EXAMINING INTERPERSONAL CONFLICTS AMONG MIDDLE SCHOOL STUDENTS IN TURKEY

ABBAS TURNUKLU

Abstract – *The purpose of this research was to examine interpersonal conflicts among middle school students. Participants were 461 students from sixth, seventh and eighth grades (12-14 year olds) of middle schools. Of the participating students, 241 were female, and 220 were male. Data were collected using a self-report questionnaire. Since the questionnaire items were all open ended, the whole data were text based. Content analysis, therefore, was used in order to analyse the data. Results showed that students' associations of conflict, types of conflicts which were seen in the school context, and origins of these conflicts generally included violence-oriented destructive features concerning either physical, or verbal and psychological. Similarly, students' conflict resolution strategies and tactics had a tendency to be either destructive or adult oriented instead of being co-operative.*

Introduction

Since students with different needs, interests, goals, aims, beliefs, values, cultural identities, thoughts, attitudes, ethnic and religious origins, and personalities share the same classroom, playground, cafeteria and lunchroom at the same time, conflicts between or among two or more students are natural and unavoidable part of school life. However, the perception and association of conflicts are generally negative rather than positive. Schrumpf, Crawford & Bodine (1997, p.15) claim that not only adults but also children respond negatively to interpersonal conflicts when asked to list words or phrases related to conflict (e.g. 'fight', 'hit', 'argument', 'hate', 'anger', and so forth). Although most people recognise the negative sides of interpersonal conflicts, some people also see opportunities in conflict (Danohue & Kolt, 1992, p.3). For example Bush and Folger (1994, p.81) state that conflicts between or among people 'can be viewed not as problems at all but as opportunities for moral growth and transformation'. Theoretically, all interpersonal conflicts are 'mixed-motive, containing elements of both cooperation and competition' (Deutsch, 2000, p.22). In this context, the issue is how you interpret and perceive the conflict rather than the content of the conflict as a fact.

Johnson and Johnson (1995) classify conflicts in school contexts into four types. They are controversy (intellectual conflicts related to ideas, conclusions,

theories, information and opinions), conceptual conflict (related to ideas in person's mind), conflict of interests (related to wants and benefits) and developmental conflicts (related to incompatible activities between adults and children). When concrete interpersonal conflicts between or among students are examined, a variety of types can be seen in a school context. For example, the most commonly met conflicts between or among students are hitting, name calling, rumours, disagreement over ownership of resources, hurt feeling, fighting, name calling, swearing at peers and talking it out/arguing (Johnson & Johnson, 1996; Hart & Gunty, 1997; Tracy, 1999; Williamson, Warner, Sanders & Knepper, 1999). In addition to this, Johnson & Johnson (1996) also found that the highest occurrences of conflicts that bring into peer mediation process are physical attacks (43%) and verbal attacks (42%). On the other hand, students' most common conflict resolution strategies are also physical force (40%) and verbal force (51%).

If the origin of interpersonal conflicts is diagnosed, three main issues can be identified: 'limited resources, different values, and basic psychological needs (belonging, power, freedom and fun)' (Schrummpf, Crawford & Bodine, 1997, pp.16-19). Glasser (1993, p.134) states that people always 'choose all they do. Sometimes they make good choices and sometimes bad choices, but they are all choices'. People's behaviours are also determined by their choice including their basic needs in terms of 'survival, love and friendship, power, freedom and fun' (Glasser, 1993, p.137). Conflicts between or among students are therefore also determined by these incompatible choices and activities.

In addition to the origin of interpersonal conflicts, Kreidler (1984 - cited in Bettmann & More, 1994) also points out six factors that increase the existence of interpersonal conflicts in the school culture. These are the lack of a co-operative and collaborative learning environment, an unfriendly and mistrustful learning atmosphere, lack of constructive communication skills, lack of constructive and productive anger management skills and lack of constructive conflict resolution skills, strict classroom rules, and authoritarian use of power. All these categories contribute to the emergence of interpersonal conflicts in the school context.

