T. C.
DOKUZ EYLÜL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF
CONFLICT RESOLUTION PROGRAM
MASTER'S THESIS

THE EFFECT OF
PEACEMAKING TRAINING
ON THE CONFLICT RESOLUTION SKILLS

OF MIDDLE SCHOOL STUDENTS

Nihan KARAKAŞ

Supervisor
Prof. Dr. Abbas TÜRNÜKLÜ

İZMİR – 2019

DECLARATION

I hereby declare that this master's thesis/non-thesis master's term project titled as "**The Effect of Peacemaking Training on the Conflict Resolution Skills of Middle School Students**." has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resourses in the reference list. I verify all these with my honour.

Date

.../.../.......

Nihan KARAKAŞ

ABSTRACT

Master's Thesis

The Effect of Peacemaking Training on the Conflict Resolution Skills of Middle School Students

Nihan KARAKAŞ

Dokuz Eylul University
Graduate School of Social Sciences
Department of Business Administration (English)
Conflict Resolution Program

The purpose of this study was to measure the effect of peacemaking training on the conflict resolution skills of middle school students. It was hypothesized that a peacemaking program consisting of conflict resolution, negotiation, and peer mediation training, would change the perception of students toward conflict in a positive way, would increase the use of constructive conflict resolution strategies, improve communication skills with peers and family members, have a positive effect on academic success, have a positive contribution to the class and school environment, and would be assimilated and used out of school environment.

The training was given at a public middle school located in a low-SES part of Izmir. All 5th ,6th and 7th-grade students from 9 different classes were involved in the study. 4 boys and 4 girls from each class, 72 students in total, were chosen by their peers and trained as Peacemakers/Peer Mediators. The peer mediators received two hours of training once a week, 12 hours in total. The training lasted 6 weeks.

The dependent variables of the research were the peacemaker/peer mediator students' perceptions of the process, teachers' perceptions about the change in the peer mediators' behaviors and the peacemaking/peer mediation process and the effectiveness of the peacemaking/peer mediation training. Data on these variables were collected through ¨Peer Mediator Interview Forms¨, ¨Teacher Interview Forms¨, and ¨Peer Mediation Report Forms¨.

The independent variable of the study was the Peacemaking Training Program. The program was built around four major themes; a) Understanding the Nature of Interpersonal Conflicts, b) Learning Conflict Strategies, c) Negotiation, d) Peer Mediation. A 12-hour training program was used, covering these themes.

The results of the study showed that Peacemaking Training, given to 5th, 6th and 7th grade students increased their conflict resolution skills, improved communication skills with their peers and family members, had a positive effect on academic success, and a positive contribution to the class and school environment. It was also found out that the students assimilated and used the conflict resolution skills out of school environment. Out of the 138 conflicts referred to mediation, %94.9 resulted in agreement. In the light of these findings, we can conclude that Peacemaking Training might have a positive effect on the 5th, 6th and 7th grade students' way of handling their conflicts.

Keywords: Interpersonal Conflict, Conflict Resolution, Negotiation, Peer Mediation, Peacemaking.

ÖZET

Yüksek Lisans Tezi

Ortaokul Öğrencilerinin Barış Yapıcılık Eğitimi Sonrası Anlaşmazlıklarını Çözme Konusundaki Değişimi

Nihan KARAKAŞ

Dokuz Eylül Üniversitesi

Sosyal Bilimleri Enstitüsü

İngilizce İşletme Anabilim Dalı

Anlaşmazlık Çözümü Programı

Bu çalışmanın amacı; barışyapcılık programının ortaokul öğrencileri üzerindeki etkisini araştırmaktır. Anlaşmazlık çözümü, müzakere ve akran arabuluculuk eğitiminden oluşan barışyapıcılık programı ile, öğrencilerin çatışmaya yönelik algılarının olumlu yönde değişmesi, yapıcı çatışma çözüm stratejilerini daha çok kullanmaya başlamaları, akranları ile ve aile içinde iletişim becerilerini geliştirmeleri, akademik başarılarının yükselmesi, genel olarak sınıf ve okul ortamının olumlu yönde gelişmesi ve öğrencilerin bu bilgi ve stratejileri içselleştirip okul dışında da kullanmaları öngörülmüştür.

Araştırma, İzmir'in alt-sosyo ekonomik çevrede bulunan 300 kişilik bir devlet orta okulunda gerçekleştirilmiştir. Her biri 3 şubeden oluşan 5., 6. ve 7. sınıf öğrencileri çalışmaya dahil edilmiştir. Her sınıftan 4 kız, 4 erkek olmak üzere toplamda 72 öğrenci akranları tarafından seçilmiş, 6 hafta boyunca

haftada bir gün, iki saat Barışyapıcılık/Akran Arabulucu eğitimi almışlardır. Eğitim 12 ders saati içinde tamamlanmıştır.

Bu araştırmanın bağımlı değişkenleri, öğrencilerin çatışma çözümü ile ilgili bu sürece yönelik algıları, öğretmenlerin arabulucu öğrencilerin değişimine yönelik ve sürece yönelik algıları ve barışyapıcılık/akran arabuluculuk eğitiminin etkileridir. Bu bağımlı değişkenlere ait veriler, ¨Arabulucu Öğrenci Görüşme Formu¨ ve ¨Öğretmen Görüşme Formu¨ ve ¨Arabuluculuk Formu¨ ile toplanmıştır.

Bu araştırmanın bağımsız değişkeni, 'Barışyapıcılık; Anlaşmazlık Çözümü, Müzakere ve Akran Arabuluculuk Eğitim Programı'dır. Eğitim programı dört ana bölümden oluşmaktadır. 12 saatten oluşan bu eğitimin bölümleri; a) Kişiler arası anlaşmazlıkların neden ortaya çıktığı, artıları ve eksilerinin anlaşılması, b) Çatışma stratejileri c) Müzakere, d) Akran arabuluclık eğitimi ve uygulmasıdır.

Araştırmanın sonunda, ortaokul 5, 6 ve 7. sınıf öğrencilerine verilen Barışyapıcılık Eğitiminin, öğrencilerin yapıcı çatışma çözüm stratejilerini daha fazla kullanmaya başladıkları, aile bireyleri ve akranları ile iletişim becerilerini geliştirdikleri, ve akademik başarılarını yükselttikleri ve genel olarak sınıf ve okul ortamının olumlu yönde geliştiği saptanmıştır. Okulda 138 öğrenci çatışmasının %94.9 uzlaşma ve anlaşma ile sonuçlandığı tespit edilmiştir. Tüm bu veriler ışığında, 'Barışyapıcılık, Anlaşmazlık Çözümü, Müzakere ve Akran Arabuluculuk' eğitiminin alt sosyo-ekonomik çevrede bulunan 5, 6 ve 7. sınıf ortaokul öğrencilerinin anlaşmazlılara verdikleri tepkiler üzerinde olumlu yönde etkili olduğu söylenebilir.

Anahtar Kelimeler: Kişilerarası Anlaşmazlık, Anlaşmazlık Çözümü, Müzakere, Akran Arabuluculuk, Barışyapıcılık.

TABLE OF CONTENTS

LIST OF FIGURES

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

1.1. Problem

Conflict is inevitable for every human being. It is handled constructively by some, destructively by others and sometimes avoided. We are unique since we all have different characteristics, attitudes, values, interests, and styles of communication, so it is normal that we experience conflict one time or another in our personal or professional lives.

In schools, students are expected to behave appropriately; establish, manage and sustain interpersonal relationships, share places for everyday use and use educational resources without any disputes and consider their friends' rights while meeting their own needs. Unfortunately, while expecting these fundamental life skills from students, the current educational system undermines teaching those skills and giving an opportunity to use them, but focus on academic knowledge, instead (Atıcı, 2007; Sağkal, Turnuklu and Totan, 2016). Therefore, it is natural and inevitable that students with different cultural backgrounds, with different values, personalities, skills, attitudes, and objectives experience interpersonal conflicts at school (Sağkal et al., 2016; Türnüklü et al., 2009a).

Coleman and Deutsch (n.d.) stated that schools have to change and prepare the children so that they contribute to the development of a peaceful and just world by educating them so that they are for, rather than against one another, develop the ability to resolve their conflicts constructively rather than destructively. Teaching and modeling cooperation and constructive conflict resolution skills in schools will prevent not only violence but also establish a culture of peace, and a sense of caring, provide them with experiences of safety, inclusion, fairness, and hope.

Johnson and Johnson (1995a) posited that; ¨In many cases, no one is teaching children how to manage conflicts in constructive ways through example or indirect methods such as moral codes and patterns of living¨ (p.1:7). As a result, children often engage in ineffective or destructive resolution strategies. This general lack of co-orientation and skills affect the quality of life in school negatively and may lead to future adult problems (Johnson D.W., Johnson R., Dudely and Acikgoz, 2001). As Rogers (1994) stated, solving problems may not be an innate skill but it must be taught and put into practice since teaching conflict resolution skills can help students to communicate effectively and overcome disputes and also can lead to emotional, social, and intellectual growth.

According to Koch and Miller (1987) ¨the life is conflict, and we can be alive only in conflicts¨. Similarly, Cohen (2005) stated that conflict is not only normal but also necessary since things only change through the friction of forces in opposition. The conflicts that people face shape their characters, their cultures and their world (p.12). Therefore, the problem is not that the conflict exists. As Cornelius and Faire (1993) stated, the problem occurs when destructive ways are used to resolve conflicts since they cause to stress, anxiety, loneliness, resentment, suppressed anger, fatigue, illness and many other problems (as cited in Bilgin, 2008).

Unfortunately, most schools deny, suppress, and avoid conflicts, try to eliminate them or deny the existence of it (Johnson and Johnson,1995b). Teachers and administrators often make punitive decisions for the disruptive and violent students, but few professionals would agree that these punitive, reactive measures are useful in the long term and teach appropriate behaviors (Smith, Daunic, Miller and Robinson, 2002). They only teach students that adults are needed to resolve conflicts and do not empower them to learn necessary skills and attitudes (Johnson & Johnson, 1996c). But, as Travers (1980) mentioned, educators should promote student discipline through self-discipline and student-controlled methods of conflict resolution and mediation since punitive resolutions do not incorporate integrative, relationship-enhancing characteristics. On the other hand, as Berk (1994) stated, ¨allowing students to be joint architects in matters affecting them promote their feelings of control and

autonomy, higher-level reasoning, and ultimate self-regulation of behavior¨ (as cited in Johnson and Johnson, 1996c, p.323).

No child is born violent. If violence is a learned behavior, then, non-violent, peacemaking behaviors can also be learned and consequently when conflicts are resolved constructively, it promotes learning, problem solving, healthy social development, change, life success, and makes life more exciting and fun, strengthens the relationships and also increases the ability to resolve the conflicts constructively in the future (Schrumpf, Crawford and Bodine, 1997).

Experiencing interpersonal conflicts and acts of violence, provide a natural opportunity for students to learn non-violent conflict resolution methods and help them socialize through conflict resolution processes. Therefore, for social development and violence prevention, schools are the best settings (Farrell, Meyer, Kung, and Sullivan, 2001). As Johnson and Johnson (2004) claimed that, to improve the quality of instruction and life in school, classrooms can be places where destructive conflicts are transformed, and constructive conflicts are structured, encouraged, and utilized. If conflicts are handled constructively, it will be a chance for emotional, intellectual and social growth. If they are left unsolved, they may end up in violence and decrease the quality of life. That is why; conflict resolution training programs are designed for students at schools (Johnson and Johnson, 1995a).

Under the light of these, it is found valuable to investigate the possible effect of peacemaking/peer mediation training on the conflict resolution skills of middle school students in Turkey. The current study used an eclectic approach; used the peacemaking training but the students to be peer mediators were selected by their friends. There are a few studies on the impact of peacemaking/peer mediation training on middle schools students. Despite the increased popularity of conflict resolution and peer mediation programs, very little research on its nature and effectiveness has been conducted. It is also relatively unknown the types of mediated conflicts, the solutions derived from peer mediation, whether the students actually learn the negotiation and mediation processes, apply them in actual conflict situations both in school and out of school settings, and retain the procedures over time (Johnson and Johnson, 1996a). The study was believed to have desirable effect on the students' conflict resolution

skills and lead students to internalize and used the process in actual conflict issues both in and out of school.

1.2. Purpose of the Study

Under the light of the literature, this study had three main purposes.

1. The first purpose of the study was to investigate the perceptions of the students towards conflict and the peacemaking/peer mediation process.

2. The second purpose of the study was to investigate the perceptions of the teachers about the change in the peer mediators behaviors and the peacemaking/peer mediation process.

3. The third purpose of the study was to investigate the effectiveness of the peacemaking/peer mediation process.

Concerning the mentioned purposes of the study, the following questions were investigated:

1. Does participation in peacemaking training change the perception of the students toward conflict and affect the strategies and skills used in interpersonal problem-solving?

2. Does participation in peacemaking training affect the relationship between the students and their peers?

3. Does participation in peacemaking training affect the relationship between the students and their family members?

4. Does participation in peacemaking training effect the academic success?

5. What are the positive aspects of training and practice?

6. What are the negative aspects of training and practice?

7. Do the students use the strategies of peacemaking and peer mediation outside the school environment? If yes, how will be the results?

8. Do the peacemaking, peer-mediation training and practices, affect the behavior of the peer mediators, from the teachers' point of view?

9. Do the peacemaking and peer-mediation training and practices, affect students' academic success, from the teachers' point of view?

10. What are the effects of peacemaking and peer-mediation training and practices, on the class environment, from the teachers' point of view?

11. What are the effects of the peacemaking and peer-mediation training and practices, on the school environment, from the teachers' point of view?

12. What are the negative aspects of peacemaking and peer-mediation training and practices from the teachers' point of view?

13. What are the positive aspects of peacemaking, peer-mediation training, and practices from the teachers' point of view?

14. What are the subjects of conflict that come to mediation?

15. What are the contents of the resolutions after mediation sessions?

16. What is the frequency of conflicts according to gender?

17. What is the frequency of peer mediators according to gender?

18. What is the frequency of the number of peer mediators in charge, during a mediation session?

19. What is the frequency of the number of students in conflict?

20. What is the frequency of students in conflict according to their grades?

21. What is the frequency of the number of resolved conflicts?

There are certain limitations regarding the findings of this research. First of all, the findings are limited to one middle school located in a lower socio-economic region of Izmir. Secondly, the findings are limited to the information analyzed from the data collected by student interview forms, teacher interview forms and the mediation report forms. Thirdly, the findings are limited to the students and teachers in the selected school.

CHAPTER II

LITERATURE REVIEW

2.1. What is Conflict

In relations between people, conflict is defined variously. According to Schrumpf, Crawford and Bodine (1997) conflict is a ¨discord of needs, drives, wishes, and/or demands¨ (p.15). Lederach (2003) defines conflict as ¨the motor of change that keeps relationships and social structures honest, alive and dynamically responsive to human needs, aspirations, and growth¨ (cited in Turnuklu et al., 2010, p.71). Moore (2003) states that ¨conflict exists when people and groups are engaged in a competition to meet goals that they perceive to be, or actually are, incompatible¨ (p.xi). In another definition, Deutsch (1973), states that a conflict occurs whenever incompatible activities prevent, block or interfere with the occurrence of another activity (cited in Johnson and Johnson, 1995a, p.2:4). Cohen, (2005) defines conflict simply as a struggle between two or more opposing forces and mentions the three levels of human conflicts as; intrapersonal, interpersonal and intergroup (p.12). This study is concerned with interpersonal conflict.

Cohen, (2005) stated that interpersonal conflicts are always unique regarding places, people engaged, and the issues involved. He explained the parameters as follows: Interpersonal conflict always has histories; a beginning, a middle and an end. They are composed of a series of actions taken by the parties involved, and they are not static; the tension sometimes escalate which makes the communication ineffective and painful emotions intense. In a school, anything such as a remark, a rumor, even a bump in the halls can be triggers of conflict which release the accumulated tension held inside. Sometimes other friends may escalate the conflict, and sometimes perceptions make it worse. Personal, psychological needs are another parameter of conflict. Conflict is bound to the attempts of the people to meet their psychological needs such as, feeling safe and secure, be loved, to belong and to achieve.

Similarly, Johnson and Johnson (1995a) mentioned that there are at least four types of conflict at schools; controversy, conceptual conflict, developmental conflict

and conflict of interests which occur due to differing wants, needs, goals or interests. They claimed that knowing the fact that every individual has different wants, not only makes it easier to understand conflict but also it helps to perceive it positively. They concluded by saying that every individual has a choice; either to take control of the situation and act constructively or to be driven by negative perceptions and act destructively. As Deutsch (1983) states, conflict is a pervasive aspect of life, but unfortunately most people have developed only meager skills to handle their conflicts and schools are very important for teaching constructive conflict resolution skills because of their strategic value.

2.1.1. Sources of conflict

There are different views about the sources of conflict. According to Glasser (1984), most conflicts occur when the psychological needs which motivate people's behavior contradict with each other during interpersonal conflicts. Although human needs are mostly the same for everyone, the way an individual chooses to fulfill those needs may differ, and when the choice made in order to meet that need limits another's choice, it becomes a vital source of conflict. Glasser mentions about four basic psychological needs:

1. Belonging, which can be satisfied by cooperating, loving, sharing.

2. Power, which can be satisfied by achieving something, being respected by others and being recognized.

3. Freedom, which can be satisfied by making choices.

4. Fun, which can be satisfied by laughing and playing.

Glasser, also stated that if a student can not satisfy these needs and does not feel a sense of belonging in school, he or she may become a problem in order to attract attention. She also mentions that limited resources such as time, space, money and properties and different values; beliefs, priorities, and principles can also be the source of conflicts.

Similarly, Moore (2003) stated that there are five sources of conflict:

1. Data or information conflict, which occurs as a result of lack of information or misinformation, as well as differing views on what is relevant, differing interpretations and how the assessment is performed.

2. Relationship conflict, which results from strong emotions, stereotypes, poor communication or repeating negative behavior.

3. Value conflict, which results from ideological differences or different criteria for evaluating ideas and different ways of life.

4. Structural conflict, which is caused by unequal or unfair distributions of power and resources, destructive patterns of interaction, geographical or environmental factors and time constraints.

5. Interest conflict, which involves actual or perceived competition over interests, psychological or procedural interests.

Schools are places where children from different backgrounds, with different values, characteristics, communication styles, values, and interests come together and have to spend hours together for educational reasons. It is natural that they also experience conflict. Johnson and Johnson (1995c), stated that students in a school environment, also experience conflict because of similar sources. They mentioned the sources of conflict in a school environment, as follows:

1. Controversy when two people with incompatible ideas, information, opinions or theories, try to reach an agreement.

2. Conceptual conflict when there are simultaneous, incompatible ideas in mind or the received information does not fit the already known one.

3. Conflict of interests when the actions of one person trying to satisfy his or her wants, prevent or interfere with another person with the same intentions.

4. Developmental conflict when there are incompatible activities between a child and an adult, and at the end, the child develops cognitively and socially. (p.2:4)

As can be seen from the literature, people, regardless of age, may experience conflict because of similar reasons. Unsatisfied psychological needs, limited resources, incompatible ideas, information, or different values may be the cause of conflicts, but by examining the source of conflict can help define a problem, and a definition of the problem and find a constructive solution (Schrumpf, Crawford and Bodine, 1997). When schools are considered, like Johnson and Johnson (1995c) stated, whatever the source is, conflicts can have significant value; restore and revitalize the schools if they are handled constructively.

2.1.2. Benefits of interpersonal conflict

According to Coleman and Deutsch (n.d.), a conflict may have a constructive or a destructive outcome, depending on how it is handled. People in conflict tend to be anxious, so they associate conflict with negative or violent outcomes, and they tend to fight or flee. But, on the other hand, conflict can be a personal opportunity to learn about ourselves and others, to change old-fashioned ways of thinking, and to innovate new ways of relating and working. As Stevan et al. (2000) stated, conflict with peers and adults is a central developmental process, and as long as handled constructively, it leads to social, cognitive, and psychological development.

Johnson and Johnson (1995a,1996c,1998) stated that there are a lot of negative outcomes of conflict if they are poorly managed such as lower achievement, stress, and challenges to self-esteem and self-efficacy. On the other side, conflicts can have many positive outcomes, if managed constructively and listed some of those positive outcomes as follows:

1. Conflicts can increase the quantity and the quality of achievement

2. Conflicts can increase a higher-level of reasoning and creative problem-solving.

3. Conflicts help students to mature. Students learn to handle conflicts constructively through joint problem solving and improve cognitively, socially and psychologically, cope with the challenges of life better.

4. Conflicts give the energy to take action, increase motivation to deal with relationship problems.

5. Conflicts increase the quality of life, make students more employable and enhance their career success.

6. Conflicts deepen and enrich relationships, creating shared identity and cohesiveness. They increase students' confidence that they can resolve their conflicts, experience positive feelings with clear communication and strengthen relationships.

7. Conflicts increase awareness about the problems, and how they can be solved.

8. Conflicts promote change. They help students understand what they are like as a person and clarify how they may need to change.

