

Study of Negotiation as Approach to Improve Principals Managerial Practices in Primary Schools in Ismailia City of Egypt

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ABSTRACT

The study sought to achieve the main aim: determining how to develop negotiation practices for primary school principals in Ismailia city. The study relied on the descriptive method. The questionnaire tool was applied to determine the level of negotiation practice by primary school principals. And the level of availability of the requirements for successful negotiation in primary schools. The questionnaire was applied to (130) principals of primary schools in Ismailia city. The study found that primary school principals practice negotiation management skills at levels ranging from high to weak; the skills that managers practice at a high level are: As for the requirements necessary to develop the negotiation management skills of school principals, their importance came from their point of view at a high level for all conditions; Except for the condition of "Estimated the value of time," it was of medium importance. A Framework has been Suggested for developing the negotiation management skills of primary school principals. This vision included five main axes: the Ministry of Education, the Professional Academy for Teachers, the College of Education, schools, and schools' principals.

Keywords: Organizational behaviour; Organizational conflict, Managerial Practices.

INTRODUCTION

The principal of the school is one of the essential elements in the educational process; He plays a major role in the success of education in achieving its goal and fulfilling its role in developing life, but what the principal does when managing his school depends primarily on the type and level of preparation received by the principal.

Because of the growth of educational institutions and the development and complexity of the business due to the overlapping roles and tasks in them, the work has become more complex than before. To reach a high degree of efficiency and effectiveness at work, it was necessary to study new methods for developing performance, including the negotiation method, which has a fundamental impact on achieving the institution's goals and its employees.

The school is a social system in which the human being is an essential element, and a series of mutual relations link the school's workers. Accordingly, some contradictions and disagreements must occur that may lead to conflict. The principal must manage these conflicts by adopting negotiation to that.

Negotiating becomes necessary because of differing needs. This causes conflict. Conflict is pervasive in our lives. As illustrated above, dozens of conflicts occur every day because of differing needs or objectives and negotiating resolves conflict. Simply stated, everyone negotiates something every day. The question then is not why to negotiate but how to improve our negotiation skills to attain our needs (Lewicki & Hiam, 1999).

Negotiation research as a strategy for conflict resolution has been popular for a long time and transcends disciplinary borders. The outcome of negotiations is contingent upon the bargainer's traits, the negotiating circumstance, and the negotiation process, all of which influence the negotiator's style. Negotiation, as a worldwide phenomenon, lacks a universal style, as the concept of continually increasing results for an individual value is quantifiable in a plethora of ways. Additionally, when it comes

to research on negotiating styles, they have been bundled with or confused with other conceptions. To ensure the construct's clarity, a clear distinction between the definition of negotiating style as a construct and other closely similar constructs must be maintained (Kumar et al., 2009, p. 37).

Every individual, in his or her personal or professional position, negotiates to produce value. In today's globalised society, which is defined by cross-border commerce and professional relationships, individuals and corporations routinely deal with counterparts from other cultures (Brett, 2001). Cross-border negotiation is a difficult phenomenon due to the fact that a stable culture impacts how a negotiator behaves during the negotiation process (Rodrigues & Blumberg, 2000). Cohen (1997) concludes that cultural factors can obstruct, lengthen, and frustrate discussions.

THE STUDY PROBLEM

Due to the acceleration of variables that affect educational institutions in general and primary school and given the importance of the primary school response to these variables, and whose school community may be exposed during that response to a conflict of opinions and interests, which may appear an organizational conflict that requires school negotiation to overcome it. This confirms the necessity for primary school principals to practice negotiation and to provide school requirements that support the success of school negotiation.

However, when the researcher conducted an exploratory study with an interview with (5) principals of primary schools in Ismailia city and asked them about their practice of school negotiation, and the problems they faced during that, the researcher found:

- School negotiation takes place without planning.
- School principals are not trained to negotiate.
- Principals rely solely on their personal life experiences to make the negotiation work.
- School principals do not see much importance in school negotiation.
- The principal's ability to negotiate is not one of the criteria for selecting him for the position of the school principal.
- Negotiation is not among the criteria for evaluating the performance of the principal or teacher. Accordingly, the study problem is defined in the following questions:
 - What is the level of primary school principals' practice of "Determine the negotiating issue" skills?
 - What is the level of primary school principals' practice of "Creating the climate for negotiation "skills?
 - What is the level of primary school principals' practice of "During negotiating sessions "skills?
 - What is the level of primary school principals' practice of "Implementation and follow up "skills?
 - What is the level of primary school principals' practice of "Evaluation and feedback "skills?
 - What are the requirements for developing negotiation skills for primary school principals?
 - What is the Suggested Framework for developing negotiation management skills for primary school principals?

