educators of individuals with special needs [41].

2. Literature Review

Special education refers to the educational process designed for individuals with special needs, distinguishing them from their peers, with the aim of fostering independence, socialization, and productivity [42]. This is achieved by assisting them in attaining their maximum potential in accordance with their abilities while mitigating the impact of their disabilities [43]. Outstanding education instructors are qualified professionals who deliver daily education, training, and life assistance to individuals with exceptional needs [44]. Educators assisting those with special needs are not required to employ a singular instructional approach or resource for those with varying developmental traits. At this juncture, special education teachers must assess the requirements of persons with special needs and devise plans utilizing the most suitable materials within the most conducive educational setting [44]. The utilization of technology and proper materials is crucial for establishing an optimal atmosphere Tan, et al. [28] assert that the utilization of technology is essential for enhancing educational quality and fostering the growth of children across all age groups.

Educational technology is the application of technological resources in education using specific methods and procedures, guided by methodical planning rooted on research and theories from the fields of learning and communication within the behavioral sciences [32]. Considering the overarching advantages of technology in education and training, it can be asserted that it enhances motivation and engagement for children, fosters enduring experiences, cultivates skills and behaviors, possesses extensive applicability, and delivers education tailored to individual needs [45]. The language, communication, auditory perceptions, visual perceptions, cause-and-effect relationship establishment, memory, and learning qualities of individuals with special needs exhibit specific limitations as compared to their typically developing peers. All individuals with exceptional needs should have access to educational opportunities and special education services tailored to their interests and skills [34]. Technology in special education provides diverse learning methods to address the unique requirements of individuals with disabilities and to alleviate challenges in their educational experiences. Given this comprehension, it is advantageous to implement diverse modifications in the education provided to individuals with special educational needs and to incorporate technological applications in instructional materials tailored to these requirements [44].

Technology provides innovative methods for teaching and learning for all participants in the educational process. It also offers the possibility to establish and showcase an environment tailored to pupils' features [46]. The application of technology in special education is referred to as "special education technology," which is delineated into two categories: "interactive classroom technology" and "instructional technologies" [47]. Interactive classrooms are defined as tools designed to enhance the lives of those with special needs, aiming to mitigate or eradicate the challenges faced by those with disabilities in their interactions with others Buehl [48]. Rao, et al. [49] Asserted that interactive classroom encompasses any tools that enable individuals with disabilities to overcome challenges in educational, professional, daily, and social contexts, thereby enhancing their competencies and optimizing their inherent abilities.

Interactive classroom is classified into low, medium, and high technology devices. Examples of low-tech materials include visual cards, pictorial symbols, visual charts, pencil holders, adapted pencils and worksheets, reading magnifiers, highlighter markers and pens, adapted scissors, and page turners [50]. Mid-tech materials encompass timers, reading pens, talking calculators, and talking dictionaries. Complex and high-level technologies comprise tablet computers, smartphones, smart boards, smart watches, virtual reality, augmented reality applications, smart personal assistants, digital books, mobile applications, and computer software [51]. Instructional technologies are characterized as a discipline that encompasses the

analysis of learning-related performance issues, as well as the design, development, implementation, evaluation, and management of educational procedures and resources to enhance learning outcomes [52]. Establishing a connection between special education and technology, along with implementing requisite accommodations for those with disabilities, ensures equitable educational opportunities for this demographic [27].

The effective utilization of interactive classroom by educators is contingent upon their attitudes towards these tools [53]. Educators with favorable dispositions towards interactive classroom utilize technological applications to facilitate student success and provide greater opportunities for the integration of these tools in classroom activities [54, 55]. Research examining attitudes towards interactive classrooms indicates that educators typically demonstrate a favorable disposition [56-60].

Research demonstrates a significant correlation between student performance and classrooms management. The results of these researches indicate that the primary factors influencing the learning of all students, both with and without special needs, in the classroom are classroom management and teacher behaviors [56, 61]. Effective classroom management fosters success by enhancing student participation, diminishing problematic behaviors, and optimizing educational time utilization. Consequently, the enhancement of teachers' classroom management skills is crucial for educational efficacy [58]. Classroom management encompasses the arrangement of the classroom's physical environment, the administration of planning and programming activities, the regulation of relationships and communication within the classroom, and the oversight of children's behavior [58, 62]. Classroom management abilities encompass instructional management, procedural routines, physical organization, and student behavior regulation [59]. Classroom management entails directing student behaviors to prepare the classroom for learning. Effective classroom management necessitates that teachers possess a passion for their profession and exhibit motivation upon entering the classroom[56].