9. Conflicts clarify identity, commitments, and values of self and others.

10. Conflicts release anger, anxiety, sadness.

11. Conflicts spark curiosity and stimulate interest and fun.

Conflict may be inevitable and destructive, but it may also be a chance for the students to learn about themselves and others, as Johnson and Johnson (1995a) mentioned, learn the value of conflict, gain insight, see things differently, generate new ideas, make better friends and transform for the better.

2.1.3. Interpersonal conflict handling styles

According to Johnson et al. (1995), there are two major concerns in conflict resolution; 1) the concern about reaching one's goals. 2) the concern about maintaining the relationship with the other person. According to the importance of goal and relationship, a person may use one of the following modes of conflict handling strategies given in figure 1.

Figure 1: Conflict Strategies

High Importance

R E L A T I O N S H I P S	SMOOTHING	PROBLEM-SOLVING
	COMPROMISING	
	WITHDRAWING	FORCING

Low Importance   **GOALS**   High Importance
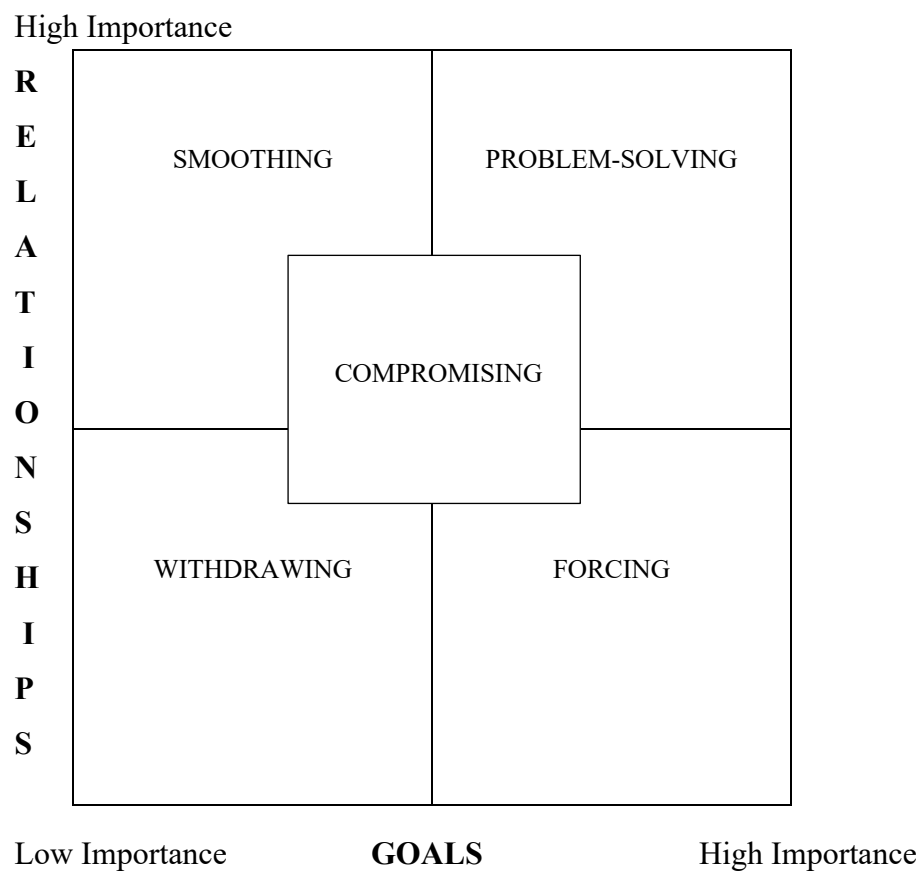
Source: Our Mediation Notebook, 1995, p. 3:8

10

1. Problem-solving negotiations: If the goal and the relation are vital to the parties, they try to initiate problem-solving negotiations and agree on the exact satisfaction of their needs. They have to take the perspective of the other.

2. Compromising: If the goal and the relation are not vital and have moderate importance, parties give up some of their goals, meet in the middle and compromise on an agreement.

3. Smoothing: If the relationship is vital, but the goal is not that important, the individual tries to keep the quality of the relationship, smooths and gives up his/her goals.

4. Withdrawal: If the goal is not vital to struggle for and the relationship is not of importance, they give up both their goals and the relationship and attempt to get rid of conflict by denying it exists.

5. Forcing: If the goal is vital and the relation is not, one of the parties forces or tries to persuade the other. One of the parties wins, and the other loses.

According to Johnson and Johnson (1995a), each strategy is appropriate under a specific set of conditions. For ongoing and long-term relationships, like the ones in schools, there are six rules to resolve conflicts; not withdrawing or ignoring the conflict, not engaging in win-lose negotiations, assessing for smoothing, compromising when the time is short, confronting to start problem-solving negotiations and trying to use a sense of humor. They stated that among these, problem-solving negotiations and smoothing work best or long-term, ongoing relations but these strategies might be followed by others depending on how the other person behaves.

Johnson and Johnson (1996a) stated that there were at least 15 studies on the types of conflicts that students faced in schools. The studies involved both self-reports from students and documentation of the conflicts that were brought to peer mediators. The studies were conducted in elementary, middle, and high schools and a variety of innercity and suburban school districts. They found out reasonably consistent results. Common types of conflicts occurred in schools were verbal harassments such as name-calling and insults, verbal arguments, rumors and gossip, physical fights, and dating or relationship issues.

There are also many studies about the range of strategies used by untrained students, and these studies indicate that students mostly rely on withdrawal and suppression of conflicts, aggression or telling the teacher. They never use integrative negotiation procedures.

2.1.4. Conflict in schools

Schools and classrooms, like all communities, are cooperative enterprises where diverse and heterogeneous individuals work together to achieve mutual goals. Conflicts are inevitable and can occur at any time. They can be minor disagreements which can be solved easily or major arguments which can be hard to resolve. For this reason, conflict is commonly viewed as a negative event. If the existence of conflict in schools is accepted and the way to manage those conflicts constructively is taught, then the quality of community life in schools is enhanced (Noakes and Rinaldi, 2006). However, unfortunately, as Opotow (1991) states, many adults consider the conflict between children as an undesirable event, senseless and destructive, so they try to intervene or to prevent disputes (cited in Wilson and Longaretti, 2006).

Conflicts among students can occur anywhere in the school, in the halls or at the cafeteria during the break time or in the classrooms over; use of something, obtaining something, agreeing on something or over issues like name-calling, girlfriend or boyfriend issues, gossip, or not returning something that is borrowed (Johnson and Johnson, 1995a:2:4; Cohen, 2005, p.34). They are a natural and inevitable part of school life, and they can be potentially constructive, but unfortunately, schools deny, suppress, and avoid conflicts, try to eliminate them or deny the existence of it. Moreover, many families do not teach how to handle conflict, either. They also stated that, because of this attitude towards conflict, teachers miss the opportunity to increase student motivation, creative insight, cognitive development and learning (Johnson and Johnson, 1995b, 1996c).

Johnson and Johnson also reported in 1995, after a five-year of study, that students were involved in conflicts daily. The types of conflicts were; the control of resources, bullying, teasing, and playground issues in suburban areas, violence, and aggression in urban areas. Besides, they stated that the majority of students did not know the skills to resolve their conflicts successfully (Johnson and Johnson, 1996b).

As a result, when faced with problems, young peoples' natural response is either confrontation or avoidance, but these alternatives are harmful and lead to recurring problems when they attack or avoid by suppressing anger and fear (Rogers, 1994).

According to Sellman (2008), students at school normally have two choices to resolve their interpersonal conflicts; either to resolve the matter themselves by negotiating with, avoiding and sometimes overpowering or by reporting the conflict to an adult, who may see the problem as unimportant or offer ¨some form of on-the-spot arbitration, a quick-fix¨ (p.574). Johnson and Johnson (1995b) also stated that the way students manage their conflicts make things worse since the procedures they use are not constructive and mostly inadequate; reacting with verbal or physical aggression, trying to ignore the situation, or attempting to withdraw from it, blaming themselves for the problem. As a result, the students lose their friends, and those unresolved conflicts lead to hurt feelings, anger, and frustration, (Johnson and Johnson, 1995b, Bodine, Crawford and Schrumpf, 1997), the quality of education and school life are poorly affected, and when a conflict escalates, and administrative intervention is required, both the student who is faced with consequences and the administrator who must spend valuable time become losers (Brewer, 1998). Moreover, according to Johnson and Johnson (1994), when students lack co-orientation and are not equipped with conflict resolution skills, this may not only threaten the quality of school life but also may lead to future adult problems.

Deutsch (1983) suggested that conflict is pervasive, and rather than avoiding or suppressing conflict, creating conditions that will encourage constructive, ¨enlivening confrontation of conflict¨ (p.449) is more beneficial, and schools are fundamental places to teach these skills of constructive conflict resolution. Similarly, Farrell et al. (2001) claimed that, since the interpersonal conflicts and acts of violence experienced by the students, provide a natural opportunity for them to learn non-violent conflict resolution methods and help them socialize, schools are considered to be one of the most elemental places for social development to occur.

As Longaretti and Wilson (2006) states, teaching the principles and skills of conflict resolution which will enable students to function effectively in the society is the fundamental mission of the school. These life skills could help broaden individual

perspectives and contribute significantly to more constructive relationships and learning success (p.13).

Johnson and Johnson (1989,1994) stated that common types of conflicts among students are verbal harassments such as insults or name calling, verbal arguments, gossiping, physical fights, and relationship issues. Johnson and Johnson (2002) also examined 15 studies documenting the nature of the conflict in schools and concluded that the violence in schools is overstated, but there is a serious concern about how students manage their conflicts. They found out that most schools focused on competition rather than cooperation, so they encouraged the implementation of cooperative learning activities to develop a cooperative atmosphere for mediation of conflicts.

As Johnson and Johnson (1995b, 1998) stated, in order to improve the quality of education and life in schools, schools should be conflict-positive organizations. Rather than suppressing or avoiding, schools should promote, structure, utilize and encourage conflicts as long as they are handled in constructive ways.

2.2. Peacemaking Training Program

There are four main groups, primarily responsible for the development of conflict resolution and peer mediation programs in the United States. They were researchers in the area of conflict resolution, advocates of nonviolence, anti-nuclear war activists, and members of the legal profession (Johnson and Johnson, 1995a). The first of the peer mediation programs was Teaching Students to be Peacemakers developed by David Johnson and Roger Johnson in the mid-1960s at the University of Minnesota. This program was a school-wide program which taught all students the nature of the conflict, the negotiation procedure, and the mediation process. Building positive relations among the people in conflict as well as reaching an integrative agreement was the major concern of the program (Johnson and Johnson, 1995c, 1996a). It is based on the theory and research on constructive conflict resolution and trains students with the skills to resolve conflicts constructively by engaging in problem-solving negotiations and peer mediation and make their schools safe places (Johnson and Johnson, 1996c, 2004).

Through the interaction between theory, research and practice, Johnson and Johnson developed and field-tested the Peacemaker Program in a wide variety of school districts, countries and cultures. They established a network throughout North America, Asia, Europe, the Middle East, Central, and South America. Johnson and Johnson (2001) conducted a meta-analysis of 17 studies examining the effectiveness of the program in two countries and found that before training, students resolved their conflicts either by forcing or withdrawing and never used problem-solving negotiations. They would instead refer the conflict to the teacher. After the training, they found out that students learned the conflict resolution procedures, applied their knowledge to actual conflicts in the classroom, school and family settings and they engaged in problem-solving procedures, rather than win-lose negotiations.

As Johnson and Johnson (1995a) stated, on the basis of our wants and needs we set goals and our interests are the potential benefits to be gained by achieving these goals. Conflicts occur every day in schools because of differing goals and interests. Peacemaking Training Program teaches students how to resolve conflicts of interests constructively, how to engage in problem-solving negotiations, and how to mediate their peers' conflicts. Other then these peacemaker procedures, the program consists of creating a cooperative context, implementing the program and conducting ongoing training.

2.2.1. Implementation steps of the peacemaking program

In order to manage conflicts constructively, the first step is to create a cooperative context in which conflicts are defined as mutual problems that should be resolved so that everyone benefits. Unfortunately, in many classrooms, students compete for grades and the attention of the teacher. Competing encourages poor communication, minimize the awareness of similarities in values and increase the sensitivity to opposed interests and results in hostile attitudes. Short-term self-interests dominate individuals, and they try to maximize their outcomes by using win-lose negotiations. On the other hand, being in cooperation encourages open communication, sensitivity to common interests, induces trust and friendly attitudes, resulting in a more significant psychological adjustment, self-esteem, and social competence. Long-term, mutual interests dominate individuals, and to maximize joint

outcomes, they engage in problem-solving negotiations (Johnson and Johnson, 1995c, 2004).

The second step is to help students understand the nature and the desirability of conflict. Mostly, students think that conflicts always involve anger, hostility, and violence. They should learn what is and what is not a conflict and the value of it. They should recognize that conflicts can also have positive outcomes such as increasing higher-level of cognitive and moral reasoning, motivation to learn, ability to cope with stress, providing insights into other perspectives and experiences, strengthen relationships and add fun to life (Johnson and Johnson, 1995c).

The third step is to teach students the conflict strategies. Johnson and Johnson (1995a) stated that in a conflict there are two concerns: to achieve goals and to maintain relationships. Having those concerns five strategies are used: withdrawal, forcing, smoothing, compromise, and confrontation. Before deciding the right strategy, six rules should be considered: a) do not withdraw from or ignore the conflict, b) do not engagae in win-lose negotiations, c) assess for smoothing, d) compromise when time is short, e) confront to begin problem-solving negotiations, f) use sense of humor. Each strategy is appropriate depending on the situation.

The fourth step is to teach students to negotiate. Negotiation is a process in which parties attempt to resolve a conflict by discussing it face to face (Cohen, 2005).

Johnson and Johnson (1995a, 1996, 1998) mention the six steps for an integrative resolution and state that there are two types of negotiation:

1. Distributive or win-lose negotiations where disputants negotiate to win. The only goal is to gain an advantage, and the relationship is not important at all. These one-sided agreements, imposed by the powerful disputant, are rarely stable and long-lasting. They damage the relationship.

2. Integrative or problem-solving negotiations where disputants work together for an agreement that benefits everyone involved. They join the disputants' interests and reduce resistance, search for fair agreements, strengthen the relationships since they resolve conflicts as partners, side by side.

In ongoing relationships, only a problem-solving approach is constructive. The steps for problem-solving negotiations are:

1. Describing wants directly in an honest, respectful and assertive way. Focusing on a long-term relationship, making personal statements, listening to understand and paraphrasing, being specific and defining the conflict as a small, mutual problem.

2. Describing the feelings, being aware of them, accepting, expressing and controlling them.

3. Describing the reasons for wants and feelings which includes focusing on wants and interests, not positions, listening carefully, empowering the other person by being flexible and open to negotiation.

4. Taking the other person's perspective and summarizing what the other person wants, how the other person feels, and the reasons underlying both, asking for clarification by paraphrasing.

5. Inventing at least three creative options without judging, to solve the problem.

6. Choosing one and formalizing a wise, fair, specific, realistic and shared agreement based on principles that maximize mutual benefits and strengthens disputants' ability to work together cooperatively and resolve conflicts constructively in the future.

The fifth step is teaching all students to mediate schoolmates' conflicts. As Schrumpf et al. (1997) stated, mediation is a communication process in which the individuals in dispute work together, to resolve their problem by negotiating an integrative agreement by the help of a neutral third-party. Johnson, Johnson, Dudley, and Magnuson (1995) mentioned that the students' academic experience should also include training and managing interpersonal conflicts constructively. Johnson and Johnson (1996c) argued that mediating classmates' conflicts is the most effective way to teach students the steps in the negotiation procedure. Peer mediation which is also a structured process where a neutral and impartial student assists their peers to negotiate an integrative resolution to their conflict. This assisting student is the trained mediator who creates and maintains an environment that fosters mutual problem-solving. The goal of peer interventions is to generate agreements acceptable to everyone and to develop a strategy to handle similar problems in the future (Burrell,

Zırbell and Allen, 2003). Mediation consists of four steps (Johnson and Johnson, 1995a):

1. Ending hostilities by breaking up the fights and cooling down the students in conflict.

2. Ensuring that the disputants are committed to the mediation process.

In order to be sure that they are ready to negotiate in good faith, the mediator introduces him- or herself introduces the process of mediation, the role of the mediator, and the ground rules that must be followed.

3. Helping disputants negotiate with each other.

The disputants a) jointly define the conflict by stating what they want and how they feel, b) exchange reasons, c) reverse perspectives so that each person can present the other's position and feelings to the other's satisfaction, d) invent at least three options for mutual benefit, and e) reach a wise agreement and shake hands.

4. Formalizing the agreement.

The agreement is solidified into a contract. Disputants must agree to abide by their final decision, and in many ways, the mediator becomes "the keeper of the contract" (p.7:29).

The fifth step is implementing the peacemaker program. Each day the teacher selects two class members to serve as mediators. In case students cannot resolve their conflicts themselves, they refer to the mediators. If peer mediation fails, they refer to the teacher. If teacher mediation fails, the teacher arbitrates by deciding who is right and who is wrong. If that fails, the principal mediates or arbitrates the conflict.

In the current study, students chose the mediators themselves. Every week two students from each class served as peer mediators, but students were free to choose other mediators who were not on duty that week, too.

2.2.2. Benefits of peacemaking training

Johnson and Johnson (2002), after a meta-analysis on 16 studies conducted in 8 schools in 2 different countries, stated that there are numerous advantages for our society if all children, adolescents, and young adults are trained to engage in problem-solving negotiations and mediate others' conflicts (p:77). They found out that students who managed their conflicts through forcing or withdrawing started to use problem-

solving negotiations everywhere in the school, and also at home following the training have a more positive attitude towards conflict. The number of discipline problems dropped about %60, and the referrals to administrations dropped about %90. Even after a year, %75 of them remembered all the negotiation and mediation steps which proved the program to be effective. They stated that by learning these skills, students tend to make and keep more friends, experience less stress, be more employable and successful in their careers and have a more fulfilling family life.

According to Johnson and Johnson (2004), students learn six basic skills by participating in the Teaching Students to be Peacemakers Program;

1. They learn that they have a perfect right to express honestly and openly what they want and how they feel and that they should listen carefully to what others want and how others feel.

2. They learn that wants and feelings should be supported by reasoning and an understanding of one's own and others' interests in the situation.

3. They learn that it is important to view situations from all perspectives and to understand an opponent's perspective as well as one's own.

4. They learn to value the well-being of others as well as their own and seek agreements that benefit everyone involved and maintain competent and caring long-term relationships.

5. They learn that success depends on joint efforts to achieve a mutually satisfying agreement and, therefore, come to value the effort opponents make to create such an agreement.

6. They learn to value conflicts and the many positive outcomes possible if they are managed constructively (p: 76).

Johnson and Johnson (1994), also argued that although students are naturally socialized through interpersonal interaction and conflicts, without a systematic conflict resolution and peer mediation program, many children develop destructive and ineffective conflict resolution strategies. Besides, they also claimed that most students do not know how to resolve conflicts and manage their feelings in conflict situations, and consequently, interpersonal conflicts usually result in violence. Johnson and Johnson (1995b), found out that peer mediation empowers the students by giving them the opportunity to resolve their conflicts without adult help. Discipline problems

decrease, commitment to education increase and school climate improves. Similarly, Schrumpf et al. (1997), claimed that peer mediation empowers the students and fosters self-esteem and self- discipline. They also mentioned that peer mediation enables students to see conflict as natural and as an opportunity to grow. The students feel control of their lives when they come up with their solutions and commit to the plans of action more easily. Peer mediation reduce violence and the amount of time that teachers deal with conflicts, improve the quality of learning and create a positive school climate.

2.3. National and international research results on peacemaking/peer mediation training.

When literature is reviewed, studies and effective results about conflict resolution and peer mediation at schools around the world can be found.

DeCocco and Richards (1974) conducted the most comprehensive study about the conflict management of students; interviewed 8,000 students and 500 teachers in more than 60 junior and high schools in the New York City, San Francisco, and Philadelphia. They found out that over % 90 of the conflicts were either unresolved or resolved in destructive ways (as cited in Johnson D.W., Johnson R., Dudely and Acikgoz, 2001).

Johnson et al. (1995) examined the impact of the peer mediation program on the strategies used to manage conflicts and the resolutions. Six classes consisting of 144 students from third, fourth and fifth grades received 9 hours of training about how to negotiate integrative agreements and how to mediate their friends' conflicts. A random sample of 83 students was selected as the control group. The peer mediation program was implemented. 783 conflicts (209 at home, 574 at home) were reported. It was found that the training had a significant impact on the strategies the students used to resolve their problems. Also, there was a significant difference between the conflicts that occur at home and school. Physical fights and verbal insults made up %25 of the conflicts at school but only %8 of the conflicts at home. Without training these conflicts were managed through compromising and forcing which ended up with

no resolution, winning and adult interference. The training changed the strategies that students used to manage their conflicts.