The resolutions of conflicts that are mentioned above are also taken into account as an opportunity to improve students' problem-solving and compassion skills. Although several conflict strategies have been identified by different researchers, three of these strategies have received more attention. These include: 'collaborative/integrative/principled', 'competitive/destructive/hard', and 'avoidance/soft' strategies (Lulofs & Cahn, 2000, pp.104-105; Schrumpf, Crawford & Bodine, 1997, pp.20-21; Fisher, Ury & Patton, 1991, p.13). 'Collaborative/integrative/principled' strategies include problem solving

negotiations that are carried out constructively face to face. Participants are problem solvers and they seek constructive solutions that ensure that both sides fully achieve their goals (Johnson & Johnson, 1995, pp.4-3; Fisher, Ury & Patton, 1991, p.13). This strategy involves several tactics such as 'co-operative mutual orientation, seeking areas of agreement and mutually beneficial solutions, expressing trust, and showing concern' (Lulofs & Cahn, 2000, p.105).

'Competitive/destructive/ hard' strategies involve forcing and persuading the other side in order to achieve your goal and to have victory individually. Therefore, the other side is seen as an adversary rather than a friend (Johnson & Johnson, 1995, pp.4-3; Fisher, Ury & Patton, 1991, p.13). This strategy also involves several tactics such as 'competing, insulting, treating sarcasm, shouting, demanding' (Lulofs & Cahn, 2000, p.105).

'Avoidance' strategies, on the other hand, are generally used either when the goal is not important and one wants to be nice to the other side in order not to lose a relationship or when having constructive solutions is not important in the long run (Schrumpf, Crawford & Bodine, 1997, p.20; Johnson & Johnson, 1995, p.4; Simpson, 1998, p.11). Avoidance strategy also involves 'avoiding issues, shying away from topic, minimising discussion' (Lulofs & Cahn, 2000, p.105).

Based on this conceptual framework, the purpose of the present study is to examine interpersonal conflicts between or among 12-14 year old middle school students. Specifically, the present study is conducted in order to determine (a) middle school students' association of conflicts, (b) types of conflicts students engaged in (c) the origins of students' conflicts, and (d) students' conflict resolution strategies and tactics. In addition, sex differences based on the above variables were also examined.

Methods

461 middle school students in Izmir, Turkey took part in the research. Students came from the 6th to the 8th grade, and were 12 to 14 years of age. 141 were sixth grade students (78 female and 63 male), 155 seventh grade students (79 female and 76 male), and 168 eight grade students (84 female and 81 male). Participating schools were all located in low income areas.

The instrument used in this study was developed by the researcher and included open ended questions on interpersonal conflicts among middle school students. To assure content validity (Crocker and Algina, 1986, pp.218-219), the instrument was reviewed by an expert associated with interpersonal conflict resolution. Then the instrument was conducted as a pilot study. After several

modifications were made, the final form of the questionnaire was developed. The questionnaire included open-ended questions in order to elicit middle school students' descriptions of interpersonal conflict in their own words. This provided the middle school students with the freedom to express their own thoughts in each question (Babbie, 1990, p.45; Gall, Borg & Gall, 1996, p.295; Oppenheim, 1996, p.112). Oppenheim (1996, p.113) claims that obtaining students' ideas in their own languages expressed spontaneously is often extremely worthwhile. The questions framed to elicit answers to obtain 'what' and 'why' focused on (a) perception of conflict, (b) types of conflict, (c) the origins of conflict, and (d) conflict resolution strategies based on the most common interpersonal conflicts such as physical violence and swearing.

The questionnaire was administered to the students in the classroom setting. Students were asked to answer each open ended questions with their own thoughts and words. The purpose of the study was also explained to the students.

