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"(McGregor)

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Lippitt)

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(293: 1986 )

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(272 :1995 )  
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(21 :1993) .(2001 ) : .4

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(31 :1995)

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" (17 :1995)

" (221 :1997)

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(57 :1999)

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" (445 :2000)

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(Conflict)  
(363 :2002 )

:2002)

" (143

" (Myers)

(David, 1999: 515) "  
" Hanson, 1990: 259-260))

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(1986 )

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:1999 ) "

" Robbins, 1990: 47)) .(24  
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.(363 :2002 )

**Conflict Management :**  
(101 :1986)

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" Hanson, 1990: 259-260))

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( (Espinosa, 1988)

Donovan, 1993))

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Lose / Leave style

(104) (50)

(Baldarrama, 1989)

(Hispanic)

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Guill, 1992))

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	(22)	(228)	
	(145)	(105)	
(108)	(78)	(64)	
10 (33)	10-5 (94)	5 (123)	

(20)

Test, )

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.7 6 5 4 3 2 1: : .1  
 12 11 10 9 8: : .2  
 .15 14 13  
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 .22 21 20  
 26 25 24 23: : .4  
 .29 28 27  
 32 31 30 : : .5  
 .37 36 35 34 33

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(0.93)

(2)

(Likert)

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(2)

7	0.93	0.91	1
8	0.91	0.92	2
7	0.91	0.89	3
7	0.92	0.90	4
8	0.92	0.93	5
37	0.93	0.91	

		1.50 - 1.00
		2.50 - 1.50
		3.50 - 2.50
		4.50 - 3.50
		5.00 - 4.50

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			*	
		0,75	3,68	.1
		0,79	3,49	.2
		0,84	3,43	.3
		0,86	3,37	.4
		0,93	3,09	.5
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" (3,09)

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(3.90)

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(3.38)

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(1.08)

(4)

	,810	3,90		2
	,850	3,83		3
	,860	3,82		7
	,910	3,72		6
	,950	3,62		4
	1,21	3,44		1
	1,08	3,38		5
	0,75	3,68		

(5)

(5)

	,970	3,77		9
	,940	3,56		14
	,940	3,55		12
	1,03	3,48		10
	1,01	3,48		13
	,910	3,46		15
	1,00	3,43		11
	1,08	3,23		8
	0,79	3,49		

(5)

: : -

.(7)

(25)

(7)

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(3.40)

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.(6)

(29)

(1.01)

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(3.55)

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(1.15)

(2.87)

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(1.00)

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(0.86)

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(1.08)

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.(8)

(6)

	1,00	3,55		16
	1,02	3,50		18
	,950	3,40		21
	1,02	3,37		22
	,990	3,35		17
	1,13	3,28		19
	1,08	3,12		20
	0,84	3,43		

(5)

(7)

	1,01	3,40		25
	1,03	3,23		26
	1,06	3,13		23
	1,07	3,07		24
	1,10	3,04		27
	1,18	2,91		28
	1,15	2,87		29
	0,86	3,37		

(5)

(8)

	,950	3,65	.	32
	1,00	3,61	.	30
	1,00	3,57	.	35
	,940	3,51	.	33
	1,05	3,49	.	31
	1,15	3,23	.	36
	1,13	3,21	.	34
	1,07	3,12	.	37
	0,93	3,09		

(5)

(32) (8) "

:" (3.65) "

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(3,12) "

(1.07)

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:(9) (0.93)

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(9)

,760	3,66	,700	3,75	,770	3,72	,740	3,40	
,710	3,70	,800	3,43	,860	3,55	,770	3,48	
,860	3,31	,860	3,55	,780	3,60	,870	3,31	
,920	3,06	,970	3,20	,890	3,34	,930	3,03	
,820	3,36	,900	3,63	,820	3,36	,900	3,70	
,740	323,	,720	3,57	,760	3,58	,730	3,37	

(10)

10		10-5		5								
,590	3,81	,880	3,62	,590	3,66	,790	3,61	,710	3,74	,570	3,90	
,790	3,45	,870	3,51	,630	3,50	,790	3,40	,780	3,61	,710	3,64	
,770	3,47	,970	3,30	,740	3,40	,890	3,36	,850	3,37	,780	3,37	
,850	3,36	1,06	3,04	,720	2,99	,950	3,06	,920	3,13	,830	3,21	
,860	3,62	,910	3,33	,700	3,44	,810	3,31	,890	3,56	,840	3,59	
,680	3,54	,860	3,36	,560	3,40	,750	3,35	,740	3,49	,640	3,55	

(11)