Johnson, Johnson, Dudley, Mitchell and Fredrickson (1995) examined the impact of peer mediation training in a midwestern suburban middle school. 176 students from 6th to 9th grades were the participants of the study. The students were heterogeneous in academic achievement with a number of gifted, learning disabled, and special education students in each class. The experimental group consisted of 116 students (57 boys and 59 girls) in two sixth- (36 students), seventh- (30 students), eighth- (27 students), and ninth- grade (23 students) classes. The control group consisted of 60 students. Twelve hours of training was given to 116 students. They found out that before training, most students indicated that they would use strategies other than negotiation to resolve their conflicts, whereas after training over three-fourths of the students in the experimental condition listed 100% of the negotiation steps as the procedure they would use to resolve their conflicts. They concluded that students from the sixth to the ninth grades who were given training in how to negotiate integrative solutions to interpersonal conflicts learned the negotiation procedure and could see themselves as using it to resolve their conflicts.

In another research, Johnson and Johnson (2001) conducted 17 studies on the effects of ¨Teaching Students to be Peacemakers¨ program in eight different schools in two countries. Participating students ranged from kindergarten to 9th grade. They attended from rural, suburban, and urban schools. The students were taught to be peacemakers by a five step program including; what is and what is not conflict, negotiating integrative agreements to conflicts, mediating classmates' conflicts, implementing the program and receiving ongoing training. Data was collected by observations, conflict report forms, interviews, written and oral responses to conflict scenarios, role-playing responses and actual conflicts created with classmates. They found out that students learned the conflict resolution procedures, maintained their ability even after the training ended, engaged in problem- solving procedures, used their skills in and outside the classroom settings.

Burrell, Zirbel and Allen (2003) examined the outcomes associated with incorporating a mediation program to manage school conflict in their meta-analytic review. The study included grade levels between kindergarten and high school, used

quantitative research methodologies resulting in a numerical representation of measurable effects or outcomes and involved at least one variable relating to mediation training or practices among student peers in which outcomes or effects of the training or actual mediation procedures were measured. Data from forty-three studies were included in this meta-analysis from the examination of more than two hundred manuscripts generated by the research. The outcomes implementing mediation programs and training were divided into four general categories; descriptive outcomes, impact on the schools, issues related to conflict resolution, and the impact on the mediator. Twenty-three studies report the results of 4,327 mediations, with 4,028 reaching an agreement (for a 93 percent success rate). This high percentage of agreements reached indicates the success of mediation programs in the schools. Fifteen studies reported survey data on 4,739 mediations. The results indicated that 4,191 of the disputants in mediation were satisfied with the agreement, for an 88 percent satisfaction rate. They found out that, after the implementation of a mediation program, students perceived a positive school environment, both teachers and administrators perceived a reduction in conflict, a reduction in administrative suspensions, expulsions, and disciplinary actions. The results of this meta-analytic review of school-based mediation programs supported the effectiveness of mediation programs in educational settings.

Results from various research conducted in Turkey mentioned that there are also violence, aggression, and bullying in Turkish schools. In order to decrease aggression and prevent violence, some studies are conducted focusing on student violence, conflict resolution and peer mediation programs based on peacemaking strategy (Sagkal, Turnuklu and Totan, 2016).

Turnuklu and Sahin (2004) investigated middle school students' (seventh and eighth grades) conflict resolution strategies in Turkey and found out that students respond to five different types of conflict; physical violence, swearing, taking belongings, teasing, name calling and jealousy. They conclude that students prefer to use destructive conflict resolution strategies more often than cooperative and constructive conflict resolution strategies.

Sagkal, Turnuklu, and Kabasakal (2015) investigated peacemaker students' perceptions related to experiences gained through the peacemaking process. In the

research, "semi-structured interview technique" was used as a method of qualitative research. The research was carried out with high school students in Aydın. 48 students were trained for 16 hours to be peer mediators. After a year, the research was carried out with 25 students (16 boys, 9 girls) through semi-structured interviews. In the analysis of qualitative data obtained through Interview Form developed by researchers, content analysis technique was used. They found out that students felt happy to become a peacemaker and their self-esteem and self-confidence increased; they were mostly happy about preventing fights, making peace among and between people, and personal development/transformation. They also found out that student behaviors were transformed positively and their problem solving, and communication skills improved. Besides, peacemakers stated that they used peacemaking knowledge and skills out of school settings.

Turnuklu, Kacmaz, Turk, Kalender, Sevkin and Zengin (2009) examined the effectiveness of Conflict Resolution and Peer Mediation training on resolving 10-11-year-old primary school students' interpersonal conflicts. The research was conducted in two low-SES primary schools. 520 students from 12 classrooms received training for two hours a day, for 18 weeks. From the data collected by peer mediation forms, it was found out that, of the 444 mediation sessions, 98.9% resulted in agreement. Majority of the conflicts referred to mediation were physical, verbal, and non-verbal violence, relationship and communication conflicts, and conflicts of interest. They also found out that, girls were more often preferred over boys as mediators and students referred to mediation to resolve their conflicts.

Similarly, Tastan and Oner (2008) examined the effect of a peer mediation program on 6th grade students. 10 students (5 girls, 5 boys) were trained as peer mediators in five sessions, 80 minutes each. After the training, peer mediators tried to solve their friends' conflicts, and the process was recorded. Mediators' correct application of mediation process levels and sufficiency in solving the conflict were evaluated on the Mediation Process Evaluation Observation Form by watching the recordings. The efficiency of the peer mediation education program was tested by using the results of Mediation Process Evaluation Form, Mediation Process Evaluation Mediator form, Mediation Process Evaluation Target Form, and the results of the interviews with the mediators and the targets. They found out that the mediators who

had the education applied the mediation levels correctly, and they could solve the peer conflicts. The results showed the usefulness and the effectiveness of the peer mediation education program.

Turnuklu, Kacmaz, Sunbul and Ergul (2010) examined the effectiveness of Conflict Resolution and Peer Mediation training on high school students' interpersonal conflicts. The 31-hour training included; a) understanding the nature of interpersonal conflicts, b) communication skills, c) anger management skills, and d) negotiation and peer mediation skills. This study also provided evidence that peer mediation has been an effective conflict resolution approach. After 830 students received training, 12 peer mediator students who were elected from each classroom by their friends, handled their friends' conflicts during three semesters. Data collected through the peer mediation forms showed that 240 (94.9%) of the 253 mediations ended in an agreement.

The purpose of the current study was to test the effect of the peacemaking/ peer mediation training on the conflict resolution skills of the middle school students. The study was believed to have desirable effect on the students' conflict resolution skills and lead students to internalize and use the skills in actual conflict issues both in and out of school.

CHAPTER III

METHODOLOGY OF THE STUDY

3.1. Model of the Study

This study utilizes both qualitative and quantitative methods to investigate the impact of the peacemaking training program in a low socio-economic-status middle school in Buca, İzmir. Three primary sources of data were collected: peer mediation forms, interview data with the peer mediators and interview data with the teachers.

3.2. The Independent Variable of the Study

The independent variable of the study was the peacemaking training program. In order to teach students to resolve their conflicts constructively, an eclectic approach was used. In this study, peer mediators were selected by their friends. In each class, students were asked whom they would trust and choose to get help if they had any conflicts. They wrote three names on a piece of paper, and the most voted four students (two girls and two boys) from each class were chosen as peer mediators. Seventy-two students from nine classes were chosen in total. Before the training started, all the academic stuff was informed about the program so that they create a cooperative environment and promote and support the use of the problem- solving negotiation and mediation processes. The expected, possible positive outcomes were explained to both the academic stuff and all the students of 5th, 6th and 7th grades so that they have a positive approach.

Students received 12 hours of training, two hours once a week. They were placed in cooperative pairs to learn the procedures and skills taught in the program. A combination of role-playing, drill/review exercises, group discussions, and direct teaching was used.

The training had four parts; a) what conflict is, b) learning conflict strategies c) how to negotiate, and d) how to mediate.

Table 1: Content of conflict resolution training

Subject	Hours	Subtitles	Exercises
1. What is Conflict	2 hours	-Nature of Conflict -Negative Outcomes -Positive Outcomes	Role-play Drill exercises Group discussions Videos
2. Conflict Strategies	2 hours	-Goal or Relationship -Withdrawing -Forcing -Smoothing -Compromising -Negotiating -Choosing the right strategy	Role-play Discussions Exercises
3. How to Negotiate	4 hours	-What is negotiation -Steps for Negotiation -Active Listening -Describing feelings	Role-play Discussions Drill-exercises Videos
4. How to Mediate	4 hours	-Mediation Steps -Mediation Practice	Role-plays Videos Mediation Sessions

a) What is Conflict

The first step was to break the negative bias of the students towards conflict. In order to make them realize that conflicts do not always have to involve anger, hostility, and violence, the first two hours were spent on the nature of conflict; how to understand whether a conflict is occurring or not, the potential positive outcomes of conflicts when managed constructively.

b) Learning Conflict Strategies

This two-hour training focused on two concerns in conflict; a) the importance

of goals, b) the importance of the relationship. Students are taught different types of strategies that can be used according to these concerns. They realized their dominant styles, practiced all types of strategies by role-playing and focused on the problem solving to achieve their goals and maintain the relationship.

c) How to Negotiate

The negotiation procedure lasted for four hours and consisted of six steps; a) describing what you want, b) describing what you feel, c) describing the reasons why you want and feel, d) taking the other's perspective and paraphrasing what he wants and feels, e) inventing options to resolve the conflict, f) choosing the best alternative

Table 2: Steps for Negotiation

Steps for negotiation	Important points	Example
1.Describing what you want	Use good communication Eye contact Active listening Define the conflict as a mutual problem. (We are in the same boat!) Attack the problem not your friend	*I want to listen to the teacher now* *I don't want to give my book to you* *I don't want you to shout at me*
2. Describing how you feel	Realize how you feel Describe it openly Be honest.	*I am upset* *I am furious* *I am anxious* *I am disappointed*
3. Describing the reasons for your wants and feelings	Express your cooperative intentions Listen carefully Separate interests from positions	*My reasons are…* *When you shout at me in front of my friends, I feel frustrated, so I don't want you to shout at me again*

4. Taking the other's perspective and paraphrasing	Try to look at the conflict from his/her shoes	*My understanding of you is…*
	Listen carefully	*Correct me if I am wrong…*
	Summarize what you understand to avoid misunderstanding	*So, you are telling me that…*
5. Inventing options for mutual gain	Be creative	*We can do…*
	Tell whatever comes to your mind	*I can do…*
		Why don't we…
6. Choose the best alternative	Be fair	*Let's start with plan A*
	Find what is best for all	*Let's agree on plan B*
	Shake hands-be friends	

d) How to Mediate

Peer mediators had a 5-hour training on the mediation process. It consisted of four parts; 1) ending hostilities and cooling off, 2) ensuring commitment to mediation, 3) facilitating negotiations, and 4) formalizing the agreement (Johnson & Johnson, 2004).

Table 3: Steps for Mediation

Mediation Steps	
1. Ending hostilities	Give time to cool off
	Read the papers on the wall. (All the walls in the mediation room are covered with information about negotiation, anger control, the rules for mediation)
	Open the window, take deep breaths

2.	Ensuring commitment to mediation	Introduce yourself
		Promise to be neutral
		Always start with a 'Thank you for choosing mediation to solve your problems. I believe you can fix this yourself without any teacher help.'
		Set the ground rules
		Give everyone a chance to speak without interrupted
3.	Facilitating negotiation	Use the steps of the problem-solving negotiation procedure
4.	Formalizing agreement	Complete the Mediation Form
		Disputants sign the agreement
		Hand the form to the guidance

During the training, the mediation room was designed together with the students. The walls were painted and decorated with posters about conflict resolution, negotiation, and peer mediation.

At the end of the training, all peer mediators were given a certificate with a ceremony and they started to mediate their friends' diputes. They had an hour of revision lesson and discussions with the teacher about the mediation sessions every other week throughout the year.

Figure 2: Peer Mediation Room

Figure 3: Peer Mediation Room

Figure 4: Mediation Session

Figure 5: Mediation Session

3.3. The Dependent Variables of the Study

The current study has three main dependent variables.

The first variable is the students' perceptions related to experiences gained through the peacemaking process and peer mediation practice. The second variable is the teachers' perceptions related to the process, and the third variable is the effectiveness of the peacemaking/ peer mediation process. Data was collected by student interview forms, teacher interview forms and peer mediation report forms.

3.4. Data Collection Method

3.4.1. Peer Mediation Forms

At the end of each mediation process, the peer mediators filled up the peer mediation forms. On the peer mediation forms the following information was recorded; date, the names of the mediators, the names of the students involved in the conflict, the type of conflict, whether the conflict was resolved or not, and if so, the solution of the session and the agreement.

3.4.2. Peer Mediator Interview Forms

At the end of the peacemaking training program and a two-year practice in peer-mediation, an interview was set with twenty-nine peer mediators. Eighteen questions were asked to each student and recorded. The questions were as follows;

1. How did you feel when you were first selected as a peacemaker/ peer mediator?

2. Could you tell us about the change in your behavior after the peacemaking training and peer mediation practice?

3. How do the peacemaking training and peer mediation practice affect the relationship with your peers?

4. How do the peacemaking training and peer mediation practice affect your relations with your teachers?

5. How do the peacemaking training and peer mediation practice affect your relations with your family members?

6. How do the peacemaking training and peer mediation practice affect your academic success?

7. What are the positive aspects of being a peacemaker/peer mediator?

8. What are the negative aspects of being a peacemaker/peer mediator?

9. What are the steps you have difficulty in handling during mediation sessions?

10. What are the difficulties, the students in conflict, experience while explaining their conflicts?

11. What are the difficulties, the students in conflict, experience while expressing their emotions?

12. What are the difficulties, the students in a conflict have while showing empathy?

13. What are the difficulties, the students in conflict, experience while expressing their needs and reasons?

14. What are the difficulties, the students in conflict, experience in finding solutions to resolve their disputes?

15. Have you ever used the strategies of peacemaking and peer mediation outside the school environment? If yes, how were the results?

16. What are the effects of peacemaking training and per mediation practices on the school environment?

17. How is the reaction of the conflicting peers to you as a peer mediator, after the mediation sessions?

18. What are the effects the peacemaking training and peer-mediation practices, on the class environment?

3.4.3. Teacher Interview Forms

At the end of the peacemaking training program and a two-year practice in peer mediation, an interview was set with sixteen teachers and the following questions were asked;

1. What are the effects of peacemaking and peer-mediation training and practices, on the school environment?

2. What are the effects the peacemaking and peer-mediation training and practices, on the class environment?

3. What are the effects the peacemaking and peer-mediation training and practices, on student conflicts?

4. How do the peacemaking and peer-mediation training and practices, affect your relationship with the students?

5. How do the peacemaking and peer-mediation training and practices, affect students' academic success?

6. According to you what are the positive aspects of peacemaking and peer-mediation training and practices so far?

7. According to you what are the negative aspects of peacemaking, peer-mediation training, and practices so far?

8. How do the peacemaking, peer-mediation training and practices, affect the behavior of the peer mediators?

9. How do the peacemaking, peer-mediation training and practices, affect your life in school as a teacher?

10. How do the peacemaking, peer-mediation training and practices, affect the concept of school discipline?

11. How do the peacemaking, peer-mediation training and practices, affect the percentage of disciplinary punishments?

3.5. Participants

The study was conducted during the 2016-2017 academic year in a low SES middle school in İzmir, Turkey. The participants were 72 students from 5th, 6th, and 7th grades. Four girls and four boys from each class (out of 9 classes in total) were trained as peer mediators. The current study used an eclectic approach; used the peacemaking training, but peer mediators were selected by their friends, and all chosen students received peacemaking training for 6 weeks; 2 hours per week, 12 hours in total. The mediators of the week wore mediator T-shirts, badges, and mediator caps all day long, and invited friends that argue to the Peer Mediation Room to help them resolve their conflicts.

3.6. Procedure

Out of 300 students, 72 students; 4 girls and 4 boys from 5th, 6th, and 7th-grade students were chosen as peer mediators by their friends. The peer mediators received 80 minutes of training per week for 6 weeks, 12 lessons in total. A 'Mediation Room' was designed next to the Guidance room. Follow-up the training all the mediators revised the rules of peer mediation with the teacher every two weeks, till the end of the year. The previous year, the new coming 5th-grades were also integrated into the system. The peacemaking training program had four steps: Understanding the nature of conflict, conflict strategies, negotiation, and peer mediation. First of all, academic staff was asked what they needed to resolve student conflicts and create a more peaceful environment in the school. The benefits and the value of the peacemaking program were explained in detail, in order to encourage them to contribute actively to the program. As Cohen (2005) stated, peer mediation programs cannot succeed without the support of the teaches. For the first two lessons, students learned what is and what is not a conflict. For two lessons conflict strategies, for four lessons negotiation and for another four lessons mediation skills were taught. Once the students learned to negotiate and mediate they started to work as peacemakers. 2 mediators from each class were selected randomly to serve as the mediators of the week. The mediators wore official t-shirts, badges, and caps all through the week. They were ready to serve everywhere in the school; in the classroom, in the halls, in the garden. Whenever they saw peers in conflict, they asked them to go to the Mediation Room to resolve their conflicts, or the students in conflict went to the mediators and wanted help. If any students went to the teacher, the teacher first sent them to the mediators to resolve their conflicts. The students were free to choose any mediators other than the ones on duty. After the sessions, the disputants signed the mediation forms, and the mediators gave them to the guidance teacher. Every month, the student who served as a peer mediator most was awarded as ¨The Mediator of the Week, presented in front of all the students and clapped. At the end of each term, the best three mediators were announced, and at the end of each year, the first three mediators got a Certificate of Honor from the principle.

3.7. Analyses of Data

The research used both qualitative and quantitative data. In order to analyze qualitative data which was obtained through a semi-structured interview form, content analysis technique was used. Firstly, all the data were transformed into written text and read several times. Secondly, the initial list of coding categories was developed. Thirdly, related categories were combined into more general categories. Fourthly, each form was read again, and the responses were classified into the appropriate categories. Lastly, data collected through interview forms were quantified as to frequencies and percentages and presented by sample student statements. In order to check coding consistency (Miles and Huberman, 1994, p. 64), responses were coded twice, one week apart and intra-rater reliability was determined as 75.

CHAPTER IV

FINDINGS

In this section, to test the effectiveness of the peacemaking/peer- mediation training on the peer-mediators' conflict resolution skills, mediation report forms were analyzed, and along with the perceptions of the peer-mediators and the teachers about the process, which were analyzed by the interview forms, the findings according to these analyses were presented.

4.1. Student Interview Analyses

After the 12-hour peacemaking/peer-mediation training, and practice, 29 students were interviewed. 18 questions were asked to each student to find out their perceptions about the process. Their answers were categorized and the re-categorized into more general headings and coded. In table 4, the data about the change in the peer mediators' perception toward conflict, and the effect on the strategies they used in interpersonal problem-solving after the peacemaking training and practice is given.

Table 4: The change in the peacemaker/peer mediators' perception toward conflict after the peacemaking training and practice and the effect on the strategies they used in interpersonal problem-solving**.**

Categories	F	%	Student Statements
Personal Transformation	16	45.7	I didn't use to get on well with some of my friends. If a friend hits me, for example, I used to feel as if I have to hit back. I now think that whatever my friend does, I shouldn't make the same mistake. Better to finish it in peace... (K:1 / S:5 / K) / Well, I think I behave myself now… I never misbehave now. (K:8 / S:6 / K)/ I used to be very rude…This training made me kind and thoughtful. (K:16/S:6/ K)/ When I was chosen as a peer

mediator, I thought I shouldn't fight anymore…I always read the notes you gave. I try to understand them. (K:25/S:5/K) / I used to mess with my friends a lot. I had quarrels every day. We used to go and complain to the teacher all the time. But now, if I am in a quarrel, I stop and think. I may be wrong, too. We talk together and make it up. (K:28/S:7/K) /I used to fight a lot, but after I learned peacemaking and peer mediation, I never fought. (K:29/S:7/K) /For example, I don't get cross out of small issues anymore. I prefer talking face to face. I really changed a lot... (K:5 /S:5 /E) / We weren't close with my friends. We used to get cross a lot. I used to go and complain to the teacher all the time. However, now our friendships are stronger. (K:11 /S:7/K)

Improvement in Communication Skills	8	22.9	Actually, I don't quarrel much. I sometimes get angry very quickly, though. But I used to suppress my feelings. After the training, I don't get angry that much. I go and talk face to face easily and express my thoughts calmly. (K:14 /S:7/ K) / We used to quarrel a lot, but now we don't…(K:19/S:8/K)/ I used to get cross immediately. But now I first talk and ask the reason and then I decide to get cross or not. (K:15/S:6/ K)/ For example, I couldn't talk properly before. However, in order to reconcile our friends in dispute, I started giving importance to my speech. I have better relations with my friends now. (K:20/S:7/K)/I used to get cross with my friends without asking any reason, but now I stopped that. I talk to them now. (K:21/S:6/K) / My attitude towards my friends changed. I am not that aggressive anymore. We make it up with my friends by talking with each other. azaldı.

