

The Meetings Management in the Secondary Schools in Ramtha District, from the Teachers Point of View

Dr: Mohammad Abu-Shreah Milad Al-Sharif
School of Education, Al-Hussein Bin Talal University, P.O. Box 20 Ma'an, Jordan

Abstract:

The study aimed to identify the reality of meetings management in secondary schools in Ramtha District, from the teachers' point of view, and to reveal the impact of each of (sex, educational qualification, experience) on the reality of the teachers' meetings management assessments, in the secondary schools. The two researchers, in order to achieve the objectives of the study, followed the descriptive method survey: they prepared a questionnaire consisting of (43) paras distributed on four axes: (meetings planning skill, meetings organization skill, human relations skill and evaluation skill), their validity and reliability were confirmed. The questionnaire was applied on a sample of (201) teachers, selected in a simple randomly way. Among the most important findings the study reached to, are as follows: The meetings management skill practices by the secondary school principals, in their schools in the Ramtha District, were intermediate, and the axis of human relations has got the first position, followed by the axis of the meetings organization in second position, followed by the axis of the valuation in the third position and finally the axis of meetings planning came in fourth position. The results showed absence of statistically significant differences in the evaluations of the secondary school teachers, to the extent the secondary school principals practicing the skills of meetings management attributed to sex (gender) variable; and the presence of statistically significant differences in secondary school teachers, to the extent the secondary school principals practicing the skills of meetings management attributed to the meetings management skill attributed to educational qualification variable in both the second and fourth axis meetings organization skill and evaluation skills), the results were in favor of an intermediate diploma than the bachelor degree, and the presence of statistically significant differences in the estimations of the secondary stage teachers of the extent the secondary school principals practicing the skills meetings management attributed to the variable of experience in the first, third and fourth axis (planning skill, human relationships skill and estimation skill), the results came in favour of less than (5) years experience category than that experience category of less than 5 years to less than 10 years. The study recommended a set of recommendations highlighted the need to choose the school principal according to scientific methodology, so that the driving conditions and experience is available to have an effect on others, and join the principals of training sessions during the service to know the new methods of how to manage and plan, organize and evaluate the meetings that take place in their schools.

Keywords: Management Meetings, School Meetings Management and Secondary School

Introduction:

Meetings between teachers in the field of education, is one of the most important tributaries of enriching their experiences, enhance their abilities and develop their performance. Since the school is the focal axis in achieving the education goals, organizing of the meetings between the employees, requires special attention in their good preparation, in selecting of their subjects, in determining their goals and in adopting the way of rooting the educational concepts that the school aims to achieve, unifying the path towards achieving them, and developing the teamwork skill among those who are in charge of the school, in the highest degree of consistency and integration (Noordin, 2002).

The meetings in the educational field are also considered a milestone of any school. They, with other administrative methods, constitute the infrastructure through which the educational program penetrates. The meetings perform a significant role in the success of the educational process; it is a means of communication, through which a common understanding, joint methods and unified goals could be reached. On the other hand the meetings are considered a means for bringing the teachers views together, as the teachers and managers are not always in agreement on the best activities to improve education. This high lightens the need for meetings and discussions (Gibran and Atari, 2007).

Since the school meetings is the available pot for contact, which facilitates the process of information delivery. Through this medium we expect to identify the most prominent topics of interest to the school administration, the problems facing the educational process, and to study them and propose solutions to them, as we will know from them how to make decisions and strategy, in addition to the interactions and feelings that may arise, as well as the flow of information, data and ways and channels of their flow (Alboha, 2001).

The successful school principal is the one who improves the organization of meetings and direct them to serve their purpose, and through which the school principal gives the teachers opportunity to participate and express their opinions on the topics pertaining the school, and develop the plans and programs that may contribute in achieving the objectives of the school, as school meetings are considered of the means that may

help the school principal to achieve many of the events, including: to inform teachers of what is going on inside the school of events and activities, and get to know the objectives of the school so as that their goals are determined aligned with the others' goals, get to know the aimed development and renewal attempts to the educational process within the school, and learn about all that is a novelty and good related to their functional roles or about the regulations and the laws governing their work (algebr, 2002).

The problem and questions of the study:

The problem of the study is reflected by the fact that there is a common perception that the holding of the meetings, the planning, the organization and the following-up of such meetings are of obvious issues that do not need a big trouble; so the meetings, in many cases, do not achieve their goals, not of great efficiency and a waste of time, because the planning and organization of these meetings are randomly or improvised by the director without the participation of the participants in these meetings.

This is what we saw in our work as teachers, as the school meetings are not planned properly and the participation of teachers is limited, and often the meetings are to teach information and instructions by the principal of the school. This, what has prompted us to do the research in order to find out the views of the teachers in their school meetings in which they participate.

So the problem of the Study is limited to identify the reality of meetings management in the secondary schools in the District of Ramtha, from the teachers point of view, the study specially seeks to answer the following questions:

1. What is the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view?
2. Is there statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the reality of meetings management in secondary schools in the District of Ramtha, attributed to the sex variable, academic qualification and experience?

The objectives of the study:

The Study seeks to achieve the following objectives:

- Revealing the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view.
- Identify the statistically significant differences in meetings management in secondary schools in the District of Ramtha, according to (sex, Qualification and experience variables)?

The importance of the study:

There is scientific and practical importance for this Study in the following matters:

- From the scientific point: This Study studies an important topic in the educational and school administration, where the meetings are considered one of more significant communication means. Its importance comes from the vital role it plays as an effective communicative means. The meetings are indispensable administrative technology. This Study shows some methods of activating school meetings from the point view of the teachers', as well as, the scarcity of female students in this subject, as this Study is considered, according to the two researchers, from the first studies that dealt with the topic of meetings management in the secondary schools in the District of Ramtha in Jordan.

-From the practical point of view: The school principals and the directors of education directorates could be benefited from this Study through access to the reality of meetings management as it providing them with data useful to them in making the meetings successful and effective through planning, pre-preparation, proper organization, time management, implementation and proper follow-up.

Objectives of the Study:

The Study Terminology:

The Meeting Idiomatically:

It is a gathering of more than one individual at a specific place and time specified, for discussion and consultation on a subject or a problem in order to analyze them and to take decision on them (Zidane, 1997)

The Meeting Procedurally:

It is a meeting conducted by the principal of the school with the teachers and administrators during the school year, which aims to discuss some of the issues pertaining to the school and to tell the assembled of some of the decisions issued by the Directorate of Education and to agree on a single plan of action during the school year.

Management Meetings Idiomatically:

It is an organized practical or professional gathering of two or more people that can apply to successful

management rules (Sabana, 2004)

The Meetings Management procedurally:

It is an administrative process carried out by the principal of the school, where it is pre-prepared, through planning and organizing for them, and in which the execution of decisions and school activities are followed up, and is considered as well a skill possessed by the director.