For those with exceptional needs, education is a crucial avenue for sustaining their independence in life. Children with special needs, unable to benefit from general education services, should receive education and training tailored to individualized education plans (IEP), and based on the severity and nature of their disabilities. In this environment, research on the efficacy of interactive classrooms and methods to use their advantages is proliferating globally [58]. It is crucial for students with special needs, who are anticipated to attain certain advancements due to their disability, to accomplish the necessary educational achievement [58]. The most crucial component in this process is educators. A crucial responsibility of educators in attaining educational achievement is to cultivate an effective classroom atmosphere by enhancing student motivation for the course [59]. The utilization of interactive classrooms is a crucial element in establishing an effective learning environment. Moreover, the implementation of interactive classrooms in the classroom is believed to enhance classroom management Denessen, et al. [50].

Jumiaty and Kuswoyo [63] assessed classroom management from the viewpoints of educators. The study employed a phenomenological design. This study utilized maximum variation sampling to identify the research study group. The research encompassed 15 educators from various disciplines instructing in multiple public schools. The data were gathered over the 2018-2019 academic year through interviews and analyzed thematically using content analysis. The study's findings indicated that teachers characterized classroom management as a skill essential for creating an effective learning environment. Insufficient professional experience, inadequate knowledge, and academic deficiencies were identified as subpar competencies. The capacity of educators to enhance the effective and cognitive abilities of their students was regarded as evidence of their robust classroom management capabilities. Educators considered the implementation of an effective teaching strategy essential for addressing inappropriate actions during class management.

Borova, et al. [64] investigated the correlation between special education instructors' perceptions of assistive technologies and their classroom management competencies. The research employed a relational survey model. One hundred seventy special education teachers employed in the Turkish Republic of Northern Cyprus participated in the study. The Attitude towards Assistive Technologies Scale and the Classroom Management Skills Scale were employed as instruments for data collection. The analysis revealed a positive association between special education instructors' general attitude scores towards assistive technology and their scores in the behavioral, affective, and cognitive component sub-dimensions, as well as classroom management skills.

Anbalagan and Cyril [65] examined students' impressions of a lecturer's classroom management in English instruction. This study utilized a descriptive methodology. The population comprised twenty undergraduate students enrolled in the second-semester reading class during the 2017/2018 academic year at a university in Makassar, Indonesia. The sample was chosen using purposive sampling. The findings indicated that the second-year students concurred and rated the teacher's classroom management in English learning highly. An excellent classroom manager addresses students' needs by providing consistent feedback. The results provided significant advantages for both students and lecturers, specifically: (1) lecturers can foster effective interaction with students, (2) lecturers can cultivate an enjoyable classroom environment, (3) students can enhance their skills through appropriate teaching methods, and (4) lecturers can discover new strategies for effective English instruction. These findings offer further evidence for investigating students' impressions of a lecturer's classroom management, which is beneficial for both lecturers and students in English as a foreign language reading courses.

Hardiansyah, et al. [11] evaluated the educators' competencies in classroom management and articulated their use in the educational process. It utilizes qualitative research methodologies, employing interviews, observations, and questionnaires to gather data. Source triangulation is employed to assess the trustworthiness of the data by comparing it with information from multiple sources. The results indicated that the classroom teachers could effectively manage their classes in alignment with classroom management concepts. The educators had a cordial and zealous demeanor. They presented challenges and reinforcement, enforced discipline, prioritized the classroom environment, cultivated a positive learning atmosphere, and

demonstrated effective communication skills. Consequently, the teachers' proficiency in classroom management was categorized as satisfactory (69.1%).

3. Method

The study comprised a total of 1,598 educators from inclusive schools catering to students with special needs: 538 from the Irbid First Education Directorate in Jordan (325 males and 213 females), 885 from the Asir region in Saudi Arabia (523 males and 362 females), and 175 from Sharjah in the United Arab Emirates (90 males and 85 females). Participants were chosen from various humanities and science disciplines.

The study utilized the interactive classroom management abilities measure created by Anbalagan and Cyril [65]. It comprises (74) objects categorized into seven dimensions: Management of Planning (10 items), Management of Teaching Learning Resources (10 items), Management of Self-Discipline (10 items), Management of Student Behavior (12 items), Management of Learning Atmosphere (11 items), Management of Classroom Instruction (12 items), and Management of Evaluation (9 items).

