

## The degree of educational supervisors' practice of conflict Management strategies in AlDahra Governate in Oman

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### ABSTRACT

This study aims at highlighting the degree of educational supervisors' practice of conflict management strategies in AlDahra Governate in Oman. In order to achieve the goal, a questionnaire was conducted and that composed of (47) items distributed on seven key areas. After ensuring the validity and reliability of the questionnair, they were applied to (130) educational supervisors and first teachers. To answer the study questions, the study used means, standard deviations, and T-Test. The main results show that supervisors implement all conflict management strategies in AlDahra governate in Oman moderately and as the following Descending order: participation, settlement, avoidance, enforcement, and courtesy. Also, there are no statistically significant differences at the level of significance ( $\alpha \leq 05,0$ ) to practice the degree of educational supervisors' practice strategies for conflict management based on the variables of social status, qualification and years of experience. In the light of the results of the study, the researcher recommends the need of paying attention by the educational supervisors to understanding teachers' attitudes, points of view, aspirations, and the involvement of some mediators in the event of problems between supervisors and teachers and between teachers themselves, employment of courtesy and diplomacy with teachers to end disputed issues, which reduces the chances of future conflict and being supporter to solutions between the parties of possible conflict.

**Keywords:** educational supervisors, practice, conflict Management strategies.

### INTRODUCTION

The subject of conflict has long been paid attention by researchers as a human phenomenon that has its causes and various forms and levels, it is a natural phenomena inhereted in individuals, and groups and it expressed his emotional state of pain.

Educational institutions, like other types of institutions, include members who have their social nature described in terms of dynamism and continuous interaction and can not keep going on mutual agreement and consensus. As interaction occurs, conflict is likely to happen in the interests and as a consequence of differences in opinions and attitudes (Rashida, alqathat ,2012). Individual faces in these institutions a lot of different types of conflict; he could face a struggle within himself, between his ambitions and his readiness and abilities, may suffer as well from conflict as a result of his relations with others at work or because of administrative regulations (Alreuta 0.2012). The cognitive school viewed conflict as an inevitable phenomenon in educational institutions from which school is considered the smallest constructive unit which represents the educational system. The increase in conflict may result in negative consequences on the performance of employees and the level of the team spirit (Alani ,2013).

The view towards conflict has changed from negative traditional view to a positive view which has been considered as an inevitable occurrence because it works out for school because it grows innovation, creativity and innovation (aritzeta rl., 2005; boonsator, 2007). On the other hand, educational supervisor is considered a member of educational organization who faces problems and different conflicts within the organization as a result of his interaction with the organization members and what might produce as a result disagreement. This, however, may create behavioral problems which he encounters in his job. In addition to this, he has a diversified nature of his tasks in terms of training, supervision, evaluation and management and this requires adaptation to these conflicts in guidance with all manners, facilities, and resources to achieve the goals of the educational process. (the Ta'ani the dumour, 2007).

Although conflict is an inevitable phenomenon which can not disappear, many schools have failed to manage conflict; because they lack appropriate strategies to deal with conflict management. This reflects disadvantages on the educational process (Komaarasu etc 2008), as some believe that the absence of conflict at school expresses organizational intactness. Nonetheless, this is a misconception, so school has to find a certain level of conflict in which supervisors should have qualities and skills to manage conflict very effectively. These qualities and skills are like patience, good selection of words and statements, and the adopting systemic analysis method for many of the educational problems (Johson, 2001; Robets, 2006 ).

Conflict management strategies used by educational supervisors vary but there is an almost complete consensus that there is no specific Strategy to deal with in all conflict situations. Each supervisor has his own way in conflict management. Viewing the theoretical literature in this area, it is noted that the strategies that are used more frequently by supervisors are: (Mustafa and Alnmrat , 2014; Mahdi and Bilbeisi ,2005, the Ta'ani and the dumour, 2007) avoidance strategy and it means to get out of conflict and this strategy has negative results in achieving goals, but may be useful when there are huge disagreements and this refers to a moderate degree of educational supervisor's behavior towards taking care of himself and teachers while managing conflict. Another strategy is settlement and is characterized by a degree of firmness and cooperation with teachers, and it refers to a high degree of educational supervisor's inclination towards caring of himself and teachers while managing conflict. The strategy of domination implies using the power of authority and the position of Educational supervisor and it indicates a high degree of orientation towards educational supervisor's care of himself and less care of teachers while managing conflict.

The educational supervisor in Oman is considered an educational leader and plays a major role in innovation, improvement and continuous development, and presentation of methods and modern models in educational supervision to cope in line with the challenge we have nowadays and that the Sultanate has seen a big positive change since the emergence of the blessed Renaissance in the educational systems. It has embraced a new vision for the future vision of the Omani economy (2020), which considered teacher as the first center in educational process and the direct element in its implementation. Therefore, it has to be developed professionally on an ongoing basis, and through constant focus on a range of supervisory and educational issues. (Ministry Education, 1999)

In light of what has been mentioned, the current study focuses on supervisors as it is linking the study to supervisors' competence by following best management conflict strategies with teachers and tries to detect the degree of use of these strategies in schools in the province of Aldhaherah in Oman.

## PREVIOUS STUDIES

Through a review of previous studies, and because of the limitations of knowledge for the researcher, he did not find studies conducted in the Sultanate of Oman on the subjectmatter of the study but he stopped at some Arab and foreign studies.