(K:22/S:7/ K) / I didn't use to listen to my friends. However, now I listen to them if we quarrel. As a result, I don't quarrel much anymore. I am happier now… (K:27/S:7/ K) / I am more understanding now. I listen to my friends. I don't judge them anymore. (K:10/ S:8/E)

Empathy	3	8.5	I understand my friends better. I empathize with them. While listening to their quarrels, I wonder if I make the same mistakes or not and I took a lesson out of their arguments. (K:6/S:7/ K) /Well you learn to empathize. I have few arguments now. I started to think that my friend whom I am arguing with, may be right from his point of view, too. (K:23/S:8/ E) / I used to quarrel a lot. However, I have few arguments now… I guess I understand my friends better now. I learned to be objective. (K:2/S:5/E)
Self-respect	5	14.2	I used to quarrel with my friends a lot. However, now this changed. I get along well with them better. I am happy about this change in my behavior. I feel better …happier. (K:3/S:5/E) / I feel that I am more honest and respectful now… The way I talk to people changed a lot. (K:13 /S:7/ K)
Responsibility	2	5.7	I am more responsible now. I don't do the things that I used to do anymore. For example, I don't argue with my brother anymore. My mother reacts this very positively. I am happy that I had this training. I changed a lot, and everything changed. (K:4/S:7/K) / After the training I became more responsible... (K:17/S:6 /E)
Improvement in Problem-Solving Skills	1	3	When you start reconciling your friends, a question comes to your mind; I am reconciling my friends. Why

am I quarreling, then? So, you try to make it up with them instead of quarreling. (K:12/S:7/ E)

Total	35	100

Table 4 shows the change that the peer- mediators' perception towards conflict, and the effect on the strategies they used in interpersonal problem-solving after the peacemaking /peer- mediation training and practice. As can be seen from the table the categories are; ¨personal transformation¨, ¨improvement in communication skills¨, ¨empathy¨, ¨self-respect¨, ¨responsibility¨, ¨improvement in problem-solving skills¨. According to peer-mediator statements, majority of them, which is % 45.7, experienced a personal transformation, % 22.8 of them improved their communication skills, %8.5 of them improved their empathy, a %14.2 of them experienced an increase in self-respect, %5.7 saw themselves more responsible, and a %2.8 improved their problem-solving skills. We can say that the peacemaking/peer-mediation training and practice had a positive impact on their communication. They do not suppress their feelings, do not quarrel or get cross with each other. They prefer to talk and solve their problems. They start to listen and properly express their feelings. They have improved their problem-solving skills, become more responsible, and empathic. They stated that they listened and understood each other better. They took lessons from the arguments, examined their behaviors. They improved their self-respect. They started to feel better about themselves; more honest, respectful and happier.

Table 5 shows the change in the relations of the peer mediators with their friends, after the peacemaking training and practice.

Table 5: The change in the relations of the peacemaker/peer mediators with their friends, after the peacemaking training and practice.

Categories	F	%	Student Statements
Personal Transformation	15	39.4	I used to get cross very often, but now everything changed. I am reconciling my friends now. I used to be jealous, and I thought my friends were keeping me out,

excluding me. However, now I am more self-confident. I go and talk to them and ask them if they are trying to keep me out. I realized that I was acting according to my assumptions. I stopped doing that. (K:5 /S:5/E) / We understand each other better now. I stooped arguing all the time. I rarely argue with my friends. I prefer talking and finding resolutions now… (K:3/S:5/E)/ I am more understanding now. Things changed. Better… (K:10/ S:8/ E) / I used to be in the classroom all the time, but now I always go out and be with my friends during recess. We don't get cross anymore… I realized that we used to get cross out of very small issues. (K:11 /S:7/K) / Everything changed. There were friends who never talk to each other for a long time. Even they made it up and started talking with each other. It is very exciting. I am very happy that you gave this training. We are happier. We don't get cross. We talk and get along well now. (K:13 /S:7/ K) / …I feel as if we have stronger bounds now. Since we don't argue anymore, I started appreciating the fun time we have together. (K:15/S:6/ K) /…I used to have only two friends. I used to quarrel a lot. After the training, I become more optimistic and considerate. (K:16/S:6/K)/ I never listened to my friends. I was quarreling all the time and getting cross with them. But now I am listening to them, trying to understand them… We respect each other. I accept people as they are now. I am not prejudiced anymore. I first listen to my friends and then decide what to do. (K:27/S:7/ K) / Things are much better now. There is no one I am cross with. I can not…If we quarrel, I want to talk immediately and make it with my friends. (K:28/S:7/K)

Improvement in Communication Skills	7	18.4	I am in peace with everyone now. I handle my problems by talking face to face. (K: /S:6 / K) / After the training, I started making more friends. We often chat together and have fun. (K:21/S: 6/ K) / We understand each other better. When we have problems, we don't let them get worse. We handle them together. It is a good feeling. (K:24/S:7 / K) /… I talk to my friends now…I sometimes apologize… (K:26/S:5/ E)
Self-Confidence	2	5.3	If someone makes a small mistake, I learned to treat gently. I don't shout and get cross immediately…If someone makes a big mistake…gossipping for example, I immediately go and talk face to face with that person, ask the question ¨Why¨ We talk together and solve the problem. (K:6 /S:7/K)
Improvement in Problem-Solving Skills	3	7.9	We don't argue anymore…I mean, we argue, but it doesn't last long. We talk to each other and solve our problems. We stopped complaining and whining to the teachers… (K:4/S:7/K) / I don't argue a lot anymore. I try to solve the problem. I say ¨You don't do that, and I won't do this¨ and we settle the arguments quickly. (K:12/S:7/ E)
Improvement in Empathy	1	2.7	I made a joke to my friend during the lesson. She was very angry. I couldn't understand why first. Then I empathized and realized that she wanted to be very successful and she was scared that the teacher would punish her. I understood her. I was wrong. I will apologize. (K:1 S:5 /K)
Improvement in Relations with Friends	10	26.3	We are friendlier than ever. We don't spoil games anymore. We have more fun together. Games are more enjoyable now. This training is great. (K:2/S:5/E) / We used to get cross ten times a day but now we are having

great time with friends… (K:9 /S:6//K) / I used to have only one friend. Now, I have many friends. We all get along well with each other. (K:14 /S:7/ K) / I started making friends more easily. I become more understanding than ever. (K:29/S:7/K)

Total	38	100

Table 5 shows the change in the relations of the peer mediators with their friends, after the peacemaking training and practice. There are six categories. These are; ¨personal transformation¨, ¨improvement in communication skills¨, ¨improvement in self-confidence¨, ¨improvement in problem-solving skills¨, ¨improvement in empathy¨, and ¨improvement in relations with friends¨. Personal transformation is the best- achieved result by a frequency of %39.4. They stopped acting according to assumptions, started to talk, listen and understand each other. They realized they were getting cross out of tiny issues. They became more considerate and optimistic. Improvement in relations with friends has a frequency of % 26.3. They stated that they started getting along well with each other and making new friends. Improvement in communication has a frequency of % 18.4. Improvement in empathy has a frequency of %2.7, improvement in problem-solving skills has a frequency of %7.9, improvement in self-confidence has a frequency of %5.3. According to the table, we can say that the peer mediators experienced a personal transformation, improved their communication with others and they have better relations with their friends. They stated that they respect each other, listen to each other and understand each other. They prefer to talk and solve their problems rather than arguing or fighting or getting cross. As a result of this improvement in their communication styles after the training, they have better relations with their friends, and they are happy with this transformation. When all student statements are taken into consideration, we can argue that the peacemaking/peer mediation training program may contribute to positive changes in student behaviors and also improve relationships between students.

Table 6 shows the change in the family relations of the peer mediators, after the peacemaking training and practice, from the peer mediators' point of view.

Table 6: The change in the family relations of the peacemaker/peer mediators, after the peacemaking training and practice, from the peer mediators' point of view.

Categories	F	%	Student Statements
Transformation in Family Relations	7	27	…I used to tell everything to my mom, and I used to whine a lot. After I become a peer mediator, I stopped whining. I grew up, I guess. My mom is also proud of me. I feel as if I am important. I am reconciling my friends, but I also try to apply what I have learned for myself. This changed things at home, too. We don't argue with my brothers, for example. (K:1/S:5/K) / I used to be alone because I used to get angry quickly and get cross with my friends very often, but things changed after the training. When my cousins mess with me, I ask them why they are acting like that and tell them that I feel bad about that. We talk and solve the problems. I am happier now. (K:8/S:6/K) / I used to mumble all the time at home. I am more considerate now. If there is an argument at home, I tell them to listen to each other. I tell them how I feel. My parents broke up two times, and I won't let them do that again. (K:12/S:7/E) / …I realized that I was making a mountain out of a molehill… (K:16/S:6/K) I quarrel with my mom. I go to my room and think. Then I go back to my mom, and we talk. She started talking to me as if I am a grown up. (K:27/S:7/ K)
Improvement in Communication.	15	57.7	I taught my mom and brother, too. Sometimes, when my parents argue about something, my brother stops them and tries to do mediation. My parents start laughing, and they make it up. (K:4/S:7/K) / I am getting along with my brother at home. I taught not to

shout, hit or get cross. Our relations in the family are improving. We are absolutely better. (K:5/ S:5 /E) / I taught mediation to my parents. I listen to them better. I have a small table in my room. We use it whenever we have a problem. When I argue with my mom, my dad becomes the mediator. When they quarrel, I become the mediator. I liked this very much. (K:6/ S:7/ K) / I taught to my parents and brother. We are getting along well with my brother now. Our parents listen to us more. (K:7/S:7/K) / We used to quarrel a lot with my brother and sister. I talk to them now and ask them why they are acting like that. They tell me why. We talk and make it up. We are better now. (K:9/S:6 /K) /…We used to snipe each other. I defend myself now. But not by quarreling, by talking face to face instead. (K:15/S:6/ K) / …I taught to my brothers. They don't beat me anymore. (K:18/S:6/ E) /I used to have many quarrels. I used to shout immediately, but now I don't shout. So, they don't shout, either. We can stay calm and talk. (K:20/S: 7/ K) /… When my parents quarrel, I tell them How I feel. I tell them that I feel sad. They listen to me and stop quarreling. It makes me happy. (K:2/S:5/E) /I used to get ashamed while I was talking with my family. I say what I want to say now. I am not embarrassed anymore. I took the mediation forms home. I taught to my brother. We don't argue now. (K:11/S:7/K) / …I applied what I learned, at home. I said to my parents that I get angry when they quarrel. They reacted positively since I told my feelings openly. They said they will try not to do again. (K:14 /S:7/K) / I realized that my family really supports me.

			I did mediation to my little sisters. I taught them, too. (K:13/S:7/K)
Nothing Changed	4	15.3	It is good. I didn't use it at home. (K:10/ S:8/ E) /Nothing changed. (K:23/S:8/ E)
Total	26	100	

As can be seen from Table 6, the change in the peer mediator's family relations is categorized into three groups; ¨Nothing Changed¨, ¨Transformation in Family Relations¨, and ¨Improvement in Communication¨. Majority of peer mediators (%57.7) think that the communication between the family members improved. They stated that they used mediation actively with all the family members at home, started to communicate more and solve the problems by talking face to face or by mediating. Some of the peer mediators (%27) think there is a transformation in family relations. They stated that things changed at home. They started to talk with each other, express their feelings and solve the problems in a peaceful way, rather than arguing or getting cross. They also stated that they realized how they were making a big fuss out of nothing. Some peer mediators (%15) stated that nothing changed at home. Overall, we can say that the training led an improvement in communication at home and a transformation in the peer mediators' family relations.

Table 7 shows the change in academic success, after the peacemaking training and practice, from the peer mediators' point of view.

Table 7: The change in academic success, after the peacemaking training and practice, from the peacemaker/ peer mediators' point of view.

Categories	F	%	Student Statements
Increase in Academic Success	25	86.2	…I couldn't concentrate when I quarreled with my friends. I was talking and continue quarreling during the lessons. However, now I tell my friends to talk and solve the problem during the break. I don't disturb my friends

during the lesson. It is way better like this. My grades were around 80s, but now they are 100. (K:1/S:5/K) / I used to be stressful during the lessons. I just used to sit back and quarrel a lot during the lessons. After the training, I changed. I feel better now, so I listen to my teachers during the lessons. My grades are getting better. (K:2/S:5/E) / I am listening to the teacher now. I tell my friends not to disturb me during the lesson. They listen to me. My grades are getting better. (K:3/S:5/E) / I can concentrate on the lesson because I have no stress now. Before this training, I used to quarrel a lot and think about that rather than listening to the teacher. Now we don't quarrel with my friends… I easily concentrate on the teacher, so my grades are better now. (K:4/S:7/K) / My grades are much better. I look at the teacher's mouth and concentrate like that. (K:6 /S:7/K) / …for example, I don't shout immediately. I ask why? And we solve the problems, so I can concentrate on the lesson. I am more successful now. I am getting higher grades. (K:8/ S:6 / K) / My grades are getting much better. I can get a certificate of merit. (K:16/S:6/K) / Since we get along well with each other, we listen to the teacher. Our grades are better now. (K:24/S:7 /K) / well, I don't know. My grades are better…Actually, I realized that I really like my teachers and friends. (K:25/S:5/K) / Yes, when I quarrel with my friends, I used to think about that during the lessons. However, now we don't quarrel much, and I listen to the teacher more, so my grades are much better. (K:27/S:7/ K) / Last year my grades were awful, but this year, after the training I started getting better marks because I am not quarreling all the time. I guess,

			because of all those quarrels I was missing the lesson. (K:28/S:7/K)
Nothing Changed	4	13.8	The same. (K:7/S:7/K) / My grades were good anyway. (K:23/S:8/ E)
Total	29	100	

In table 7, the change in academic success of the students, after the peer mediation/peacemaking training, can be seen. There are two categories: ¨Increase in academic success¨ and ¨Nothing changed¨. The majority of the students (%86.2) think that there is an increase in their academic success. Some of the students stated that they used to quarrel a lot during the recess and either continue to quarrel or think about the quarrel during the lessons. They could not concentrate and listen to the teacher. As can be seen from the table, after the training, they quarrel less, or if they quarrel, they make it up before the lesson starts, so they listen to the teacher and get better grades. Their academic success improved.

In table 8, the positive aspects of being a peacemaker/peer mediator, from the peer mediators' point of view.

Table 8: The positive aspects of being a peacemaker/peer mediator, from the peer mediators' point of view.

Categories	F	%	Student Statements
Personal Improvement	14	31.1	a. *Improvement in Empathy* …After this training, I started to understand my friends better. I get along well with my friends now. (K:9/S:6 /K) b. *Improvement in Communication* …You start listening to people. You don't get cross with people easily. You don't also shout immediately to people out of school. I talk to them first and try to find a way to solve the problem first. Things are much better

for me now… much better. (K:5/S:5/E) / I don't get cross with anybody. We get along well and live happily... (K:8/S:6/K) / I used to quarrel all the time, but I changed all lot after the training. I talk properly with my friends. I talk kindly and openly. They understand me, and I understand them. I do peer-mediation out of school, too. It makes me happy. (K:12/S:7/E) / I feel happy when I reconcile my friends. I wasn't able to express myself before the training, but I can now… (K:24/S:7/K)

c. Social Improvement

I am making friends. I have good friends now. I have more friends. When we handle our disputes by talking face to face, no one is getting sad. (K:29/S:7/K)

Self-Confidence	2	4.5	Between friends…I mean when they are happy, you become happy, too. They respect me more. I realized that I can convince people by talking. I have a feeling that I can do anything if I want to. (K:22/S:7/K) / …well, I feel as if I achieved something when I reconcile my friends. I am more self-confident, and my friends respect me more. (K:28/S:7/K)
Self-respect	6	13.4	We have stronger relations now. We are getting away from bad situations. We are proud of ourselves when we make peace. (K:7/S:7/K) / I learned to be honest, patient, fair. I also learned to tell my thoughts freely. (K:11/S:7/K) / I support myself. I am happy with myself. I think I am a nice person. I think this training made me a good person. (K:13/S:7/K) / I feel like I am a better person now. I feel happy when I reconcile others. (K:23/S:8/E)

Feeling Good	15	33.3	…I feel good when I reconcile. When they make it up, they feel good, too. Everyone feels good…. (K:3/S:5/E) / I am more understanding and I feel good when I reconcile others. (K:10/S:8/ E) / I changed my attitude…They make it up, and I feel good about that. (K:15/S:6/ K) / …I feel happy when I reconcile my friends because I think I make them happy, too. (K:21/S:6/K)
Maturation	8	17.7	…you show people that they can solve their problems by talking. I don't get cross with my friends, either. I prefer talking and making things up. I tell them not to get cross but tell me what they want, and I will try to do if I can. You reconcile others, and you don't get cross. It is great. (K:1/S:5/K) / I feel like grown up when they gave me this responsibility. I wanted to mediate more and more. I feel good when I reconcile my friends. I am more responsible now. (K:4/S:7/K) / Reconciling them and solving problems is very important. I feel as if I have a good contribution to society. You learn to listen. You draw important conclusions from arguments. You change your attitude. You behave yourself. (K:6/S:7/K) / I am very happy… I want my mom to be happy. They started listening to me. They started respecting me. I feel that I am growing up… (K:27/S:7/ K) /… I am a peer mediator. I treat my friends kindly. I am calmer and more understanding. Before I act, I think. (K:25/S:5/K) / …I learned to be fair and impartial. (K:2/S:5/E) / You start to have a different point of view. You start looking things more positively, and you become a more understanding person. (K:14/S:7/K) / I have better relations now. After the peer mediation practices, I

			believed that there are love and happiness in this world. (K:20/S: 7/ K)
Total	45	100	

In table 8, the positive aspects of being a peer mediator/peacemaker are shown, from the peer mediator/peacemakers' point of view. There are five categories; ¨Personal improvement¨, ¨Self-confidence¨, ¨Self-respect¨, ¨Feeling good¨, and ¨Maturation¨. There are three subtitles under personal development: ¨Improvement in empathy¨, ¨Improvement in communication¨and ¨Social improvement¨. Most of the students (%33.3) stated that they felt good when they reconciled their friends. Nearly, one-third of the students (%31.1) improved personally. They started listening to their friends before they react, empathizing, expressing their feelings better, quarrelling less and making it up by talking if they have a problem. Students who experienced maturation (%17.7) stated that they felt like a grown-up, they felt more responsible, kind, fair and impartial. They started looking things more positively. Some started to believe that there are love and happiness in this world.

Some students (%13.4) improved self-respect and the others (%4.5) improved self-confidence. In general, according to the data, we can say that the majority of the students developed personally and felt good when they reconcile their friends. They matured, improved self-confidence and self-respect.

Table 9 shows the negative aspects of being a peacemaker/peer mediator, from the peer mediators' point of view.

Table 9: The negative aspects of being a peacemaker/peer mediator, from the peer mediators' point of view.

Categories	F	%	Student Statements
No Negative Aspects	24	82.9	No negative aspects. You reconcile others, and you don't get cross. It is great. (K:1/S:5/K) / Nothing. I think it is perfect. (K:27/S:7/K)
Jealousy	1	3.4	They get jealous because they want to be peer mediators, too. (K:4/S:7/K)

Categories	F	%	Student Statements
Feeling bad when no reconciliation	1	3.4	I feel bad when I can't reconcile my friends. (K:7/S:7/K)
Accusing of Taking Sides	1	3.4	In one case, they said I am taking sides. We get cross with one of them. (K:14/S:7/K)
Not Taking Seriously	2	6.9	They say things like¨ You know a lot¨ They don' take me seriously. However, when I say I have been trained for this, they stop and listen. (K:10/S:8/E) / Sometimes they don't take it seriously. I tell them to be respectful. (K:29/S:7/K)
Total	29	100	

As can be seen from Table 9, the negative aspects of being a peer mediator/peacemaker are given, from the peer mediator/peacemakers' point of view. There are five categories: ¨No negative aspects¨, ¨Jealousy¨, ¨Feeling bad when there is no reconciliation¨, ¨ Accusing of taking sides¨, ¨Not taking seriously¨. Majority of the students (%82.9) think that there are no negative aspects of being a peer mediator/peacemaker. Some students (% 6.9) stated that their friends did not take them seriously. One student (% 3.4) stated that his friends accused him of taking sides. One of the students (% 3.4) stated that her friends got jealous of her since they could not get peer mediation/peacemaking training. One of the students (% 3.4) stated that she felt bad when she could not reconcile her friends. In general, according to the data, we can say that the majority of the students think that there are no negative aspects of being a peer mediator/peacemaker.

Table 10 shows the experiences the peacemaker/peer mediators had when they used peacemaking/peer mediation out of school.

Table 10: The experiences the peacemaker/peer mediators had when they used peacemaking/peer mediation out of school.