High school:

It is an educational and teaching institution affiliated to the Jordanian Ministry of Education, and includes the first and second secondary students.

The Limitation of the Study:

This study was limited to the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view.

The Theoretical Framework and Previous Studies:

Theoretical framework:

The holding of meetings is one of the contemporary management features. Many of the administrators believe that there is no administrative mechanism better than holding of meetings; as holding meetings is an effective communication means in the organization. Most people spend an average of four hours a week in meetings, or more than 9,000 hours throughout life; the meetings consume the time of an individual as he/she elevate higher in position in the organization, therefore, it is not surprising that meetings management and the organizing of meetings enjoy a great attention of the researchers; however, such an interest, to a large extent, is limited on the management of meetings in the field of business administration and public administration; but with the passing and the progress times meetings have been employed in the field of education as a means of communication and interaction between the manager and the teachers, and other school staff (Alboha, 2001).

Meetings began to acquire a great deal of importance in the educational institutions, where the meetings are a major milestone for any school; they constitute along with other methods and administrative means, the infrastructure through which the tutorial program is implemented. Meetings play an important role in the success of the educational process, it is an extremely important communication process, through which a common understanding, a common standardized methods and unified goals, as is supposed to help to modernize and develop the educational work and to solve school problems (Gibran and Atari, 2007).

The Concept of School Meetings:

Before talking about the concept of school meetings, we have to recognize the concept of the meeting in general. The meeting is "a meeting among a group of individuals belonging to one regulatory body, they gather together to exchange ideas and information on a particular subject and to take the necessary decisions" (Maher, 2000). Abu Al-Nasr (2009) defines meeting as "it is one of the collective communication means, it is a targeted, planned and direct face to-face meeting."

While Abdul Karim (2007) is defining the meeting as any period during which formally members of the organization, in person, face to face meet in a designated place and time for a period which may extend from several minutes to several hours without dispersing or the meeting stops, except in short intervals. The members of the meeting deal with the issues presented to them by any form or by a systematic way, through which they accomplish a work or constitute a unified opinion.

The school meetings represent a model for group interaction in the light of a common goal; it is one of the best ways to involve the community in the course of events, to know the working conditions at the school and to contribute in solving the school problems. Whenever the number of the teaching staff increases and the number of students also increases, the tasks placed on the burden of the school swell up; and the relations between workers become more complex and the problems that arise from the possibility of the collapse of communication increases. Therefore, the need for a platform on which the educational and administrative committee of a school meets, becomes urgent to deliberate on matters of interest for the school; on the other hand, school meetings are a way to bring the views closer, and to bridge the gap between the director and his staff (Gibran and Atari, 2007).

The school meetings as well, are considered of the important means to implement all aspects of the administrative process at the school, through which some of the goals of the educational process within the school could be achieved

Where school meetings are considered important pillar for the exchange of communication, information, experiences and discuss the problems, often the new employees are greatly benefited from such meetings to develop their professional growth. Some old teachers present their expertise through which the

director employs the information and instructions for the service and the success of the educational process (Joy, 2010).

Sa'ad (2005) said that the school meetings have an important role in school management. They are of the necessary means of the administrative supervision that the principal can't do without them in his practices to discuss his/her duties towards such meetings and its effective impact if they are properly planned and directed so that they lead to achieve their real and give the opportunity for collaborative constructive thinking, the sharing ideas and opinions and the developing of plans and programs.

Elements and Obstacles of School Meetings Management:

1. Elements of Successful School Meetings Management:

There are many things that the principal can do through which he/she may attain a meeting relatively successful; they include the following:

- The meeting begins in 'words welcoming the colleagues.
- Clarifying the purpose of the meeting and not directing its output of its targets during the conversation.
- Identifying the meeting place, which is appropriate in terms of the availability of health conditions as ventilation, lighting, and the means that ensue the success of the meeting, such as selection of appropriate seating in such a way that allows for the interview and exchange of views among the assembled, as well as the availability of papers and pens to write notes by the assembled, the modern educational techniques such as screen projector must be available (algebr, 2002).
- The school principal or who presides over the meeting must possess the skills of meeting management, such as humanitarian skills, technical skills and intellectual skills (Farah, 2010)
- Chairman of the meeting must be a master and a critic and able to direct and guide the discussion. The assembled must have the ability to search, the interest and the desire to present the results of their research for the sake of discussion and criticism (safety, 1989).
- Developing a plan and preparing the agenda of the meeting, with full availability of data and information, and work to choose the time and place of the meeting before the appropriate period (Tawfiq 0.2007)

2. Obstacles to School Meetings Management:

- Chairman of the meeting failure (the school principal or his representative) to better prepare for the meeting (Obo Chekha, 1991).
- The Chairman's lack of interest in some of the meeting participants ; when some feel that the Chairman does not give interest to their views , then the meetings become from their own perspective a kind of adulation for the Chairman by supporting the opinion which they feel it agrees with the Chairman's opinion in the meeting (Al-Ajmi, 2008)
- The Chairman inability to manage the discussions inside the meeting and to adhere to his/her opinion , disrespecting the teachers and clinging to his/her position without objectivity, and attempting to impose his/her opinion on the assembled teachers (Noordin, 2002)
- The insufficient advanced preparation of the agenda, and not involving the teachers and teaching staff in the preparation of the agenda (Morsi, 2001).
- The poor selection of the meeting appropriate time and place.
- The inadequate material facilities and environmental conditions for the meeting.
- The length of the meeting time and the waste of time in some unnecessary discussions.
- The behavior of some members inside the meeting can hinder the progress of the school meetings, such as talking, argumentation, speaking to a colleague, those who cannot express their views, the silent and the opposors to everyone's opinion.

Previous Studies:

In this Chapter the two researchers have addressed the most important previous studies that dealt with the subject of the reality of meetings management in the schools.

- Al Yahawi (1992) study: Managing and Organizing Schools Meetings in the middle school and secondary government girls' schools of Medina in Saudi Arabia. The study aimed to recognize the reality of the management and organization of school meetings in the Girls Middle and High School in Medina schools. The sample of the study sample consisted of (50) Principal and deputy of 50% of the original population of the study. The study reached to a number of conclusions, included: the level of education, educational preparation, practical experience, the training courses in the field of school management and the type and size of school building have no effect in improving the performance of the female principals at the time of school meetings according to their views. The study also clarified that that the schooling stage has no effect on the views of the female teachers on the extent that the female principals practicing the teaching domains connected to the school meetings management. However, the educational preparation, the practical experience and the training courses in the field of teaching have an impact on the views of the parameters around what the director for management

meetings.