Mahdi and Bilbeisi study aimed (2005) to know conflict management strategies used by secondary schools principles in Jordan and their relationship with the organizational commitment. The sample consisted of 560 teachers who were chosen randomly from Aldrash. Two criteria were followed in the community to collect the data, the first is for conflict regulation and the second is for the commitment to organization. The results obtained showed: All the managers used the conflict strategies, and organizational commitment was high in the areas of: commitment to work at school and the community. The average was moderate in the areas of commitment to teaching, and commitment to school.

AlZahrani study (2005) aimed to know conflict management strategies used by Taif secondary schools principles in Saudi Arabia and in order to achieve the objective, the questionnaire composed of (40) items, and after making sure of the validity and reliability of all secondary school principals in Taif, the results revealed that: the main strategies of conflict within the secondary school in Taif, from the perspective of managers and teachers, was a conflict between individuals, followed by the individual's struggle with a group, and finally the conflict between groups. Also, the most prominent strategies used in organizational conflict management by school principals in Taif, from the perspective of schools principals and teachers were the avoidance strategy, and finally competition strategy.

Ghoneim's study (2006) aimed to notice the conflict between teachers in public schools for boys in management strategies, and in order to achieve the objective, the questionnaire composed of (49) designed items, and after making sure of the implications of validity and reliability applied to (341) principals and teachers, the study found that: administrators and teachers believe that the schools principals practised compatibility strategy in the conflict between teachers while strategies of integration and reconciliation were practised moderately. Besides, there was an agreement between managers and teachers and that the more practised strategy amongst teachers was compatibility, followed by integration strategy and the settlement strategy.

Alreuthi and almasri study (2012) aimed to the know conflict management strategies followed in boys' schools in the Governorate of Badr, by Taif high schools principals in Saudi Arabia, and in order to achieve the objective, a questionnaire composed of (39) designed items, and after making sure of the implications of validity and reliability applied at (250) schools principals and teachers, the study found findings like: there was an agreement between managers and teachers and that more used strategies of conflict management is cooperation, compromise and avoidance. There was a difference between them in that school principals felt that following the cooperation strategy very substantially is better strategy while the teachers felt that managers follow them moderately.

Alazmi study (2013) discussed the conflict management styles between teachers in public schools in the State of Kuwait. In order to achieve the objective of the study, a questionnaire composed of (50) items was conducted. After making sure of the implications of validity and reliability applied to (100) male and female principals in Kuwaiti school districts, the study reached conclusions including: the style of integration and cooperation came at the first level, while the style of avoidance came at the final level. The study also revealed that there were no statistically significant differences attributed to the variable of sex s w in the all areas except

the style of courtesy which was in favor of female participants. There was no statistically significant differences attributed to the impact of administrative experience in all areas except the style of integration and cooperation which were in favor of those who had more than 10 years as experience.

Ta'ani study Aldmour (2007) found out the degree to which supervisors in Jordan dealt with methods of organizational conflict, and in order to achieve the objective, a questionnaire composed of (50) items was conducted, and after making sure of the implications of validity and reliability were applied to a sample of (314) supervisors out of their total number (729) supervisors. The study found the supervisors were using all methods of supervision and in a Descending order as follows: cooperation and compromise, referral to a higher level, courtesy, avoidance, and the use of power. The study revealed no statistically significant differences attributed to the variables of experience and educational qualification in the degree of managing conflict, but there were statistically significant differences in the degree of practising methods of settlement, avoidance and the use of power attributed to the variable of region.

Furthermore, the purpose of Miller's study (Miller, 2000) was to identify conflict management methods in public schools in Northelan Cook. The study was based on interviews, and it found that: the role of principals in the conflict between teachers was low, especially in the planning methods programs for conflict management, implementation and evaluation in public schools in Northelan Cook.

Welt, 2000 aimed to know the conflict followed in middle school principals management strategies, and by principals of secondary schools in the regions of Rverseid and San Bernardino. In order to achieve the objective, a questionnaire designed, and after making sure of the implications of validity and reliability applied to a number of school administrators, the study almost found no statistically significant differences between middle school and high school principals in the use of conflict management strategies.

Cohen study and Paul (Kuhn & Pool, 2005) aimed to compare between conflict management and effectiveness of decision-making process at the 11 institutions in the United States, and the study found that the institutions that have not used certain strategies in the management such as conflict avoidance strategythe and that decision-making process was less effective.

### **Comments on the previous the studies**

The majority of previous studies used the descriptive approach because of its relevance to this type of study. The questionnaire used a tool to collect data relating to the study, the scarcity of studies on exercise of the supervisors' strategies for conflict management in the phenomenon, the province of the Sultanate of Oman in the service and influential educational institutions in the life of society, such as schools, particularly in the Sultanate of Oman. The majority of studies have focused on the practice of conflict management strategies among school principals. This study benefited from previous studies to enrich the theoretical and practical backgrounds through the construction of the questionnaire for the study; which contributed to the development of the study tool, its comprehensiveness and truth.

### **The problem of the study and questions**

Achieveing the educational and learning process lies in the effectiveness of educational supervision, and there is no doubt that educational supervisor is central point in this process in order to achieve objectives with high degrees of efficiency, effectiveness and excellence. A lot of challenges, conflicts, and intersection of goals and interests emerged from the profession of

educational supervision. Further, it lives the conflict continuously between supervisors, and teachers or between supervisors and school administration.

