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(  
(383) ( )

Stepwise Multiple Regression  
Independent Sample T-test ( )

$(0.05 \geq \alpha)$

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(Luiselli *et al.*, 2005; Kidron and Fleischman, 2006)

:

(Webster-Stratton, 1999; Johnson and Johnson,  
.1995)

:

(Conkel *et al.*, 2006; Kidron and  
.Fleischman, 2006)

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.2010/8/11

2009/5/13

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(Sandy, 2006)

(Empathy)

(Conflict)

(Wied *et al.*, 2007; Webster-Stratton, 1999)

(Marcus, 2006)

(Coleman, 2006)

Sandy (2006) " "

(Bedell and Lennox, 1997)

Titchener " "

(Empathy)

(Einführung)

(%50)

(Eisenberg, 2007; Bedell and Lennox, 1997)

Fisher (2006) " "

(Burnard, 1989;

Vallero and Vesilind, 2006; Keen, 2006)





(4)

(5)

(2009/2008) (7074) :

(23) (24) -

(%37) (383) -

-

(%48.3) (185) :

.(%51.7) (198)

Davis (1980) " "

(28)

( ) :

23 16 12 7 5 1) -1 :

.(26) -

.(0.79 0.73) 18 14 9 4 2) -2  
 .(22 20  
 Davis (1980) " " -3  
 .(28 25 21 15 11 8 3)  
 : 17 13 10 6) -4  
 .(27 24 19

(1)

		1
		2
.(... )		3
		4
		5

(0.79) (0.71) (0.80) ( ) (1)

Thomas- " - " :  
 . (28) Kilmann (1974)

(1)

( ) (2)  
 :  
 17 14 11 8 2) -1  
 .(22

...

(0.68) (0.74) Thomas-Kilmann (1974) " - "

(0.71 0.58) (0.60)

23 4 3) -2  
 .(28  
 15 12) -3  
 .(25 24  
 16 10 6 5) -4  
 .(26 21 20 18  
 13 9 7 1) -5  
 .(27 19

:

-1  
-2  
-3

:

-1  
-2

(Stepwise Multiple

.Regression)

(Independent Sample T-

( ) -3

.test)

(2)

1	0.72	3.56	
2	0.67	3.52	
3	0.64	3.42	
4	0.68	3.38	
5	0.65	3.18	

:

:

(3.38) (3.42) (3.52) (2) (2) (3.18) (3.56)

(3)

1		0.68	3.95	
2		0.67	3.53	
3		0.95	3.27	
4		0.96	3.13	

(3.95) (3.13) :

: : -5)

1.33 = 3/(1

(4) Stepwise Multiple Regression

(4) : 2.33 - 3.66-2.34 - 3.67 - (3)

%2 (B) (0.17-) (B) (3) (0.14) (3.95-3.13) (3)

(4)

(Sig)	F)	(B)	(R2) change	(R2)	(R)		
0.02	5.18	-0.17	0.02	0.02	0.13		
0.01	6.41	0.14	0.02	0.04	0.19		
0.00	101.85	0.36	0.24	0.24	0.49		
0.00	39.98	0.32	0.08	0.32	0.56		
0.00	77.94	0.38	0.19	0.19	0.44		
0.03	4.91	0.12	0.01	0.20	0.45		
0.00	47.26	0.30	0.12	0.12	0.35		
0.03	4.94	0.12	0.01	0.14	0.37		
0.00	75.01	0.32	0.19	0.19	0.43		
0.00	11.75	0.21	0.03	0.21	0.46		
0.02	5.79	0.12	0.01	0.23	0.48		

%24  
(0.36) (B)

%12  
(0.30) (B)

%8

%1

%19  
(0.38) (B)

%19  
(0.32) (B)

%1

: %3

( ) %1 (B)

(5)

(5)

( )

	( )					
0.01	2.59	0.61	3.27	185		
		0.64	3.10	198		
0.30	-1.04	0.71	3.52	185		
		0.72	3.60	198		
0.32	-0.99	0.68	3.35	185		
		0.67	3.42	198		
0.62	0.49	0.65	3.54	185		
		0.66	3.51	198		
0.51	-0.65	0.60	3.40	185		
		0.66	3.44	198		

(6)

( )

	( )					
0.00	-3.65	0.94	3.09	185		
		0.88	3.43	198		
0.07	-1.80	0.70	3.89	185		
		0.61	4.01	198		
0.90	-0.13	0.63	3.53	185		
		0.66	3.53	198		
0.00	-7.64	0.89	2.77	185		
		0.87	3.46	198		

(5)

0.05

2.59 ( )

:

:

(3.95)

( )

(6)

Laursen (1996) " "

(6)

7.64- 3.65- ( )

0.05

(3.13)

:

(3.56)

:

(3.18)

:

-

" "

Sandy (2006)

(Wied *et al.*, 2006)

" "

-

(Golombok and Fivush, 1994; Steil and

Hoffman, 2006)

(Richardson *et al.*, 1994)

" "

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( )

(Karniol *et al.*, 1998)

(Wied *et al.*, " "

(Richardson *et al.*, " " .2006)

(Richardson *et al.*, " " 1994)

- (Kaukiainen *et al.*, 1999) " " 1998)

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## **Predictability for Empathy in Conflict Resolution Behavior of The Tenth Grade Student's Sample**

*Samer A. Abdel Hadi and Amjad Abu-Jadi\**

### **ABSTRACT**

This study aimed at investigating the predictability for Empathy In Conflict Resolution Behavior of The Tenth Grade Student's Sample in Amman first directorate schools. To achieve the study goals researchers implemented empathy scale which consisted of four subscales (Fantasy, Perspective-Taking, Empathy Concern, Personnel Distress), and conflict resolution scale consisting of five subscales (Competing and Forcing, Collaborating and Problem Solving, Compromising and Sharing, Avoiding and Withdrawal, Accommodating and Smoothing), On (383) male and female student sample from the tenth grade class. Researchers calculated the arithmetic means, and standard divinations from the study sample's responses on empathy scale, conflict resolution scale, and stepwise multiple regression analysis was used to estimate the prediction ability of the empathy's in conflict resolution behavior, and independent sample T-Test used to find out the differences between male and female in empathy and conflict resolution behavior. Results revealed that collaborating and problem solving in conflict resolution are the most common behavior of the tenth grade students. The less common behavior is competing and forcing. High level of personal distress at empathy scale also results pointed out an increase in personal distress reducing competing and power behavior and increases accommodating and smoothing behavior in conflict resolution. An increase in empathy concern has been associated with predicting many of conflict resolution behaviors such as collaborating / problem solving, accommodating / smoothing, and avoiding / withdrawal. While perspective-taking has been associated with predicting with many of conflict resolution behaviors such as problem solving behavior, compromising / sharing, and avoiding / withdrawal. Finally, results revealed the presence of differences with statistical significance level ( $\alpha > 0.05$ ) between male and female at the competing and forcing dimension in favor of the male, and fantasy, Personnel Distress dimensions in favor of the female.

**Keywords:** Empathy, conflict resolution, elementary school students.

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