

MODERN SCHOOL MANAGEMENT AND ITS IMPACT ON THE ACADEMIC ACHIEVEMENT OF THE STUDENTS OF THE BASIC STAGE IN JORDANIAN PUBLIC SCHOOLS

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ABSTRACT: *The study aimed to identify the modern school administration and its impact on the academic achievement of the students of the basic stage in the Jordanian government schools. To achieve the objectives of the study, the researcher followed the analytical descriptive approach in terms of applying the study tool and data collection and analysis. Directorate of Education Jerash, While the sample of the study consisted of (20) students from Jerash Elementary School for Boys. The study found that there is a statistically significant effect of the modern school administration on the academic achievement of the students of the basic stage in Jordanian public schools. Modern administration in the various directorates of education affiliated to the Jordanian Ministry of Education.*

KEYWORDS: Modern School, Management, Academic Achievement, Students, Basic Jordanian Public Schools

INTRODUCTION

The School of the 21st Century requires the school principal to take additional steps to manage the school's democratic pathways through planning and setting goals, or identifying the appropriate procedures for implementation and follow-up through participation, discussion and various meetings within and outside the school. The educational institution that he chairs, as well as the delegation of authority to his staff in the school to share with him the responsibility and carry out the responsibilities of the school and supervision to be committed to the implementation of these goals.

The Director as an educational leader in his institution affects all employees, and inspires them to participate efficiently and take responsibility in achieving the desired educational goals and reap with them the hoped-for successes are achievable.

The Director was one of the principals, supervisors, faculty and staff supervisors. He was the first decision maker. Within these multiple roles, the Director worked side by side with the faculty to continuously improve the school's educational programs. This was achieved by maintaining best practices Methodology and its sharing with teachers The Director also sought to ensure that his teachers had been trained in such practices and worked on the latest supervisory and management practices and placed them within their own context. The director's role has always been complex, and Sergejovany has put nine tasks for the manager:

- 1) Achieving Goals: Linking shared visions together.
- 2) Maintain harmony: Build mutual understanding.

- 3) rooting values: creating a set of procedures and structures to achieve school vision.
- 4) Motivation: Encourage staff and faculty.
- 5) Management: planning, record keeping, procedures, organization, etc.
- 6) Clarification: Clarify the reasons for employees to perform specific tasks.
- 7) Empowerment: Remove obstacles that stand in the way of achieving faculty and staff for their goals and providing the necessary resources.
- 8) Modeling: Take responsibility for being a role model for what the school aims at.
- 9) Supervision: Ensuring that the school achieves its obligations, if it does not, it should look for and remove the causes (MacCabe, 1999)

Problem of the study:

The present study attempts to shed light on the modern school administration and its impact on the academic achievement of the students of the basic stage in Jordanian public schools.

Study Questions:

Q.1: Is there a statistically significant effect at the level of salinity ($\alpha = 0.05$) for the modern school administration on the academic achievement of the students of the basic stage in Jordanian public schools?

Objectives of the study:

1. Acquaintance with modern theories of school administration.
2. Identifying school administration evaluation criteria in the light of modern theories in school administration.
3. Identify some other theories of school management.
4. Measuring the impact of modern school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

Importance of the study:

The importance of this study is of the importance of striving to build an open generation to the world capable of excellence and creativity. Since the school is the factory of generations, it is the responsibility of its departments to search for everything that is new and has a positive impact in improving the achievement of academic, scientific and scientific students.

Study determinants:

1. Timetable: This study was conducted in the second semester of the academic year (2017/2018)
2. Spatial determinants: This study was conducted in the Jordanian public schools affiliated to the Jerash Education Directorate.

Concepts and terms of study:

School Management Concept: Al-Zubaidi defines school administration as: "a set of operational and technical processes that are carried out through collaborative collective humanitarian action with the aim of providing the intellectual, psychological and material climate that helps to stimulate motivation and the desire for active and organized work; individually or collectively to solve problems and overcome difficulties The educational and social goals of the school are fulfilled as the society seeks them "(Al-Zubaidi, 1988, p. 97).