Given the inevitability of the existence of these conflicts and the urgent need for the presence of supervisors with technical and administrative skills who are highly able to cope with appropriate strategies to resolve them, including the right targets of educational learning process, to maintain the positive track of the school and security, the lack of appropriate conflict management style employed by supervisors may lead to weakness of the effectiveness of the school to achieving its goals; therefore, the problem of the study is to identify the degree to which supervisors use strategies for conflict management in the province of Althaherh in Oman. This will occur by answering the following questions:

The first question: how much is the degree of educational supervisors' practice of conflict management strategies in the Dahra Governate in Oman?

The second question: Is there statistically significant differences in assessing the participants' study of the degree of educational supervisors' practice of conflict management strategies in AlDhahra Governate in Oman, at the significance level ( $\alpha = 0.05$ ) attributable to (gender - Qualification - experience)?

### **OBJECTIVES OF THE STUDY**

This study seeks to achieve the following **Objectives**:

1. identify the degree of educational supervisors' practice of conflict management strategies in Al Dahra Governate in Oman,.
2. Stating the impact of certain variables (type - Qualification - experience - Job Title - the school district) on the degree of educational supervisors' practice of conflict management strategies in IDahra Governate in Oman.
3. Make recommendations to contribute to the educational supervisors' practice of conflict management in the governate of AlDahra Governate in Oman as effectively as possible.

### **THE IMPORTANCE OF STUDY**

1. The conflict management strategies are considered models that could contribute to raising the level of performance among supervisors.
2. It is hoped the study will help supervisors to practise appropriate skills.
3. The study findings can be introduced to the officials in the Ministry of Education and the General Directorates of Education in the Sultanate of Oman about the degree of the supervisors' strategies for conflict management.
4. It is expected to provide a feedback to supervisors about their strategies in conflict management in schools which give them useful information on how to develop these strategies in the field of educational supervision.
5. The study can be considered an essential step for a lot of studies and subsequent research methods subject that is important.
6. To the best of my knowledge, this is the first study that considers the practice of strategies conflict management done by supervisors in the province of in AlDahra in Oman.

### **TERMINOLOGY OF THE STUDY**

The study included a number of terms:

**Practice:** is the efforts, the tasks and functions and roles played by the educational supervisor. It is said to indicate the engagement of supervisors to follow strategies for conflict management.

Educational supervisor: is the educational leader who contributes with the teachers in the educational process of learning to develop ongoing learning and teaching basis in the Ministry of Education schools in the Sultanate of Oman.

**Conflict** is one of the patterns of social interaction which expresses the emotional state of a painful result. Competition is transferred into a conflict as a result of interests clashes and contradiction. In this case, each party is working to break down the other. (Mustafa and the nemran,2014)

**Conflict management strategies:** are used by educational supervisor to manage the phenomenon of conflict in the province of Oman when confronted with conflict made by parties opposed to the educational process of learning.

### **DETERMINANTS OF THE STUDY**

It will be determined by the results of this study in terms of human, spatial, and temporal Determinants.

**Human limitations:** This study is limited to supervisors and first teachers of the Ministry of Education in the state of governarate of Aldhahera in Oman.

**Spatial limitations:** the study is limited to recognize the degree of the supervisors' practice of strategies for conflict management in the province in the Dahra Governate in Oman, as reflected in the questionnaire phases presenting the srtategies of participation, compromise, avoidance and compulsion, courtesy and confrontation.

**Temporal boundaries:** This study was carried out in the academic year 2016/2017 m.

**Spatial boundaries:** This study was applied to the schools the in Aldahra Governarate in Oman

### **METHODOLOGY OF THE STUDY**

The descriptive approach was used. It is the right approach to achieve the study goals. An instrumental measurement was conducted. It composed of 47 items distributed on the 7 key areas.

#### **Teg study population and appointed**

The study population consisted of supervisors and top teachers in the governarate of Aldherah, Oman. That is, 120 supervisors and top teachers were included in the study for the academic year (2016/2017). The sample of the study is the study population.

#### **The study tool**

The researcher prepared and developed a study tool. It is a questionnaire to measure the degree to which supervisors use strategies of conflict management in Aldhahera, the Sultanate of Oman, based on some previous studies that have addressed the issue of conflict management strategies. (Ta'ani and aldmuor.2007) and (Azmi, Soud, 2013). The questionnaire consists of (47) items that fall under the seven key areas and every area has a number of statements.

### Reliability of the tool

To verify the reliability of the tool, the questionnaire was shown to a number of arbitrators, who have an insight at the study. They were teaching staff and experts from the Ministry of Education in the Sultanate of Oman. The number reached 13 arbitrators. The arbitrators were asked to express their views and comments on the statements in terms of accuracy, language and drafting, and clarity. In the light of the observations introduced by the arbitrators, appropriate adjustments were made to amend some articles, or reformulate to suit the area that developed from it. The number reached 47 statements divided into six areas, and graded according to the quintet Likert scale (Likert). The responses of the study sample on the questionnaire articles have been corrected as follows:

The grade (5) was given to the response, which represents "a very high degree of effectiveness."