- Nouredine (0.2002) Study: The reality of schools meetings management, among secondary school principals in the Gaza Strip schools, from their teachers' point of view. This study was conducted in the provinces of Gaza and Khan Younis. The population of the study was (384) male and female teachers from (10) schools reaching from (10) schools in Gaza province and 10 schools in Khan Yunis province. The researcher used the descriptive analysis method; the measurement tool was the questionnaire prepared by the researcher. The study aimed to recognize the reality of meetings management of Gaza governorates school principals from their teachers' point of view, and reached the following conclusions:

- That the ability of the principals of higher secondary school in the Gaza governorates to manage meetings was, from the perspective of the teachers, (2.27%) at most.

- There are statistically significant differences in the circle of meetings after the principal organizing and administrative planning prior to the start of the meeting in favour of the principals, and there are no significant differences attributable to variable of the sex.

- There are statistically significant differences attributed to the experience of the principal.

- There are statistically significant differences attributed to the school district.

- There are no statistically significant differences attributed to the variable specialization (scientific college, literary college).

- Hamida (2004) Study entitled: educational quality and its impact on meetings and decision-making in the management of public education secondary schools: Field study in Dakahlia Governorate in Egypt.

The study aimed to clarify the concept of educational and to identify its principles and the requirements of achieving them, and to stand on the nature of the school meetings and the school decision-making, to clarify the reality of school meetings and the decision-making in the schools of public education in Dakahlia area schools, and putting a proposal for the developing of the secondary school principals awareness of the principles and standards of educational quality to ensure the management of meetings effectiveness and decision-making in high schools.

The study most important results: The questionnaire specified for school meetings management: There is a unanimity among members of the study sample that school meetings suffers from some shortcomings symbolized by not giving opportunities to the conferees in choosing the meeting time or place or see the agenda of the meeting before taking place and not giving the teacher the opportunity to chair the meeting which discusses his own benefits. The principal rarely uses a certain method to evaluate the meetings or to develop a practical plan to follow up the implementation of the decisions concluded by the conferees.

- Al Zahrani (2005) study titled: Techniques and Skills of Negotiation of the Principals and Teachers of the Secondary Schools in the School Meetings of Education Directorate in East Jerusalem. The study aimed to clarify the degree of principals and teachers of secondary schools in East Jerusalem practice the negotiation techniques in school meetings.

The study population consisted of all principals and teachers of the secondary boys' school in East Jerusalem, and the sample included all secondary school principals in East Jerusalem, and a random sample of teachers as per (20%) of the teachers in each of the secondary boys' school in East Jerusalem. The researcher has employed the questionnaire as a tool for his study after having verified its validity and reliability. The research technique employed is the descriptive analytical approach. The most important statistical methods employed: The methods employed were the frequencies, percentages, arithmetic average, the test analysis method (v) and the variance analysis. The main findings the study reached to are:

- The response of the study sample of the behavioral exercise of all the eight negotiating skills and the three methods - identified by a researcher at the study tool - in school meetings was high.

- There are significant differences between the views of principles and the views of teachers in favor of the principals in the skills of data collection, analysis and use of information, the multi-skill knowledge, the skills of decision-making, the negotiating skill and the maneuvering, tactics and listening skills.

- There are significant differences between the views of principles and the views of teachers in favor of the teachers in the skills of information exchange, vigilance, concentration and communication skill.

- Al Hallaq (2012) study, titled: Grade School Meetings Effectiveness in UNRWA Preparatory Schools in Gaza provinces from the viewpoint of its teachers, and its relationship with their professional consensus. The researcher, in order to achieve the objectives of the study he followed the descriptive analytical approach. The population of the study consisted of all teachers of the preparatory stage in Gaza's six provinces that numbered (2991) male and female teachers. The sample of the study have been selected randomly selected, reaching to (619) male and female teachers and to address the data the statistical packages for social sciences and appropriate statistical tests program. Among the most important findings the study reached to:

-The effectiveness degree of the school meetings in the UNRWA preparatory schools was great in the point view of its teachers; and that the degree of vocational agreement among the teachers of the preparatory schools was average

- There is a positive correlation between the means of the preparatory stage teachers' estimates of the UNRWA schools in favor of the school meetings effectiveness degree and between the averages of their estimates in the degree of professional compatibility.
- Gorton and Burns (1981) study, titled: The Reality of School Meetings from the Perspective of teachers in the State of Wisconsin-US. The study targeted to know the opinion of teachers in the school meetings in eleven educational districts, as the two researchers designed a questionnaire consisting of 29 items and sent it to a random sample of (10%) of the primary and secondary education teachers in those districts. 58% of the sent questionnaires were returned, where their data were analyzed by using the percentages of the repetitions, the study concluded the following results: The school meetings was not prepared for them efficiently, and agendas of these meetings were not given to the conferees before the meeting, and the views of the conferees were not exploited, and that the meetings lack the planning as well as lacking the most basic elements of an effective meeting, and that there is random in discussing topics that prevented access to the desired target and that the participants in the discussions were a minority, and the most important result of this study was: the teachers averred that they did not effectively contribute or add something new to the procedure of decisions-making that the meeting concludes (the meeting controlled by the principal).
- Long (1994) study titled: Suggestion for school principals: how to plan effective meetings and run. Suggestions for school principal: How to Plan about an Effective and Managed Meetings. The study aimed to provide some suggestions and recommendations, that the school principal must be guided by when having meetings with the teachers and all other school staff. It is a theoretical in which the researcher used the descriptive analytical approach, sufficed only by the literature theory and the previous related studies. At the end of the study the researcher presented a set of guidelines to the principal of the school, that could make the school meeting successful; the most important of such guidelines are: not to plan for a meeting unless there is an urgent need for it; and make sure that all publications required are available; and that the voice reaches to everyone; and to print the agenda very well in advance; and to make sure that the meeting begins and ends on time; and to introduce the audience in a proper way; not to criticize the interventions nor the speakers; no one must attack; and to use since of humor so that matters proceed in a vital way.
- Riehl (1998) study titled: The Work, The Speech and the Social Action in the meetings of the members of a teaching staff at an elementary school in America. The study aimed to the formulation of the social construction of the school, through studying of how staff members work as a working group in order to perform the tasks required from them; and how they manage their discussion inside the meetings; and to examine the effectiveness of the collective behavior during the meetings. The researcher used the descriptive analytical approach; the study was conducted in a public elementary school affiliated to the Faculty of Education at Columbia University. The tool of the study was the direct observation, where the researcher and another participant researcher directly viewing several meetings over the course of one year and attended several meetings with the school staff, the parents, local community members and with working subcommittees. She visited classrooms, talked informally with the teachers and held several discussions with the principal. The results of the study revealed that the principal dominates over the time and the themes of the meeting, and that he puts the agenda, he decides the rhythm of the debate and he who moves from one subject to another. Though he allowed the teachers to participate in the debates yet he was in control over all the interventions. He also permitted others from outside the meeting members to be presence in order to reinforce his position; therefore, the teachers could not change the main direction of the meeting, or the speed of its rhythm; at the end of the year, the teachers felt that the meetings were a waste of time and did not lead to decisions or to any work. In their opinion meetings were also used to strengthen the authority of senior management by passing instructions of the District to the employees through the principal. In return, the teachers never asked the principal to pass the demands of the teaching staff to his superiors.