THE STUDY AIMS

The study sought to achieve the main aim: determining how to develop negotiation practices for primary school principals in Ismailia city

Several sub-aims are derived from this aim:

- Specify the level of primary school principals' practice of "Creating the climate for negotiation "skills.
- Determine the level of primary school principals' practice of "During negotiating sessions "skills.
- Identify the level of primary school principals' practice of "Implementation and follow up "skills.
- Specify the level of primary school principals' practice of "Evaluation and feedback "skills.
- determine the requirements for developing negotiation skills for primary school principals
- Suggested a Framework for developing negotiation management skills for primary school principal

THE STUDY METHOD AND TOOL

The study relied on the descriptive method. The questionnaire tool was applied to determine the level of negotiation practice by primary school principals. And the level of availability of the requirements for successful negotiation in primary schools.

THE STUDY SAMPLE:

The questionnaire was applied to (130) (Krejcie & Morgan, 1970) principals out of a total of (183), Ministry of education (Ministry of Education, 2021) principals of primary schools in Ismailia city.

THE DEFINITION OF NEGOTIATION

The definition of negotiation is originated from a large body of theory and research, as surmised in the following sections.

1- Negotiation as a process

Falkenberg (1995) defined it as "the process where two or more parties who are faced with a problem or a conflict about limited resources attempt to agree on how best to solve the problem or resolve the conflict."

and Kennedy *et al.* (1987, p. 14) defined it as "a process for resolving conflict between two or more parties in which both modify their demands to achieve a mutually acceptable compromise, a process of adjusting both parties' views of their ideal outcome to an attainable outcome".

According to Pienaar and Spoelstra (1996) negotiation is defined as "a process of interaction between parties directed at reaching some **form** of agreement that will hold and that is based upon common interests, to resolve conflict despite widely dividing differences. This is achieved through the establishment of common ground and the creation of alternatives."

Also, Helps (1992) defined negotiation as "a process through which an elegant win/win solution is reached which meets the differing needs of the two or more parties involved".

2- Negotiation as a social process:

Tribe (1994) defined negotiation as "the interactive social process in which people engage when they aim to reach an agreement with another party (or parties) on behalf of themselves or another".

Also, Kramer, and Messick (1995) see negotiation of the social context in terms of relationships, the configuration of the parties, social norms and values, and communication structures.

And Purdy (2000, p. 162) defined negotiation as "a common form of social interaction in which two or more people attempt to make a joint decision about one or more issues in which they are interested".

3- Negotiation as conferring

The Oxford English dictionary (Ehrlich, 1980) explains negotiation as conferring with another to arrange some matters by mutual agreement or to discuss an issue with a view to settlement or compromise.

And Fisher *et al.* (1991) defined it as "resulting in a good deal for both sides, reaching a joint decision efficiently and achieving an amicable agreement to preserve the relationship".

Also, Mulholland (1991, p. 186) defined "negotiation as conferring means to confer with another to bring about a result: to arrange to bring some result about by discussion and the settlement of terms".

The Importance of Negotiation in schools

Negotiation is the method through which individuals resolve disagreements and conflicts. It is done in order to avert and resolve disagreements and conflicts. In comparison, conflict management is a technique for positively resolving recognized differences to avoid disputes and disagreements. In any argument, individuals rationally seek to get the best outcome possible for their viewpoint. Negotiation is employed in a wide variety of circumstances and contexts, including the legal system, political affairs, international relations, and labor conflicts. One must acquire and develop negotiating skills in order to be capable of resolving any type of dispute or disagreement to one's advantage (Tabassum, 2020).