Categories	F	%	Student Statements

I didn't use.	2	6.8	I didn't use. I don't go out. (K:19/S:8/ K) / I didn't use, but I want to use it with my parents…I will definitely try. (K:3/S:5/E)
I used in the family.	13	44.9	I used it in the family. It worked. They stopped quarreling I felt happy. (K:2/S:5/E)/…We decorated my room again and put a small peer mediation table. We use it a lot in the family. I taught to my cousins, too. They said they wished they were in our school and learn peacemaking, too. They taught what they learned to their friends in their school. (K:4/S:7/K) / I reconcile my brother and his friends. It was great. I felt very happy. (K:5/S:5/E)/ I used it with my sister and brother. They used to quarrel a lot, but now things are getting better. (K:9/S:5/K) / It worked with my cousins. We don't spoil games. We paly very well. (K:18/S:6/E)/I used it many times… It worked. I liked it very much. (K:21/S:6/K) / I used it with my parents. It worked. They felt happy, too. They weren't expecting me something like that. I waited till everyone gets calm. After that I did mediation. They were very surprised. Especially my father was surprised. They listened to me. They listened to each other. (K:22/S:7/ K) / I used it in the family. When you start reconciling others, you can't stop. You always try to find solutions. (K:28/S:7/K).
I used in the neighborhood	8	27.6	…O have friends in the neighborhood. Their cousins don't like me. Ece forgets them while playing with me, so they are jealous. They were slandering. I was so sad. After the training, I decided to talk to Ece. I told her to ask me first if her cousins tell anything about me… She apologized and never believed them again. (K:1/S:5/K) / …we were playing, and some of my friends tried to

			spoil the game. I did mediation. I told them to empathize with each other. It was successful. (K:6/S:7/K) / While we are playing, if a problem occurs, I try to solve the problems. I feel like a leader. (K:10/S:8/ E) / ...There are many kids quarreling and fighting in the neighborhood. I talk to them one by one first. Then we talk altogether. You gain their respect and love by this way…(K:27/S:7/K)
I used it both in the family and the neighborhood.	6	20.7	I used it both in the family and in the neighborhood. I talk to them privately. They made it up and don't get cross until now. (K:13/S:7/K) / I used it everywhere. They reconcile. (K:26/S:5/E) / We haven't been talking with some friends for a year. We had a big fight. We made it up this year. I wanted to talk and invited them. We started talking, and then we started laughing. (K:29/S:7/K)
Total	29	100	

In table 10, the experiences of the peer mediator/peacemakers' when they used peer mediation/peacemaking out of school. There are four categories: ¨I didn't use¨, ¨ I used in the family¨, ¨I used in the neighbourhood¨, ¨ I used both in the family and neighbourhood¨. Majority of the students (%44.9) stated that they used peer mediation/peacemaking in the family. They stated that they used mediation with all the family members as well as their relatives and also taught them how to mediate. Some students (% 27.6) used it in the neighborhood. They reconciled their friends in the neighborhood and felt like a leader. Some students (%20.7) used mediation both in the family and in the neighborhood. Two students (%6.8) stated that they did not use mediation out of school. According to the table, we can say that the majority of the students internalized what they learned in school about mediation and used them out of school, with their family members, relatives, and friends from the neighborhood.

When the student statements were analyzed in general, it can be seen that % 90.7 of them had positive feelings about being a peer mediator such as self-confidence,

self-respect, joy, happiness, and excitement. After the practices, %33.3 stated that they felt happy to reconcile their friends. They all experienced a change in their attitudes towards conflict. Their relations with their peers and family members improved. They transformed for the better, improved their communication skills, problem-solving skills, communication skills, and empathy. They stated that they empathized more with their friends, felt happier, more honest, self-confident and respectful after the training and practice. %86.2 of the students stated that they could concentrate lessons more and consequently there was an increase in their academic success. %82.9 of the students stated that there were no negative aspects of the training and the practice. Some of the negative sides (%17.1 in total) were jealousy, feeling bad when there is no reconciliation between the students in conflict, accusations for taking parts and not being taken seriously. In general, we can see that they assimilated what they had learned and used them out of school, too. %44.9 used in the family, %27.6 in the neighborhood and 20.7 in both settings. It can be said that %93.2 of the students internalized what they had learned and used them during real-life conflicts out of school, and happy about the results and the feeling of being important.

4.2. Teacher Interview Analyses

After the peacemakig/peer-mediation training and practice, 16 teachers were interviewed, and 11 questions were asked each, in order to test the perceptions of the teachers about the process. The answers for 6 questions were categorized and then re-categorized in more general headings and then coded. Table 11 shows the change in the peacemaker/peer mediators' behavior, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Table 11: The change in the peacemaker/peer mediators' behavior, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Categories	F	%	Student Statements
Increase in Leadership Skills	4	12.1	Their leadership skills came out. They were eager to solve the problems as peer mediators. They internalized the system. (K:2/K:7/K) / … Their

			leadership skills come out. They are listening to each other, and they are expressing themselves properly. (K:7/ K:10/K) / They have realized their potentials…They have realized their leadership skills. There is a big improvement… (K:14/K:28/E) / …They always try to solve the problems as peer mediators… (K:4 K:6/K)
Increase in Self-respect	2	6.1	...They felt important and valuable since they are in charge of something ... (K:8/K:20/K)
Increase in self-confidence	4	12.1	They trust themselves…They are active in class. They help us. (K:3/K:6/K) / …they feel like a teacher. They think they are successful, and they can do something useful. They matured. (K:6/K:19/K)
Being a Role Model	3	9.2	They see themselves as role models, so they behave themselves first… (K:13/K:22/E)
Improvement in Taking Responsibility	9	27.2	They become more responsible…They become more conscious. They may want to study psychology or PDR in the university. (K:5 K:9/K) / Badges and peer mediator caps are good determinatives. They act like grown-ups while wearing them. They become leaders. These reflected in everything. They were saying; ¨I can handle that teacher, I can do it for you, teacher¨. They become more responsible. (K:9/K:17/K) They matured. Their behaviors changed a lot. They are very responsible. (K:10/K:15/E) / They become more responsible. (K:11/K:10/E)/ They did their best. They improved a lot. They become more responsible. (K:12/K:18/K)

Personal Transformation	10	30.3	They realized that there is another way of looking at things. They learned active listening, the true way of communication. They become polite and the become responsible. (K:1/ K: /E) / They improved in terms of social relations. They become more responsible…They learn how to solve their problems by themselves. They improved their communication. They reflected their friendships. (K:16/ K:11/E)
Nothing changed	1	3	There is no change in some students, but only 2 or 3 students. There is a big change in most of them. They talk properly. Their ability to express themselves improved. (K:15/K:11/K)
Total	33	100	

In table 11, the change in the peacemaker/ peer mediator's behavior, after the peace-making/ peer mediaton training and practice, according to the teacher's point of view is given. As can be seen from the table, there are seven categories: ¨Increase in leadership skills¨, ¨Increase in self-respect¨, ¨Increase in self- control¨, ¨Being a role model¨, ¨Improvement in taking responsibility¨, ¨ Personal transformation¨, ¨Nothing changed¨. Majority of the teachers (%30.3) think that students experienced personal transportation. They stated that students learned active listening and true way of communication, socialized and realized there is another way of looking things. A %27.2 of the teachers think students become more responsible. A% 12.1 of the teachers think that students improved their leadership skills and self-control. A%9.2 of the teachers think that students become role models. A %6.1 of the teachers think the students improved self-control. A% 3 of the teachers think nothing changed for some of the students, but there is a big change in most of them. According to data, it can be said that according to the teachers, students experienced personal transformation; improved their communication skills, become politer and more responsible, listen to their friends better, socialize more, improved self-respect; find themselves important and valuable, realized their potentials and improved their

leadership skills. One of the teachers stated that there was no change in two or three students, but the majority of the teachers think that there are positive changes in the peacemaker/peer mediators' behaviors after the training and practice.

In table 12, the data about the change in the academic success of the peacemaker/ peer mediators, after the peacemaking/peer mediation training and practice, from the teachers' point of view is given.

Table 12: The change in academic success, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Categories	F	%	Teacher Statements
Affected Positively	14	87.5	It is normal that a student gets better when he/she learns active listening. They concentrate more, listen actively. Their academic success improved. (K:1/K:7/E) / When they change their behaviors, their academic success increases of course. (K:2 K:7/K) / …The trouble-makers changed their attitude when they became peer mediators. It affected positively. (K:4/K:6/K) / It is getting better. They become more responsible. (K:5/K:9/K) / When there are no problems, they concentrate on the lessons. Their academic success increases. (K:6/K:19/K) / They are handling their problems together during recess. They are expressing themselves properly. They improved academically after the training. (K:11/K:10/E) / They are more active in the lessons. Their academic success improved. (K:12/K:18/K) / There is a positive and peaceful classroom environment now. They talk and finish their problems during the breaks. Their academic success increased. (K:13/K:22/E)/ A peaceful learning environment always affects success in a positive way. This training has a big contribution. They faced each

Categories	F	%	Teacher Statements
			other. They started supporting each other, rather than being jealous of each other. (K:14/K:28/E) / Of course It makes a difference when they solve their problems and come to the class after that. This training achieved its goal. (K:15/K:11/K) / When they come to the lesson after solving their problems, they concentrate more. They don't have to think about the argument anymore… They concentrate, join actively to the lesson and this naturally, brings success. (K:16/K:11/E)
Nothing changed	2	12.5	It doesn't have a direct effect. (K:3/K:6/K)/ There isn't a big difference. (K:7/K:10 K)
Total	16	100	

In table 12, data about the change in the academic success of the students, from the teachers' point of view is given. As can be seen from the table, there are two categories: ¨Effected positively¨, ¨Nothing changed¨. Majority of the teachers (%87.5) think, the academic success improved after the training and practice. They think that students concentrated the lesson more and joined the lessons more since they solved their problems together during recess. They stated that the students also started to support each other, rather than being jealous of each other. A%12.5 of the teachers think that there was no change in the academic success of the students in their lessons. Based on the data, it can be said that the training had a positive contribution to academic success. Table 13 shows the change in the class environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Table 13: The change in the class environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Categories	F	%	Teacher Statements

No Change	1	4.5	Nothing changed. Actually, art lessons are always fine for students. (K:9/ K:17/K)
Improvement in Problem-Solving Skills	6	27.3	In my class, students argue a lot, but they started solving their problems themselves with the help of the peer mediators, rather than going and complaining to the teacher on duty that day. They still quarrel, but they make it up themselves. This positive environment reflects in the lessons positively, too. (K:2/ K:7/K) / The training has a positive contribution to my lessons. There are quarrels, but they can handle them easily now. Lessons are better now. (K:4/ K:6/K) / The number of problems decreased a lot. The vice president told me that no one is coming to his room to complain. I think the classroom environment has improved a lot by this training… (K:1/ K:7/ E)
Improvement in Communication	4	18.2	Students are more conscious now. They realized that they could make it up themselves without teacher intervention. They use peacemaking/peer mediation very actively. The class environment is much better now... (K:11/ K:10/ E)/ They learned to communicate. There is harmony in the classroom, and they join the lesson actively. (K:12 / K:18 / K) / …the positive atmosphere has a positive effect on the quality of the lessons. Class management becomes easier. When they can't solve their problems, they can't concentrate on the lesson. However, now they communicate and handle their problems. Lessons are more efficient than ever now. (K:16/K:11/E)
More Efficient Lessons	11	50	Detention rates decreased. Lessons are more efficient than ever…much better. (K:5/K:9/K) / There is a

positive atmosphere in the school now. Because when there is a problem, their friends are helping them to handle the problems. Lessons are more efficient now. (K:10/K:15/E) / They go to the peer mediators immediately, when they have problems, so we have no problems during the lesson. They solve their problems during the break time. (K:3/K:6/K) / It has really a big contribution to my lessons. We had peaceful lessons. Students, especially the 7th grades concentrated on the lesson very well. (K:13/K:22/ E) / The number of quarrels decreased a lot. The teacher complaints decreased a lot, as well. (K:14/K:28/ E) / The number of quarrels decreased, and the efficiency of the lessons increased consequently. They say things like ¨We have a problem. Let's go and solve it¨. (K:15/K:11/K)

Total	22	100

In table 13, data about the change in the class environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view is given. There are four categories: ¨Nothing changed¨, ¨ Improvement in problem-solving skills¨, ¨Improvement in communication¨, ¨ More efficient lessons¨. Half of the teachers (%50) think that the lessons became more efficient after the training. They stated that there was a more positive atmosphere. They had more peaceful lessons since the quarrels and complaints decreased. % 27.2 of the teachers stated that the students improved their problem-solving skills. The students started to handle their problems face to face rather than going and complaining to a teacher right away. A % 18 of the teachers stated that the students improved their communication skills, realized that they could handle their problems without adult intervention. One of the teachers (% 4.5) stated that there was no change in her class since all the students liked art classes. According to data, it can be said that the majority of the teachers think that the training has a positive contribution to the classroom environment. Since students have improved their communication skills and problem-solving skills, they have more

efficient lessons than ever.

Table 14 shows the change in the school environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Table 14: The change in the school environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view.

Categories	F	%	Teacher Statements
Improvement in Socialization	6	26.1	They socialized a lot. Even students from different classes come together. All the students in the school become friends. (K:4/K:6/K)/ The students were affected from each other. They saw the peacemaker/ peer mediators as role models. This training made a positive contribution in terms of socialization. (K:2/K:7/K) / It effected positively...Students who never talked before became friends, talk to each other. They socialized a lot. (K:11/K:10/E) /It affected positively. Quarrels lessened. They socialized. (K:14/K:28/E) / It affected positively because they are trying to solve their problems by themselves. It is good for group dynamics. They are socializing. The training contributed regarding their socialization. (K:15/K:11/K)
Improvement in Problem Solving Skills	6	26.1	They are affected positively. They are trying to solve the problems by themselves... (K:5/K:9/K) Complaints and problems coming to the teachers, decreased... Students are eager to go to the peer mediation room and read the brochures you prepared. All of the students are learning. Their ability to handle their problems improved a lot…(K:16/K:11/E)
Improvement in Communication	4	17.3	…Since they know how to communicate now, they understand each other better. They are more social. They

			ask the right questions at the right time. They empathize. They realize their mistakes in communication and their level of consciousness increase. (K:1/ K:7 /E) /It effected positively. They didn't know active listening, empathizing. They learned them and used them. It is very beneficial for good communication… (K:11/K:10/E)
Improvement in Empathy	4	17.3	It affected positively in general...Quarrels lessened, and the level of empathy decreased a lot. (K:7/K:10/K) /… They start to analyze the way they used to behave. Their empathy skills improved. They realized that they used to make a big fuss about small issues…The training changed the perception of the kids…(K:16/K:11/E)
Improvement in Self-Confidence	3	13.2	It affected positively…Introverts become more self-confident after they took part in the training. They felt good. (K:3/K:6/K) /… They expressed themselves better. They became more self-confident, more social. They expressed themselves better. Self-control increased. (K:16/K:11/E)
Total	23	100	

In table 14, the data about the change in the school environment, after the peacemaking/peer mediation training and practice, from the teachers' point of view, is given. There are five categories: ¨Improvement in socialization¨, ¨Improvement in problem-solving skills¨, ¨ Improvement in communication, ¨ Improvement in empathy¨, ¨Improvement in self- confidence¨. A %26.1 of the teachers think that students improved socially. They learned how to solve their problems, and it had a positive effect on group dynamics. They started to make new friends. Another %26.1 of the teachers think that students improved their problem-solving skills. Complaints and problems that were coming to the teachers decreased. %17.3 of the teachers think that students improved their communication skills. They stated that students realized their mistakes in communication and their level of consciousness increased and they started listening to their friends and empathize. Another %17.3 of the teachers think

that students improved their empathy skills. A % 13.2 of the teachers think that students improved self-confidence. They stated that introverts became more self-confident after the training and practice. According to data, it can be said that all the teachers think the training has a positive contribution for the students in different aspects, mostly in problem-solving skills and socialization. Accordingly, this improvement contributed to the school environment positively.

Table 15 shows the negative aspects of peacemaking/ peer mediation training, from the teachers' point of view.

Table 15: The negative aspects of peacemaking/ peer mediation training, from the teachers' point of view.

Categories	F	%	Teacher Statements
No Negative Aspects	3	18.8	The number of complaints reduced. There are a few problems. There is nothing negative about it. (K:8/K:20/K)
Timing Problem	8	50	Timing…they couldn't arrange timing. They were late to the class. When they came in the middle of the lesson, we lost concentration. (K:12/K:18/K) / They were late to the class. ...but everything has good and bad sides. This training has definitely more good sides. If you think, 10 minutes to fix problems wouldn't be enough even for adults…normal. (K:11/ K:10/ E) / They were late to class sometimes, but we were tolerant about that because this training had a lot more advantages than those 5-10 minutes missing the class. (K:13/K:22/E) / 10 minutes of break isn't enough for them. They are late to the class, and we don't know where they are. The PDR teachers may inform the teachers that they are in the peer mediation room. (K:2 /K:7/K)

Misuse	5	31.2	Some of the students misused it…actually, only one or two students. The others did their best to reconcile their friends. They did it very well. (K:9/K:17/ K) / Some of the students tried to use it to miss the class. (K:6/ K:19/K) / They first misused it but then a solution was found for that. Thy didn't do it again**. (K:3/K:6 /K) /…Some had fake arguments to be able to join a peer mediation session, and use that Peer Mediator Room. I think it is still good since it is a way for them to learn what mediation is all about… (K:16/K:11/E)
Total	16	100	

In table 15, the negative aspects of peacemaking/ peer mediation training, from the teachers' point of view, is given. There are three categories: ¨No negative aspects¨, ¨ Timing problem¨, ¨Misuse¨. Half of the teachers (%50), stated that the students could not use time efficiently. They were late to the class, and when they came in the middle of the lesson, the students lost their concentration. The teachers also admitted that only ten minutes would not be enough for even adults to fix the problems and they also stated that the training had more positive sides when looked at this problem. A % 31.2 of the teachers stated that sometimes, especially in the beginning some students misused and prolonged the medition sessions to come to the class late. Some students had false arguments just to experience a mediation session, which the teacher taught it was out of curiosity and still had a positive effect on the students' improvement. A % 18.8 of the teachers stated that there were no negative aspects of the training and practice. According to data, it can be said that timing is the biggest problem of the peer mediation practice.

Table 16 shows the positive aspects of peacemaking/ peer mediation training, from the teachers' point of view.

Table 16: The positive aspects of peacemaking/ peer mediation training, from the teachers' point of view.

Categories	F	%	Teacher Statements
Workload lessened	5	17.8	It reduced the conflicts…It also gave us important data about the main reasons for their conflicts. They also face their inner conflicts. They handled their problems themselves. It lessened our workload. We had more time and energy for more important issues. It also had a positive contribution in term of class management. This training had a positive effect in every aspect. (K:14/K:28/E)/ It lessened our workload. The students became friendlier, and they socialized. (K:5/K:9/K)
Increase in Academic Success	5	17.8	Since the students come to the class after they solved their problems with their friends, they join the lesson actively. …when there is nothing to bother them, they listen to us, and their academic success improve. (K:15/K:11/K) / …Quarrels lessened. We did the lessons in peace. Empathy and academic success increased. (K:11/K:10/ E) / They solve their problems themselves. Teacher's workload lessens. Students concentrate on the lesson. Academic success increase. (K:10/K:15/E)
Improvement in Anger management	1	3.6	They learned how to control their anger. They improved their problem-solving skills. They started expressing themselves. They learned to express their anger properly... (K:16/K:11/E)
Improvement in Communication Sills	5	17.8	The communication between them improved. They solved their problems… (K:12/K:18/K) /First of all, the learned how to communicate in a better way. They listen actively, socialize and improve academically…This training affected us. We can feel that. The school climate changed (K:1/K:7 /E)

Improvement in Personal Development	1	3.6	…They developed personally… They realized that problems can be handled if they talk and negotiate. (K:13/K:22/E)
Improvement in Self-Respect	1	3.6	Students felt important, valuable. They realized that they were given a big responsibility as peacemakers/ peer mediators…It is a big motivation for them. (K:9/K:17/K)
Improvement in Problem Solving Skills	10	35.8	They solved their problems themselves. Complaints decreased. (K:8/K:20/K) / Problem-solving skills improved. Their behavior improved. Their level of awareness increased. (K:2/K:7/K) …They solved their problems by themselves without inference of an adult. (K:6/K:19/K) / Their empathy skills improved. Quarrels lessened. They tried to solve their problems by themselves. (K:3/K:6/K) / They understand each other better, they empathized and solved their problems together. (K:7/K:10/K)
Total	28	100	

In table 16, the positive aspects of peacemaking/ peer mediation training, from the teachers' point of view, is given. There are seven categories: ¨Workload lessened¨, ¨Improvement in academic success¨, ¨Improvement in anger management¨, ¨Improvement in communication¨, ¨ Improvement in personal development¨, ¨Improvement in self-respect¨, ¨ Improvement in problem-solving skills¨. A % 35.8 of the teachers stated that students improved problem skills. They stated that the quarrels between students lessened, the level of awareness increased and the students solved their problems without adult intervention. A %17.8 of the teachers stated that the students' communication skills improved. They think that students learned how to communicate in a better way. Another % 17.8 of the teachers think that the students' academic success increased. They stated that students concentrated and joined the lessons more since they learned to handle their problems.