The Method and Procedures

This chapter includes a description of the study approach and the population of the study and its sample, the procedures followed to achieve the objectives of the study, the measures of building and developing the tool and the methods of checking its validity and reliability. This chapter also includes the appropriate statistical methods to process the study data.

Approach to the study:

In this study, the researchers used the descriptive survey.

The Study Population:

The population of the study consisted of all teachers in the public secondary schools of Ramtha District. They are (722) teachers distributed as (413) male teacher and (309) female teachers.

The Sample of the Study

1. The sample of the father consisted of (216) teachers at a rate of (30%) of the study population. The researchers selected the sample according to a simple random method. The questionnaire distributed upon all the sample members. The number of questionnaires recovered, upon which the statistical analysis was conducted was (201) questionnaire, which represented the rate of (93%) of the study sample.

2. Table No. (1) shows the distribution of the final study sample members' according to its variables (sex, educational qualification, and experience).

Table (1): Frequencies and percentages, according to the study variables.

Percentage	Frequency	Groups	
63.7	128	Male	Sex
36.3	73	Female	
٪100	201	Total	
9.5	19	Intermediate Diploma	Qualification
63.7	128	Bachelor	
26.9	54	Higher Studies	
٪100	201	Total	
20.4	41	Below 5 years	Experience
35.3	71	From 5 years to below 10 years	
44.3	89	10 years and more	
٪100	201	Total	

Tool of the Study:

To achieve the objective of the study the two researchers developed a questionnaire, as a tool for the study consisted of four domains of (54) paras, through the following steps:

Steps of Developing the Questionnaire:

1. Viewing the educational literatures related to the educational management and school meetings management, through some previous books and studies related to the subject.
2. Viewing the educational literatures and being assisted by some directly related previous studies directly related to the subject of the study, such as (Al Hallaq 2012) study and (Noordin 2002) study the main domains of the questionnaire was identified.
3. Drafting the paragraphs of each domain.
4. Preparing the questionnaire in its image resolution, which includes (54) items.

Validity of the Study Tool:

In order to check the validity of the study tool, the two researchers adopted the method of content validity. The researchers presented the study tool in its initial image on (10) arbitrators who hold the doctoral degrees in pedagogy, the educational administration, the curricula and the teaching methods, from teachers of the teaching staff of the government & private Jordanian public universities. The two researchers requested the arbitrators to express their observations and point of views on the extent of the validity of these paragraphs and the extent of the suitability of each paragraph with the domain in which it is put into; and adding or deleting any item they deem appropriate; and how far it is suitable to measure the reality of school meetings management. After that the arbitration questionnaire was emptied and the paragraph that scored the unanimity of (8) arbitrators at a minimum that is the ratio of (80%) or higher, taking into account the amendments, the reservations and additions. And excluding the paragraphs that did not agree with them, and therefore, the questionnaire consisting of (43) items distributed on four domains, namely:

1. Meetings Planning Skill : Consisting of the (12) paras.
2. Meetings Organization Skill: Consisting of the (12) paras.
3. Human Relations Skills : Consisting of the (10) paras.
4. Meetings Dating Skills : Consisting of the (9) paras.

Stability of Study Tool:

The stability of the study tool was asserted by the Test - retest approach (Test-retest), by the application of the test, and then re-apply it after two weeks on two groups from outside of the study consisted of (40) male and female teachers, and then the Pearson correlation coefficient between their estimates was calculated in both times on the study tool as a whole.

Also the reliability coefficient was calculating by the method of the internal consistency according to Cronbach's alpha formula. Table (2) shows the internal consistency coefficient according to Cronbach's alpha and the stability of return of sub-skills and the total score .These values are considered appropriate for the purposes of this study.

Table (2) Internal Consistency coefficient Cronbach's alpha and the stability of return of the Sub-total grade and total grade

The Domain	Stability of Repetition	Internal consistency
Skills of Meetings Planning	0,87	0,91
Skills of Meetings Organizing	0,86	0,81
Skills of Human Relations	0,89	0,91
Kills of Evaluation	0,84	0,95
Total Grade	0,87	

The Study Variables:

First: Independent intermediate variables:

1. Gender (sex) : It has two categories: Male and Female
2. Qualifications: It has three levels (Intermediate Diploma, Bachelor and Higher Study).
3. Experience : It has three levels: (below than 5 years, 5 - below than 10 years, and 10 years and more)

Second: The Dependent Variable:

- The reality of meetings management in the secondary schools.

Procedures of the Study:

The researchers follow the following steps followed by the two researchers to achieve the objectives of the study:

- Viewing the theoretical literature and previous studies related to the subject of the study.
- Developing the tool of the study by referring to the theoretical literature and the previous studies related directly to the subject of the study.
- Verifying the validity of the study tool, through presenting it to a group of arbitrators specialized in educational management and pedagogy from the teaching staff in the Jordanian public and private universities.
- Checking the stability of the tool by applying it to a sample consisting of members of the teaching staff in the (Test -retest) approach, where the correlation coefficient (Pearson) was used, and also the Cronbach's alpha was used to calculate the internal consistency.
- Distributing the questionnaires on the study sample, their number is (216) male and female teachers.
- Getting the responses of respondents from the survey tool. Where the two researchers distributed 216 questionnaires, (201) questionnaire were recovered.
- Entering of data in computer, and appropriate statistical analyzes was used to answer questions of the study.
- Qualitative data was dump and appropriate statistical analyzes was used to answer related questions of the study.

Statistical methods:

After collecting the information, the data was emptied, and the answers to study questions were extracted by using the following statistical analysis:

1. To answer the first question arithmetic averages and standard deviations were extracted.
2. To answer the second question the arithmetic averages and standard deviations were extracted. And to indicate the statistical differences between the arithmetic averages the T-Test was used to the variable of sex and to analysis of the variance test, and Sheveh test of posteriori comparisons for each of the educational qualification and experience.
3. To answer to the third question, the frequencies and percentages were extracted.

Results of the study and discussion:

Results related to the first question: "What is the reality of meetings management in the secondary schools in the District of Ramtha from the teachers' point of view?"