Also, negotiation is (Gazprom, 2019)

-A negotiation mindset is the right mindset

Beyond the boardroom, a great negotiation ability will assist you. Consider occasions when you need to meet with suppliers to negotiate a lower price for bulk products or when you need to discuss job duties with a new employee during the recruiting

process. Additionally, strong bargaining abilities are important while working with consumers. Rather than settling for less, you'll be able to work out a deal that works for both of you. A calm demeanour and a professional demeanour communicate volumes to consumers.

-Makes for win-win situations

Although some may believe that negotiating only results in positive outcomes for one party, it can benefit everyone who's involved when done correctly. The best negotiators can create win-win situations at the end of the deal. It can be challenging but consider the alternative: an overly-pushy 'win' which removes the goodwill of a more realistic approach.

-Boosts the bottom line

Negotiation aims to get the best deal possible for you and your organization. The knock-on effect of this is an improved bottom line.

-Creates confidence

Without the confidence to focus exclusively on the issue at hand without regard for the opposing side, a negotiation leaves itself open to an agreement that benefits everyone else. Delivering presentations skillfully – as well as making offers and counteroffers – enables you to obtain greater results. Ascertain that you have the required composure and certainty that you will deliver throughout your next discussion.

-Builds respect

The appropriate negotiating abilities will earn you respect; the impression you make on individuals following the negotiation will have a lasting effect on subsequent encounters. A benefit of generating a favorable impression is that it fosters mutual respect, which often results in further discussions.

NEGOTIATION STYLES

Integrative Negotiation

This style is referred to in a variety of ways: Mutual Gains Negotiation, Principled Negotiation, Interest-Based Bargaining, and Collaborative Problem-Solving are all somewhat distinct approaches with slightly different focus. The free sharing of knowledge defines it, allowing parties to generate and logically assert worth. The following factors favour this style: -Contract performance is not complete and is not late (Ducrot et al., 2015).

- It is critical to maintain positive working relationships in order for the remainder of the project to function successfully.
- As performance continues, more potential modification orders (required or beneficial) are conceivable.
- Additional or subsequent contracts may be granted.
- Contractor desires positive performance ratings in the past.
- The government seeks high-quality bidders for future work.

Distributive Negotiation.

Again, this method is referred to by a variety of names: Hard Bargaining, Positional Bargaining, and so on. It is characterized by a decreased interchange of information, the distribution of a zero-sum resource, and competitive strategies. Factors that favor this style include the following: Contract performance is complete; the only resource in contention is money, i.e., the amount owed or not owed. Future contractor connections are improbable (Allen & Burrell, 2015).

Strategies of Negotiation

These strategies include the following methods (Parvaneh & Nasseri, 2021)

1- Forbearance: It aims to buy time, and from his means; No immediate response to questions, change the direction of speech, reply with a counter-question; this is to allow oneself to think and decide what can be done.

2- Surprise: This method includes a sudden change in style and speaking to confuse the other party and get concessions from him.

3- Fait Accompli: The motto of this method is "Now it depends on the other party."

4- Bland withdrawal:

Here, the negotiator follows the behavior of what he gets some advantages and then tries to save what can be saved by apologizing for what has passed and announcing that the other party agrees to his opinion.

5- Apparent withdrawal: In this strategy, one party announces its withdrawal at the crucial moment to obtain more concessions from the other party. This method is a mixture of procrastination and deception.

6- Reversal: It expresses the negotiator's readiness to transform his positions according to the conditions of the negotiations. The negotiator shall be ready to hit and run. Bids shall be submitted and withdrawn unless they are compatible with the interest of the entity he represents.

THE STUDY PROCEDURES

After obtaining the approval of the Central Agency for Public Mobilization and Statistics, and the support of the Egyptian Ministry of Education and the Directorate of Education in Ismailia Governorate. The questionnaire was applied (11 November 2021: 15 January 2022).

Data analysis

- Data were statistically processed by IBM-SPSS version 28.0 for Mac OS (Statistical Packages for Social Science).
- The study was based on Alpha Cronbach and Guttman methods to calculate the stability of the questionnaire (Table 1).

