

**The Effects of Pupil-Teacher Conflict on Pupils' Academic
Performance in Selected Secondary Schools in Chisamba District,
Zambia**

by

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**A dissertation submitted to the University of Zambia in Collaboration
with Zimbabwe Open University for the Award of the Degree of Master
of Science in Peace, Leadership and Conflict Resolution.**

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AUTHOR'S DECLARATION


I, **Matimba Siazale**, do hereby solemnly declare that this dissertation represents my own work and that it has not been previously submitted for a degree at the University of Zambia or any other university.

Signed: Matimba Siazale

Date: 9th September, 2016

APPROVAL

This dissertation by **Matimba Siazale** is approved as fulfilling part of the requirements for the award of the degree of Master of Science in Peace, Leadership and Conflict Resolution by the University of Zambia in collaboration with Zimbabwe Open University.

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ABSTRACT

The aim of this study was to find out the effects of pupil-teacher conflict on pupils' academic performance in four secondary schools in Chisamba District.

The research used a qualitative research approach and a descriptive survey design. Semi-structured interviews and focus group discussions (FGD) were conducted on selected Grade 12 pupils, guidance and counselling teachers, disciplinary committee teachers. Semi-structured interviews were also conducted on head teachers and data was thematically analyzed under the following research questions; what were the causes of pupil-teacher conflict, what were the effects of pupil-teacher conflict on pupils' academic performance and how could the pupil-teacher conflict in selected Chisamba District secondary schools be reduced?

From the results of the study, it was evident that pupil-teacher conflict had a negative effect on pupils' academic performance. Three main themes emerged in this study namely: causes of pupil-teacher conflict, effects of pupil-teacher conflict on pupils' academic performance and strategies that may be employed to reduce pupil-teacher conflict. Sub-themes emerged from these themes. Under causes of pupil-teacher conflict, the sub-themes were pupils' indiscipline, lack of respect between the teachers and pupils, lack of commitment to work by both the teachers and pupils. Other sub-themes were teachers' pursuit in implementing discipline, unfairness towards learners by some teachers, poor professional skills by some teachers and inability of some schools to meet pupils' needs.

Under the effects of pupil-teacher conflict on pupils' academic performance, the following were the sub-themes; to start with conflict to some extent enhanced pupils' academic performance, teachers' service delivery and improved the behaviour of both the teachers and pupils in a quest to impress each other. By and large, conflict led to poor academic performance as pupils lost interest in the subject of the teacher they had a conflict with thereby losing the much needed concentration in that subject. Furthermore, the teachers, also lost interest and felt uncomfortable to be in a class where there were pupils they were not in good terms with thereby leading to ineffective service delivery. Pupil-teacher conflict also increased the rate of absenteeism in schools as pupils felt uncomfortable to be in classes where there were teachers they had conflict with. This therefore affected effective learning and teaching. On the theme of strategies to be employed to reduce pupil-teacher conflict, the following were the strategies that were came up

with, the Ministry of General Education (MoGE) should enhance refresher courses or Continuous Professional Development (CPD) programmes to help teachers improve their professional skills. Furthermore, guidance and counselling should be taken seriously so that it may help improve pupils' attitudes and values towards school. Additionally, it was suggested that guidance and counselling should be made a subject like other subjects so that more time was allocated to it for pupils to benefit from it. The findings also suggested that government should improve funding to the MoGE so that schools are well funded to meet the needs of pupils which was also a source of pupil-teacher conflict. Teachers as well as pupils needed to improve their communication skills so as to reduce on the misunderstandings that usually arose as they interacted with each other. Colleges of education to be implored to train teachers in conflict resolution strategies to help reduce conflict in schools.

All in all, these findings showed that, to understand the effects of pupil-teacher conflict on pupils' academic performance there was need to understand the causes of these conflict. It was also observed that it was important for all educational stakeholders to understand the theory of attachment which argued that children who had a good attachment with their caregivers when they were young were more likely to be less aggressive and achieved more academically than those who had a rough upbringing.

The recommendations made were that the MoGE should employ teachers who were professional and also introduce refresher courses and enhance Continuous Profession Development (CPD) programmes. In addition, the MoGE should make guidance and counselling a subject in secondary schools to give guidance to pupils on acceptable behaviour that would promote good pupil-teacher relationship. The government should improve funding to the MoGE to help alleviate some of the challenges that schools face to reduce pupil-teacher conflict to ensure effective learning and teaching. Colleges of education should help to educate teachers on the importance of having a positive pupil-teacher relationship if pupils' performance was to be enhanced.