Another % 17.8 think that their workload is lessened. Students handled problems by

themselves or with the help of a mediator, so they had more time to deal with more important issues. A% 3.6 of the teachers think, there is an improvement in anger management. They stated that students learned to express their anger properly. Another % 3.6 of the teachers think, there is an improvement in the personal development of the students. Another % 3.6 think that students have improved self-respect. They stated that students felt themselves important and valuable, being given responsibility as peacemakers/ peer-mediators of the school. According to data, it can be said that teachers found value in training and taught it had a positive contribution in many aspects.

When the teacher statements were analyzed, some significant results were found. According to % 97 of the teachers, after the training and practice, students' behavior changed positively. They transformed personally, improved in taking responsibility, increased their leadership skills, self-respect, self-control, became more responsible and saw themselves as role models. % 87.5 of the teachers also stated that the academic success of the students affected positively after the training and practice. They could concentrate, listen and join the lesson actively since they could handle their problems during recess. Accordingly, %96.5 of the teachers think that there is a positive change in the class environment with more effective lessons, and %100 of them think there is a positive change in the school environment regarding socialization, problem-solving skills, communication skills, self-confidence, and empathy. In general, %100 of the teachers think that the training and the practice had many positive aspects. Mostly, the teachers are happy with the students' improvement in problem-solving skills. They also think they improved their communication skills, anger management, and academic success. They also think that students developed personally and became more self-respectful. The training also lessened the workload of the teachers, and they used their time more efficiently. Half of the teachers complained about the timing problem. Break time was not enough for the mediation sessions, and they were late to class, and they had to interrupt the lesson, but the teachers still thought that this training and practice had a lot more advantages than those 5-10 minutes of missing the class. Some of the students tried to misuse it and missed the classes at first, but then this problem was handled.

When the student and the teacher statements were analyzed, it can be said that both the teachers and the students find the peacemaking/peer mediation training useful in terms of personal transformation, communication, anger management, self-respect, self-confidence, self-control, problem-solving, empathy, responsibility, socialization, leadership, class and school environment, and academic success. On the other hand, some of the teachers stated that some students could not use time effectively at first, and sometimes tried to misuse it. Therefore, a control mechanism to prevent misuse at the very beginning of the practice and to inform the teachers that the missing students are in the peer mediation room is important.

4.3. Peer Mediation Forms Analyses

After 12-hour peacemaking/peer-mediation training, students started to mediate their friends. At the end of each mediation process, the peer mediators filled up the peer mediation forms. On the peer mediation forms the following information was recorded; date, the names of the mediators, the names of the students involved in the conflict, the type of conflict, whether the conflict was resolved or not, and if so, the solution of the session and the agreement. Peer-mediators tried to assist 138 conflicts. In this section, the analyses of these mediation forms were presented. Table 17 shows the subject of the conflicts that came to mediation.

Table 17: The subject of conflict that came to mediation.

Categories	F	%	Subject of Conflict
Slandering	2	1.3	Quarreling because of fake slanders/ Slandering his friend
Name Calling	25	16.8	Name calling/ Quarreling and name-calling
Swearing	16	10.8	Swearing / Ulaş Swearing Havin
Verbal Violence	14	9.4	Saying bad words / İrem saying fool to Nidanur and Nidanur making a big fuss about that/ Insulting each other
Improper Remarks	13	8.8	Making improper remarks/ Quarreling in the football match and making improper remarks

Physical Disturbance	12	8.1	Ece's disturbing Dilara during every recess. / Doing something her friend doesn't like/ Disturbing each other/ Disturbing during the lesson/ Playing with his twitch
Taking belongings without permission	9	6	Taking eraser without permission/ Taking belonging of his/her friend without permission/ Drinking friend's water without permission/ Hiding İrem's pencil
(Bullying) Physical Violence	20	13.4	Punching / Punching with an umbrella/ Punching his friend by mistake/ Sultan's punching because of misunderstanding/ Strangling/ Hitting on the head/ Yeliz beat up Neşe/ Spitting each other/Dragging Oğulcan/ Slapping/ Hitting each other
Indifference	5	3.3	Not caring about her friend/ Not helping when Büşra felt dizzy /Lying / Breaking her friend's heart
Threatening	2	1.3	Threatening his friend
Argument about place	2	1.3	Argued about the place they wanted to sit in the classroom
Arguments	29	19.5	Argument while playing a game / Throwing the ball/ Argument in the group/ Argument about Galatasaray bracelet.
Total	149	100	

As can be seen from table 17, the subjects that come to mediation were slandering, name calling, swearing, verbal violence, improper remarks, physical disturbance, taking belongings without permission, physical violence (bullying), indifference, threatening, arguments about a place, arguments in general. Name-calling, swearing, physical violence (bullying), verbal violence, improper remarks, and physical disturbance were the major issues that came to mediation. It can be said that students mostly use destructive ways to handle their disputes.

Table 18 shows the content of the resolutions to the conflicts that are resolved by mediation.

Table 18: The content of the resolutions to the conflicts that are resolved by mediation.

Themes			Agreement
No agreement	5	1.6	He just left without saying anything/ They couldn't make it/ They didn't want to make it up / He is not listening to his friend. The other can't express himself clearly
Agreement	8	2.6	They made it up/ They agreed
Promise not to believe others	2	0.6	They promised not to listen to others when they quarrel.
Promise not to do it again	32	10.4	They promised not to do that again.
Apologize	17	5.5	They apologized from each other/ Yeliz apologized/ Sultan apologized/ Apologized for not obeying the agreed decisions.
Promise not to do name-calling	42	13.7	They promised not to call each other names again.
Promise not to swear again	31	10.1	They won't swear again/ They promised not to swear again and be good friends / They promised not to say bad words / They promised not to say humiliating words
Promise not to quarrel again	55	18	I won't quarrel with my friends anymore /They promised not to quarrel again
Promise not to disturb again	14	4.5	They promised not to disturb each other again/ They promised to behave from now on/ They promised not to talk and disturb each other during the lesson/ They promised not to mess with their friends
Promise not to	6	2	He promised not to take his friend's belongings without permission/ He promised not to drink his

take others' belongings without permission			friend's water without permission/ He promised not to let anyone in the class when he was on duty. He accepted to protect all his friends' belongings/ He promised not to hide any of his friends' belongings.
Promise not to make improper remarks	12	3.9	They promised not to make improper remarks to each other.
Promise not to bully others	27	8.8	She promised not to hit her friend again/ He promised not to beat his friend again/ He promised not to scare his friend again/ Promised not to throw ball again/ Promised not to drag his friend again/ Promised not to beat without reason/Promised not to spit again/ Promised not to shout and throw ball / Promised not to play with his friend's twitch.
Promise not to slander	2	0.6	Promised not to blame her friend again/ Promised not to slander again
Promise not to argue about place	2	0.6	Promised not to argue about a place in the class again
Promise not to get cross	6	2	Promised not to get cross again / Promised to talk and make it up, if they quarrel again
Promise not to lie	3	0.9	They promised not to lie to each other again/ They promised to be honest from now on
Promise to listen better	6	2	Promised to listen to her friend better/ Promised not to act before listening to her friend/ Promised not to react immediately
Promise not to use verbal violence	28	9.2	Promised not to shout when she laughs at her/ Promised not to yell at her friend/
Promise not to upset his/her friend	9	3	Promised not to hurt his friend in front of others/ They promised not to hurt each other anymore/ Promised not to misunderstand his friend/Promised

	not to exclude his friend from the group/ Promised to warn his friend first/		
Total		305	100

In table 18 the content of the resolutions is given. %98.4 was promising not to do the destructive behavior again. % 5.5 was ¨apology, %2.6 ended in agreement, and only %1.6 disputes ended with no agreement. The majority of the content of the resolutions is promising not to do the destructive behavior again. It can be said that the peer mediation sessions are useful for the conflicting students regarding realizing the outcomes of their behaviors, empathizing, therefore apologizing and promising not to repeat that behavior again.

Table 19 shows the frequency of conflicts according to gender.

Table 19: The frequency of conflict according to gender.

Group	F	%
Female-female	52	37.7
Male-Male	54	39.1
Male- Female	32	23.2
Total	138	100

In table 19, the data about the frequency of the conflicts according to gender is given. The categories are ¨female-female¨, ¨ male-male¨, ¨female-male¨. As can be seen from the results, the conflicts between male students are more than the conflicts that occur between female-female and male-female students. Out of 138 students, the frequency of female-female student conflicts is %37.7, the frequency of male-male conflicts is %39.1, and the frequency of male-female conflict is %23.2. It can be said that there are more conflicts between the students from the same gender, mostly between male students.

Table 20 shows the frequency of peer mediators according to their gender.

Table 20: The frequency of peer mediators according to their gender.

Group	F	%
Female	91	65.9
Male	47	34.1
Total	138	100

Table 20 shows the frequency of peer mediators according to their gender. As can be seen from the table, out of 138 conflicts, %65.9 female peer mediators were preferred whereas for male-male peer mediators this frequency is % 34.1. It can be said that the female mediators were preferred more because of their sensibility, insightfulness, and sympathy.

Table 21 shows the frequency of the number of peer mediators in charge during a mediation session.

Table 21: The frequency of the number of peer mediators in charge, during a mediation session.

Group	F	%
1,00	127	92,0
2,00	11	8,0
Total	138	100,0

In table 21, the frequency of the number of peer mediators in charge during a mediation session is given. As can be seen from the table, out of 138 conflicts 127(%92) were resolved by one mediator, and 11(%8) were resolved by two mediators. It can be said that the majority of the conflicts were mediated by only one mediator.

Table 22 shows the frequency of the number of students in conflict, in a mediaton session.

Table 22: The frequency of the number of students in conflict

GROUP	F	%
2,00	136	98,6
3,00	2	1,4
Total	138	100,0

In table 22, the frequency of the number of students in conflict, in a mediaton session is given. As can be seen from the table, out of 138 conflicts, 136 of them occurred between two students and only 2 of the conflicts occurred between 3 students.

In table 23 the frequency of the students in conflict according to their grade levels.

Table 23: The frequency of students in conflict according to their grade levels.

Grades	F	%
5-5	45	32,6
6-6	28	20,3
7-7	62	45
6-7	2	1.4
7-5	1	0,7
Total	138	100,0

In table 23, the frequency of the students in conflict according to their grade levels were given. As can be seen from the table, out of 138 disputes that come to mediation, 45 (%32.6) were from the students in 5th grades, 28 (%20.3) were from 6th grades, 62 (%45) were from the 7th grades. Two disputes came to mediation that occurred between 6th and 7th and only one from 5th and 7th grade students. It can be said that most of the disputes occur between the students from the same grade levels.

Table 24 shows the frequency of the number of resolved conflicts.

Table 24: The frequency of the number of resolved conflicts

Group	F	%
Yes	131	94,9
No	7	5,1
Total	138	100,0

In table 24, the frequency of the number of resolved conflicts is given. As can be seen from the table, out of 138 conflicts, 131 which is equal to % 94.9 of the conflicts, were resolved. Only 7 out of 138 were unresolved. It can be said that after the peacemaking/ peer-mediation training, the peacemaker/ peer-mediators were successful in using the procedures and helping their friends to solve their problems face to face.

DISCUSSION and CONCLUSION

Schools are the main settings where students can learn, improve, and try social skills, and conflict resolution. Therefore, it would be beneficial to teach students, starting from early ages, that conflict is natural and unavoidable, and teach them necessary knowledge, skills, attitudes, and values regarding alternative constructive, peaceful conflict resolution techniques. These life skills could help broaden students' perspectives and contribute to better relationships, and academic success (Longaretti and Wilson, 2006; Crawford, 2005; Johnson and Johnson, 2004). In order to ensure that conflicts are managed constructively, students must have the necessary knowledge and skills in using effective conflict resolution procedures. Therefore, teaching these procedures should be the essential mission of the school (Johnson and Johnson, 2001, Longaretti and Wilson, 2006).

Although there is great concern about the way conflicts are handled in the school environment, there are only a few studies about peacemaking, conflict resolution, and peer mediation and little relevant data on the effectiveness of this training in Turkish schools. The current study was a two-year study investigating the effect of peacemaking/peer mediation training on the conflict resolution strategies of middle school students. The perceptions of the students about the peacemaking/ peer mediation process, the perceptions of the teachers about the change in peer mediators attitude and the process and the effectiveness of the process were examined. Data was collected by peer mediation forms, student interview forms, and teacher interview forms. The study addressed the following questions:

1. Does participation in peacemaking training change the perception of the students toward conflict and affect the strategies and skills used in interpersonal problem-solving?
2. Does participation in peacemaking training affect the relationship between the students and their peers?

3. Does participation in peacemaking training affect the relationship between the students and their family members?

4. Does participation in peacemaking training affect the academic success?

5. What are the positive aspects of training and practice?

6. What are the negative aspects of training and practice?

7. Do the students use the strategies of peacemaking and peer mediation outside the school environment? If yes, how will be the results?

8. What are the effects of peacemaking and peer-mediation training and practices, on the class environment?

9. What are the effects of the peacemaking and peer-mediation training and practices, on the school environment?

10. What is the effectiveness of the peacemaking and peer-mediation training and practice?

> a. What is the frequency of the number of resolved conflicts?
>
> b. What are the subjects of conflict that come to mediation?
>
> c. What are the contents of the resolutions after mediation sessions?
>
> d. What is the frequency of conflicts according to gender?
>
> e. What is the frequency of peer mediators according to gender?
>
> f. What is the frequency of the number of peer mediators in charge, during a mediation session?
>
> g. What is the frequency of the number of students in conflict?
>
> h. What is the frequency of students in conflict according to their grades?

On the basis of these research questions, the results of the study were examined under ten main titles:

1. The change in the perception of the students toward conflict and the change in their strategies and skills used in interpersonal problem-solving.

The first question examined the change in the peer mediators' behavior toward conflict after the peacemaking/peer mediation training and the effect on the strategies used in interpersonal problem-solving.

The results of the interviews with the students and the teachers indicated that before the training and practice of peacemaking and peer mediation, the students were involved in conflicts with each other on a daily basis, and mostly used destructive strategies that tend to escalate the conflict. Both student statements and teacher statements clearly showed that after attending peacemaking/peer mediation training program, the peacemakers/peer mediatiors changed their behavior and strategies when they are in a conflict, began to use constructive conflict resolution methods and transformed for the better. They used to handle the problems by forcing or withdrawing or simply by telling the teacher before the training, but after the training, they did not suppress their feelings, did not quarrel or got cross with each other. They preferred to talk face to face and solve their problems by themselves. They started to listen and express their feelings properly. They improved their problem-solving skills, became more responsible, and empathic. They listened and understood each other better. They took lessons from the arguments, examined their behaviors, improved their self-respect. They started to feel better about themselves; more honest, respectful and happier. When looked at the teacher statements, they also support the student statements. They think that students experienced personal transformation; learned the correct way of communication, socialized, became politer and more responsible. They changed their perspectives, realized there is another way of looking things, tried to solve their problems by themselves, improved leadership skills, self-control, and self-respect. They started to find themselves valuable and important. There are also similar results of the training in the literature. For example, Johnson et al. (1995) investigated the same question and found similar results. They studied with 144 students in fourth and fifth grade and found out that the children also employed compromising, forcing, and withdrawal while, after training, they started to use integrative negotiation procedures to achieve their goals while maintaining a good quality relationship with their friends. They also concluded that the training had a significant effect on the strategies used in a conflict. In another study with elementary and secondary schools by Johnson and Johnson (1996a), it was found that after training, students tend to resolve conflicts through discussion and integrative negotiation procedures, students' attitudes toward conflict improved and their self-esteem tend to increase, discipline problems and suspensions tend to decrease, and the numbers of student-student

conflicts referred to teachers and administrators, decreased. In another study from Turkey by Sagkal, Turnuklu and Totan (2016), the effects of the peace education program was investigated through the participating student perspectives. The study was conducted in a Turkish Middle school. The students stated that after the peace education program, they had a positive change in their behaviors, better problem-solving skills, better anger management skills, better communication skills.

2. The change in the relationship between the peacemakers/peer mediators and their peers.

The second question examined how the participation in peacemaking training changed the relationship between the students and their peers. It was found that, after the training and practice, students stopped acting according to assumptions, started to talk, listen, empathize and understand each other. They preferred to talk and solve their problems rather than arguing or fighting or getting cross. They realized they were getting cross out of tiny issues. They became more self-confident, considerate and optimistic. They improved their problem-solving skills and started respecting their friends, getting along well with each other and making new friends. According to data, we can say that the peer mediators experienced a personal transformation, improved their communication with others and they had better relations with their friends. There are similar results for this issue in the literature. For example, in their study with two middle schools in the lower socio-economical region of Izmir where violent and aggressive behaviors were frequently experienced among the students; Sağkal, Turnuklu and Totan (2015) found out from student expressions that after receiving peace education program they started getting along better with each other, became more caring and respectful. Students stated that they had better interpersonal relationships. Besides, problem-solving, and anger management skills of students improved, their perception, perspectives, and attitudes related to the nature of friendship changed. It can be said that the training changed the relation between the mediators and their peers positively.

3. The change in the relationship between the students and their family members.

The third question examined how the participation in peacemaking training changed the relationship between the students and their family members. It is found

that majority of peer mediators think that the communication between the family members improved, they used mediation actively with all the family members at home, started to communicate more and solve the problems by talking face to face or by mediating. There is also a transformation in family relations. They started to talk with each other, express their feelings and solve the problems in a peaceful way, rather than arguing or getting cross. They realized how they were making a big fuss out of nothing. Only four out of seventy-two students stated that nothing changed at home. Overall, we can say that the training led an improvement in communication at home and a transformation in the peer mediators' family relations. In literature, there are examples that the training effect the relationship between the family members in a positive way. For example, after the training program conducted by Johnson et al. (2001) in an American elementary school with 92 students from third to sixth grades, many students reported using negotiation and mediation skills at home with their siblings. Also, some parents requested to receive the training in order to learn the methods in the family and many parents requested the same training for their children who did not receive the training. This confirmed that the training changed the relationship within the family positively.

4. The change regarding academic success

The fourth question examined whether the participation in peacemaking training affected the academic success. It was found that, except a few, the academic success of the majority of the students (%86.2) increased and the majority of the teachers (%87.5) confirmed this increase. From the statements of the students and the teachers, it was found that, before the training, they used to quarrel a lot during the recess and either continue to quarrel or think about the quarrel during the lessons. They could not concentrate and listen to the teacher. After the training, they started to quarrel less, or if they quarreled, they made it up before the lesson started, so they concentrated on the lesson, listened actively to the teacher and got better grades. As one of the teachers stated, the peaceful learning environment affected the academic success of the students in a positive way. They also started supporting each other, rather than being jealous of each other. There are many examples from literature confirming the positive contribution of the training to academic success. For example, Stevhan et al. (2002) studied with high school students and found out that, when the training was

integrated into the social studies and history curriculum the trained students scored significantly higher than the untrained ones. It was also found that the students even transferred the procedures learned in history class to English literature and achieved higher grades. In the current study, the training was not integrated into the curriculum of a specific lesson directly, but it affected the academic success of the students in general.

5. The positive aspects of the training and practice.

The fifth question examined was the positive aspects of being a peacemaker /peer mediator, from both the teachers' and the peer mediators' point of view. It was found that most of the students felt good when they reconciled their friends. They matured and improved personally. They started listening to their friends before they react, started to understand them better, express their feelings better, quarrel less and make it up by talking if they had a problem. They felt like grown-ups, they felt more responsible, kind, fair and impartial. They started to look things more positively, started to believe that there are love and happiness in this world. They improved self-respect and self- confidence. When the teachers' point of views were examined, the same results were found. According to them, students improved problem-solving skills, communication skills, leadership skills, empathy, self-respect, self-confidence, responsibility, and anger management skills. The number of quarrels between students decreased, socialization increased, academic success increased, the level of awareness increased and the students solved their problems without adult intervention, saw themselves as role models. They started to empathize and changed their perspectives about the teachers. Teachers used their time more efficiently, had peaceful lessons with more time on instruction rather than handling the disputes in class, and noticed that both the class and school environment changed positively. In general, according to the data, we can say that the majority of the students and the teachers found value in training and thought it had a positive contribution in many aspects. Similar results can be found from literature. For example, Johnson et al. (2001) studied with 92 students from first to sixth grades in a middle-class American suburban school and found that the frequency of student conflicts referred to teachers dropped over % 80 after the training, and no conflicts referred to the principle. Teachers had more time for instruction. Similarly, Sağkal et al. (2015) found that students began to get along better

with their teachers, emphatize with them, and understand teachers' perspectives better. Burrel et al. (2003) supported the effectiveness of the mediation programs in schools after a meta-analytic review of school-based mediation programs. Their studies showed that both teachers and administrators thought that there was a reduction in conflict situations and school climates improved.