Table 1. Cronbach's alpha& Guttman reliability statistics

Reliability Statistics		
Cronbach's Alpha		N of Items
0.609		42
Reliability Statistics		
Lambda	1	0.595
	2	0.670
	3	0.609
	4	0.564
	5	0.640
	6	0.0
N of Items		42

- The grades (3, 2,1) were given to the degrees of availability of each element of the questionnaire (high, medium, low) respectively, for all phrases, and the levels were determined as follows:

- weak: from 1: less than 1.7
- medium from 1.7: less than 2.4
- high from 2.4: 3

RESULTS

The field study seeks to answer two main questions:

- What is the level of primary school principals' practice of negotiation skills?
- What are the requirements for developing negotiation skills for primary school principals?

Table 2. First Step: Determine the negotiating issue

Items	Level of Practice		
	Mean	SD	level
Determine the elements of the issue	2.12	0.702	medium
Determine the factors affecting the issue	1.71	0.792	medium
Determining the parties to the negotiating issue	2.5	0.517	high
Determine the negotiating position of each of the parties	2.62	0.517	high
Determine the purpose of the negotiation	2.89	0.311	high
Determine the reasons for the negotiating issue	1.81	0.694	medium
Total	2.28		high

It is noted from the previous table that the skills of the first step, "determining the subject of negotiation," had a high level of overall verification with an average relative weight (2.28); The level of availability of sub-skills in this step ranged between medium and high, with an average relative weight of (1.71) and (2.89)

The skill of "determining the purpose of negotiation" came at a high level with an average relative weight of (2.89), and the skill of "determining the negotiating position between the two parties" came in second place. It was available with an average relative weight of (2.6) and at an average level.

As for the least available skills, they are "Determine the factors affecting the issue ", as they were available with an average relative weight (1.71) and an average level, followed by the ability to "Determine the reasons of the negotiating issue ", where they were available with an average relative weight (1.81) and an average level as well, and the average level of availability may be due to these two skills The manager has the following reasons :

- The weakness of the principal's ability to conduct a four-way environmental analysis to identify the sources of school conflict
- Weakness of the principal's ability to analyze the school's network of relationships

Table 3. Second step: Creating the climate for negotiation

Items	Level of Practice		
	Mean	SD	Level
Choosing a negotiation team	2.4	0.522	high
Carry out training for the negotiating team	1.51	0.613	weak
Develop appropriate negotiating strategies	1.43	0.609	weak
Agreeing on negotiating topics	2.21	0.678	medium
Choosing and preparing a place for negotiation	2.53	0.516	high,
Convince the other party that negotiation is the only way	2.1	0.651	medium
Total	2.03		medium

It is noted from the previous table that the total skills of the second step, which is "creating the climate for negotiation," were available with an average relative weight (2.03) and medium level. As for the sub-skills level, the highest available skill was the skill of "choosing and preparing a place for negotiation," which was available with an average relative weight of (2.53) and at a high level, followed by the skill of "choosing the negotiation team" with an average relative weight (2.4) and high level

As for the least available skills, it was for the skill of "developing appropriate negotiation strategies" with an average relative weight of (1.43) and a weak level. This may be due to the school principal's weak ability for scientific planning to negotiate and his need for training in this skill. Also, the skill of "Carry out training for the negotiating team" was higher and at a weak level, with an average relative weight of (1.51) and a weak level, and this means that the principal school needs a course (TOT).

Table 4. Third step: During negotiating sessions

Items	Level of Practice		
	Mean	SD	Level
Use appropriate negotiating tools, such as documents, statements, and arguments	2	0.77	medium
Exerting negotiating pressures on the other party, whether during or outside sessions	2.42	0.62	high
Exchanging suggestions and presenting views within the framework of the negotiation plan	2.02	0.75	medium
Signing the agreement binding on both parties	1.15	0.36	weak
Total	1.898		medium

It is noted from the previous table that the skills of the third step in general "during negotiation sessions" were available with an average relative weight of (1.898) and at an average level

As for the sub-skills level, the highest available skill was the skill of "exerting negotiating pressures on the other party, whether during or outside sessions," as it came with an average relative weight of (2.42) and a high level.

The least available skill was the skill of "signing the binding agreement for both parties" and it came with an average relative weight of (1.15) and a weak level. This confirms the school principal's need for training in negotiation management skills.

Table 5. Fourth step: Implementation and follow up

Items	Level of Practice		
	Mean	SD	Level
Form a follow-up team to ensure that both parties are committed to implementation ¹⁷	1.13	0.338	weak
Provide the required support for the implementation process ¹⁸	2.21	0.712	medium
Take corrective action in a timely manner ¹⁹	2.13	0.663	medium
Time management effectively	2.4	0.642	high
Total	1.97		medium

It is noted from the previous table that the total skills of the fourth step were available with a general average weight (1.97) and an average level.