The grade (4) was given to the response, which represents "a high degree of effectiveness."

The grade (3) was given to the response, which represents "an average degree"

The grade (2) was given to the response, which represents a "low degree "

The grade (1) was given to the response, which represents "a very low degree "

**Table 1. taxonomic scale for analysis of study results**

medium	the degree of practice	a standard
2.33 – 1	Low	One standard deviation from the arithmetic mean
3.67 – 2.34	Medium	mean
5 - 3.68	High	One standard deviation from the arithmetic mean

The researchers considered this measure by dividing the largest grade (5) into equal categories within the range (1-5), according to the following equation: the Supreme value of answer alternatives in the study tool - the minimum value of the answer alternatives in the study tool divided by the number of three levels (high, medium, low) any:  $(5-1) \div 3 = 1.33$ , and this value is equal to the length of the category for the three levels (high, medium, low).

### The stability of the tool:

It was made sure that the stability of the tool by calculating Cronbach's coefficient alpha (Cronbach Alpha) for all three study areas reached the value of the overall stability of the instrument coefficient (0.89) and it is acceptable for the purposes of academic research.

### The study variables

1. Gender has two categories: male and female.
2. Qualification has two levels: Bachelor, Master or higher.
3. Years of experience and has three levels: less than ten years, 10 years and over 10 years.
4. Job Title has two levels: supervisor and a teacher first.

### The following variables:

The degree of the supervisors' practice of conflict management strategies in the province of AlDahra in Oman

### Statistical treatment

SPSS was used to unload and analyse the questionnaire. The statistical processing was used which is relevant to the main questions as follows:

1. To answer the first question, the use of averages, standard deviations, and rank were employed to measure the degree of educational supervisors' practice of conflict management strategies in the province of Oman from the perspective of the respondents'.
2. To answer the second question, the Test "T" was used for two independent samples to detect differences between the mean estimates of the individuals' study due to the variable gender (sex), qualification and years of experience.

### RESULTS OF THE STUDY AND DISCUSSED

First / discussing the results relating to the answer of the first question:

"What is the degree of educational supervisors' practice for strategies of managing conflict in AlDahra Governorate in Oman?"

To answer this question, averages have been extracted, standard deviations, and the rank for the degree of educational supervisors' practice for strategies of managing conflict in AlDahra Governorate in Oman. The table below illustrates this:

**Table 5. Averages, standard deviations, and ranks of the study areas**

rank	Domain	arithmetic average the	standard deviations
1	The participation domain	3.64	0.63
2	The Compromise domain	3.59	0.74
3	The Avoidance domain	3.47	0.88
4	The Enforcement domain	3.45	0.86
5	The courtesy domain	3.40	0.74
6	The Confrontation domain	3.39	0.81
7	Getting promoted to higher level -domain	3.30	0.82
	arithmetic average the	3.64	0.81

Table 5 shows the arithmetic means for estimates of study respondents on the articles of the study tool which is (3.64-3.30), where the scope of participation came in the first place with a high arithmetic average (3.64) and standard deviation of (0.63). The area of settlement comes in second place with arithmetic Average (3:59) by standard deviations (0.74). Avoidance comes in the third place with arithmetic average (3.47) and by standard deviations (0.88) The area of confrontation comes next with an arithmetic average of (3.39) and by standard deviations (0.81) while the area of Getting promoted to higher level comes to higher level; the last rank with arithmetic average (3.30) and by standard deviations (0.82). However, the arithmetic average for all areas is (3:46) to indicate that the degree of educational supervisors' practice for strategies of conflict management is average or medium in AlDahra Governorate in Oman.

The mean, standard deviations, and rank for estimates of individuals were calculated based of the articles of each area in seperation of each other. It was as follows:

**First: The participation strategy**

This domain aims to know the degree of educational supervisors' practice for participation strategy as a conflict management strategy in AlDahra Governorate in Oman. The following table shows the arithmetic average, standard deviations and rank for the articles area. They are arranged in a descending order according to arithmetic averages.

**Table 3. The arithmetic average, standard deviations for the participation strategy Domain in descending order according to arithmetic average**

number	the articles	arithmetic average	standard deviation	Rank	the degree practice
1	He encourages finding out appropriate solutions resulted from the other part.	3.90	0,63	1	High
2	He mitigates an appropriate atmosphere to get conflicts settled with the other part.	3.80	1,01	2	High
3	He highlights joint goals that can only be achieved through the two parts' cooperation.	3,70	0,92	4	High
4	He cares about others' interests and desires and transfers them to a consensual decision.	3,75	1,20	3	High
5	He assimilates the other parts' opinions and attitudes.	3,23	1,08	6	Medium
6	He decides the subject matter of conflict with the other part in a direct way.	3,25	0,97	5	Medium
7	He inquires about problems that the other part faces so as to find out joint solutions	3,20	0,87	7	Medium
	arithmetic average the	<u>3.64</u>	<u>.034</u>		Medium

The table 6 shows the arithmetic average for the articles of this domain is (3.20-3.90) , the standard deviation is (0.87-0.63). As you can notice, the article " He encourages finding out appropriate solutions resulted from the other part " takes the highest arithmetic average as (3.90), standard deviation as (0.63). The second article comes in the second place, " He mitigates an appropriate atmosphere to get conflicts settled with the other part". In this case, the arithmetic average is (3.80) while standard deviation is (1.01). The seventh article come next with arithmetic average as ( 3.20) standard deviation (0.87) while article (6) "He assimilates the other parts' opinions and attitudes" comes in the last place with an arithmetic average( 3.25) and standard deviation as(0.97).