DEDICATION

This work is dedicated to my Lord Jesus Christ who has sustained me and kept me in good health to produce this work.

Furthermore, I dedicate this research to my late mother and father, Charity Chiyamba and Chibelenga Siazele for making me believe I could make it wherever in life. I also dedicate it to my husband Rev. Philimon Daka, my children Mwiza, Taonga, Alinase and Dalitso.

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ACRONYMS AND ABBREVIATIONS

MoGE	Ministry of General Education.
CPD	Continuous Professional Development.
UNZA	The University of Zambia.
ZOU	Zimbabwe Open University.
FGD	Focus Group Discussion.
DEBS	District Education Board Secretary.
USA	United States of America

CHAPTER ONE

INTRODUCTION

Overview

In this chapter, the background information about the concept and function of a school was presented by the researcher. Then the researcher presented the statement of the problem, the purpose of the study, objectives and research questions. Furthermore, the significance of the study, theoretical framework, conceptual framework and the scope of the study were also presented. Finally, operational definitions of some key terms were given.

1.1. Background

It is generally argued by many scholars that the concept and function of a school is embedded in its fundamental role of the development of individual potentialities and character in a morally acceptable manner. From this background a school can be understood as an instrumental tool responsible for the preservation and transmission of knowledge and skills from a teacher to a learner and from a learner to a teacher. Another important dimension of a school is that it enhances shared learning between a teacher and a learner. It involves activities and forms of thought which are intrinsically valuable in any society (Peter, 1969). Therefore, a good relationship between a learner and a teacher cannot be overemphasized as this plays a vital role in realizing the functions of a school. A poor pupil-teacher relationship is likely to make the functions of the school not to be realized hence the need to keep good pupil-teacher relationships in any given learning environment for the good of both the learner and the teacher.

Nevertheless, the functions of a school cannot be achieved without the input of a teacher and a vast number of learners or pupils who should be educated in specific areas. Hence it is vital to understand the importance of a good relationship between a teacher and a pupil in a school to enhance pupils' academic performance. It is however unfortunate that some teachers and pupils alike do not know that a health relationship between them is of utmost importance if the school is to achieve its function.

Generally, it can be assumed that every relationship creates a feeling of being loved which leads to effective performance and the ability to control and understand each other. In the same way a personal relationship between a teacher and a pupil is vital because it promotes effective learning and mutual understanding. In addition, a good relationship builds trust and confidence. Another

important dimension of personal relationships is that it promotes the smooth handover of skills and the manner of making judgment on particular issues from one generation to another (Peter, 1996).

In Chisamba District secondary schools, findings from the District Education Board Secretary's office (DEBS) indicate that pupil-teacher conflict are evident from a number of sampled schools hence the reason this research was undertaken to find the solution to this problem which hinders pupils' academic performance.

1.2. Statement of the Problem

Schools are known to be entities that develop individual potentialities and character in a morally acceptable manner by inculcating values and character in learners of non-violence. Positive pupil-teacher relationship make pupils perform well in school. Negative pupil-teacher relationships are stressful for both teachers and pupils and can be detrimental to students' academic, social and emotional development (Jennings & Berg, 2009). Unfortunately, in Chisamba District information from the DEBS' office indicate that pupil-teacher conflict are a prominent feature and no research has been done on the effects of pupil-teacher conflict on pupils' academic performance. If these conflicts are not curbed, they may be detrimental to pupils' academic performance in the district. This serves the reason why this study was being undertaken.

1.3. Purpose of the study

The purpose of the study was to establish if pupil-teacher conflict had an effect on pupils' academic performance in selected secondary schools in Chisamba District, Zambia.

1.4 Objectives

The objectives of this study were to;

- a) find out causes of pupil-teacher conflict in selected secondary schools in Chisamba District.
- b) establish if pupil-teacher conflict had any effect on pupils' performance on selected secondary school in Chisamba District.
- c) suggest some of the strategies to reduce pupil-teacher conflict in some secondary schools in Chisamba District in order to enhance pupils' academic performance.