Additionally, scale reliability was determined using the test-retest method. The scale was administered to a pilot sample (N = 30) on two occasions with a two-week interval. Pearson's Correlation Coefficient for the scale dimensions varied between 0.78 and 0.87, while the overall correlation coefficient for the scale was 0.89. The scale's internal consistency was determined using Cronbach's alpha. The statistics produced correlation coefficients between 0.79 and 0.88 for scale dimensions, and 0.90 for the overall scale. The current study determined scale reliability by Cronbach's alpha. The reliability coefficients obtained were 0.811 for the Jordanian sample, 0.828 for the Saudi sample, and 0.835 for the Emirati sample. The total dependability coefficient was 0.830. Scores are assigned based on a 5-point Likert scale, with 5 indicating "always true of me" and 1 indicating "never true of me" in response to pertinent statements. The scale was originally created in Arabic, the native language of the three nations where it has been used.

The scale was provided to the participants from the three nations by the study team during the first semester of the 2024–2025 school year. The participants received instructions on how to complete the scale and the study's objectives. The researchers scored the completed scales and prepared the scores for statistical analysis after receiving them.

4. Findings and Discussion

The elements were categorized into seven groups based on classroom management practices (Table 2). With a mean score of 3.97 and a standard deviation of 0.40, Saudi Arabia's interactive classroom management scored higher than the scores of the other countries. The United Arab Emirates was the second most significant country for interactive classroom management (mean = 3.89, SD = 0.42), followed by Jordan (mean = 3.81, SD = 0.41). This indicates that all nations have high levels of interactive classroom management. The instructors employed practices to manage the classroom setting. Inferential statistical analysis was utilized to understand the distinctions.

Table 1.
Descriptive analysis of interactive classroom management.

Country	Dimensions	Mean	SD
Jordan	Management of Planning	3.72	0.65
	Management of Teaching Learning Resources	3.69	0.59
	Management of Self-Discipline	3.75	0.72
	Management of Student Behavior	3.85	0.68
	Managing the Learning Environment	3.88	0.65
	Management of Classroom Instruction	3.84	0.64
	Management of Evaluation	3.95	0.63
	Classroom Management	3.81	0.41
Saudi Arabia	Management of Planning	3.75	0.69
	Management of Teaching Learning Resources	3.98	0.71
	Management of Self-Discipline	3.88	0.65
	Management of Student Behavior	4.05	0.68
	Managing the Learning Environment	4.12	0.67
	Management of Classroom Instruction	4.06	0.59
	Management of Evaluation	3.95	0.70
	Classroom Management	3.97	0.40
Emirates	Management of Planning	3.75	0.68
	Management of Teaching Learning Resources	3.88	0.69
	Management of Self-Discipline	3.91	0.67
	Management of Student Behavior	3.96	0.71
	Managing the Learning Environment	3.72	0.75
	Management of Classroom Instruction	4.01	0.65
	Management of Evaluation	4.00	0.67
	Classroom Management	3.89	0.42

Special education instructors can handle the issues they face in the classroom with ease due to their strong classroom management abilities. One interpretation is that these abilities can help teachers feel less stressed when addressing challenges in the classroom. Additionally, some special education instructors' opinions of assistive technology are influenced by how well they manage their classrooms.

Because they were aware of the fundamentals of classroom management, the teachers were seen to be adept at running the classroom. They were skilled communicators throughout the learning process and were able to create a positive, functional classroom. Instilling discipline in pupils, demonstrating warm and passionate attitudes, offering challenges, implementing educational variety, and being flexible are all ways that teachers can demonstrate their understanding of classroom management principles. These were seen from the teacher's affection, which was a sign of excitement as she presented the information. Teachers of special needs had their own methods for being friendly and excited with their students.

Teachers utilize classroom management as a guide to establish and sustain learning. The seven classroom management principles must be understood by educators. As a class manager, the instructor must adopt a friendly and upbeat demeanor. Teachers can demonstrate their friendliness and smiles to pupils in a variety of ways [31, 66]. Teachers are supposed to greet kids with a smile. Classroom management is successfully implemented by teachers who consistently exhibit those attitudes [67]. In order to boost the students' passion for learning participation, the instructor should greet them and inquire about their progress at the start of the class. This will show that the teacher is eager and honest while presenting the content. Otherwise, pupils will be impacted by teachers who lack enthusiasm, appear bored, and are unpleasant [1]. Teachers must provide their kids challenges in order for them to learn. Students' curiosity and excitement can be heightened by challenges [2]. Challenges should be able to test pupils' abilities and teach them to be industrious [68]. Both engaging students in the conversation of the subject matter and asking questions that probe their abilities can be used as learning challenges.

Table 2 indicates significant differences (p = 0.003) in interactive classroom management skills between male and female participants, favoring females, who exhibited superior skills in this area. In specific countries, notable ($\alpha < 0.05$) differences were between male and female participants in the Jordanian samples (p = 0.038), favoring male participants. No substantial differences were seen between male and female participants in the samples from Saudi Arabia and the Emirates.

Table 2.
T-test values for gender differences in interactive classroom management skills.