Since the questionnaire involved totally open ended questions, all data were text based. Content analysis, therefore, was used in order to analyse the written data (Silverman, 1993, p.59). Content analysis involves 'establishing categories and then counting the number of instances when those categories are used in a particular item of text' (Silverman, 1993, p.59). After reviewing all text data several times, themes and patterns that were extracted from text were identified as a code using words and sentences. All codes were descriptive and attached to words, phrases and sentences (Miles & Huberman, 1994, p.56). In order to analyse qualitative data, text was counted using predefined codes. Then counts were given as a proportion, and in terms of frequency and percentages (Weber, 1990, p.56). In addition to this, a Chi-square test was carried out for each table in order to compare frequency of difference between male and female students.

Before analysing the text data, coding reliability was also checked (Miles & Huberman, 1994, p.60). In order to have coding reliability, 10 pages of randomly selected texts were coded two times with an interval of a week. Then the researchers' coding reliability was computed as an agreement percentage. The reliability coefficient was .85, and this coefficient was accepted as sufficient in order to analyse the whole data.

Results

Findings are presented according to the purposes of the research listed earlier. The association of the conflicts of the middle school students, their types of conflicts, origins of conflicts and their conflict resolution styles when they are hit and sworn by their friends are presented in that order from Table 1 to 5.

Associations of conflicts

Table 1 shows students' responses to the question of 'what is your association for conflict in your mind?' All students' associations for conflict can be grouped with reference to physical violence, verbal violence, emotional items, and intellectual items. According to this classification, Table 1 demonstrates that the majority (around 70%) of associations with conflict is related to physical and verbal violence. Conversely, the association which is the least rarely seen includes intellectual items such as intellectual incompatibility, world without peace, seeking an answer to a question. Similarly, emotional items such as dislike, hatred, disquiet, and sulking are also seen more than intellectual items, but less than physical and verbal violence. The causes of this distribution can be explained with reference to the social and cultural aspects of the sample. As the study was carried out in low income areas, violence - whether physical or verbal - was very common not only as a fact of life, but also in the peoples' way of solving interpersonal problems. These findings are precisely the same as in the literature related to perception and association of interpersonal conflicts in that conflicts are generally interpreted negatively (Schrumpf, Crawford & Bodine, 1997).

Statistical testing of the frequency of categories presented in Table 1, namely physical violence, verbal violence, emotional items and intellectual items revealed no significant differences between male and female students (x^2= 5.76, df=3, p>.05). Although it seems there are differences on the frequency of sub categories based on gender, the tendency of association of conflicts seems to be similar. The reason for the similarities may be caused by their socialisation processes. Boys and girls may be affected similarly from their cultural and social atmosphere and develop similar behavioural reactions.

Types of conflicts

The examination of the types of conflicts which are seen in low income schools are depicted in Table 2. Types of students' interpersonal conflicts were classified into four main groups namely; physical violence, verbal violence, learning environment, communication problems, intellectual conflicts, stealing and others on the basis of students' response to survey.

It can be seen from Table 2 that the highest proportion of students have conflicts of physical fighting, verbal harassment, and swearing. They are the most common types of conflicts related to violence. Besides, conflicts about learning environment such as the lesson, inability to share seats and the school materials, and communication problems such as disagreement in games, lack of sharing, jealousy and sulking are also seen occasionally. These findings are virtually the same as those listed in the literature (Johnson & Johnson, 1996; Hart & Gunty,

TABLE 1: Students' association of conflicts

Main categories	Sub categories	Females: 241		Males: 220	
		F	%	F	%
Physical violence	Fight, violence	127	42	110	41
	Weapon	1	0	1	0
	Blood	0	0	2	1
	Death	1	0	7	3
	War	16	5	31	12
	Terror	2	1	0	0
Total		147	48	151	57
Verbal violence	Verbal fighting (shouting, yelling)	32	11	33	12
	Hurt	10	3	4	1
	Slander	1	0	2	1
	Swearing	1	0	3	1
	Belitting	3	1	0	0
	Disrespect	3	1	4	1
	Quarrel	2	1	0	0
Total		52	17	46	16
Emotional items	Dislike	44	15	15	6
	Hatred	8	3	8	3
	Ill manners	1	0	2	1
	Distrust	2	1	0	0
	Disquiet	2	1	6	2
	Lack of communication	4	1	3	1
	Anger	1	0	1	0
	Fear	1	0	2	1
	Sulking	6	2	6	2
	Unhappiness	1	0	0	0
	Sadness	2	1	0	0
	Egoism	1	0	1	0
Total		73	24	44	16
Intellectual Items	World without peace	2	1	2	1
	Being uneducated	2	1	2	1
	Seeking an answer of the any question	4	1	3	1
	Fighting against injustice	0	0	1	0
	Understanding a person whether or not s/he is bad or good	2	1	1	0
	Disrespect to thought	0	0	2	1
	Intellectual incompatibility	20	7	16	6
Total		30	11	27	10
Total		302	100	268	100