1.5. Research Questions

The following were the research questions of this study;

- a) What were the causes of pupil-teacher conflict in selected secondary schools in Chisamba District?
- b) What were the effects of pupil-teacher conflict on pupils' academic performance in selected secondary schools in Chisamba District?
- c) How could the pupil-teacher conflict in selected secondary schools in Chisamba District be reduced?

1.6. Theoretical Framework

This study was guided by two theories namely the attachment theory of Bowlby (1969) as one of the major proponents of the theory and the attachment, informed, reflection, focused model of teacher professional development theory. The use of two theories had been necessitated due to the two parallel valuables whose understanding was cardinal to understanding pupil-teacher conflict on pupils' academic performance so as to enable the school to have an environment where conflict could be resolved amicably for effective service delivery.

According to the attachment theory, attachment is characterized by specific behaviours in children such as seeking proximity with the attachment figure when upset or threatened. Attachment behaviour in adults towards the child include responding sensitively and appropriately to the child's needs. Such behaviour appears universal across cultures. This theory provided an explanation of how the parent-child relationship emerged and influenced subsequent development. Bowlby (1969) defined attachment "as a lasting psychological connectedness between human beings." This theory also suggested that there was a critical period for developing an attachment (about 0-5 years). If an attachment had not developed during that period, then the child would suffer from irreversible developmental consequences, such as reduced intelligence and aggression. According to this theory, children's academic and social adjustment to formal schooling had a huge bearing on children in later life. Children with secure maternal attachment histories were more likely to establish close and supportive relationships with first grade teachers, which in turn, uniquely contributed to children's perceived academic competences. Peer relationships were also linked to positive perceived social competence. These relationships would eventually spill over to good relationships even in secondary schools. The way children were socialized when they were young would be reflected when they were in secondary school and eventually in adulthood. If children had an attachment

with their caregivers they were less likely to be conflictual with the people they come into contact with let alone teachers.

However, the case was different in many places where this research was conducted as most caregivers did not understand the importance of attachment with children when they were still growing. They did not understand the repercussions that came with aggressive or abusive behaviour towards children.

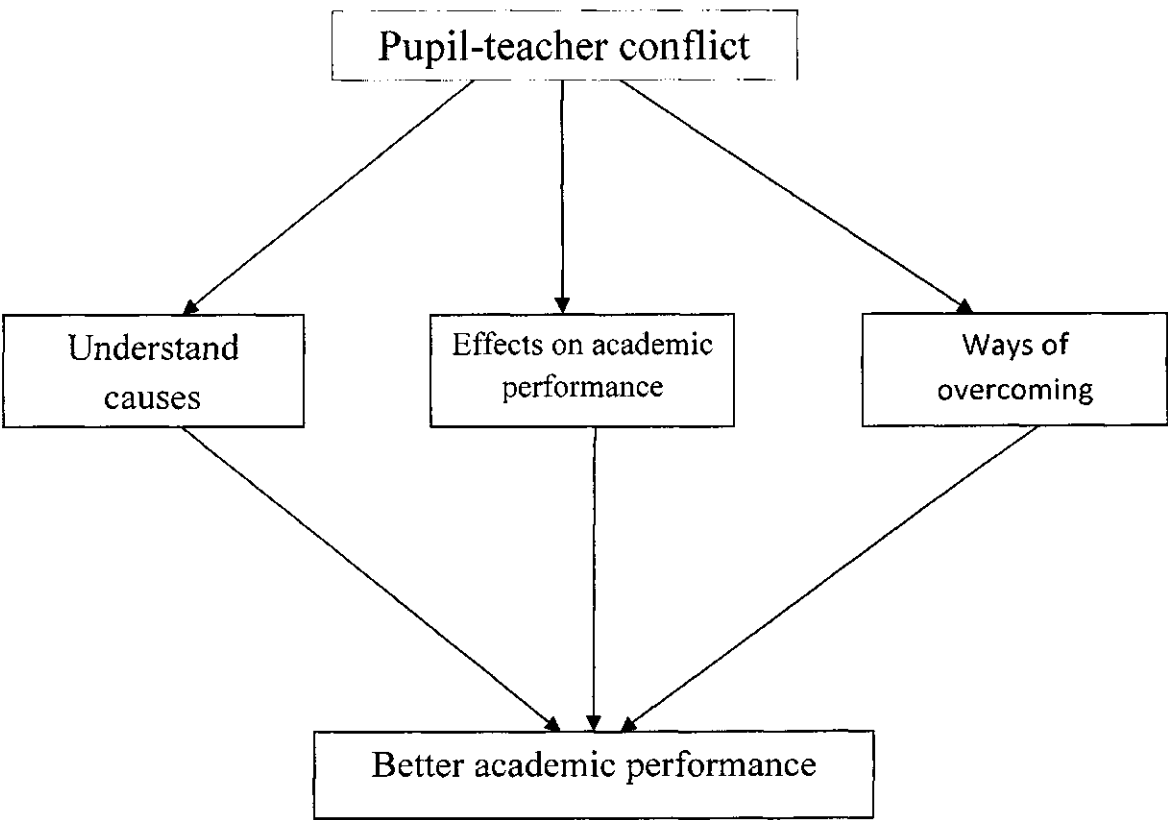
The attachment-informed, reflection focused model of teacher professional development was the second theory which the research worked with to explain the role of teachers if pupil-teacher conflict was to be reduced. This theory was premised on the understanding that theoretically informed interventions were needed to improve teacher-student relationships. The reflections-focused intervention was based on the assumption that teachers' opportunities to reflect on their behaviours, intentions, and feelings in respect to specific students would increase their capacity for sensitive responding , thereby increasing students' attachment security and reducing relational conflict. Their results provided mixed evidence of the benefit of the reflection-focused intervention, relative to an intervention designed to build teachers' interpersonal effectiveness. Teachers should be able to evaluate themselves in their service delivery to help alleviate conflicts (Split, et al, 2012). For example, when the performance of pupils was not impressive, the teacher should be able to check him or herself. There could be something that the teacher was doing wrong that sparked the conflict that may exist in class. The teacher should be sensitive about how he or she conducts himself or herself in class if conflict was to be alleviated.