As for the sub-skills level, the highest skill came skills readily available for "time management effectively" level relative weight (2.4) and a high level.

As for the least available skills, the skill related to " Form a follow-up team to ensure that both parties are committed to implementation" came with an average relative weight of (1.13) and a weak level, and this means that primary school principals may need training in forming work teams, especially in the field of participation in school follow-up.

Table 6. Fifth Step: Evaluation and feedback

Items	Level of Practice		
	Mean	SD	Level
Preparing tools for evaluating implementation activities	1.41	0.631	weak
Measuring the level of implementation of what was agreed upon in the negotiation	1.72	0.704	medium
Identify strengths, weaknesses, opportunities, and threats	1.5	0.638	weak
Provide feedback to the negotiating parties	1.81	0.544	medium
Total	1.61		weak

It is noted from the previous table that the total skills of the fifth step " ,evaluation and feedback , " were present with an average relative weight of (1.61) and a weak level .This means that the school principal needs to develop his skills in this step.

As for the sub-skills level, the skill of " Provide feedback to the negotiating parties " came with an average relative weight of (1.81) and an average level .As for the least available skills, the skill related to " preparing tools for evaluating implementation activities " came with an average relative weight of (1.41) and a weak level .This means that the skill of building standards in a scientific manner needs to be developed by the principals of primary schools.

- Requirements to improve the negotiation skills of primary school principals:

1) Include the criteria for selecting school principals as in table (5)

Table 7. the criteria for selecting school principals.

Requirements	Level of importance		
	Mean	SD	Level
His personality is flexible	2.43	0.58	high
To accept teamwork	2.74	0.44	high
To accept the other opinion	2.9	0.30	high
Estimated the value of time	2.24	0.46	medium
Total	2.58		high

The "criteria for selecting school principals" came with an average relative weight of (2.58) and a high level. This means the importance of these criteria as a requirement to improve the principal's negotiation skills.

As for the level of the sub-requirements, the average relative weight of them ranged between (2.24) and (2.9), and all of them came at a high level except for the requirement of "estimated the value of time," which came at an average level medium. The highest requirements in terms of importance were the requirement of "accept the other opinion" "which came with an average relative weight (2.9) and high level, maybe due to the negotiation process is essentially a dialogue and its success depends on accepting the other point of view

.2) For school principals training: The training courses include the following topics

Table 8. Topics of training courses

Requirements	Level of importance		
	Mean	SD	Level
school planning skills ³⁰	2.75	0.55	high
Team Management ³¹	2.56	0.66	high
the management of change ³²	2.64	0.54	high
conflict management ³³	2.93	0.25	high
leadership skills ³⁴	2.82	0.49	high
Total	2.74		high

It is noted from the previous table that the total requirements for "training primary school principals" came with an average relative weight of (2.74) and at a high level, and this means the importance of training the principals of those schools to improve their negotiation skills.

As for the sub-requirements level came with a relative weight level that ranged between (2.56) and (2.93) and a high level for all requirements, and came in the first order in terms of importance the requirement to include in training courses the topic of "conflict management", where it came with an average relative weight (2.93) and at a high level, and this may be because negotiation processes are carried out mainly to end a conflict and therefore the school principal needs training on this skill.

And in the second order, in terms of importance came the requirement for "leadership skills" with an average relative weight of (2.82) and at a high level. The leader manager will influence others and direct them towards the common goal and thus reduce and manage conflicts through successful negotiation management.

In the third arrangement, the "school planning skill" requirement came with an average relative weight of (2.75) and at a high level. This may be due to the importance of planning skills in improving the manager's ability to plan for the negotiation process and, thus, other sub-processes' success.