To answer this question the arithmetic averages and standard deviations, the responses of the respondents were extracted, about the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view and the table below elaborates that.

Table (3) Arithmetic averages and standard deviations of the reality of meetings management in secondary schools in the District of Ramtha, from the teachers point of view and the ways to activate them in descending order according to averages

Rank	No.	Arithmetic Average	Domain	Standard Deviation	Level
1	3	Skills of Meetings Planning	3.78	0,81	Great
2	2	Skill of Meetings Organizing	3.69	0,85	Great
3	4	Skills of Human Relations	3.66	0,90	Average
4	1	Skills of Evaluation ^{3,47}	3.47	0,82	Average
		Total Grade	3.64	0,77	Average

The table (3) shows that the averages have ranged between (3.47 to 3.78), where the field of human relations skill came in the first place in the highest arithmetic average (3.78), followed by the second field of the domain of organizing meetings skill in an average of (3.66), followed in third field by the domain of evaluating that was (3.47), while the domain of meetings planning skill came in the last rank by an arithmetic average of (3.47), and the arithmetic average of the total grade reached to (3.64).

The arithmetic averages and standard deviations of the study sample members were counted on each para separately, they were as follows:

1.Meetings Planning Skill:

Table (4) Arithmetic average and standard deviations for the reality meetings planning arranged in descending order according to the skill of averages

Rank	No	Domain	Arithmetic Average	Standard Deviation	Level
1	2	The Principal Defines in Advance the Time of the Meeting	4.08	1,00	Great
2	1	The Principal Defines the Time of the Subject of the Meeting for all Participants	3.95	1,04	Great
3	3	The Principal Selects the Time of the Meeting at Suitable Times	3.81	1,00	Great
4	5	The Principal Clearly Defines Goals of the Meeting	3.81	1,01	Great
5	10	The Principal Selects the Appropriate Place for convening the Meeting	3.77	1,09	Great
6	7	The Principal Clearly and Accurately Prepare the Time Table of the Meeting	3.62	1,07	Average
7	9	The Principal Defines an Agenda for Each Subject and a Suitable Time for its Discussion	3.49	1,11	Average
8	8	The Principal Defines the Beginning and End of the Meeting	3.48	1,27	Average
9	4	The Teachers Participate in Defining the Goals of the Meeting According to Their Needs	3.15	1,22	Average
10	6	The Assembled Teachers Participate in Preparing the Agenda	2.96	1,15	Average
11	11	The Principal Sends the Agenda to the Participant Members before Sufficient Time of Convening the Meeting	2.95	1,35	Average
12	12	The Principal Plans to Employ Modern Techniques (computer, screen) in Meetings Management	2.56	1,38	Average
		Skill of Meeting Planning as a Whole	3.47	0,82	Average

The table shows (4) that the averages ranged between (2.52 -4.08), where paragraph (2) came, which states, "Director determines the date of the meeting in advance" in the first place and reached a mean (4.08), while paragraph (12), which reads, "planning director of the use of modern technologies (computer, screen projector) in meeting management," the last rank and an arithmetic mean was (2.56) and the arithmetic average of the skill of planning meetings as a whole (3.47).

2. Train organization meetings:

Table (5) Arithmetic average and standard deviations for the reality meetings organizing skill arranged in descending order according to the skill of arithmetic averages

Rank	No.	Domain	Arithmetic Average	Standard Deviation	Level
1	9	The Principal Makes Sure that all are Present and Registers the Names of Absentees	4.38	3.72	Great
2	7	The Principal Shall Tactfully and Respectfully Listens to the Views of the Participants	4.03	0.84	Great
3	4	The Principal Shall efficiently Possess the Ability to Manage the Discussion Session during the Meeting	3.98	1.00	Great
4	6	The Principal Shall have the Ability to Keep Order during the Meeting	3.91	1.00	Great
5	3	The Principal Begins the Subjects of the Meeting According to the Agenda Prepared in Advance	3.84	0.99	Great
6	5	The Principal Shall have the Ability to practically manage the Time	3.78	1.03	Average
7	8	The Principal Gives the Members Clear and Precise Roles	3.75	0.98	Average
8	1	The Meeting is to Start at the Specified Time	3.70	1.10	Average
9	10	The Principal Finishes each Subject at its Specified Time	3.70	1.01	Average
10	12	The Principal Summarizes What Have Been Agreed Upon Before Ending the Meeting	3.48	1.21	Average
11	2	The Principal Organizes the Seating of the Participants in a Way Suits the Nature of the Meeting	3.19	1.18	Average
12	1	The Principal Employees the Modern Techniques (computer, screens) in Meetings Management	2.57	1.42	Average
		Skill of Meeting Planning as a Whole	3.69	0.85	Average

Table (5) shows that the averages ranged between (2.57 to 4.38), as paragraph No. 9 came, which states, "The principal make sure that all are present and records the names of absentees" in the first place and in arithmetic average of (3.38) while paragraph (11) came and read as "the principal uses the modern techniques (computer, screen projector) in the meetings management", in the last rank and an arithmetic average of(2.57) and the arithmetic average of the meetings planning skill as a whole (3.69).

3. Human Relations Skill:

The arithmetic means and standard deviations of the estimates of study sample account paragraphs each area separately, as were as follows:

Table (6) Arithmetic averages and standard deviations for the Human Relations Skill arranged in descending order according to the arithmetic averages

Rank	No.	Domain	Arithmetic Average	Standard Deviation	Level
1	1	The Principal gives free chances for all the assembled to give their opinions transparently	4,05	0,98	Great
2	2	The Principal provides an elastic atmosphere voids of any artificiality	4,00	0,91	Great
3	3	The Principal takes into consideration the participants feeling and emotions	3,96	0,94	Great
4	9	The Principal interest to improve the human relations inside the meeting	3,93	0,96	Great
5	4	The Principal accept the views and opinion contradicting his/her views and opinions.	3,89	1,02	Great
6	5	The Principal takes into account suggestions of other members participating in the meeting	3,88	0,99	Great
7	6	The principal show great interest in justice equity during the meeting towards new teachers	3,87	1,06	Great
8	8	The Principal is characterized with justice and equity among members participating in the meeting	3,76	1,15	Great
9	7	The principal pushes forward the teachers' motives through encouraging and enhancing	3,72	1,16	Great
10	10	The principal shall be aware to present entertainment to participants of the meeting	2,72	1,47	Average
		Skills of human relation as a whole	3,78	0,81	Great

The table shows (6) the arithmetic averages ranged between (2.72 – 4.05) where the paragraph that came No. (1) states that "the principal gives freedom to all participants to put forward their views transparently" in an arithmetic average (05,4), while paragraph that came (10), which reads "the principal is keen to provide hospitality to he members participating in the meeting" at the meeting management ",in the last rank and an arithmetic average of (2.72) and the arithmetic average of the skill of human relations as a whole was (3.78).