*0.029	4.463	2.314	1	2.314		=
0.865	0.067	0.031	1	0.031		
*0.031	4.341	2.345	1	2.345		
*0.001	8.817	4.024	1	4.024		0.002=
*0.001	10.835	4.684	1	4.684		
0.429	1.209	0.627	1	0.627		=
*0.001	7.062	3.267	1	3.267		
0.795	0.146	0.079	1	0.079		
0.672	0.605	0.276	1	0.276		
0.773	0.429	0.185	1	0.185		0.061=
0.479	0.988	0.512	2	1.024		
0.483	0.932	0.431	2	0.862		=
0.686	0.670	0.362	2	0.724		
0.602	0.755	0.345	2	0.689		
0.483	0.931	0.403	2	0.805		

0.613	0.744	0.386	2	0.772		= 0.441 0.483=
0.504	0.879	0.407	2	0.813		
0.697	0.643	0.348	2	0.695		
0.458	1.012	0.462	2	0.924		
0.436	1.162	0.503	2	1.005		
		0.518	165	85.549		
		0.463	165	76.328		
		0.540	165	89.128		
		0.456	165	75.301		
		0.432	165	71.329		
			171	90.286		
			171	81.301		
			171	92.971		
			171	81.214		
			171	78.008		

(0.05 =  $\infty$ )

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(0.05= $\infty$ )

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(Guill, 1992)

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(Donovan, 1993)

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(0.05= $\infty$ )

(1996)

(Guill,1992) (2007) (2007)

(12) (Donovan, (1996) (Baldarrama,1989) 1993)

(12)

*0.003	6.561	3.589	1	3.589	
*0.029	4.218	2.307	1	2.307	
0.482	0.934	0.511	2	1.022	
0.422	1.231	0.674	2	1.347	
		0.547	165	90.246	
			171	98.511	

(0.05 = ∞)

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- .5 : 1995 : 1986 ( ) 2
- 24 : 2001 1 : 2001 .( . )
- 2000 : 1994
- 1986
- 2006
- 2000
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## The Degree of Educational Leaders Exercise to Organizational Conflict Management Strategies From the Viewpoint of Faculty at the University of Yarmouk

*Amjad. M. Daradkah \**

### ABSTRACT

This study aimed at discovering the extent of the practice of educational leaders for organizational conflict management strategies from the perspective of faculty members at the University of Yarmouk, also aimed to know the degree of divergence of views of these different variables sex, speciality, and academic rank and experience.

To achieve the objectives of the study was developed questionnaire composed of (37) paragraph, covering the five strategies, namely: (proudly supported participation, and strategic coercion, avoidance strategy, and the settlement strategy and the strategy of confrontation) were verified sincerity and persistence.

The study sample consisted of (250) faculty members, chosen the way of the simple random component of the population of the study (612) a member of the faculty members. The study sample represented (40%) of the community of the study.

And to analyze the study data were calculated averages and standard deviations, as was used to test the multi-way analysis of variance, analysis of variance and test vehicles.

**The results of the study to the following:**

- The degree of educational leaders for the practice of conflict management strategies was moderate on the arithmetic average of all strategies (3.41), where he occupied the Kingdom and neighboring participation grade arithmetic average of the first (3.68), and then forced an average of my strategy (3.49), then a strategy of confrontation with an average arithmetic (3.43), and then my strategy of avoidance average (3.37), while the settlement strategy came last with an average grade in my account (3.09).
- There are significant  $\alpha$ differences at the level of statistical significance ( $\leq 0.05$ ) between the estimates of educational leaders as a whole due to the variable sex, and the sub-areas there were significant differences on the strategies for participation, avoidance, and compromise in favor of females, and the strategy of confrontation was in favor of males, and the strategy coercion, there was no statistically significant differences.
- There are significant  $\alpha$ differences at the level of statistical significance ( $\leq 0.05$ ) between the estimates of educational leaders as a whole due to the variable fields of specialization for the benefit of humanity, and the sub-areas, there is no statistically significant differences except proudly supported coercion, where the differences in favor of humanitarian disciplines.
- There is no statistically  $\alpha$ significant differences at the level of statistical significance ( $\leq 0.05$ ) between the estimates of educational leaders as a whole and the sub-areas due to the variables of academic rank and years of experience.

**In light of these results the researcher recommended a number of recommendations including:**

- Leaders need to train educators on how to use strategies of conflict management, and provide them with the knowledge and skills needed to diagnose conflicts, and choose the best methods to deal with it positively.
- Hold seminars and working meetings between the leaders, educators discuss strategies of conflict management, and through which illustrate the importance of conflict management through these strategies, and how to use them in conflict resolution methods and a clear and specific.

**Keywords:** Educational Leaders, conflict, conflict management, Universities, faculty members,

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