School administration is also defined as: "The coordinated efforts of a team of educational staff (school) administrators and technicians, in order to achieve the educational goals within the school in a manner consistent with the State's aim of raising its children, a proper education and sound foundations." And others define it as: "Every activity realized by the educational purposes effectively and coordinates and guide the experiences of school and educational, according to selected models, and identified by higher bodies, or bodies within the school administration." Some have defined it as: "the outcome of processes by which human and material potentials are placed in the service of business objectives of work, and management that functions by influencing the behavior of individuals" (Amayra, 2002, p. 18).

A comprehensive definition of school management can be drawn from the above definitions: a functional group (planning, coordination, orientation) that interacts positively in an appropriate environment within and outside the school in accordance with a public policy created by the State in accordance with the objectives of society and the State.

Theory Concept: The theory is: "A concept or opportunity similar to a principle that has the value of definition in some way, is general and organizes a science or science, provides a method of research and interpretation, and connects the results to principles (Hafni, 2000, p. 88).

The theory is also defined as: a set of hypotheses through which it is possible to arrive at principles that explain the nature of the administration and explain what is and not what it should be. The theory can be seen as general principles that direct the work accurately and clearly. From which assumptions can be derived (Bush, 1986).

Comparison between the concept of educational administration and educational administration and school administration:

These three concepts have been widely used in books and literature on management in education, and may sometimes be used to mean one thing. It seems that the confusion in these definitions is due to the transfer of the term foreign - Education - which translated into Arabic in the sense (education) sometimes and education sometimes other. This, of course, has helped to translate the term Administration Education into educational administration and educational management as a single thing, which is true.

However, those who prefer to use the term (educational administration) want to be in line with modern educational trends that prefer to use the word "education" on the word "education" as education is broader and broader than education and that the function of educational institutions is "full education" Education. Although the educational administration wants to focus on the concept of education rather than on education, the educational administration is more specific

and clear in terms of scientific treatment, and the final separation between them is due to the public educators and workers in the field of education, and whichever is commonly used among them, agree to use .. And in what sense The school administration is concerned with what the school is doing to achieve the message of education. This means that the school administration is determined at the school level that it is only at the school level, which is becoming part of the school. The educational administration as a whole, ie, the connection of the school administration to the educational administration is a special link to the year (Morsi, 1977).

The Need for Theory in Educational Management:

The interest in theory in the educational administration is new. Until 1950 there were no clear studies in this field, and studies that focused on management theory did not appear clearly before the 1960s. This was the result of support from W.K. Kellogg in the United States. He supported studies in the field of educational administration and monitored between 1946-1959 an amount of over nine million dollars for this goal. Through this interest and the accompanying conferences and lectures Coladarsi and Gitzles issued their pioneering book on the use of theory in educational administration.

Manal Writings such as Griffiths, Hagman, Schwartz, Campbell, Gregg, Belsile, Walton, and many others.

Prior to these studies, the directors presented their suggestions to improve the management of their personal experiences based on the trial and error method. However, the educator who starts in his actions from the principle of trial and error or from ready-made solutions is a man who neglects his intelligence and denies the potential for self-creation. Clarity and depth and needs a person who adopts a conscious theory in his practices.

In fact, it is not surprising that the emergence of management theory has been delayed. Management, like other human sciences, is a complex and multifaceted humanitarian process and it is not easy to develop a general theory. The importance of the field of educational administration makes the search for a theory very important so that the educational institution can carry out its work successfully avoiding the method of trial and error. The long history of natural sciences clearly shows that observation of phenomena only leads to useful and practical knowledge only through general principles that are used as a guiding factor and directed at what can be observed, measured or interpreted. Those interested in management science may see a conflict between so-called theory and practice, in addition to the multiplicity of theories and their short life. But for whatever reason, all these factors should not be allowed to diminish the importance of our consideration of the theory in management. Because the value of the theory is not measured by its age long or short. "Theory may be wrong but it leads to progress."