TABLE 2: Types of conflicts which emerge in secondary schools

Main categories	Sub categories	Females: 241		Males: 220	
		F	%	F	%
Physical violence	Fighting	38	17	59	25
Verbal violence	Verbal fighting (shouting, yelling, seeking quarrel)	30	14	30	13
	Swearing	22	10	23	10
	Lying	4	2	2	1
	Name calling	4	2	10	4
	Rudeness	3	1	1	0
	Mocking	3	1	5	2
	Gossiping	4	2	2	1
	Complaining to the teacher	1	0	1	0
	Spying	2	1	2	1
Total		73	33	76	32
Learning Environment	About lessons	15	7	8	3
	About school materials (seats, books, pens, bags)	1	0	6	3
	Taking other's materials without permission	7	3	3	1
	Looking at the others' papers in an examination	3	1	2	1
	Inability to share seats	4	2	4	2
	Disturbing during lessons	5	2	5	2
Total		35	15	28	12
Communication problems	Lack of sharing	3	1	4	2
	Acting contrary to the wish of others	2	1	3	1
	Discrimination	2	1	1	0
	Disturbing	0	0	1	0
	Disagreement in games	9	4	13	5
	Misunderstanding	3	1	1	0
	Sulking	5	2	1	0
	Misbehaving	3	1	2	1
	Jealousy	9	4	1	0
	Boys/girls problems	0	0	4	2
Total		36	15	31	11
Intellectual conflicts	Intellectual incompatibility	13	6	13	5
Stealing	Stealing	1	0	3	1
Others	I have not had any conflicts	26	12	28	12
Total		222	100	238	100

1997; Tracy, 1999; Williamson & Wanner, 1999). Although there are cultural and educational system differences between Turkish and Western cultures and education systems, there are great similarities regarding types of conflicts in the school contexts.

Again, intellectual conflicts were seen very rarely among students aged 12-14. This might be because they lack the intellectual and social competence and as a result of their taking incorrect role models in low income area. At this age, students can be easily attracted by power-based conflict resolution style, so they may choose intellectual items very rarely.

Around 10 percent of the students said 'I have not had any conflicts'. It may be caused by avoidance strategy such as shying away from particular topics, withdrawing from the environment and denying conflicts.

Types of conflicts (physical violence, verbal violence, learning environment, communication problems, intellectual conflicts, stealing and others) are also examined statistically based on gender. There are no statistically significant differences between male and female students (x^2= 6.30, df=6, p>.05) concerning types of conflicts. Although there seem to be difference on the frequency of sub categories in Table 2, male and female students were not significantly different based on main categories.

Origins of conflicts

Table 3 shows the origins of 12-14 year old students' interpersonal conflicts in middle schools. The origins of students' conflicts were classified into five main categories; namely, physical violence, verbal violence, communication, learning environment, personal features, intellectual conflicts and others on the basis of students' responses to survey.

There are great similarities and linear relationships among Table 1, 2 and 3 considering the association of conflicts, types of conflicts and origins of conflicts. Again, the origins of conflicts generally include physical and verbal violence. Similarly, communication problems emerge as the major source of conflicts. Like Table 1 and 2, intellectual incompatibility has lack of importance as the causes of conflicts compared to association of conflicts and types of conflicts.