In general, the arithmetic average for this strategy is (3.64). This indicates that the degree of educational supervisors' practice for the participation strategy as a conflict management strategy is average or medium in AlDahra Governate in Oman. This is attributed to the fact that supervisors may not be concerned to understand teachers' points of views in the event of certain problems in the educational field, and that they show little interest in getting conflicts solved. This result is consistent with the result of (Ta'ani and the dmuor,2007) study.

### **Second: The Compromise strategy**

This strategy aims to know the degree of educational supervisors' practice of The Compromise strategy as a conflict management strategy in AlDahra Governate in Oman. The following table shows the arithmetic average, standard deviations, rank arranged in a descending order according to arithmetic mean.

**Table 4. The arithmetic average, standard deviations for tge articles of Compromise strategy in descending order according to arithmetic average**

number	the articles	arithmetic average	standard deviation	rank	degree practice
8	He seeks out to get his points of view closer to those of the other part.	3,70	0,80	2	High
9	He asks the other part to offer waivers or concessions to approach a solution.	3,71	1,01	1	High
10	He waives some of his rights and accepts some different demands to facilitate reaching an intermediate solution.	3,62	0,92	3	medium
11	He accepts getting a mediator involved to solve the complexity of problem.	3,27	1,20	5	medium
12	He takes into consideration what is actually imposed by nature in terms of constraints upon him and the other part.	3,29	1,08	4	medium
13	He supports the intermediate solution which satisfies the both parts.	3,23	0,97	6	medium
14	He listens to the other part's point of view so as to agree upon the right decision.	3,20	0,87	7	medium
15	He balances between obtaining profits and losing them so as	3.19	0.75	8	medium
	the arithmetic average	3.59	0.74		medium

The table shows that the arithmetic means for the articles of this strategy are between ( 3.19 , and the standard deviations is (0.75-1.01). The article (9) " He asks the other part to offer waivers or concessions to approach a solution " take the highest arithmetic mean (3.91), and the standard deviation is (1.01). The article 8 comes (8) in the second place, " He seeks out to get his points of view closer to those of the other part", where the arithmetic mean is (3.70) and the standard deviation is (0.80). While the article 15 comes next " He balances between obtaining profits and losing them so as " ranked with the arithmetic average( 3.19) and the standard deviation is (0.85). Article (14) " "He listens to the other part's point of view so as to agree upon the right decision " " come in the last place with an arithmetic average( 3.20) and the standard deviation is (0.77).

In general, the arithmetic average for this strategy is (3.59). This indicates that the degree of educational supervisors' practice of compromise strategy as a conflict management strategy in AlDahra Governarate in Oman is average or medium. This result was attributed to the fact that some supervisors insist to fulfill their demands and get their instructions implied. They also do not mediate people to solve problems with teachers. This contradicts the study of Ta'ani and aldmuor,2007.

### **Third: The Avoidance strategy domain**

This strategy aims to identify the degree of educational supervisors' practice of the Avoidance strategy as a conflict management strategy in AlDahra Governarate in Oman. The following table shows the arithmetic average, standard deviations and rank which are arranged in an descending order according to averages arithmetic.

**Table 5. the arithmetic average, standard deviations for articles of the Avoidance strategy in descending order**

number	the artciles	arithmetic average	standard eviation	rank	degree practice
16	He underestimates the value of the other part's point of view.	3,75	0,77	1	High
17	He gets away from matters that cause conflicts.	3,69	1,01	3	High
18	He gets absent in meetings that are specialized to break down conflicts with the other part.	3,70	0,92	2	High
19	He avoids taking fast decisions and implicitly keeps differences at himself.	3,26	1,20	5	medium
20	He decreases the number of schools where conflicts might take place.	3,27	1,08	4	medium
21	He ignores the feelings of anger or depression resulted from the other part.	3,23	0,97	6	medium
22	He withdraws when he faces dispute issues raised from the other part.	3,20	0,87	7	medium
	the arithmetic average	3.59	0.74		medium

The table shows the arithmetic average of the articles is between (3.20-3.75) , while the standard deviation is (0.87-0.77). The article (16) " He underestimates the value of the other part's point of view " gets the highest arithmetic average (3.75), while standard deviation is (0.77). The article (18) comes in second place, " He gets absent in meetings that are specialized to break down conflicts with the other part." , where the arithmetic average is (3.70), standard deviation is (0.90). While the article (21) (He ignores the feelings of anger or depression resulted from the other part ) " is ranked in the pre-final with arithmetic average( 3.93). Its standard deviation is (0.97) . The article (22) " "He withdraws when he faces dispute issues raised from the other part " come ranked in the last place with an arithmetic average of ( 3.20) and standard deviation of(0.87).

In general, the arithmetic average for this strategy is (3.59). This indicates that the degree of educational supervisors' practice of the Compromise strategy as a conflict management strategy in AlDahra Governorate in Oman is medium and this may be attributed to the fact that educational supervisor avoids rapid decision-making and keeps dispute for himself, and that he makes fewer visitations to school where the likelihood of conflict increases. He also might ignore feelings of anger or frustration when faced with disagreement of the other party. This result is consistent with the result of the study carried out by Ta'ani and the dmuor, 2007.