6. The negative aspects of the process and practice.

The sixth question examined the negative aspects of being a peacemaker/peer mediator. Majority of the students thought that there were no negative aspects of being a peer mediator/peacemaker. Few students thought that their friends did not take them seriously, accused them of being partial and got jealous of them since they could not get peer mediation/peacemaking training. On the other hand, when the teacher statements were analyzed, it was found that some students tried to misuse it to miss the classes, but then a solution was found for that, but time management was a problem. The recess time was not enough for the students for mediation. They were late to class, and the students in the class lost their concentration because of that. The teachers want to be informed that the students are in the mediation room when they are late. Therefore, a control mechanism to prevent misuse at the very beginning of the practice and to inform the teachers that the missing students are in the peer mediation room is important. According to data, we can say that except the limitation of time for the mediation sessions, the peacemaking/peer mediation program had no negative aspects and most of the teachers thought it was worth for the training since it had many more advantages.

7. The places, the students used peacemaking/peer mediation out of school.

To negotiate and mediate only in school would not be enough to decide whether students assimilated what they had learned, so the seventh question examined whether the procedures and skills taught in peacemaking training were transferred and used by the students in real life, out of school settings. It was found that majority of the students except two, used peer mediation/peacemaking with all the family members as well as their relatives and also taught them how to mediate. Some of the students used it in the neighborhood and reconciled their friends and felt like a leader. Some used the procedures both in the family and in the neighborhood. According to the data, we can say that majority of the students internalized what they learned in school about

peacemaking and mediation and used them out of school, with their family members, relatives, and friends from the neighborhood. There are examples from literature with similar results. Johnson et al. (2001), in a study with 92 students from first to sixth grades in a middle-class suburban school also found out that many students used these skills at home with their siblings. Similarly Burrel at.al. (2003) found that the students transferred conflict resolution skills out of school settings which might be a chance for them to effect social change in both family structures and their neighborhoods.

8. The change in the class environment.

The eighth question examined the change in the class environment according to academic staff. It was found that %95.5 of the teachers thought the training had a positive contribution to the classroom environment. Since students had improved their communication skills and problem-solving skills, the quarrels and complaints decreased, the teachers had more effective lessons. Students started to handle the problems during the recess, so they concentrated and joined the lessons actively. It can be said that there is a more positive atmosphere in the classroom leading to more efficient and peaceful lessons, after the training. Similar positive effects can be found in the literature. For example, Johnson and Johnson (1996c), after implementing the peacemakers program to grades from 1st to 12th grades, found out that the training empowered the students to solve their problems themselves, regulate both their own and their friends' behavior and as a result teachers spend more of their time to instruction. When the number of conflicts referred to teachers reduced and they had to spend less time dealing with the problems. The climate of their classrooms became more positive than ever. It can be said that the training had a positive effect on the class environment.

9. The change in the school environment

The ninth question examined the change in the school environment according to the academic staff. It found was that students improved socially. They learned how to solve their problems, and it had a positive effect on group dynamics. They started to make new friends. They improved their problem-solving skills. Complaints and problems coming to the teachers decreased, level of consciousness increased. Since they learned to solve their problems themselves, even the introverts became more self-confident and started to socialize. The school environment changed positively.

10. The effectiveness of the peacemaking/peer mediation training and practice.

The tenth question examined the effectiveness of the peacemaking/peer mediation training. It was found that, out of 138 conflicts, 131 (% 94.9) of the conflicts, ended with an agreement. After the peacemaking/ peer-mediation training, the peacemaker/ peer-mediators successfully used the procedures and helped their friends to solve their problems face to face. Based on this result, we may argue that the peacemaking/peer mediation training might prove to be effective and have a positive contribution to middle school students' conflict resolution skills. Similar results are available in the literature. Burrell et al. (2003), after a meta-analysis of peer-mediation studies, reported that 4028 (93%) of the 4327 mediations ended in agreement. Schumpf, Crawford, and Usadel (1991) reported that out of 245 conflicts 98% were successfully resolved in a Midwestern middle school. At the elementary, middle, and high school studies in Honolulu, 127 conflicts were mediated with a 92% success rate, and all the 12 student-teacher conflicts were also successfully mediated (Araki, 1990). Turnuklu et al. (2010), found out that out of 253 mediations 240 (94.9%) ended in agreement. Based on these results it can be said that peacemaking/peer mediation training and practice is useful in conflict resolution skills of students.

Other then the results for these questions, it was also found that the subjects of conflicts that came to mediation were mostly name calling, swearing, verbal violence, physical violence, improper remarks, and physical disturbance. It can be said that the students do not know constructive ways to handle their disputes. When looked at the types of agreements reached, %98.4 of the students promised not to do the destructive behavior at the end of the mediation session. It can be said that the peer mediators have learned and used the procedures successfully to mediate their friends and the friends who were in conflict managed to listen and understand each other, generated options to solve their problems and came to an agreement. Mostly, the conflicts occurred between the students from the same gender. It was probably because the students at that age prefer to interact with the students from the same gender. It was also found that the students in conflict preferred female students as peer mediators twice the male

ones which was probably because of female students' sensitivity, insightfulness, and sympathy. Majority of the mediation sessions (%92) were held by only one mediator which shows the peacemaker/peer mediator students' confidence in their knowledge of mediation processes. They believed that they could manage the sessions without any help. Majority of the conflicts (%98.8) occurred between the students from the same grade level. It can be said that students from the same age and grade level interact with each other more than the students from different ages.

In the light of these findings, it can be said that peacemaking/peer mediation training and practice may have a positive effect on the conflict resolution skills of the middle school students. Findings of this research have several important implications for future research. By using an eclectic method in this study, the peacemaking training program's effectiveness was tested both quantitatively and qualitatively. Based on the results of this study, schools can also develop their own programs to teach peacemaking /peer mediation for conflict resolution, from early ages to enable children engage in problem solving negotiations and mediate others' conflicts in safe circumstances so that they would become skilled in coping with daily problems, resolving conflicts constructively, have long-lasting relations with friends, be more self-confident, self-controlled and self-respectful, be more successful in their careers, experience less stress and have a more fulfilling, happy life in the future.

RECOMMENDATIONS

In the light of the findings from this study, it is considered beneficial to provide certain suggestions for future studies on this topic. Firstly, this study was conducted in a lower socio-economic region middle school located in Izmir. Testing the effectiveness of the peacemaking/peer-mediation training program in schools located in different socio-economical regions could be beneficial. Secondly, in this study, the training was given to fifth, sixth, and seventh grade levels. Giving training to different age groups should be considered. Thirdly, a cadre approach for the mentioned grade levels was used in this study, and in future studies, a total-body approach to train all the students can be followed. Moreover, seminars can be held for the parents so that they also understand the process, and encourage students use the strategies and skills at home as well. Aso, the perceptions of the conflicting students who joined mediation sessions can be analyzed to improve the process. Furthermore, peacemaking/peer mediation training can be integrated into the curriculum of some lessons and the student behaviors and success rates in those lessens can be analyzed. Last but not least, peacemaking/peer-mediation training can be compulsory and new training units with specialized teachers, can be opened in every school to assist the sysytem so that all students learn how to resolve their conflicts constructively from very early ages.

REFERENCES

Araki, C. (1990). Dispute management in the schools. *Mediation Quarterly*, 8: 51-62.

Atıcı, Meral. (2007). Primary students' conflict resolution strategies in Turkey. *Int J Adv Counselling*, 29: 83-95, doi 10.1007/s10447-007-9033-x

Bilgin, A. (2008). The impact of conflict resolution training on elementary school children. *Elementary Education Online*, 7(3): 541-556.

Brewer, B., P. (1998). *The effects of conflict mediation training on attitudes towards conflict and interpersonal problem-solving strategies of middle school students.* Doctoral dissertation, Faculty of the Virginia Polytechnic Institute and State University.

Burrell, N., Ziber, C.S. and Allen, M. (2003). Evaluating peer mediation outcomes in educational settings: A meta-analytic review. *Conflict Resolution Quarterly,* 21(1): 7-26.

Cohen, R. (2005). *Peer mediation in schools: Students resolving conflict.* Tuscon, Arizona: Good Year Books.

Coleman P. T. and Deutsch M. (n.d.) Cooperation, conflict resolution and school violence. A systems approach. *The International Center for Cooperation and Conflict Resolution Teachers College*, Columbia University.

Crawford, P. A. (2005). Primarily peaceful: Nurturing peace in the primary grades. *Early Childhood Education Journal, 32*(5): 321-328. doi: 10.1007/s10643-004-1083-7

Deutch, M. (1983). Conflict resolution: Theory and practice. *Political Psychology,* 4(3): 431-453. Retrieved March, 3, 2018, from http://www.jstor.org/stable/3790868

Farrell, A. D., Meyer, A. L., Kung, E.M. and Terri N. (2001). Development and evaluation of school-based violence prevention programs. *Journal of Clinical Child Psychology*, 30(1): 207–220.

Glasser W. (1984). *Control theory*. New York: Harper and Row. http://dx.doi.org/10.1080/0952391980090205

Johnson, D. W. and Johnson, R. T. (1995b). Teaching students to be peacemakers: The result of five years of research. *Journal of Peace Psychology*, 1(4): 417-438.

Johnson, D. W. and Johnson, R. (1995a). *Teaching students to be peacemakers.* Edina, MN: Interaction Book Company.

Johnson, D. W. and Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Edina, MN: Interaction Book.

Johnson, D. W. and Johnson, R. T. (1994). Effects of conflict resolution training on elementary school students. *Journal of Social Psychology*, 134(6): 803-817.

Johnson, D. W. and Johnson, R. T. (1995). *Our mediation notebook*. (3rd ed.). Edina, Minnesota: Interaction Book Company.

Johnson, D. W. and Johnson, R. T. (1996a). Conflict resolution and peer mediation programs in elementary and secondary schools: A review of the research. *Review of Educational Research*, 66(4): 459-506. Retrieved March 5, 2018, from http://www.jstor.org/stable/1170651

Johnson, D. W. and Johnson, R. T. (1996b). Reducing school violence through conflict resolution training. *National Association of Secondary School Principals Bulletin,* 80(579): 11-17.

Johnson, D. W. and Johnson, R. T. (2002). Teaching students to be peacemakers: A meta-analysis. *Journal of Research in Education*, 12(1): 25-39.

Johnson, D. W. Johnson, R., Dudley, B., and Magnuson, D. (1995). Training elementary school students to manage conflict. *The Journal of Social Psychology,* 135(6): 673-686.

Johnson, D. W. Johnson, R., Dudley, B., and Acikgoz, K. (2001). Effects of conflict resolution training on elementary school students. *The Journal of Social Psychology,* 134(6): 803-817.

Johnson, D. W. Johnson, R., Dudley, B., Mitchell, J., and Fredericson, J. (1997). The impact of conflict resolution training on middle school students. *Journal of Social Psychology*, 137(1): 11-21.

Johnson, D. W., Johnson, R., Dudley, B., Ward, M. and Magnuson, D. (1995). The impact of peer mediation training on the management of school and home conflicts. *American Educational Research Journal,* 32(4): 829-844. Retrieved September, 25, 2008, from http://www.jstor.org/stable/1163337

 Johnson, D. W. and Johnson, R.T. (2004, Winter). Implementing the "Teaching Students to Be Peacemakers Program". Theory into practice. *Conflict Resolution and Peer Mediation*, 43(1): 68-79. Retrieved April 6, 2017, from http://www.jstor.org/stable/3701566

Johnson, D.W. (1998). Teaching students to manage intercultural conflicts constructively. *Intercultural Education*, 9(2): 155-163.

Johnson, D.W. and Johnson, R. T. (1996c). Teaching all students how to manage conflicts constructively: The Peacemakers Program. *The Journal of Negro Education*. 65(3): 322-335. Retrieved August 3, 2009, from http://www.jstor.org/stable/2967349

Koch, M. and Miller, S. (1987). Resolving student conflicts with student mediators. *Principal,* 66: 59-62.

Longaretti L. and Wilson J. (2006). The impact of perceptions on conflict management. *Educational Research Quarterly*, 29(4).

Moore W. J. (2003). *The Mediation Process: Practical strategies for resolving conflict.* Third edition revised. San Francisco, CA: Jossey-Bass.

Noakes M. A. and Rinaldi C.M. (2006, August). Age and gender differences in peer conflict. *Youth Adolescence.* 35: 881–89. doi 10.1007/s10964-006-9088-8

Rogers, Marie. (1994*).* Resolving conflict through peer mediation, A series of Solutions and Strategies*. National Dropout Prevention Center*, 8, 1-12.

Sagkal, A. S., Turnuklu, A. and Totan, T. (2016). Peace education's effects on aggression: A mixed method study. *Eurasian Journal of Educational Research,* 64: 45-68, from http://dx.doi.org/10.14689/ejer.2016.64.3

Sagkal A. S., Turnuklu, A. and Kabasakal (2015*). Peacemaker students' perceptions of peacemaking process. (Barışyapıcı Öğrencilerin Barışyapıcılık Sürecine İlişkin Algıları.) Journal of Educational Sciences. Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 6(1): 14-26.

Schrumpf F., Crawford K.D. and Bodine J.R. (1997). Revised Edition. *Peer mediation: Conflict resolution in schools. Program guide.* Illinois: Research Press.

Schumpf, F., Crawford, D. and Usadel, C. (1991). *Peer mediation: Conflict resolution in schools.* Champaign, Illinois: Research Press.

Sellman E. (2008). Peer mediation: Citizenship and social inclusion. *British Educational Research Journal,* 34(4): 572-574

Smith, S.W., Daunic, A.P., Miller, M.D. and Robinson, T.R. (2002). Conflict resolution and peer mediation in middle schools: Extending the process and outcome knowledge base. *The Journal of Social Psychology*, 142(5): 567–586.

Stevhan L., Johnson D.W., Johnson R.T. and Schultz R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. *Journal of Social Psychology*, 142(3): 305-331.

Stevhan, L., Johnson, D. W., Johnson, R. T., Oberle, K. and Wahl L. (2000). Effects of conflict resolution training integrated into a kindergarten curriculum. *Child Development*, 71(3): 772-784.

Tastan, Oner (2008). Efficiency of the peer mediation program on the sixth- grade student's ability of peer mediation. *Dokuz Eylul Universitesi Buca Egitim Fakultesi Dergisi,* 23: 160-168.

Travers, P. D. (1980). A historical view of school discipline (in the United States*), Educational Horizons*, 58(4): 184-187.

Turnuklu A., Kacmaz T., Turk F., Kalender A., Sevkin B. and Zengin F. (2009b). Helping students resolve their conflicts through conflict resolution and peer mediation training. *World Conference on Educational Sciences.*

Turnuklu, A. (2015). *Ortaokullarda Öğrenci Anlaşmazlıklarının Dönüştürülmesi.Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı*. Ankara, Hegem V Yayınları.

Turnuklu, A. and Sahin, I. (2004). Examining 13-14th years old students' conflict resolution strategies [13-14 yaş grubu ogrencilerin catisma cozme stratejilerinin incelenmesi]. *Turk Psikoloji Yazıları*, 7(13): 45-61.

Turnuklu, A., Kacmaz, T., Gurler, S., Kalender, A., Zengin, F. and Sevkin, B. (2009a). The effects of conflict resolution and peer mediation education on students' empathy skills. *Education and Science,* 34(153): 15-24.

Turnuklu, A., Kacmaz, T., Sunbul, D. and Ergul, H. (2010). Effects of conflict resolution and peer mediation training in a Turkish High School. *Australian Journal of Guidance & Counselling,* 20(1): 69-80.

APPENDICES

Appendix 1: Peer Mediator Interview Form

<div align="center">

Peer Mediator Interview Form

</div>

Directive: The purpose of this study is to analyze the possible effects of peacemaking/ peer-mediation training and practice. Since your thoughts will be used for the research, please think about your concrete experiences before you reply and be frank.

Age:

Class:

Siblings:

Mother's Occupation:

Father's Occupation:

Marital status of parents: ( ) Married   ( ) Divorced

1. How did you feel when you were first selected as peacemaker/peer mediator?

2. Could you tell us about the change in your behavior after the peacemaking training and peer mediation practice?

3. How do the peacemaking training and peer mediation practice affect your academic success?

4. How do the peacemaking training and peer mediation practice affect the relationship with your peers?

5. How do the peacemaking training and peer mediation practice affect your relations with your teachers?

6. How do the peacemaking training and peer mediation practice affect your relations with your family members?

7. What are the positive aspects of being a peacemaker/peer mediator?

8. What are the negative aspects of being a peacemaker/peer mediator?

9. What are the steps you have difficulty in handling during mediation sessions?

10. What are the difficulties, the students in conflict, experience while explaining their conflicts?

11. What are the difficulties, the students in conflict, experience while expressing their emotions?

12. What are the difficulties, the students in conflict have while showing empathy?

13. What are the difficulties, the students in conflict, experience while expressing their needs and reasons?

14. What are the difficulties, the students in conflict, experience in finding solutions to resolve their disputes?

15. Have you ever used the strategies of peacemaking and peer mediation outside the school environment? If yes, how were the results?

16. What are the effects of peacemaking training and per mediation practices on the school environment?

17. How is the reaction of the conflicting peers to you as a peer mediator, after the mediation sessions?

18.What are the effects the peacemaking training and peer-mediation practices, on the class environment?

Appendix 2: Teacher Interview Form

TEACHER INTERVIEW FORM

Directive: The purpose of this study is to analyze the possible effects of peacemaking/ peer-mediation training and practice. Since your thoughts will be used for the research, please think about your concrete experiences before you reply and be frank. We appreciate your contribution to this scientific study.

Seniority: ………………Gender: ……………Branch: ……………

1. What are the effects of peacemaking and peer-mediation training and practices, on the school environment?

2. What are the effects the peacemaking and peer-mediation training and practices, on the class environment?

3. What are the effects the peacemaking and peer-mediation training and practices, on student conflicts?

4. How do the peacemaking and peer-mediation training and practices, affect your relationship with the students?

5. How do the peacemaking and peer-mediation training and practices, affect students' academic success?

6. According to you what are the positive aspects of peacemaking and peer-mediation training and practices so far?

7. According to you what are the negative aspects of peacemaking, peer-mediation training and practices so far?

8. How do the peacemaking, peer-mediation training and practices, affect the behavior of the peer mediators?

9. How do the peacemaking, peer-mediation training and practices, affect your life in school as a teacher?

10. How do the peacemaking, peer-mediation training and practices, affect the concept of school discipline?

11. How do the peacemaking, peer-mediation training and practices, affect the percentage of disciplinary punishments?

Appendix 3: Mediation Form

<div align="center">

MEDIATION/PEACEMAKING FORM

</div>

Mediator(s):…………………………………..Grade:……………Signature:………..

Date: ……………...…Time: …………………Place of Mediation: ………………….

People Involved in Conflict:

Name	Grade

<div align="center">

What Is the Conflict?

</div>

_____

_____

_____

_____

Was an Agreement Reached?   Yes: ……………….. No: ………………

Person 1 Agrees to: Person 2 Agrees to:

…………………… agreed to do the following	……………. agreed to do the following
Signature:	Signature:

Follow-

Up:

Source: Ortaokullarda Öğrenci Anlaşmazlıklarının Dönüştürülmesi. Akran

Arabulucu /Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015,

p.97

Appendix 4: What would I do?

What Would I Do?

For each conflict listed below indicate which of the two alternatives you would most likely do. Circle the "a" or "b" statement that is most like what you would do. In some cases, you might not do either "a" or "b," but please select the action that would be more likely to happen.

1. You and a classmate both want to use the computer at the same time.
   a. I would give up wanting it and give up on the classmate as a friend.
   b. I would try to force the classmate to let me use the computer first.
2. You and a classmate both want the same library book at the same time.
   a. I would give up on wanting it and give up on the classmate as a friend. Her reasons were more important than mine!
   b. I would let him/her have it, because a good friend is important.
3. You and a classmate both want to sharpen your pencil at the same time.
   a. I would let the classmate go first and give up on him/her as a friend.
   b. I would ask for us to solve the problem by one person sharpening both pencils so both of us have to wait an equal amount of time.
4. You and a classmate both want to be first in the lunch line.
   a. I would let the classmate go first and give up on him/her as a friend.
   b. I would compromise by agreeing to alternate who goes first for an equal number of days.
5. You and a classmate both want the same chair at your favourite table in the library.
   a. I would try to force the classmate to let me have the chair not caring if he/she was angry or upset with me.
   b. I would listen carefully to why my classmate wanted the chair and if his/her reasons were more important than mine, i would let him/her have it, because a good friend is important.

6. You and a classmate are working on a group project. Both of you want to draw the illustrations and neither want to write the report.

    a. I would try to force the classmate to let me draw the illustrations not caring if he/she was angry or upset with me.

    b. I would compromise by agreeing for each of us to draw half the illustrations and write, half the report.

7. You and a classmate have been playing ball. Neither of you wants to put the equipment away.

    a. I would try to force the classmate to do it not caring if he/she was angry or upset with me.

    b. I would ask for us to solve the problem by putting the equipment away together.