4. Estimation Skill:

Table (7) Arithmetic averages and standard deviations for the Estimation Skill arranged in descending order according to the arithmetic averages

Rank	No.	Domain	Arithmetic Average	Standard Deviation	Level
3	1	The Principal utilizes the meeting to enhance the school work	3,83	1,00	Great
2	2	The Principal enhances collaboration and understand among the participants of the meeting	34,78	0,98	Great
8	3	The meeting comes out with subjects enforceable decisions and recommendation	3,72	1,07	Great
1	4	The Principal interest to improve the human relations inside the meeting	3,71	1,00	Great
5	5	The Principal makes sure that the meeting has achieved the goals the meeting planned to achieve	3,65	1,05	Great
4	6	The Principal employs the results of the meeting in order to improve and raise the level of students' attainment.	3,62	1,05	Great
9	7	The principal utilizes the meeting to raise the level of the teachers vocational development and improve their functional performance	3,56	1,15	Great
6	8	The Principal puts an agenda to implement the results of the meeting	3,55	1,07	Great
7	9	The principal is benefitted from the meeting results as a feedback when altering the work plan	3,52	1,12	Great
3	1	The meeting increases the teachers profession satisfaction in the school	3,78	0,81	Great
		Skills of human relation as a whole	3,83	1,00	Great

Table (7) shows that the arithmetic averages ranged between (3.52 to 3.83), where paragraph (3) which states that "the principal utilizes the meeting for the developing of school work" came in the first rank by an arithmetic average of (3.83) , while paragraph (7) that reads "the meeting increases the teachers functional satisfaction within the school " at the meeting management", came in the last rank by an arithmetic average of (3.52) and the arithmetic average of the human relations skill as a whole was (3.66).

It is has been clear from table (3) that the axis No. (3) which is the human relations skill came at the first rank with an arithmetic average of (3.78) that is in a greater rank attributed to the principals conviction that the good humanitarian relations between him and the teachers is a guide and a concrete sign of the school's curriculum, and access towards achieving its objectives in addition to the principals' perception of the importance of creating of adequate atmosphere of cooperation and harmony among members and its large impact on the better performance of their roles, as well as the nature of the social relationships among teachers of the same school, that take place outside the school and impose a kind of love and cooperation, and reflects a positive impact on the human relations within School.

The axis No. 2 came in the second place with an arithmetic average of (3.69) that is in a great grade. This is attributed to the significance of the regulatory process that takes place inside the school in general, and within the school meetings in particular. This makes the schools principals pay an increased attention to this process. The organizing process is considered as well as a procedural regulation process that has to be carried out in any school work, in addition to the principal's prior personal knowledge of the teachers assembled that might help the principals in their good organization in a line suitable to their preferences and desires.

The axis No. (4) skill of Estimation came in the third rank by an arithmetic average of (3.66) and in a middle rank attributed to the absence of a plan of action that is sometimes agreed upon between the principals and the teachers in order to implement the decisions and recommendations the meeting reached to. And because the principals do not follow the work of the committees formed to implement these decisions and recommendations, and because the principals are not giving the teachers the opportunity to evaluate the meetings that take place in schools. Axis No. (1) which is the meetings planning skill came in the fourth rank by an

arithmetic average of (3.47) in a middle rank, that is attributed to the lack of the principals awareness of the importance of pre-planning and to the lack of school principals to the skill of a proper and good planning in human skills that must be available to any principal. Adding to that, the principals lack of knowledge of the basic steps of the process of the planning of the meetings that take place in the schools.

Results related to the second question:

"Are there differences of statistically significant function ($\alpha \leq 0.05$) in meetings management in the secondary schools in the District of Ramtha from the teachers' point of view and ways of activating them attributed to the variables (sex, educational qualification, experience)"?

To answer such question: The arithmetic averages and standard deviations of the responses of respondents about the reality of the meetings management in the secondary schools in the District of Ramtha from the teachers of point of view and ways of activating them according to (sex, educational qualification, experience) variables were extracted ; and in order to indicate statistical differences between the arithmetic averages the T Test was used for the variables of sex, and variance analysis), for each of the educational qualification and experience. The table below illustrates this.

First: Gender (Sex):

Table (8) Arithmetic averages, standard deviations and T-Test of the impact of sex on the reality of meetings management in the secondary schools in the District of Ramtha from the teachers' point of view and ways of activating them.

	Sex	No.	Arithmetic Average	Standard Deviation	T Value	Freedom Degree	Statistical Function
Skills of Meeting Management	Male	128	3,44	0,79	0,542 -	199	0,58
	Female	73	3,51	0,88			
Skills of Meeting Organization	Male	128	3,69	0,75	0,084-	199	0,93
	Female	73	3,70	1,00			
Skills of Human Relation	Male	128	3,81	0,81	0,716	199	0,47
	Female	73	3,72	0,79			
Estimation Skill	Male	128	3,44	0,93	1,213-	199	0,22
	Female	73	3,51	0,83			
Grand Degree	Male	128	3,69	0,76	0,308-	199	0,58
	Female	73	3,70	0,78			

Table (8) illustrates that there is no statistically significant differences ($\alpha \leq 0.05$) between the means of school teachers' estimations on the domains of the principals practicing innovation and their estimation on the teachers' vocational development.

Second: Educational Qualification:

Table (9) Arithmetic means and standard deviations of the reality of management meetings in secondary schools in the District of Ramtha from the point of view of teachers and ways activated by Educational Qualification variable

	Category	No.	Arithmetic Average	Standard Deviation
Meeting Planning Skill	Intermediate Diploma	19	3,73	0,83
	Bachelor	128	3,38	0,75
	Higher Studies	54	3,58	0,82
Total		201	3,47	1,35
Meeting Organization Skill	Intermediate Diploma	19	4,18	0,77
	Bachelor	128	3,58	0,73
	Higher Studies	54	3,78	0,85
Total		201	3,69	0,84
Human Relations Skill	Intermediate Diploma	19	3,93	0,82
	Bachelor	128	3,68	0,73
	Higher Studies	54	3,96	0,81
Total		201	3,78	0,67
Evaluation Skill	Intermediate Diploma	19	4,13	0,89
	Bachelor	128	3,57	0,94
	Higher Studies	54	3,70	0,90
Total		201	3,66	0,86
Grand Degree	Intermediate Diploma	19	3,99	0,76
	Bachelor	128	3,55	0,71
	Higher Studies	54	3,75	0,77
Total		201	3,64	0,83

The table (9) shows contrast ostensibly in the averages and standard deviations of the reality of meetings management in secondary schools in the District of Ramtha from the teachers perspective and the ways to be activated due to the difference of variable of qualification, and to illustrate the statistical differences between the arithmetic averages the variance analysis was used, according to the table (10).