3) *The organizational climate in the school*

Table 9. the organizational climate in the school

Requirements	Level of importance		
	Mean	SD	Level
Applying the principle of organizational justice in the school	2.91	0.34	high
Encouraging the exchange of experiences among school principals regarding the development of negotiation skills	1.91	0.73	medium
Spreading the culture of negotiation in school	2.92	0.29	high
Include criteria for evaluating school principals of negotiation skills	2.9	0.37	high
Include standards for teacher evaluation of negotiation skills	2.7	0.46	high
The school management is interested in informing employees of the laws and regulations before negotiating	2.8	0.50	high
The school management is interested in finding a common language for negotiation	2.86	0.35	high

The school management is constantly renewing the use of negotiation methods	1.82	0.79	medium
The school management encourages the spirit of cooperation between negotiation teams	2.6	0.49	high
Total	2.6		high

It is noted from the previous table that the total level of importance of the requirements for the organizational climate existed with an average relative weight of (2.6) and a high level.

As for the sub-requirements levels, they were present at a high level of importance for all requirements and with an average relative weight that ranged between (2.92) and (1.82); and the essential sub-requirement, which is related to "Spreading the culture of negotiation in school"; Where it came with an average relative weight (2.92) and a high level, the prevailing organizational culture is one of the important factors in conducting the development of school practices and thus affecting the practice of negotiation management.

- In the second place, the requirement for "Applying the principle of organizational justice in the school" came with an average relative weight of (2.91) and a high level of importance, and this may be due to the importance of the principle of organizational justice in reducing conflict rates and thus pushes to find a kind of tolerance that supports the management of negotiation.

- In the third place, your requirement" Include criteria for evaluating school principals of negotiation skills" came with an average relative weight (2.9) and a high level; this requirement may pay school principals to seek to improve the management skills of negotiating themselves.

- A Suggested Framework for developing negotiation management skills for primary school principal