#### **Four: The Enforcement strategy domain**

This strategy aims to identify the degree of educational supervisors' practice of The Enforcement strategy as a conflict management strategy in AlDahra Governorate in Oman. The following table shows the arithmetic average, standard deviations and the Rank arranged in a descending order according to averages arithmetic.

**Table 9. the arithmetic average, standard deviations for the articles of The Enforcement strategy in descending order**

number	the articles	arithmetic average	standard deviation	rank	the degree practice
23	He handles the issue of conflict as a matter of obtaining profits and losing them.	3,96	0,79	1	High
24	He does not allow the other part to present his point of view so as to get the conflict solved.	3,72	0,77	4	High
25	He expresses his opinion directly and unhesitatingly to present a decision.	3,77	0,73	3	High
26	He raises the logicity of his attitude to the other part so as to enforce the latter to offer concessions.	3,87	1,20	2	High
27	He presents inflexible plans and schedules for the other part.	3,27	1,08	5	medium
28	He threatens the other part if any disagreement occurs with the other part.	3,23	0,97	6	medium
29	He refuses to present any concessions from his side so as to get the conflict solved.	3,17	0,87	7	medium
30	He employs strictness and decisiveness to achieve the work goals.	3.15	0.88	8	medium
	arithmetic average	3,45	0.68		medium

The table shows the arithmetic average of the articles is between (3.15-3.96) , while standard deviation is (0.86-0.79). The article (23) " He handles the issue of conflict as a matter of obtaining profits and losing them " gets the highest arithmetic average which is (3.96), whereas standard deviation is (0.79). This is followed by article (26) which comes in the second place ( he raises logicity of his attitude to the other part so as to enforce the latter to offer concessions. ". The arithmetic average of this is (3.87) and the standard deviation is (1.20). While the article (29) comes next which is " He refuses to present any concessions from his side so as to get the conflict solved " and ranked in the pre-final with arithmetic average of ( 3.17) but the standard deviation is (0.87) . The artilce (30) " "He employs strictness and decisiveness to achieve the work goals " comes ranked last with an arithmetic average of (3.15) but the standard deviation is (0.88).

In general, the arithmetic average for this strategy is (3.45). This indicates that the degree of educational supervisors' practice of The Enforcement strategy in AlDahra Governate in Oman is medium. This result was attributed to the fact that educational supervisor may introduce plans and work schedules that are not convenient for teachers, and he might threaten them if they disagree with his opinion. Also, he might employ with them strictness and strong language to achieve goals of work. However, this result is compatible with the result of the study made by Ta'ani and the dmuor, 2007.

**Five: The Courtesy strategy domain**

This strategy aims to specify the degree of educational supervisors' practice of The Compliment strategy as a conflict management strategy in AlDahra Governate in Oman. The following table shows the arithmetic average, the standard deviations and the rank arranged in a descending order according to arithmetic average.

**Table 10. The arithmetic average, standard deviations for articles of The Courtesy strategy  
In descending order**

Number	the articles	arithmetic average	standard deviation	Rank	degree practice
31	He flatters the entire parts even at the cost of doing the job.	3,29	0,77	4	Medium
32	He is concerned of others' interests to get them praised.	3,27	1,01	5	Medium
33	He does not show his anger towards the other part in order to retain friendly relations with him.	3,23	0,92	6	Medium
34	He focuses, in his meeting with other parts, on agreement issues rather than disagreement issues.	3.60	1,20	1	Medium
35	He employs courtesy and diplomacy to get disputable issues finished and solved.	3.55	1,08	2	Medium
36	He accepts others' opinions although he does not confess them.	3.49	0,97	3	Medium
	arithmetic average	3.40	0.74		Medium

The above table shows that the arithmetic average for the articles is between (3.23-3.60), while standard deviation is (0.92-1.20) The article (34) " He focuses, in his meeting with other parts, on agreement issues rather than disagreement issues " take the highest arithmetic average which is (3.60), whereas standard deviation is (1.20). This is followed by the article (35) which comes next with an arithmetic average of (3.55) and a standard deviation of (1.08). While the article 32 comes next and ranked in the pre-final stage with an arithmetic average of ( 3.27) and a deviation of (1.01) while article 33 " "He does not show his anger towards the other part in order to retain friendly relations with him " comes ranked lastly with an arithmetic average of ( 3.23) and the standard deviation is (0.92).

In general, the arithmetic average for this strategy is (3.40). This indicates that the degree of educational supervisors' practice of The courtesy strategy as a conflict management strategy in Aldahra Governorate in Oman is attributed to the fact that educational supervisor may not be concerned of teachers' interests which may not be appreciated. In addition, the focus is on consensus with other Parties rather than any disagreement.

### **Six: The Confrontation strategy**

This domain aims to identify the degree of educational supervisors' practice of The confrontation strategy as a conflict management strategy in Aldahra Governorate. The following table shows the arithmetic average, standard deviations and the Rank arranged in an descending order according to the averages arithmetic.