Table (10) the variance analysis of the impact of the qualification on the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view and ways of activating them.

	Source	Total Squares	Freedom Degree	Squares Average	T Value	Statistical Function
Meeting Planning Skill	Among Categories	2,923	2	1,641	0,11	2,209
	Within Categories	130,978	198	0,662		
	Aggregate	133,901	200			
Meeting Organization Skill	Among Categories	6,398	2	3,199	0,01	4,605
	Within Categories	137,536	198	0,695		
	Aggregate	143,934	200			
Human Relations Skill	Among Categories	3,410	2	1,705	0,07	2,671
	Within Categories	126,388	198	0,638		
	Aggregate	129,798	200			
Evaluation Skill	Among Categories	5,297	2	2,649	0,04	3,368
	Within Categories	155,692	198	0,786		
	Aggregate	160,990	200			
Grand Degree	Among Categories	3,973	2	1,987	0,03	3,461
	Within Categories	113,637	198	0,574		
	Aggregate	117,610	200			

The table (10) shows that there is no statistically significant differences at the level of significance ($\alpha \leq 0.05$) attributed to the educational qualification in the skill of meetings organization, the estimation skill, and in the total grade. To show the pair statistically differences function between the arithmetic averages, posteriori comparison Chifa, as shown in the table (11) was used. Whereas, no significant statistically differences were shown in the meetings planning skill and human relations skill.

Table (11) posteriori comparisons Chifa with the impact of qualification:

	Category	Arithmetic Average	Intermediate Diploma	Bachelor	Higher Studies
Meeting Planning Skill	Intermediate Diploma	4,18			
	Bachelor	3,58	*0.60		
	Higher Studies	3,78	0.40	0.19	
Evaluating Skill	Intermediate Diploma	4,13			
	Bachelor	3,57	*0.50		
	Higher Studies	3,70	0.44	0.12	
Grand Degree	Intermediate Diploma	3,99			
	Bachelor	3,55	*0.44		
	Higher Studies	3,75	0.24	0.20	

*Statistical Function at the level of significance ($\alpha \leq 0.05$)

Table (11) shows that there is no statistically significant differences ($\alpha \leq 0.05$), between the intermediate diploma and the bachelor, the differences came in favor of the intermediate diploma in the two skills of organization of the meetings and in the total grade.

Third: Experience:

Table (12) Arithmetic averages and standard deviations of the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view and ways to activating them, according to the experience variable.

		No.	Arithmetic Average	Standard Deviation
Meeting Planning Skill	Below 5 years	41	3.83	0.67
	From 5 years to Below 10 years	71	3.34	0.92
	More than 10 years	89	3.40	0.75
	Total	201	3.47	0.82
Meeting Organizing Skill	Below 5 years	41	3.90	0.72
	From 5 years to Below 10 years	71	3.62	1.00
	More than 10 years	89	3.66	0.76
	Total	201	3.69	0.85
Human Relations Skill	Below 5 years	41	4.09	0.71
	From 5 years to Below 10 years	71	3.58	0.85
	More than 10 years	89	3.79	0.77
	Total	201	3.78	0.81
Evaluating Skill	Below than 5 years	41	3.95	0.79
	From 5 years to Below 10 years	71	3.50	0.97
	More than 10 years	89	3.65	0.86
	Total	201	3.66	0.90
Grand Grade	Below 5 years	41	3.94	0.65
	From 5 years to less than 10 years	71	3.51	0.85
	More than 10 years	89	3.62	0.72
	Total	201	3.64	0.77

The table (12) shows the variance in the arithmetic averages and standard deviations of the reality of management meetings in secondary schools in the District of Ramtha from the teachers perspective and ways to be activated because of the different categories of variable experience, and a statement denote statistical differences between the averages were used one-way analysis of variance by the table (13) .

Table (13) analysis of variance of the impact of the experience on the reality of meetings management in secondary schools in the District of Ramtha from the teachers' point of view and ways of activating them.

	Source	Total Squares	Freedom Degree	Squares Average	T Value	Statistical Function
Meeting Planning Skill	Among Categories	6,878	2	3,439	5,360	0,20
	Within Categories	127,023	198	0,642		
	Aggregate	133,901	200			
Meeting Organization Skill	Among Categories	2,343	2	1,171	1,638	0,01
	Within Categories	141,591	198	0,715		
	Aggregate	143,934	200			
Human Relations Skill	Among Categories	6,608	2	3,304	5,311	0,03
	Within Categories	123,190	198	0,622		
	Aggregate	129,798	200			
Evaluation Skill	Among Categories	5,453	2	2,726	3,471	0,01
	Within Categories	155,537	198	0,786		
	Aggregate	160,990	200			
Grand Degree	Among Categories	4,895	2	2,448	4,300	0,20
	Within Categories	112,714	198	0,569		
	Aggregate	117,610	200			

Table No. (13) shows that there is statistically significant differences at the level of significance ($\alpha \leq 0.05$) attributable to the experience in all domains, except the meetings organizing skill. And to show the pairs statistically difference function between the arithmetic averages the posteriori comparisons Cifa was used as shown in table (14).

Table No. (14) The impact of the posteriori comparisons Cifa on qualification.

		Arithmetic Average	Below 5 years	From 5 to below 10 years	More than 10 years
Meeting Planning Skill	Below 5 years	3,83			
	From 5 years to Below 10 years	3,34	*0,049		
	More than 10 years	3,40	0,30	0.16	
Meeting Organizing Skill	Below 5 years	4,09			
	From 5 years to Below 10 years	3,58	*0,50		
	More than 10 years	3,79	0.30	0.21	
Human Relations Skill	Below 5 years	3,95			
	From 5 years to Below 10 years	3,50	*0.46		
	More than 10 years	3,65	0.30	0.16	
Evaluating Skill	Below than 5 years	3,94			
	From 5 years to Below 10 years	3,51	*0,43		
	More than 10 years	3,62	0,32	0.11	
Grand Grade	Below 5 years	3,58	*0,50	*0,50	
	From 5 years to less than 10 years	3,79	0,30	0,30	
	More than 10 years	3,95			

* Significant at the level of significance function ($\alpha \leq 0.05$)

Table No.(14) shows that there are statistically significant differences ($\alpha \leq 0.05$) between the two categories of experience below than 5 years and from 5 years to below than 10 years, and the differences came for the favour of experience category of below than 5 years in the planning of meetings skill, the skill of human relations, the skill of the estimation, and the total grade.