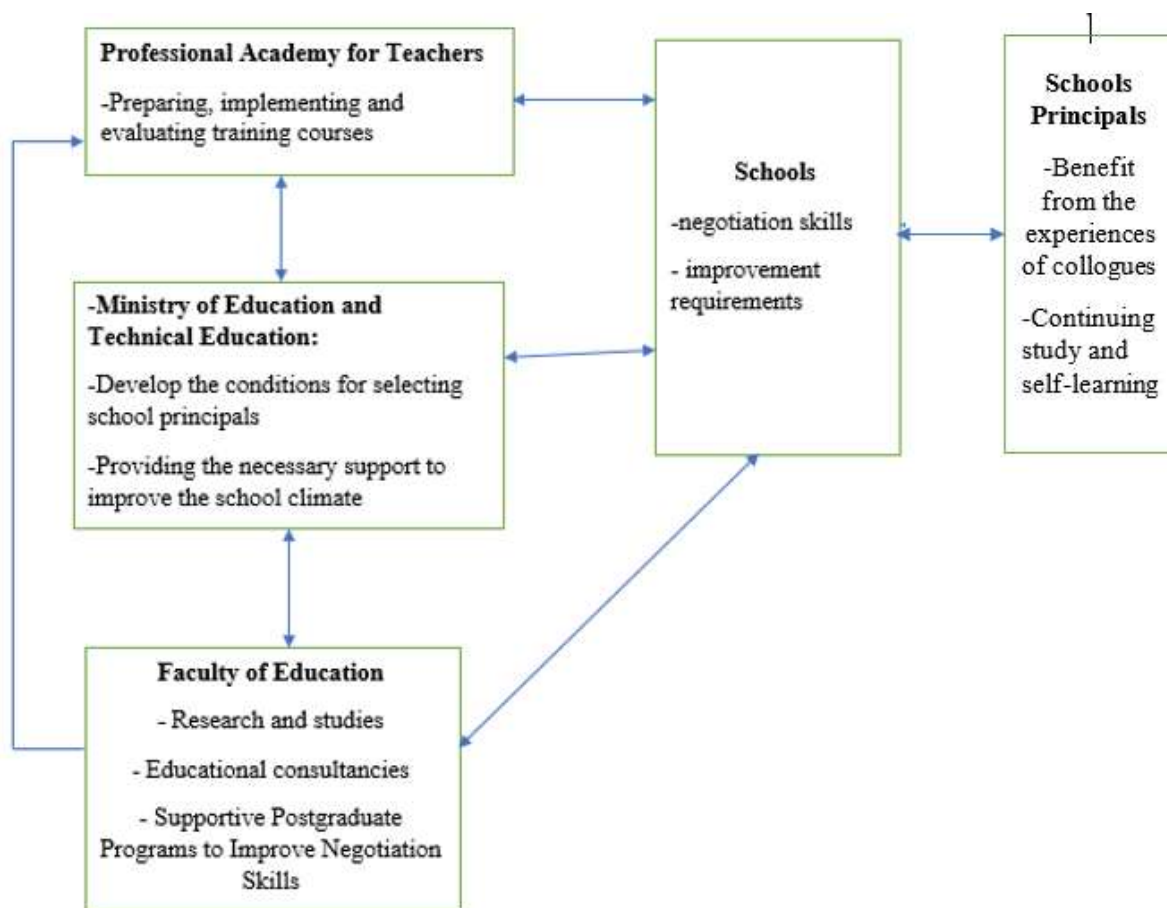


Figure 1. Suggested Framework for developing negotiation management skills for primary school principal

From the previous figure, to improve the negotiation skills of primary school principals in the city of Ismailia, the study suggests the following:

For the Ministry of Education :

The need to develop criteria for selecting school principals to include the following:

- be flexible, personality.
- accept teamwork.
- accept the other opinion.
- estimated the value of time.
- His character is objective

For the Professional Academy of Teachers :

Develop managers training programs to include topics:

- school planning skills.
- Management team.
- Change Management.
- Settlement of disputes.
- driving skill.

For the College of Education :

A partnership contract with the Ministry of Education and the Professional Academy for Teachers to develop:

- oriented managers training courses.
- to allow for a greater number of managers to pursue higher education studies.

For Schools Principals:

- Partnerships with the corresponding schools to benefit from their expertise in the field of negotiation management.
 - the development of self-learning skills and continuing to take advantage of them in every new field.

For Schools:

Negotiation management skills are supported by providing an appropriate school climate in which the requirements that support positive human relations and thus positive dialogue are met

CONCLUSION

The study sought to achieve a primary aim: determining how to develop negotiation practices for primary school principals in Ismailia city

Several sub-aims are derived from this aim:

- Specify the level of primary school principals' practice of "Creating the climate for negotiation "skills.
- determine the level of primary school principals' practice of "During negotiating sessions "skills.
- Identify the level of primary school principals' practice of "Implementation and follow up "skills.
- Specify the level of primary school principals' practice of "Evaluation and feedback "skills.
- determine the requirements for developing negotiation skills for primary school principals.

The study relied on the descriptive method. The questionnaire tool was applied to determine the level of negotiation practice by primary school principals. And the level of availability of the requirements for successful negotiation in primary schools.

The questionnaire was applied to (130) principals out of a total of () principals of primary schools in Ismailia city.

The study found that primary school principals practice negotiation management skills at levels ranging from high to weak; the skills that managers practice at a high level are:

- Determining the parties to the negotiating issue
- Determine the negotiating position of each of the parties
- Determine the purpose of the negotiation
- Choosing and preparing a place for negotiation

- Exerting negotiating pressures on the other party, whether during or outside sessions
- Effectively manage time

The skills that managers practice at an average level are:

- Determine the elements of the issue
- Determine the factors affecting the issue
- Determine the reasons for the negotiating issue
- Choosing a negotiation team
- Agreeing on negotiating topics
- Convince the other party that negotiation is the only way
- Use appropriate negotiating tools, such as documents, statements, and arguments
- Exchanging suggestions and presenting views within the framework of the negotiation plan
- Provide the required support for the implementation process
- Take corrective action on time
- Measuring the level of implementation of what was agreed upon in the negotiation
- Provide feedback to the negotiating parties

The skills that managers practice at a weak level are:

- Carry out training for the negotiating team
- Develop appropriate negotiating strategies
- Signing the agreement binding on both parties
- Form a follow-up team to ensure that both parties are committed to the implementation
- Preparing tools for evaluating implementation activities
- Identify strengths, weaknesses, opportunities, and threats

As for the requirements necessary to develop the negotiation management skills of school principals, their importance came from their point of view at a high level for all conditions; Except for the condition of "Estimated the value of time," it was of medium importance.

A Framework has been Suggested for developing the negotiation management skills of primary school principals. This vision included five main axes: the Ministry of Education, the Professional Academy for Teachers, the College of Education, schools, and schools' principals.

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