**Table 11. The arithmetic average, standard deviations for articles of Confrontation strategy Arranged in descending order**

Number	the articles	arithmetic average	standard deviation	rank	degree practice
37	He asks to determine the duties and responsibilities of the two parts of the conflict.	3,69	0,77	2	Medium
38	He confronts with the other part directly if a conflict happens between them.	3,70	1,01	1	Medium
39	He asks to have the other part receive a punishment.	2.35	0,92	5	Medium
40	He works to carry out meetings between him and the other part.	2.40	1,20	4	Medium
41	He carries out the rules with literalness towards the other part.	2.50	1,08	3	Medium
42	He seeks to have the other part approve that there is a disagreement in opinions	2.33	0,97	6	Law
	arithmetic average	3.39	0.81		Medium

The table shows that the arithmetic average articles is between (2.33-3.70), and the standard deviation is (0.97-1.01). The article (38) " He confronts with the other part directly if a conflict happens between them. ""takes the highest arithmetic average (3.70), and the standard deviation is (1.01). This is followed by article (37), " He asks to determine the duties and responsibilities of the two parts of the conflict." The arithmetic average for this is (3.69) the standard deviation is (0.77). While article (39) " He asks to have the other part receive a punishment " is ranked in the pre-final stage with an arithmetic average of ( 3.35) and the deviation is (0.92) . Article (42) " , "He seeks to have the other part approve that there is a disagreement in opinions " come ranked lastly with an arithmetic average of ( 2.33) and the standard deviation is (0.97).

In general, the arithmetic average for this strategy is (3.39). This indicates that the degree of educational supervisors' practice of the confrontation strategy as a conflict management strategy is average in AlDahra Governorate and this is attributed to the point that educational supervisor get away from teachers when a conflict is likely to occur with them, and that there is alittle concern to hold meetings between him and them when conflicts occur.

**Seven: Getting promoted to higher level strategy**

This straty aims at highlighting the degree of educational supervisors' practice of Getting promoted to higher level - strategy as a conflict management strategy in AlDahra Governorate in Oman. The following table shows the arithmetic average, standard deviations and the Rank arranged in a descending order according to averages arithmetic.

**Table 12. the arithmetic average, standard deviations for articles of Getting promoted to higher level - strategy In descending order according to arithmetic average**

number	the articles	arithmetic average	standard deviation	rank	degree practice
43	He asks officers in the General Directorate of Education to take decisions to get problems solved in the educational field.	2.88	0.90	2	High
44	He follows up the issue of conflict with officers in the General Directorate.	3.90	0.85	1	High
45	He asks the officers in the directorate not to be negligible and unconcerned with any person who does not deal with him to accomplish the joint goals.	2.40	0.77	3	High
46	He refers any problematic situation to officers in the directorate if any part keeps obstinate and shows no cooperation.	2.20	0.69	4	Law
47	He asks the directorate to get his responsibilities increased in the educational field if they are not enough	2.10	0.30	5	law
	arithmetic average	3.30	0.82		medium

The above table shows the arithmetic average of articles is between (2.10-3.90), the standard deviations are ((0.30-0.85). The articles (44) " He follows up the issue of conflict with officers in the General Directorate " takes the highest arithmetic average which is (3.90), and the standard deviation is (0.85). This is followed by paragraph (43) which states " He asks officers in the General Directorate of Education to take decisions to get problems solved in the educational field ", The arithmetic average of this is (2.88) and the standard deviation is (0.90). While paragraph (46) " comes next and it states" He refers any problematic situation to officers in the directorate if any part keeps obstinate and shows no cooperation. " It is ranked in the pre-final stage with an arithmetic average of ( 3.35) and the deviation is (0.92) . Article (42) " "He seeks to have the other part approve that there is a disagreement in opinions" comes ranked lastly with an arithmetic average of ( 2.20) and the standard deviation is (0.69).

In general, the arithmetic average for this strategy is (3.30). This indicates that the degree of educational supervisors' practice of this strategy is average and this is attributed to the fact that educational supervisor is not keen so much to raise any problem happened with teacher to officials in Directorate, and the result is due to a lack of interest of supervisor who may not ask the Directorate to increase his power.

## SECOND: RESULTS PERTAINING TO THE SECOND QUESTION

**The second question:** Are there statistically significant differences from the study participants' perspective at the level of significance ( $\alpha \leq 0.05$ ) about the degree of educational supervisors' practice of conflict management strategies in AlDahra Governorate in Oman attributed to gender, Qualification, and years of Experience?

### 1- The Gender variable

(t-test) was used to detect statistically significant differences among the arithmetic means estimated by the study participants for the degree of educational supervisors' practice strategies for managing conflict which are attributed to gender differences, at the level of significance ( $0.05 = \alpha$ ), and the table below shows the results related to this variable.