In conclusion, poor pupil-teacher relationships may affect pupils' social, behavioral and academic adjustment positively. It was therefore important to carry out this research in Chisamba District where research in that area seems not to have been conducted to help provide the social and emotional support at school so that maybe pupils may positively participate in school so as to perform well in their academic work without pupil-teacher conflict being their hindrance.

1.7. Conceptual Framework

The figure below illustrates the conceptual framework of this study.

Figure 1.1: Conceptual Framework



To ensure better academic performance in relation to pupil-teacher conflict, it was important to understand the causes of pupil-teacher conflict and then analyze the effects of pupil-teacher conflict. When the effects of pupil-teacher conflict were established it may be easy to find strategies of overcoming these conflicts. When pupil-teacher conflict were overcome then better academic performance may be assured.

1.8. Significance of the study

The information on the effects of pupil-teacher conflict on pupils' academic performance was likely to be important to policy makers in the Ministry of General Education (MoGE), head

teachers, teachers, parents and pupils themselves as they may employ good strategies that may help to stop pupil-teacher conflict. It is hoped that the study will influence stakeholders such as MoGE and head teachers to employ strategies in the education sector that would help improve pupil-teacher relationship in a quest to improve academic performance.

On the other hand, caregivers such as parents, guardians and early grade teachers may realize the importance of establishing a close and supportive relationship with pupils because such relationships may contribute greatly to pupils' academic competences.

The study may also help teachers to employ informed interventions, such as reflecting on their behaviours, intentions, and feelings in respect to specific students in order to increase their capacity for sensitive responding that in turn may increase students' attachment security and thereby reducing relational conflict.

The study may also help pupils appreciate the need to have a good relationship with their teachers if they were to excel academically as a good relationship with a teacher brought closeness, warmth and positivity to take on academic challenges and work on social emotional development (Hamre & Pinta, 2001).

Additionally, this study may also add to the body of existing knowledge and literature in Chisamba District.

1.9. Delimitation of the study

The study only covered four secondary schools in Chisamba District. The findings of this study was therefore not representative of all Zambian secondary schools as pupil-teacher conflicts were peculiar to every school.

1.10. Limitations

Since this study was confined to four secondary schools in Chisamba District, the findings in this study could not be generalized as every secondary school had its own peculiar problems. Some pupils where the research was conducted had difficulties in expressing themselves hence making it difficult to get the needed information.

1.11. Operational Definition of Key Terms

Conflict; According to this study, conflict was defined as any disagreement, struggle or fight which arose whenever there was a clash with someone's wants, needs, wishes, demands, values and beliefs with that of the other person.