How many scientific theories proved wrong but led humanity to progress? Is it possible to deny the service offered to us by the old theory that the atom is the smallest thing and that its division is not possible? The observations that led us to this theory are what led the progress and development that we are witnessing today in the world of maize. The main purpose of any theory is to help to arrive at more accurate predictions and expectations. One of the main reasons for the theory is that knowledge is not readily understood unless it is coordinated and arranged according to a particular system. The educational administration must crystallize the theoretical construction on which to rely on the interpretation of the evidence and the applied product without the adoption of the theory remains all fragmented and contributes to the loss of administrative rather than increased insight.

Some people may think that as long as the thing is applied and working, why do we strain ourselves to know why? But if a person does not know what to look for, it is difficult for him to find something important.

Thompson explained the importance of the theory by saying: "The appropriate theory helps managers to continue to grow by providing them with the best ways to organize their experiences and certainly the interdependence of phenomena such as this theory keeps them alert to the unexpected results of their work, they avoid childish interpretations of successful works and alert them to changing circumstances May require a change in their behavioral patterns "(Saleh, DD).

Sources of building school theory:

The first source: the reports and comments of the management staff of the school from the experience of the process is dependent on the subjective and personal impression.

Source 2: surveys conducted by scholars, researchers and adult writers in the field of school administration.

Third source: mental reasoning to reach through logic and reason to draw some of the consequences of some ideas or general issues that we recognize or believe in validity (Freijat, 2000, p. 48).

Criteria for evaluating school administration in the light of modern theories in school administration:

There are several main criteria through which to evaluate the good school management in the light of modern theories in the school administration, the most important:

- 1 - clarity of the objectives that the school administration to achieve.
- 2 - clear definition of responsibilities, in the sense that there is a clear division of labor and the definition of competencies.
- 3 - the democratic method based on a real understanding of the importance of respect for the individual in human relations.
- 4 - that all the energies of the school - from the energies of material and human - recruited to serve the educational process in order to achieve the performance of work with the economy in time and effort and money (Salama, 2003).
5. Good school management is characterized by a good communication system, whether it relates to the internal relationships of the school, or between it and the community, and between the higher educational authorities (Kizlik, 1999).

Modern theories in school administration:

Many of the school administrators tried to analyze the administrative process and try to develop theories of it. These attempts had the effect of achieving some kind of progress in this field. Paul H. Pommort and his assistant Donald H. Ross tried to lay down the foundations of management theory. School Management Principles ". Jess.Serars also tried to research the function of management in a study in 1950 under the title of the nature of the administrative

process. The Cooperative Program for Educational Administration in America prepared several programs to identify theoretical methods of educational administration, including the book " ", And Simon developed in his book " The Concept of Man Administrative "in 1945 the nature and importance of decision-making in the administrative process, and in 1968 JWGetzels developed a scientific theory in school administration, where he regarded the Department as a social process, while Sears considered the educational administration in terms of its functions and components and analyzed the administrative process into several key elements, To say that all the efforts that have been made are all influenced by the ideas of public and industrial men such as Taylor (Henry Fayol) (Lothar Giulik) and other members of the public administration. (Freijat 2000)

Some of the most prominent modern theories in school administration include:

First: the theory of management as a social process Social Processing Theory

This theory is based on the idea that the role of the principal or the role of the teacher is determined only by the relationship of each other, and this requires a careful analysis scientifically, socially and psychologically, based on the nature of the character that plays this role (Betty, 2001). The following models can be illustrated:

A - Getzels model:

Gates views the administration as a hierarchy of relations between presidents and subordinates within a social system, and that any social order consists of two aspects that can be perceived in a form that is independent of each other and in fact is intertwined. The first aspect concerns institutions, their roles, the so-called set of tasks, performances and behaviors of individuals in order to achieve the great goals and objectives of the social system. The second aspect concerns individuals, their personalities, their needs and the ways in which they are different, Or cooperation, or are they concerned with achievement .. and other things that they enjoy.