If Table 3 is examined considering gender, there are some differences regarding sub categories of origins of conflicts. Male students show certain types of conflicts such as fighting, swearing, name-calling more often than female students do. On the contrary, female students show jealousy, misunderstanding and intellectual incompatibility more often than male students do considering the percentage difference. This difference may be explained in terms of the role models afforded in Turkish society, as well as in terms of physical difference and

TABLE 3: The origins of conflicts which emerge in secondary schools

Main categories	Sub categories	Females: 241		Males: 220	
		F	%	F	%
Physical violence	Fighting	38	17	59	25
	Misbehaving with hands	2	1	4	2
	Damaging materials	3	1	1	0
Total		27	11	29	14
Verbal violence	Reprimanding	1	0	1	0
	Swearing	25	11	51	25
	Swearing to family members	0	0	2	1
	Joking	7	3	9	4
	Belittling	6	3	2	1
	Name calling	7	3	13	6
	Annoying	2	1	1	0
	Hatred	2	1	0	0
	Threatening	2	1	2	1
	Seeking quarrel	0	0	2	1
	Discrimination	6	3	1	0
	Accusation	3	1	2	1
	Slandering	4	2	6	3
	Gossiping	6	3	2	1
	Disrespect	6	3	7	3
	Lying	8	3	2	1
Total		85	38	103	48
Communication	Taking others' material without permission	7	3	2	1
	Jealousy	26	11	11	5
	Boys/girls problems	2	1	10	5
	Revealing secrets	4	2	1	0
	Misunderstanding	12	5	1	0
	Obstinacy	5	2	2	1
	Lack of understanding	7	3	4	2
Total	Lack of harmony	4	2	2	1
		67	29	33	15
	About lessons	2	1	2	1
	Cheating in the examination	4	2	1	0
	Inability to share seats	5	2	2	1
Total		11	5	5	2
	Playing tricks	1	0	1	0
	Cheating in the games	5	2	7	3
	Lack of compassion	3	1	2	1
	Caprice	1	0	0	0
	Arrogance	2	1	4	2
	Dishonesty	3	1	1	0
Total		15	5	15	6
Intellectual conflicts	Intellectual incompatibility	29	12	17	8
Others	Discord of needs	4	2	0	0
Total		238	100	202	100

the way of life of adolescents. Statistical testing of the origins of conflicts such as physical violence, verbal violence, communication problems, learning environment, personal features and intellectual conflicts revealed statistically significant differences between male and female students (x^2= 21.57, df=5, p<.05).

Conflict resolution strategies and tactics

As shown in Table 4 and 5, students' conflict resolution strategies were examined based on the two most common interpersonal conflicts namely physical fighting and swearing. Table 4 shows students' conflict resolution strategies and tactics when they are hit by their friends. As can be seen from Table 4 all three conflict resolution strategies – namely collaborative, competitive and avoidance

TABLE 4: Students' conflict resolution strategies when they are hit by his/her friends

Strategy	Tactics	Female 241		Male 220	
		F	%	F	%
Collaborative/ integrative strategy	A co-operative mutual orientation	12	4	1	0
	Seeking areas of agreement	86	26	79	28
	Expressing trust	2	1	2	1
	Seeking mutually beneficial solutions	2	1	1	0
	Seeking to understand the other side	29	9	6	2
	Being proactive	5	2	9	3
Total		136	43	98	34
	Threating	2	1	4	1
	Swearing	2	1	2	1
	Shouting	12	4	0	0
	Anger	1	0	1	0
	Physical damage, fight	102	31	125	45
	Complaining to the teacher or school manager	55	17	34	12
Total		174	54	166	59
Avoidance strategy	Involves minimising discussion	8	2	3	1
	Shying away from topic	4	1	3	1
	Withdrawing from the environment	6	2	7	3
	Denying conflicts	5	2	1	0
Total		23	7	14	5
Total		333	100	278	100

TABLE 5: Students' conflict resolution strategies when they are sworn by his/her friends