Discussion of the results:

It is illustrated by discussing the results related to the second question, which states "Is there any difference of statistical significance at the level ($\alpha \leq 0.05$) in management meetings in secondary schools of the District of Ramtha, from the teachers' point of view attributed to the variables of sex, educational qualification and experience?"

It is clear from table (8) that there are no any differences of statistical significance at the level ($\alpha \leq 0.05$) attributed to the variable of sex; this is attributed to providing a one school environment, for each of the male and female teacher; they live in the same conditions and are subject to the same laws and regulations as well as the convergence of views between teachers and school principals about the principals' management of the meetings. As it is clear from the table No. (11), there are differences of statistical significance attributed to the educational qualification variable. Such differences came in favor of the intermediate diploma on the bachelor in the two skills of organization of the meetings and the evaluation, in the total degree. This is attributed to management experience possessed by teachers who hold intermediate diploma because of their continuous presence at such meetings in addition to the academic knowledge they have acquired during their learning in the diploma. As it is clear from the table No. (14), there are differences of statistical significance attributed to the variable of experience, the differences came for the favor of the experience category of less than 5 years, on the category of experience of 5 years to less than 10 years, in the skill of planning of meetings, the skill of human relations and the skill evaluation in the total grade, this is attributed to showing the teachers in the category of less than 5 years on the modern methods and means of management in general and on the meetings management in particular, by virtue of recent graduates as well as inform them of the developments as to take advantage of these meetings.

Recommendations:

In light of previous results the researcher may recommend some recommendations, in order to activate the schools management meetings, the most important of these recommendations are:

1. The schools principals could be chosen according to a scientific methodology, so that the leadership and experience meet the conditions to have an effect on others.
2. Enrolling of schools principals for training courses during service, to know the new methods of management and how to plan, organize and evaluate the meetings that are held in schools, and training on how to manage the dialogue and discussion with high efficiency and gain time management skill.
3. Further studies and researches in the field of school management meetings, due to the importance meetings have in improving and developing of the educational process at schools.

References:

- 1- Abu Al Naser , Medhat Mohammad 2009, managing and organizing the meetings as prelude to develop work in the organizations-Arab group for publication and distribution ,Cairo ,Egypt.
- 2- Abu Baker, Mustafa Mohammad 2001, Guide to manage meeting effectively for the manager who wishes to achieve distinction- University for publication and distribution, Alexandria, Egypt.
- 3- Ahmad, Abu Sheika 1982, meeting management Arab organization for science, Amman, Jordan.
- 4- Ahmad ,Hamaida Mahmoud 2004 , Education quality and its effect on meeting and decision making in the general schools of Dahqaliah – unpublished master thesis , Faculty of Arts , Mansoura University , Egypt.
- 5- Ahmad, As'ad 2005, Education management in Jordan Al Mojta Al Arabi for publication and distribution, Amman, Jordan.
- 6- Al Buhi , Farouq Shouki 2001 , Education and school management , Dar Al Ma'aref for publication ans distribution , Alexandria , Egypt.
- 7- Tawfeq Abdul Rahman 2007 management of effective meetings, edition 1, Al Khebrat Al Mehnia for innovation.
- 8- Zainab Al Jabr 2002 School planning concepts, basis and application – Al Falah library, Beirut, Lebanon.
- 9- Jobran Ali and Atawi Aref 2007 estimation the degree effect of school meetings from the principals and teachers point of view in some schools of Irbid Governorate in Jordan –Educational Science magazine, Qatar University vol.12 pp 327-375.
- 10- Hussein Salameh Abdel Adiem 2004, modern orientations in 3effective school management- First print, Dar al Feker, Amman, Jordan.
- 11- Al Habib , Abdul Rahman and Oraini Abdel Aziz 2010, Reasons of School principals reluctant to attend meeting of education management and education supervision centers Analytical study in Riyadh Region, educational magazine vol.95 pp 415-453.
- 12- Al Hallaq, Nael Jehad 2012, Degree of school meeting effectiveness in the UNRWA preparatory schools in the Gaza governorates from the teacher's point of view, unpublished master thesis Faculty of education, Islamic University, Palestine.
- 13- Darwazeh , Afnan Natheer 2003 extent of schools principals ability to take decisions of development and to make changes- Al Jamea'h Al Arabia magazine , Vol.41 pp 5-40.
- 14- Diad, Ismael 2001, School management, Dar Al Jame'ah Al Jadidah for publication.

- 15- Zaida, Jamal Ghanem 1997, organizing and managing of meetings, Dar Al Jeal for Publication.
- 16- Al Zahrani, Mohammad 2005, school principals means and skills of negotiations in school meetings unpublished matter thesis, faculty of arts, Um Al Qura University, Saudi Arabia.
- 17- Salameh, Kayed 1989, meetings management, Basic skill of an effective principal's educational research and development center, Yarmouk University, Jordan.
- 18- Abdul Kareem, Kathem 2007, meetings and conferences management, First edition, Dar Konoz for publication and distribution, Amman, Jordan.
- 19- Fahed Bin Suad Al Othaimin 1997 in governmental departments in Saudi Arabia, First edition, Tawba Library, Riyadh, Saudi Arabia.
- 20- Al Ajami, Mohammad Hasanain 2000, School management Dar Al Feker Al Arabi for publication, Cairo, Egypt.
- 21- Farah, Wajih 2010, issues in educational management, First edition, Al Warraq for printing and publication, Amman, Jordan.
- 22- **Maher**, Ahmad 2005, Skills of meeting management, Dar Al Jamea'h, Alexandria Egypt.
- 23- Morsi, Mohammad 2001, Modern school management, Alam Al Kotob for publication and distribution.
- 24- Nooridin, Rami 2002, Reality of meetings management of the secondary school principals from the teacher's point of view in Gaza University, unpublished master thesis, faculty of education, Islamic university, Palestine.
- 25- Sabria Salim, Al Yahyawi 1992, managing and organizing school meetings in the middle and secondary government girl's in Madina, unpublished master thesis, Faculty of Education, King Abdul Aziz University, Saudi Arabia.
- 26- Gorton, R & Burus, J. (1985). Facility meetings what do teachers Really thinks of them. Clearing House. Vol. 59, No. 1, pp 30-23
- 27- Long, Louie, J. (1994). Tips of Principals, How to plan and manage Effectives Meeting. Journal Nassp. Nov.
- 28- Oisen, Jennifer, McMurray, Cari-L. (1997). Making Meeting Work. Source. Journal Citation. Children and Families. Vol. 16, No. 3, pp 26-.82
- 29- Riehl, c (1998), We gather to gather, Work Discourse and Constitutive Social Action in Elementa School Faculty Meetings, Educational Administration Quarterly, Vol.34.No.1, pp91-125.