Social behavior is a function of these two main aspects, institutions, roles and expectations. They represent the organizational or normative dimension. Individuals, personalities and needs represent the personal dimension of the relationship between the principal and the teacher. To understand each other and to work together in a constructive, constructive spirit. When theories differ, the relationship between them is not well. The basic idea in this model is based on the fact that the behavior of the individual within the social system and within it, such as the school is a result and the result of each of the expectations required by others and his personal needs and the trends and moods. (Atwi, 2001).

B. The Juba model of management as a social process Juba looks at the man of the administration as a dynamic force that gives him two sources:

the center that occupies him in connection with the role he plays and the personal status he enjoys, and the man of the administration by virtue of the power granted by this center, and this authority can be seen as official because it And the second source of power for personal status and the ability to influence it is an unofficial force that cannot be delegated and all the administrative men without exception have the official power vested in them, but not all of them have the power of personal influence, Only power with no power of influence has in fact lost half of its administrative power, and a man of management must have both power and

influence, the two main sources of power for a man for the administration of education and others.

C) the theory of T.Parsons Parsons sees that all social organizations must achieve four main purposes:

1. Adaptation or adaptation: the adaptation of the social system to the real demands of the external environment.
- 2 - Achieve the goal: the definition of goals and the mobilization of all means to achieve their achievement.
- 3 - Integration: the sense of establishing and organizing a series of relations between members of the organization so as to ensure coordination and unite them in each integrated.
- 4 - Cumin: in the sense that the organization maintains the continuation of its incentives and cultural framework. (Atwi, 2001).

Second: the theory of human relations Leadership Theory

This theory believes that authority is not inherited in the educational leader, nor is it derived from the leader of his followers in school. The authority in the leader is theoretical and he acquires it from his followers through their awareness of the qualifications that this leader possesses. Understanding and analyzing the needs of teachers and pupils, and to appreciate the importance of reconciling the needs of teachers, pupils and school needs. (Khawaja, 2004, p. 41).

It is not intended that the owners of this theory to engage management in personal relations directly with the workers, so there are no social distances separating the administrative and subordinates, because the efforts of the administrative in this case dispersed away from the productive objective of the institution but what the owners of the theory is to take into account the psychological and social dimensions that make Workers do their part without resorting to dodging and power-resistance, because workers always look forward to a kind of common understanding that makes the authority feel that it is in their interest to consider them as carefully as the requirements of work take care of them. The subordinate who is not handicapped can concentrate To work, the risks are considerably less committed by the increasing integration between the faces of his work and the work of the Group, and maintains cooperation with peer support for the continuity of the institution and its success, and thus to ensure maintaining the existing conditions that relaxes her. (Arifaj, 2001, p. 25).

Third: Decision Making Theory

This theory is based on the fact that management is a type of behavior in which all human or human organizations exist. The process of directing and controlling activity in organization for social and management function is to develop and organize the decision-making process in a highly efficient manner. The principal works with groups of teachers, students, Or with individuals with social ties and not with individuals themselves.

The decision-making process is the cornerstone of the management of any educational institution. The criterion on which the school can be assessed is the quality of the decisions made by the school administration and the adequacy with which those decisions are put into effect. These decisions are influenced by the behavior, personality and style of the school principal, Consider the following steps when making a decision:

1. Identify and identify the problem.
2. Analysis and evaluation of the problem.
3. To establish criteria for governance in which an acceptable and consistent solution can be assessed.
4. Collect the material (data and information).
5. Formulate and choose the solution or preferred solutions and choose in advance any possible alternatives.
- 6 - Put the preferred solution to be implemented with the preparation of the atmosphere to implement and ensure the level of performance to fit with the implementation plan and then assess the validity of the decision was taken and is the most appropriate decisions? (Khawaja, 2004, p. 42).

Fourth: Organization Theory: Organization Theory

The organization is an attempt to help the administrative to analyze the problems of the organization and guide him in his plan and administrative decisions as well as help him to be more sensitive to the understanding of formal and informal groups that are related to them. (Khawaja, 2004, p. 42).