**Table 13. The results of the use of t-test to find the significance of differences between the means of study individuals Answers On the areas of study, which due to the variable gender**

Number	The Median	gender	the number	the arithmetic average	standard deviations	t Values	The level of significance
the first	The participation	male	123	3.46	0.95	1.697	0.80
		female	28	3.60	0.67		
The second	The Compromise	male	123	3.70	0.68	0.14	0.70
		female	28	3.65	0.68		
the third	The Avoidance	male	123	3.17	1.03	0.323	0.65
		female	28	3.39	0.80		
the fourth	Enforcement	male	123	3.54	0.81	1.258	0.77
		female	28	3.47	0.81		
Fifth	The Courtesy	male	123	3,58	0,33	3,64	0.66
		female	28	3,83	0,32		
sixth	The Confrontation	male	123	3,35	0,53	1,28	0,20
		female	28	3,50	0,53		
sevent	Getting promoted to higher level - arithmetic average	male	123	4,03	0,51	0,11	0,90
		female	28	4,04	0,41		
		male	123	3,65	0,33	1,99	0,07
		female	28	3,79	0,31		

- statistically significant at  $\alpha = 0.05$

Table 9 shows a lack of statistically significant differences ( $0.05 = \alpha$ ) in the estimates made by the participants due to the variable gender, as the value of (v) is (1.99) and the level of significance is (0.05) of the variable gender, and this result is attributed to the fact that supervisors engage in conflict management strategies in Aldhahera governorate of Oman similarly and in a way consistent with job requirements and that all conflicts have similar features in common.

### Second: The Qualification Variable

Test "T" was used to detect statistically significant differences in the estimates made by the participants due to Qualification at the level of significance ( $0.05 = \alpha$ ), and the table below shows the results related to this variable.

**Table 14. the results of the use of t-test to find the significance of differences between the Means of study individuals' Answers in the areas of study Which are due to the variable of qualification**

Number	The Median	Qualification	Number	arithmetic average	standard deviation	t Value	The level of significance
the first	The participation	The Bachelor		3.44	0.81	2.30	0.30
		Master		3.65	0.77		
The second	The Compromise	The Bachelor		3.47	0.74	1.02	0.55
		Master		3.55	0.71		
the third	The Avoidance	The Bachelor		3.51	0.74	0.90	0.63
		Master		3.60	0.90		
the fourth	Enforcement	The Bachelor		3.53	0.87	2.39	0.70
		Master		3.28	0.77		
Fifth	The courtesy	The Bachelor		3.28	0.87	3,64	0.80
		Master		3.45	0.76		
sixth	The Confrontation	The Bachelor		3.30	0,53	1,28	0.33
		Master		3.43	0,53		
sevent	Getting promoted to higher level -	The Bachelor		3.45	0,51	0,11	0,90
		Master		4,40	0,41		
arithmetic average		The Bachelor		3,66	0,33	1,75	0,09
		Master		3,74	0,31		

• statistically significant at  $\alpha = 0.05$

The Table above shows no statistically significant differences at the level ( $0.05 = \alpha$ ) in the study participants' estimates of the degree of the supervisors' strategies of conflict management in Aldhahera Governorate attributed to the qualification variable, as the value of ( $v$ ) is (1.75) and the level of significance is (0.05). This is attributed to the fact that new supervisors were exposed in their courses of study to the subjectmatter of conflict management, while previous working supervisors gained necessary strategies because of their long supervisor experience and this result is consistent with the study conducted by Ta'ani and dmuor.2007

### The third: Years of Experience Variable

(T-test) was used to detect statistical differences among the arithmetic means estimated by the study participants for the degree of educational supervisors' practice strategies for managing conflict which are attributed to years of experience variable, at the level of significance ( $0.05 = \alpha$ ), and the table below shows the results related to this variable.

**Table 15. The results of the use of t-test to find the significance of differences between the means of study participants' Answers in the areas of study due to the variable of Years of Experience**

number	The Median	Years of Experience	the arithmetic average	standard deviations	t Values	The level of significance
the first	The participation	10 years or less	3.55	0,51	1.11	0.73
		More10 years	3.60	0,41		
The second	The Compromise	10 years or less	2.68	0,33	2.30	0.60
		More10 years	3.66	0,31		
the third	The Avoidance	10 years or less	3.25	0.62	0.90	0.32
		More10 years	3.65	2.30		
the fourth	Enforcement	10 years or less	2.70	2.33	0.63	0.62
		More10 years	2.85	0.30		
Fifth	The Courtesy	10 years or less	2.66	0,33	3,64	0.30
		More10 years	3,83	0,32		
sixth	The Confrontation	10 years or less	2.4	0,53	1,28	0,20
		More10 years	3,50	0,53		
sevent	Getting promoted to higher level -	10 years or less	4,00	0,50	0,11	0,90
		More10 years	2.60	0,40		
arithmetic average		10 years or less	3,70	0,33	1,80	0.66
		More10 years	3,80	0,31		

The above Table shows no statistically significant differences at the level ( $0.05 = \alpha$ ) in the study participants' estimates of the degree of the supervisors' strategies of conflict management in Aldhahera Governarate attributed to the years of experience variable, as the value of (v) is (1.80) and the level of significance is (0.05). This result is attributed to the fact that supervisors face problems in the field of education which are very similar to a large extent. This is due to the point that they follow similar conflict management strategies and consistent with job requirements. This result supports the result of the study carried out by Ta'ani and dmuor.2007.

### Recommendation

Supervisor Should

- Understand teachers' attitudes, points of views and their outlooks.
- engage mediators in the event of conflict between supervisors and teachers and between teachers themselves.
- Not show anger in front of teachers in order to preserve good relations with him.

- be kind and diplomatic with teachers to end disputed issues, which reduces the chances of conflict again.
- have balance between profit and loss in dealing with teachers to reach consensus about disputes in the educational process.
- ensure the support of fair solutions between parties of conflict.

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