Strategy	Tactics	Female 241		Male 220	
		F	%	F	%
Collaborative/ integrative strategy	A co-operative mutual orientation	2	1	1	0
	Seeking areas of agreement	25	10	24	9
	Seeking to understand the other side	18	7	10	4
	Being proactive	5	2	9	3
Total		59	24	41	15
	Insulting	0	0	1	0
	Threating	12	5	19	7
	Humiliating	8	3	6	2
	Swearing	28	11	47	18
	Shouting	3	1	1	0
	Anger	1	0	1	0
	Physical damage, fight	24	10	79	30
	Complaining to the teacher or school manager	63	26	42	16
Total		139	56	196	73
Avoidance strategy	Involves minimising discussion	25	10	15	6
	Shying away from topic	3	1	0	0
	Withdrawing from the environment	7	3	6	2
	Denying conflicts	12	5	6	2
Total		47	19	27	10
Total		245	100	264	100

strategies – seemed to be used more often among male students than females. However, no statistically significant difference was found between female and male students' conflict resolution strategies (x^2= 3.63, df=2, p>.05).

Although there is no statistically significant difference between male and female students, the frequency of conflict resolution strategies regarding integrative and destructive seems to be different. Girls' proportions of integrative strategies are about 43%; destructive strategies are about 35% whereas boys' proportions of integrative strategies are about 35%; destructive strategies are about 47%.

Since female students have generally developed more social and communication skills than males and they are under more pressure of accommodative social norms, they may choose collaborative/integrative and avoidance strategies more often than they do competitive/destructive ones when compared to boys at the same age.

Table 5 shows students' conflict resolution strategies when they are sworn at by his/her friends. It can be seen from Table 5 that collaborative/integrative strategies, avoidance strategies and complaining to teacher or school manager were used more frequently by female students than male students in all grades. This result is very similar to the one in Table 4.

Correspondingly, competitive/destructive strategies are used rather more by male students. Threatening, swearing and fight are more frequent tactics which are used by both genders with different frequencies.

The total percentage of avoidance strategy and complaining to the teacher or school administrators are also very common for both genders in all grades. Many of the female students' conflict resolution strategies tended towards flight rather than fight. However, the majority of boys have a tendency to choose the reverse. When conflict resolution strategies of students are examined statistically, there are significant differences between male and female students (x^2= 17.66, df=2, p<.05).

The results of Table 4 and 5 are also confirmed by Tezer & Demir's (2001) research on the Turkish late adolescent. Tezer & Demir's (2001) research results revealed that males reported more competing (forcing) behaviour. This research also shows that the preferences regarding choice of conflict resolution strategies are different for males and females.

Conclusion

There are great similarities between the data tables. Since students' association and perceptions related to conflicts, types of conflicts and origins of conflicts include markedly destructive items such as physical and verbal violence, their choice of conflict resolution strategies have also a tendency to be destructive. These include causing physical damage, fighting, swearing and threatening. These results show that there are similarities in students' cognitive and behavioural processes considering perception of conflicts and conflict resolution strategies.

These results may be related to the social environments students grow up in. Factors may include frequent exposure to violence, whether physical, verbal and/ or psychological. They are often exposed to violence on TV programs, and they are frequently involved in playing violent games. These factors may lead to the violent behaviour and a violent perception, interpretation and association of interpersonal conflicts.

As a matter of fact the students involved in this study seem to generally learn destructive rather than peaceful behaviours. Schooling may provide alternative models for such students, through the implementation of specialised programmes,

and through providing role models and a school ethos that contributes to the development of a culture of peace. Indeed, peaceful student behaviour in low income areas can be facilitated through three policies, namely: the articulation of a school-wide conflict resolution policy, the development of a peer mediation policy, and the implementation of school-wide developmental skills programme that includes the teaching of problem-solving, anger-management, self-esteem building, coping skills, social skills, communication skills, active listening, self-regulation, self-management, empathy, and so on. If these three policies are implemented in the same school at the same time, there is a great likelihood that significant and positive behavioural changes among young people are achieved.