Pupil-teacher conflict; these are tensions that existed between a learner and a teacher as they interacted in a learning environment.

Pupil; a pupil is a learner who is either in primary school or secondary school.

CHAPTER TWO

LITERATURE REVIEW

Overview

In this chapter, the researcher sought to give an overview of the effects of pupil-teacher conflict on pupils' academic performance in secondary schools under the headings; causes of pupil-teacher conflict, effects of pupil-teacher conflict on pupils' academic performance and some strategies that could be employed to reduce pupil-teacher conflict. Lastly, a brief summary of the literature review was given.

2.1. Meaning of pupil-teacher conflict

Pupil-teacher conflict is the negative altitude that exists between a pupil and a teacher due to aggression towards each other (Hamre and Pianta, 2001). This is to say any negativity in altitude and behaviour by either a pupil or teacher entails a conflict between the two. Aggression usually comes about due to competing interests between the two parties.

2.2. Research related to this study.

The literature review covered pupil-teacher conflict in the United States of America, South Africa, Nigeria and Zambia. The four countries were sampled out to have a wider understanding of pupil-teacher conflict.

2.2.1. United States Of America

Research has been conducted on effects of pupil-teacher conflict on pupils' academic performance in the United States of America (USA). However, much of this research has been conducted on lower grades. This therefore created a gap in this study as this study was based on pupil-teacher conflict in secondary schools. It should however be noted that most of the information derived from the research on lower grades was similar to that of the secondary grades because the effects of pupil-teacher conflict transcended even to higher grades and later in life.

Pupil-teacher conflict arose due to a number of reasons among them pupils' negative attitude towards school, disruptive, anti-social behaviours and high dropout rates. Aggression,

delinquency and criminal activity were all behaviours not approved by teachers and caused pupil-teacher conflict. Teachers' desired pupils that conformed to good behaviour and any departure by a pupil from the desires of the teachers created problems (Hughes & Cavell, 1999).

If pupils were to achieve academically, they needed to have positive relationships with their teachers and this has been attested by a number of scholars as shown below.

A study done by Furrer & Skinner (2003) and Stipek (2002) titled *Sense of relatedness as a factor in children's academic engagement and performance*, suggested that children's social relatedness in primary grades may establish patterns of school engagement and motivation that had a long term consequences for their academic motivation and achievement.

A study done by (Connel & Wellborn (1991); Eccles, Wigfield, & Schiefele (1998); Stipek, (2002) in a book titled *Competence, autonomy and relatedness: A motivational analysis of self-system Processes* revealed that students' sense of social relatedness at school was a key construct in contemporary theories of academic motivation and engagement. Anderman & Anderman, (1999), Birch & Ladd, (1997), Skinner & Belmont, (1993) in *Social predictors of changes in students' achievement goal orientation*, was in agreement with the other authors and observed that when students experienced a sense of belonging at school and supportive relationships with teachers and classmates, they were motivated to participate actively and appropriately in the field of the classroom.

Another study done by Little & Kobak (2003) titled *Emotional security with teachers and children's stress reactivity: A comparison of special-education and regular education class*, revealed that students who enjoyed a close and supportive relationship with a teacher were more engaged in that they worked harder in the classroom, persevered in the face of difficulties, accepted teacher direction and criticism, coped better with stress, and attended more to the teacher.

Given teacher preference for students who were conscientious conforming, and self-regulated, it was not surprising that the relationship between engagement and teacher-student relationship quality appeared to be reciprocal (Ladd et al., 1999, Skinner & Belmont, 1993). It was therefore true that good pupil-teacher relationship led to good pupil performance.

Another study done by Rimm-Kaufman & Sandilos (2008) dubbed *the Role of Psychology and development science in Efforts to improve Teacher Quality* revealed that improving students'

relationships with teachers had important, positive and long lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers would not produce gains in achievement. However, those students who had close, positive and supportive relationships with their teacher would attain higher levels of achievement than those students with more conflict in their relationship.

With the growing competition in society, it was essential that people improved their relationships with each other. Amongst these relationships, a student teacher relationship was of utmost importance which needed to be looked after properly so that young children could grow up to become educated and responsible citizens of the society.
(www.preservearticles.com/2012022423Essay on teacher student relationships 24 Feb 2012).