Fifth: Management theory as functions and components:

The functions of management, which Sears referred to, are not mentioned in the set of functions referred to by his predecessors, in particular French engineer Henry Fayola. The main functions of the administration in the various fields of administration, as determined by Sears, are planning, organizing, directing, coordinating, Planning, Organizing, Managing, Co-orientating and Controlling

When analyzing these functions, it is possible to reveal the nature of the administrative work in different fields, since the functions themselves are what the administrative does. In the planning process, the manager needs to examine the circumstances in preparation for making successful and practical decisions, taking into account the nature of the objectives and the possibilities available to achieve them, and obstacles to progress towards the goals and attitude of the workers.

In the process of regulation, regulations, regulations and instructions need to be framed in human and material resources, facilitating the implementation of the objectives of the organization or organization arising out of the arrangements.

In the process of guidance, the administration activates the implementation procedures by reconciling the authority to which it is entitled through the powers of its position and the authority derived from its intelligence, knowledge and experience, in its overall awareness of the objectives of the organization, the nature of the work entrusted to it and its material and human potentials and the social forces and conditions affecting them.

In the process of coordination, the administration needs to make all the elements of the organization and its processes go in an integrated, not duplicative and contradictory manner, so that efforts are directed rationally towards the goals set within the available resources and

within the limits of social, economic, political and cultural powers in the regulatory environment.

Monitoring is a direct or indirect follow-up of an institution to assess its work system and its usefulness in the light of its expected objectives (Arifaj, 2001, pp. 30-31).

Sixth: Leadership Theory

The educational leadership of the educational institution is important for the community in general and for the educational and school administration in particular because of its direct relationship with parents, teachers, and students. Leadership is not simply a combination of common characteristics or needs but a working relationship between the members of the school or the educational institution. This theory approaches the ideas of human relations theory in that they focus on reaching the natural goal of man (Khawaja, 2004).

Seventh: Role theory

If we assume that the school principal plans to form a sports team for his school - who will be assigned this responsibility - and if a teacher of sports education is required to do so and cannot succeed in forming the appropriate team, what does the principal do? What is the position the rest of the physical education teachers of others? In such cases, the principal must know the expected role of each teacher in the school as well as the expectations of the group to which they belong, taking into account the expectations and requirements of the school in general.

This theory deals with the description and understanding of complex human behavior in educational institutions (schools).

It must pay particular attention to the skills, abilities and personal needs of each teacher and take the measures that enhance the means of communication between them and their nature and social development of information so that each role can be positive and effective and help to achieve the goal of the school. (Ibid., P. 47).

Eighth: System Theory

This theory has been widely used in biological and natural sciences, as well as widely used in other social sciences, including the science of educational administration and school. This theory explains the different systems as consisting of logical combinations by analyzing them explaining complex phenomena in organizations or institutions in quantitative form, Applied research on change in attitudes or social studies is sometimes impractical or inaccurate. This theory is based on the fact that any social, biological or scientific organization must be viewed through its inputs, processes, and outputs. Educational system consists of interrelated factors and elements that are directly and indirectly connected and include: the members of the system, its official and informal groups, the trends in it, the system and its employees, the way it is built, the interactions between its structures and centers, and the power it contains. The method of systems analysis dates back to the post-World War II era, when the US military used it as "operational research" and moved on to other fields. However, its interest in education began recently and began to emerge clearly since the sixth decade of the century. This was due to "the growing interest in and education of education, on the one hand, and the focus on the economics of education on the other."

The systems approach in management refers to the process of applying scientific thinking to solve administrative problems. The systems theory introduces a method of dealing that flows through the units, sections and all the subsystems of a single system, as well as through the systems that are associated with it.

The process of the system depends on quantitative information, empirical information, logical reasoning, innovative creative research, tasting of individual and social values, and then integrating them into a framework in which it works in a format that links the institution to its goals (Amayreh, 2002).