Abbas Turnuklu *received his Ed.D. from the University of Leicester in 1999. He teaches graduate and undergraduate courses on classroom management at Dokuz Eylul University in Turkey. His research interests include conflict resolution, peace education, and classroom management. Address for correspondence: Dr. Abbas Turnuklu, Dokuz Eylul Universitesi, Buca Egitim Fakultesi, Ilkogretim Bolumu, Buca, 35160, Izmir, Turkey. E-mail: abbas.turnuklu@deu.edu.tr*

References

Babbie, E. (1990) *Survey Research Methods* (2nd edition). California: Wadsworth Publishing Company.

Bettmann, E.H. & Moore, P. (1994) 'Conflict resolution programs and social justice.' *Education & Urban Society,* Vol.27 (1), pp.11-22.

Bush, A.B.R. & Folger, P.J. (1994) *The Promise of Mediation: Responding to Conflict Through Empowerment and Recognition.* San Francisco: Jossey-Bass Publishers.

Crocker, L. & Algina, J. (1986) *Introduction to Classical and Modern Test Theory.* New York: Holt, Rinehart and Winston.

Deutsch, M. (2000) 'Cooperation and competition.' In M. Deutsch & P. T. Coleman (eds) *The Handbook of Conflict Resolution: Theory and Practice.* San Francisco: Jossey-Bass Publisers.

Donuhue, A.W. & Kolt, R. (1992) *Managing Interpersonal Conflict.* Newbury Park: SAGE Publication.

Fisher, R., Ury, W. & Patton, B. (1991) *Getting to Yes: Negotiating Agreement without Giving In* (2nd edit.) Penguin Books.

Gall, D.M., Borg, R.W. & Gall, P.J. (1996) *Educational Research: An Introduction* (6th edition). USA: Longman Publishers.

Glasser, W. (1993) *The Quality School Teacher: A Companion Volume To The Quality School* Harper Prennial: A Division of Harper Collins Publishers.

Hart, J. & Gunty, M. (1997) 'The impact of a peer mediation program on an elementary school environment.' *Peace & Change*, Vol.22 (1), pp.76-91.

Johnson, D.W. & Johnson, R.T. (1996) 'Effectiveness of conflict managers in an inner-city elementary school.' *Journal of Educational Research,* Vol.89(5), pp.280-285.

Johnson, D.W., & Johnson, R. (1995) *Teaching Students to be Peacemakers*. Edina, MN: Interaction Book Co.

Kreidler, W. (1984) *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace In The Classroom*. Glenview, IL: Scott, Foresman.

Lulofs, R.S. & Cahn D.D. (2000) *Conflict From Theory to Action* (2nd edition). Boston: Allyn and Bacon.

Miles, B.M. & Huberman, M.A. (1994) *Qualitative Data Analysis* (2nd edition). Thousand Oaks: SAGE Publication.

Oppenheim, N.A. (1996) *Questionnaire Design, Interviewing and Attitude Measurement*. London: Pinter Publishers.

Schrumpf, F. Crawford, K.D. & Bodine, J.R. (1997) *Peer Mediation: Conflict Resolution in Schools. Program Guide*. Illinois: Research Press.

Silverman, D. (1993) *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*. London: SAGE Publication.

Simpson, C. (1998) *Coping Through Conflict Resolution and Peer Mediation*. New York: Rosen Publishing Group Inc.

Tezer, E. & Demir, A. (2001) 'Conflict behaviours toward same-sex and opposite-sex peers among male and female late adolescents.' *Adolescence,* Vol.36, (143), pp.1-6.

Tracy, H. (1999) 'Improving peer mediation programs: student experiences and suggestions.' *Professional School Counselling,* Vol.3(1), pp.13-20.

Weber, P.R. (1990) *Basic Content Analysis* (2nd edition). Calfornia: Sage Publication.

Williamson, D., Warner, D.E., Sanders, P. & Knepper, P. (1999) ,We can work it out: teaching conflict management through peer mediation.' *Social Work in Education*, Vol.21 (2), pp.89-96.