McCormick et al (2013) in their study, *Teacher-Child relationships and academic achievement: A multilevel propensity score model approach*, also observed that a student who felt a strong personal connection to her teacher, talked with her or him frequently and received more constructive guidance and praise rather than just criticism from her or his teacher was likely to trust her teacher more, show more engagement in learning, behaved better in class and achieved a higher level academically. He concluded that positive teacher student relationships drew students into the process of learning and promoted their desire to learn.

However, Pianta, La Paro & Hamre, (2006) in their study, *Child relationships and early literacy*, observed that teachers who had negative relations with a student showed evidence of frustration, irritability and anger towards that student. Teachers might display their negativity through rude and sarcastic comments toward that student or described the feeling that they were always struggling or in conflict with a particular student.

Negative student-teacher relationship could amplify when teachers showed irritability and anger towards several or many of the students in the classroom. In these types of classrooms, teachers may find themselves resorting to yelling and harsh punitive control. Teacher-student communications may appear sarcastic or disrespectful. Student victimization or bullying may be common occurrences in such negative classrooms. This kind of an atmosphere created hostility in a class and did not ensure a good learning environment. Where there was no good learning environment, it was difficult for pupils to perform well.

Jennings and Green berg, (2009) in their study *Improving Classroom Learning Environments by cultivating awareness and resilience in education*, revealed that negative teacher-student

relationships were stressful for both teachers and students and could be detrimental to students' academic and social-emotional development. Supportive relationships between teachers and student led to a more positive behavioural outcomes for students over time as revealed by (Hamre & Pianta, 2001).

There was a growing consensus that a peaceful learning environment created by both the learner and the teacher was critical in determining effective learning and teaching in any given learning institution. This was to say if pupil-teacher relations in schools were conflictual then there may be no effective service delivery in a school.

Another study done by Ames (1992) in his book entitled, *Classroom Goal, Structures and Student Motivation*, revealed that since classrooms were complex systems of interactions, and social and instructional features likely to influence each other and interact in complex ways, pupil-teacher relations were of utmost importance if these interactions were to be beneficial. Students got motivated and achieved better goals if their relations with the teacher were sound. The practices of a teacher in a classroom if he or she was to establish a conflict free environment were very cardinal.

Dunleavy (2011) in his study dubbed, *Behaviour problems in Late Childhood*, revealed that teachers in class should emphasize student performance relative to normative rather than relative to the student's prior performance. In addition, there must be instructional practices that emphasized effort and improvement over correct answers, the development of competencies, and the student's intrinsic motivation. These researchers were equally in consistent with other researchers and argued that student's perceptions of the emotional climate of the classroom and respect for students was an integral of their perceptions of a mastery goal structure in the classroom.

While Nodding's (1992) study, *The Challenge to care in schools; An alternative Approach to Education*, revealed that providing challenging instruction with adequate support for learning was one way teachers communicate their concern and respect for students, a positive teacher student relationship could be developed by encouraging a learning environment where the student felt free to ask whatever he wanted to and the teacher responded in a manner which was understandable by the student. Therefore it would be wrong to say that the building block of a strong teacher-student relationship was effective communication. The level of respect that existed between the two also had a vital role to play in developing a positive teacher-student

relationship. A major hindrance to the strengthening of their relationship was the different categories of students in a class.

As Baker et al, (2008), Bronfenbrenner, (1979), Bronfenbrenner & Morris, (1998) in their study, *As a developmental context for Children Internalizing or Externalizing behavioural Problems*, observed that most of the research regarding teacher-student relationships investigated the elementary years of school, teachers had the unique opportunity to support students' academic and social development at all levels of school. Aligned with attachment theory Ainsworth, (1882); Bowlby, (1969) positive teacher-student relationships enabled students to feel safe and secure in their learning environment and provided scaffolding for important social and academic skills (Baker et al, 2008; O'Connor, Dearing & Collins, 2011; Silver, Measelle, Armstrong, & Essex, 2005). Teachers who supported students in a learning environment could positively impact their social and academic outcomes, which was important for the long-term trajectory of school and eventually employment (Baker et al, 2008; O'Connor et al, 2011; Silver et al., 2005).