Ninth: Other theories in school administration

1 - Theory of dimensions in leadership:

An analysis of the behavior of the leader and his study shows that there are two types of behavior: mission-oriented behavior and people-oriented behavior. There are leaders who dominate the behavior of the first dimension and there are those who overshadow the behavior of the second dimension. Most leaders have a balanced behavior.

2. The theory of exchange in the leadership report of Homan These can be used to explain when an individual can make a decision and exercise leadership.

In this, the individual thinks of the return that he will receive if he takes a leadership position on a problem and then considers the consequent loss of acceptance by the group and does more ... etc., Of costs to justify his or her leadership.

The subordinate's behavior is similar in that he compares the cost to the report as he will remain subordinate instead of leading.

3. Maslow needs classification theory

Maslow considers that the driving force of people to join and stay in administrative organizations and institutions and work towards their goals is really a series of needs, and when saturation needs at the bottom of the chain show higher needs that the individual wants to satisfy, so the trend continues upward.

Basic physiological needs such as food, water, housing, air, etc.

- Social affiliation (love - belonging - accept others)
- Safety and physiological and financial security.
- Respect (self-esteem and peer appreciation)

It should be recognized that saturated need is not a catalyst, but that another need arises as a catalyst, and that one's needs are intertwined and complex and the individual tends to conduct that leads to his or her own motivational needs.

4- Human resources management theory:

One of the most important tenets of this theory:

A- The internal structure of the Organization shall create a climate that increases human growth and catalyzes it in order to achieve its maximum effectiveness.

B - The managers' awareness of the organizational capabilities of the organization increases their contribution to decision making while emphasizing the knowledge, experience and ability to create and create them.

C - constructive contribution requires a climate of high confidence and clarity.

D - Focus on the flexibility of the organization's administrative work rather than on the hierarchy.

E. Influence, indifference and poor performance are due to the discontent of employees rather than to their quality.

The use of this method in educational institutions means taking the student from the place where he is to the place where he can reach, as well as for all workers.

5 - probability theory or emergency, and emphasizes this theory on the following grounds:

- There is no one perfect way to organize and manage schools.
- All methods of organization, management and effectiveness are not equal in a particular circumstance, since efficiency depends on the design or pattern of the particular circumstance.
- The choice to design the organization and management style must be built on the basis of careful analysis and important probabilities in the particular circumstance.
- Since management is working with and through individuals and groups to achieve the objectives of the organization, the desired prospect is that which leads subordinates to more productive and effective behavior in order to achieve the organization's goals. (Atwi, 2001)

Method and procedures:

A) population and sample of the study: The current study population consists of the eighth grade students in the Jerash Education Directorate in the Hashemite Kingdom of Jordan (1737). The study sample consisted of (20) students from the Eighth grade of Jerash Elementary School for Boys.

B) Study tool:

The researcher relied on the results of the second test for the members of the study sample to calculate the effect of applying the theories of modern school administration on the achievement of students.

C) Statistical processing:

The data of this study were processed according to the following methods:

- 1- The arithmetic averages and the standard deviations.
2. One sample T-test

Data Analysis and Testing of Study Hypotheses:

First hypothesis: There is no statistically significant effect at the level of salinity ($\alpha = 0.05$) for the modern school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

Table (4): The arithmetical averages, the standard deviations and the T value of the responses of the sample members of the study sample

Modern school administration and academic achievement	mean	S.D	df	T	sig
	81.6	1.982	34	8.325	0.000

By looking at the previous table, we find that there is a statistically significant effect on the level of (0.05) of the modern school administration on the academic achievement of the students of the basic stage in the Jordanian public schools. The value of the significance level is less than the value of the alpha level (0.05) Acceptance of the alternative hypothesis and rejection of H.O, as the arithmetic average of (81.6) indicates the strength of the relationship and its positivity.

RESULTS

1. There is a statistically significant impact of the modern school administration on the academic achievement of the students of the basic stage in Jordanian public schools.

RECOMMENDATIONS

1. Work on applying modern management theories in the various directorates of education affiliated to the Jordanian Ministry of Education.
2. Conduct further studies and researches to verify the validity of the results of this study.

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