8. You and a classmate are making a video. Both of you want to run the camera and neither want to- narrate.

    a. I would listen carefully to why my classmate wanted to do the filming, and if his/her reasons were more important than mine, I would let him/her do it, because a good friend is important.

    b. I would ask the classmate to compromise so that each of us filmed half of the time and each narrated half of the time.

9. You told a classmate a secret and he/she told it to several other people.

    a. I would listen carefully to why my classmate told my secret, and if his/her reasons were more important than mine, I would forgive him/her, because a good friend is important.

    b. I would try to solve the problem by asking my classmate what happened and working out an agreement as to keeping secrets in the future.

10. You and a classmate both believe you did most of the work on a joint report.

    a. I would compromise by agreeing that we both did half.

    b. I would try to solve the problem by reviewing each aspect of the paper and decide who did how much on that aspect.

Source: Our Mediation Notebook, 1995, p. 3:2

Appendix 5: Describing Your Feelings

DESCRIBING YOUR FEELINGS

To negotiate effectively and to communicate clearly, you must describe your feelings (as opposed to expressing them indirectly). Working with a partner, put a:

■ D before a statement that describes the sender's feelings,

■ No before a statement that conveys feeling without directly describing what the feeling is.

Agree on each answer. Then combine with another pair and compare answers. Discuss each statement until everyone agrees.

Statements

1. a. Stop driving this fast! Slow down right now!

    b. Your driving this fast frightens me.

2. a. Do you have to stand on my foot?

    b. You are so mean and vicious you don't care if you cripple me for life!

    c. I am annoyed at you for resting your 240-pound body on my foot.

3. a. I feel ecstatic about winning the Reader's Digest Sweepstakes!

    b. This is a wonderful day!

4. a. You're such a helpful person.

    b. I really respect your ideas; you're so well informed.

5. a. Everyone here likes to dance with you.

    b. When I dance with you I feel graceful and relaxed.

    c. We all feel you're a great dancer.

6. a. If you don't start cleaning up after yourself, I'm moving out!

    b. Did you ever see such a messy kitchen in your life?

    c. I am afraid you will never do your share of housework.

7. a. This is a very interesting book.

    b. I feel this is not a very helpful book.

    c. I get very excited when I read this book.

8. a, I don't feel competent enough to contribute anything of worth to this group.

    b. I'm not competent enough to contribute anything worthwhile to this group.

Source: Our Mediation Notebook, 1995, p. 5:4

Appendix 6: Our Reactions and Basic Needs in an Interpersonal Conflict

Our Reactions and Basic Needs in an Interpersonal Conflict

Directive: Read the conflict situations. Write your reactions and your basic needs in the box.

POSSIBLE CONFLICT SITUATION	REACTION	BASIC NEED
1. When a friend borrows something and does not bring back		
2. When you want the same thing at the same time with a friend		
3. When someone jumps the queue in the cafeteria or at school		
4. When a friend hits you		
5. When a friend yells and insults you		
6. When a friend swears at you		
7. When a friend calls you names		
8. When a friend humiliates you		
9. When a friend makes a rude remark		
10. When a friend makes fun of you		
11. When a friend is jealous about you		
12. When a friend tries to ride the high horse		
13. When a friend gossips about you		
14. When a friend behaves unrespectfully		
15. When a friend lies to you		
16. When a friend takes your belonging without permission		
17. When you and a friend have different opinion		
18. When you and your friend want to sit the same place		

Source: Ortaokullar İçin Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015, p. 27-29

Appendix 7: Lost Crayons

LOST CRAYONS

Read the text as if it happened to you. The two boxes below shows two different endings to the given situation. Read the information in the boxes and answer the questions.

You get out of the class during recess and leave the new crayons which your mother bought you, on your desk. When you come back, you look around, your bag, and under your chair but you can not find them anywhere.

In a while you see that a friend whom you have a lot of quarrels, has taken your crayons to finish her/his painting. How would you feel? …………………………………………… …………………………………………… …………………………………………… What would you say to your friend? Finish the story: ………………………………………… ………………………………………… …………………………………………	In a while you see that your best friend has taken your crayons to finish her/his painting. How would you feel? ………………………………………… ………………………………………… ………………………………………… What would you say to your friend? Finish the story: ………………………………………… ………………………………………… …………………………………………

Source: Ortaokullar İçin Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015, p. 40

ÖĞRENCİ GÖRÜŞME FORMU

YÖNERGE: Bu araştırmanın amacı okulunuzda uygulanmakta olan müzakere ve arabuluculuk eğitiminin etkilerini incelemektir. Bu bağlamda somut deneyimlerinizi düşünerek yanıt verirseniz, araştırmaya çok katkı vermiş olacaksınız. Sorulara yanıt verirken gerçek düşüncenizi belirtmeniz, araştırmamızın sonuçları açısından çok önem taşımaktadır. Lütfen soruların tamamını okulunuzdaki yaşantılarınızı düşünerek yanıtlayınız.

Bilimsel bir çalışmaya yapacağınız katkılardan dolayı teşekkür ederiz.

Yaş:

Sınıfı:

Kardeş sayısı:

Anne çalışıyor mu? ( ) Evet   ( ) Hayır İşi:……

Baba çalışıyor mu? ( ) Evet   ( ) Hayır İşi:……

Ebeveynler evli   ( ) Evet   ( ) Hayır

<u>Arabulucularla Yapılacak Görüşme Soru Formu</u>

1) Arabulucu olduğunda **neler hissettin**?

2) Barışyapıcılık, müzakere ve arabuluculuk eğitimi alman ve arabuluculuk uygulamaları yapman, **senin davranışlarında** nasıl bir değişime yol açtı?

3) Barışyapıcılık, müzakere ve arabuluculuk eğitimi alman ve arabuluculuk uygulamaları yapman, **derslerdeki başarını** nasıl etkiledi?

4) Barışyapıcılık, müzakere ve arabuluculuk eğitimi alman ve arabuluculuk uygulamaları yapman, **arkadaşlarınla** ilişkilerinde ne gibi değişikliklere yol açtı?

5) Barışyapıcılık, müzakere ve arabuluculuk eğitimi alman ve arabuluculuk uygulamaları yapman, **öğretmenlerinle** ilişkilerini nasıl etkiledi?

6) Barışyapıcılık, müzakere ve arabuluculuk eğitimi alman ve arabuluculuk uygulamaları yapman, **aile içi ilişkilerini** nasıl etkiledi?

7) Bir barışyapıcı olarak, arkadaşlarının anlaşmazlıklarında, arabuluculuk yapmanın **olumlu** tarafları nelerdir?

8) Bir barışyapıcı olarak, arkadaşlarının anlaşmazlıklarında, arabuluculuk yapmanın **olumsuz** tarafları nelerdir?

9) Bir barışyapıcı olarak, arabuluculuk yaparken **hangi basamaklarda** zorlandın anlatır mısın?

10) Anlaşmazlık yaşayan öğrenciler, genel olarak, **sorunlarını anlatırken** ne tür zorluklar yaşadılar?

11) Anlaşmazlık yaşayan öğrenciler, **duygularını ifade ederken** ne tür zorluklar yaşadılar?

12) Anlaşmazlık yaşayan öğrenciler, genel olarak birbirleriyle **empati kurarken** ne tür zorluklar yaşadılar?

13) Anlaşmazlık yaşayan öğrenciler, **isteklerini ve nedenlerini anlatırken** ne tür zorluklar yaşadılar?

14) Anlaşmazlık yaşayan öğrenciler, **çözüm seçenekleri üretirken** ne gibi zorluklar yaşadılar?

15) Barışyapıcılık eğitiminden sonra, koul dışında arabuluculuğu kullandın mı? Eğer kullandı isen nasıl sonuçlar aldın?

16) Sence, barışyapıcılık uygulamaları okul ortamında nasıl bir değişiklik yarattı?

17) Barışyapıcı olarak, anlaşmazlıkların arabuluculuk yoluyla çözümlenmesinin ardından, taraflardan ne gibi tepkiler aldın?

18) Sence, barışyapıcılık eğitimi sonrasında başlatılan Akran Arabuluculuk uygulamaları sınıf ortamında nasıl etki yarattı?

Appendix 9: Öğretmen Görüşme Formu

ÖĞRETMEN GÖRÜŞME FORMU

YÖNERGE: Bu araştırmanın amacı okulunuzda uygulanmakta olan müzakere ve arabuluculuk eğitiminin etkilerini incelemektir. Bu bağlamda somut deneyimlerinizi düşünerek yanıt verirseniz, araştırmaya çok katkı vermiş olacaksınız. Sorulara yanıt verirken gerçek düşüncenizi belirtmeniz, araştırmamızın sonuçları açısından çok önem taşımaktadır. Lütfen soruların tamamını okulunuzdaki yaşantılarınızı düşünerek yanıtlayınız.

Bilimsel bir çalışmaya yapacağınız katkılardan dolayı teşekkür ederiz.

Mesleki Kıdem: …………. Cinsiyet: ……… Branş: ……………….

1) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, okulun **sosyal ortamını** nasıl etkilemektedir?

2) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, **sınıf ortamını** nasıl etkilemektedir?

3) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, okulda yaşanan **öğrenci anlaşmazlıklarını** nasıl etkilemektedir?

4) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, **öğrencilerinizle ilişkilerinizi** nasıl etkilemektedir?

5) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, öğrencilerin **akademik başarılarını** nasıl etkilemektedir?

6) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programının, **olumlu** yönleri nelerdir?

7) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programının, **olumsuz** yönleri nelerdir?

8) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, **akran-arabulucu öğrencilerin** davranışlarını nasıl etkilemektedir?

9) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı, sizin **öğretmenlik yaşantınızı** nasıl etkilemektedir?

10) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programı okulun disiplin anlayışını nasıl etkilemiştir?

11) Okulunuzda verilen Barışyapıcılık Eğitimi sonrasında uygulamaya geçilen ¨**Barışyapıcılık/Akran Arabuluculuk**¨ programının, okul disiplin kuruluna yansıyan öğrenci anlaşmazlıklarına dayalı olayların sayısının azalmasına nasıl bir etkisi var?

Appendix 10: Arabuluculuk/Barışyapıcılık Formu

Arabuluculuk/Barışyapıcılık Formu

Arabulucu: ……………………………………Sınıfı: ………İmza: ………

Tarih: ……………......... Saat: ………… Arabuluculuk yeri: ..……………..……..

Anlaşmazlık yaşayan öğrencilerin adları ve soyadları	Sınıfı

<table>
<tr><td colspan="2" align="center">Anlaşmazlık konusu</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2"></td></tr>
</table>

Anlaşmaya ulaşıldı mı? Evet : ………………. Hayır : ………………

Birinci kişi	İkinci kişi
……………………aşağıdakileri yapmaya söz verdi	…………… aşağıdakileri yapmaya söz verdi
İmza:	İmza:

Takip

Sonucu:

Kaynak: Ortaokullarda Öğrenci Anlaşmazlıklarının Dönüştürülmesi.Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015, p.97

Ne Yapardım?

Aşağıda belirtilen her çatışma için vereceğiniz tepkilerden size en çok uyan alternatifi seçiniz. Bazı durumlarda "a" veya "b" seçneği de size uymayabilir ancak lütfen size en yakın seçeneği işaretleyiniz.

1. Siz ve bir sınıf arkadaşınız bilgisayarı aynı anda kullanmak istiyorsunuz.

   a. Bilgisayarı kullanmaktan vazgeçerim. Arkadaşlıktan da vazgeçerim.

   b. Sınıf arkadaşımı bilgisayarı bana bırakması için zorlarım.

2. Siz ve bir sınıf arkadaşınız kütüphaneden aynı kitabı aynı anda almak istiyorsunuz.

   a. Kitabı almaktan vazgeçerim. Arkadaşlıktan da vazgeçerim.

   b. Arkadaşımın kitabı neden istediğini sorar ve dikkatle dinlerim. Eğer onun kitabı isteme nedeni benimkinden önemliyse onun almasına izin veririm çünkü iyi bir arkadaş önemlidir.

3. Siz ve bir sınıf arkadaşınız aynı anda kalemlerinizi açmak istiyorsunuz.

   a. Arkadaşıma kalemini önce açması için izin veririm. Arkadaşlıktan da vazgeçerim.

   b. Birimizin iki kalemi de açmasını öneririm. Böylece ikimiz de aynı süre beklemiş oluruz.

4. Siz ve bir sınıf arkadaşınız da yemek sırasında en önde olmak istiyorsunuz.

   a. Arkadaşımın öne geçmesine izin veririm. Arkadaşlıktan da vazgeçerim.

   b. İkimizin de eşit sayıda öne geçmesi için anlaşırım.

5. Siz ve sınıf arkadaşınız kütüphanede en sevdiğiniz masadaki aynı sandalyeyi istiyorsunuz.

   a. Kızmasına ya da üzülmesine aldırmadan arkadaşımı, istediğim sandalyeyi bana bırakması için zorlarım.

   b. Arkadaşımın neden orada oturmak istediğini sorar ve dikkatle dinlerim. Eğer onun isteme nedeni benimkinden önemliyse onun oturmasına izin veririm çünkü iyi bir arkadaş önemlidir.

6. Siz ve sınıf arkadaşınız bir projede ortak çalışıyorsunuz. İkiniz de yazmak yerine çizimleri yapmayı tercih ediyorsunuz.

a. Kızmasına ya da üzülmesine aldırmadan arkadaşımı, çizim işlerini bana bırakması için zorlarım.

b. İkimizin de yarı yarıya çizim ve yazma işini paylaşmasına razı olarak uzlaşırım.

7. Siz ve sınıf arkadaşınız top oynuyordunuz. İkiniz de topu yerine götürmek istemiyorsunuz.

a. Kızmasına ya da üzülmesine aldırmadan arkadaşımı, topu yerine bırakması için zorlarım.

b. Topu beraberce yerine götürmeyi teklif ederek sorunu çözmeyi öneririm

8. Siz ve sınıf arkadaşınız video çekiyorsunuz. İkiniz de konuşmak yerine kameraya çekmeyi istiyorsunuz.

a. Arkadaşımın neden çekim yapmak istediğini sorar ve dikkatle dinlerim. Eğer onun isteme nedeni benimkinden önemliyse onun çekmesine izin veririm çünkü iyi bir arkadaş önemlidir.

b. Çekme ve konuşma bölümlerini yarı yarıya ortak paylaşarak uzlaşmayı öneririm.

9. Bir sınıf arkadaşınıza sırrınızı verdiniz. O da herkese anlattı.

a. Arkadaşımın neden sıırımı başkalarına söylediğini sorar ve dikkatle dinlerim. Eğer söyleme nedeni benimkinden önemliyse onu affederim çünkü iyi bir arkadaş önemlidir.

b. Arkadaşıma neden sırrımı söylediğini sorarım ve bir daha sır tutması konusunda bir anlaşmaya vararak sorunu çözmeye çalışırım.

10. Siz ve sınıf arkadaşınız, hazırladığınız raporda en çok işi kendinizin yaptığını düşünüyorsunuz.

a. İkimizin de yarı yarıya yaptığını kabul ederek uzlaşırım.

b. Her bölümün üzerinden geçip kimin ne kadar iş yaptığına karar vererek sorunu çözmeye çalışırım.

Kaynak: Our Mediation Notebook, 1995, p.3:2

Appendix 12: Duyguları İfade Etmek

DUYGULARI İFADE ETMEK

Etkili müzakere edebilmek ve açık bir iletişim kurabilmek için duygularınızı ifade edebilmelisiniz. (Dolaylı yollardan anlatmanın aksine). Bir arkadaşınızla eşleşin. Aşağıdaki cümleleri dikkatlice okuyun ve bırakılan boşluklara;

* Karşıdaki kişinin duygularını ifade ettiği her cümle için D harfi,

*Karşıdaki kişinin duygularını açıkça ifade etmediği her cümle için N harfi yazın.

Cevaplar üzerinde anlaşın ve daha sonra diğer eşlerle bir araya gelip cevaplarınızı karşılaştırın.

1.——— a. Bu kadar hızlı araba kullanmayı kes! Çabuk yavaşla!

————b. Bu kadar hızlı araba kullanman beni korkutuyor.

2.——— a. Ayağıma basmak zorunda mısın?

————b. O kadar alçak ve huysuzsun ki beni ömür boyu sakat bıraksan bile
umurunda olmaz.

————c.100 kiloluk bedeninle ayağıma bastığın için sana kızgınım.

3.——— a. Bu ödülü aldığım için çok mutluyum.

————b. Bugün harika bir gün!

4.——— a. Çok yardımsever bir insansın.

————b. Fikirlerine saygı duyuyorum. Çok bilgili bir insansın.

5.——— a. Buradaki herkes seninle dans etmek ister.

————b. Seninle dans ettiğim zaman kendimi çok zarif ve rahat hissediyorum.

————c. Hepimiz iyi bir dansçı olduğunu düşünüyoruz.

6.————-a. İşin bittiğinde ortalığı temizlemeyeceksen ben taşınıyorum!

————b. Hayatında hiç bu kadar dağınık bir mutfak gördün mü?

————c. Korkarım ev işlerinde üzerine düşeni hiçbir zaman yapmayacaksın.

7._____a. Bu çok ilginç bir kitap.

_____b. Bu faydalı bir kitap değil gibi hissediyorum.

_____c. Bu kitabı okuyunca çok heyecanlandım.

8._____a. Bu gruba değerli bir katkı sağlayacak kadar güvenli hissetmiyorum kendimi.

_____b. Bu gruba değerli olacak herhangi bir katkı sağlayacak kadar yeterli değilim.

Kaynak: Our Mediation Notebook, 1995, p. 5:4

Appendix 13: Kişiler Arası Anlaşmazlıklarda Tepkilerimiz ve Temel Gereksinimlerimiz

Kişiler Arası Anlaşmazlıklarda Tepkilerimiz ve Temel Gereksinimlerimiz

Yönerge: Aşağıdaki anlaşmazlık yaşanabilecek durumları okuyun. Bu durumlarda vereceğiniz tepkileri ve bu durumla ilgili karşılanmayan temel gereksiniminizi ilgili kutuya yazın.

ANLAŞMAZLIK YAŞANABİLECEK DURUM	TEPKİM	TEMEL GEREKSİNİM LERİM
1. Bir arkadaşın sana ait bir eşyayı ödünç aldığında ve geri vermediğinde		
2. Bir arkadaşınla aynı okul araç ve gerecini aynı anda istediğinde		
3. Kantinde ya da okulda herhangi bir sırada beklerken bir öğrenci senin önüne geçtiğinde		
4. Bir arkadaşın sana vurduğunda		
5. Bir arkadaşın sana bağırdığında ve hakaret ettiğinde		
6. Bir arkadaşın sana küfrettiğinde		
7. Bir arkadaşın sana lakap taktığında		
8. Bir arkadaşın seni küçük düşürdüğünde		
9. Bir arkadaşın sana laf attığında		
10. Bir arkadaşın seninle alay ettiğinde		
11. Bir arkadaşın seni kıskandığında		
12. Bir arkadaşın üstünlük sağlamaya çalıştığında		
13. Bir arkadaşın senin hakkında dedikodu yaptığında		
14. Bir arkadaşın sana saygısızca davrandığında		
15. Bir arkadaşın sana yalan söylediğinde		
16. Bir arkadaşın senin bir eşyanı izinsiz aldığında		

17. Bir arkadaşınla düşünce farklılığına düştüğünde		
18. Bir arkadaşınla sırayı paylaşamadığında		

Kaynak: Ortaokullar İçin Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015, p. 27-29

Appendix 14: Kayıp Boyalar

Kayıp Boyalar

Aşağıdaki hikâyeyi kendi başınızdan geçiyormuş gibi okuyun. Hikâyenin altında yer alan iki kutucuk bu hikâye için iki ayrı sonu gösteriyor. Bu kutuları ayrı ayrı okuyup her birinin sonundaki soruları cevaplandırın.

Annenizin sizin için aldığı yeni boya takımını sıranın üzerinde bırakıp teneffüse çıkıyorsunuz. Sınıfa geri döndüğünüzde ise boyalarınızı yerinde bulamıyorsunuz. Çantanıza, sıranızın altına, çevrenize bakıyorsunuz; ama hiçbir yerde göremiyorsunuz.

Bir süre sonra sınıfta en çok anlaşmazlık yaşadığınız arkadaşınızın, boyanızı kendi resmini tamamlamak için aldığını görüyorsunuz. Bu durumda neler hissedersiniz? ………………………………………… ………………………………………… ………………………………………… Arkadaşınızın yanına gidip neler söylersiniz? Hikayeyi tamamlayınız: ………………………………………… ………………………………………… …………………………………………	Bir süre sonra sınıfta en iyi anlaştığınız arkadaşınızın, boyanızı kendi resmini tamamlamak için aldığını görüyorsunuz. Bu durumda neler hissedersiniz? ………………………………………… ………………………………………… ………………………………………… Arkadaşınızın yanına gidip neler söylersiniz? Hikayeyi tamamlayınız: ………………………………………… ………………………………………… …………………………………………

Kaynak: Ortaokullar İçin Akran Arabulucu/Barışyapıcı Lider Öğrenci Programı Öğrenci Uygulama Kitabı, 2015, p. 40