Country	Gender	N	M	SD	T-value	Sig	Effect size
Jordan	Male	325	3.78	0.48	2.138	0.038	0.058
	Female	213	3.95	0.36			
Saudi Arabia	Male	523	3.85	0.42	0.148	0.198	-
	Female	362	3.83	0.44			
Emirates	Male	90	3.96	0.45	0.197	0.184	-
	Female	85	3.94	0.47			
All countries	Male	938	3.86	0.48	3.110	0.003	0.14
	Female	660	3.91	0.39			

Compared to science instructors, humanities teachers exhibit more evidence of participatory classroom management skills Table 3. In certain countries, there were significant ($\alpha < 0.05$) differences between the participants who were humanities teachers and science teachers in the Jordanian samples (p = 0.001), which favored the humanities teachers in the Saudi Arabian samples (p = 0.000) and the Emirati samples (p = 0.002).

Table 3.
T-test values for academic disciplines differences in interactive classroom management skills.

Country	Academic disciplines	N	M	SD	T-value	Sig	Effect size
Jordan	Humanities	311	4.12	0.42	2.380	0.001	0.18
	science	227	3.80	0.49			
Saudi Arabia	Humanities	620	4.35	0.39	2.650	0.000	0.25
	science	265	3.85	0.47			
Emirates	Humanities	103	4.00	0.46	2.250	0.002	0.15
	science	72	3.75	0.51			
All countries	Humanities	1034	4.16	0.40	2.320	0.001	0.20
	science	564	3.80	0.47			

The findings indicated that there were statistically significant differences in special education teachers' opinions about interactive classroom management techniques depending on their academic discipline and gender. In line with these findings, Maqsood, et al. [4] came to the conclusion that female teachers have considerably higher attitudes regarding interactive classroom management techniques [5]. Came to the conclusion that one of the variables influencing instructors' interactive classroom management abilities is the academic discipline variable. According to the findings, teachers' favorable attitudes about interactive classroom management techniques can be linked to their gender, which also allows them to see the advantages of utilizing these technologies. The need for technology in the modern world might be cited as the academic discipline's explanation for the favorable attitudes toward interactive classroom management techniques. This circumstance can be attributed to the interactive classroom management techniques taught in the recently created teacher training programs.

There is evidence that teachers in the humanities are more extraverted than those in science [39, 40] and these characteristics are all linked to using distinct talents [66-69]. In this research, we sought to gain insight into the skills teachers in the field of special needs in Jordan, Saudi Arabia, and the United Arab Emirates acquire to deal with the behavioral challenges of students with special needs in regular education. The profiles of the interactive classroom management skills of the three groups of in-service teachers appear to be quite similar and align with those addressed in a range of related contemporary literature. Yet, the fact that teachers are reported to deal more with social than academic misbehavior of students in Jordan and with academic instead of social issues in Saudi Arabia and the United Arab Emirates indicates the presence of cultural differences among the three Arab countries in which this study was conducted. In relation to our first research question, it appears that after receiving educational training, teachers in the field of special needs must rely mainly on their work experience in regular schools to develop their classroom management skills to effectively operate in the field of special needs education both inside and outside Arab countries. Soft skills apparently become nearly redundant as the current training seems to fall short, particularly in Jordan and Saudi Arabia, and perhaps also the United Arab Emirates, of training the students on how to manage their future classrooms in practice. Much of the focus of the curriculum targets hard skills, setting a curriculum focus, but not offering much attention to how to apply this knowledge, particularly, and importantly so, in a cultural and more general vocational practice. The major theme that can be drawn from the preceding analysis of three case studies of empirical investigations into the interactive classroom management skills of teachers who work in inclusive settings catering to the needs of students with and without special educational needs has been encapsulated as an argument that suggests that interactive classroom management skills have the potential to connect special needs researchers with the reality of the child and the components that foster engagement in learning in students with and without special educational needs. The analysis of results from those three case studies has indicated that there is no significant difference among the teachers' interactive classroom management skills between the three countries. However, some country-specific differences can also be observed in the subcategories of the tool: loving, friendly, egalitarian, reliant, submissive, and authoritative dimensions of the Interactive Classroom Management observation tool.

5. Conclusion

This study's results demonstrate the existence of disparities in the interactive classroom management abilities of special needs educators. The majority of survey respondents indicated that teachers in Jordan primarily address social misbehavior, whereas those in Saudi Arabia and the United Arab Emirates focus on academic issues, highlighting cultural disparities among the three Arab nations involved in this study. It seems that following their educational training, instructors specializing in special needs mostly depend on their experience in mainstream schools to cultivate their classroom management abilities for effective practice in special needs education, both within and beyond Arab nations.

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