Hamre & Pianta (2001) like other researchers mentioned earlier in this research, agreed that when teachers formed positive bonds with students, classrooms become supportive spaces in which students could engage in academically and socially productive ways. Positive teacher student relationships were classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2010). Students who had a positive relationship with their teachers used them as a secure base from which they could explore the classroom and school setting both academically and socially, to take on academic challenges and work on social emotional development (Hamre & Pianta, 2001). Through these secure relationships, students learn about socially appropriate behaviours as well as academic expectations (Hamre & Pianta, 2001).

Rimm-Kaufman & Hamre (2010) in their book entitled, *The Role of Psychology and Developmental science efforts to improve Teacher Quality study*, observed also that improving students' relationship with teachers had important, positive and long lasting implications for both students' academic and social development. Students who had close, positive and supportive relationships with their teachers would attain higher levels of achievement than those students with more conflict in their relationships.

All in all, from the literature reviewed in the USA, it can be concluded that positive pupil-teacher relationship was very important in creating a conducive learning environment which was important for pupils to perform well in their academic work. It is therefore important for

educational providers to invest in pupil-teacher relationship as the importance of this relationship cannot be over emphasized if pupils were to perform well.

2.3.2. South Africa

Studies done by the Human Rights Commission (2012) in South Africa have revealed that South Africa has seen a lot of pupil teacher conflict especially after the apartheid era owing to some teachers and pupils failing to adapt to the multiculturalism especially in former white owned schools. In some cases white teachers could not easily accept the black pupils and adopted the rhetoric of colour blindness. One teacher in Bloemfontein was suspended for using the racist “Kiffir” slur a move which saw the teacher suspended. In another school in Bloemfontein, some teachers were reported by the Human Rights Commission that they were calling pupils baboons and monkeys and told them to go back to their township schools as their parents could not afford to pay school fees as they worked in chain stores where the children would also end up. Such kind of attitude especially by a teacher impeded pupils’ development in class as pupils felt they were not receiving the needed protection from those that they saw as their care givers away from home.

The sociologist Soudien argued in his (2012) book entitled, *Realizing the Dream: Unlearning the logic of Race in South African School*, revealed that without other forms of support, students were likely to leave such assimilationist environments “with feeling of alienation and discomfort”. This kind of behaviour by the teacher made a learner hate school and once this happened the learner would not achieve as expected. This therefore means schools should be very conducive places for all learners and the teacher should create an enabling environment for all learners regardless of race, creed, nationality and religion.

2.3.3. Nigeria

A study done by Easthope (1978) dubbed, *Healers and Alternative Medicine-Sociological Examination*, revealed that in Nigeria, education was held in high esteem because it was seen as a tool for national building. This being the case, the federal government of Nigeria had employed progressive evolution dynamic interventions and active participation. It was for this reason that the federal government of Nigeria had adopted education as an instrument for excellence and also for effective national development.

A study done by Easthope (1978) revealed that the government believed that the national educational objectives could only be achieved if all those working in the school system were willing to co-operate with each other. The schools were setup, maintained, and depended upon for the education and training of the society. It was for this reason that cordial pupil-teacher relationship was encouraged in Nigerian schools.

From the research conducted on attachment theory, it was observed that many caregivers did not know the long term effect of not treating children when they were young lovingly. Even teachers did not know the benefits of good teacher-pupil relationship as this was not emphasized in their training. Teachers and parents alike in most cases were rough to children when they were still very young a trend that was causing conflicts to escalate in future years when they were in secondary, tertiary and even after school. As has been established from the attachment theory, children were supposed to be well taken care of when they were still young so that they did not cultivate the spirit of aggression when they grew up. This was the more reason conflict was escalating in our communities let alone schools.

Teachers sometimes did not know how to handle conflicts thereby escalating them. Teachers should realize that they were mother figures and should therefore take the role of a mother for students than being too professional. Pupils who were still in secondary school needed motherly love and teachers should provide that love. Most teachers did not take an interest on understanding the different cultural and social backgrounds of pupils in order to know how to handle each one and avoid conflict.

Some teachers in many schools world over did not understand the importance of improving pupil-teacher relationship. They did not understand that good pupil-relationship had positive and long lasting implications for both students' academic and social development.

Notably, some researchers did not completely agree with the assertion that there was a correlation between pupil-teacher relationship and academic performance. However, regardless of this divergence from this study, by and large reviewed literature has revealed that there was a big correlation between pupil-teacher conflict and pupils' poor academic performance. Students who had conflictual relationships with teachers had less academic support from teachers and peers (Baker et al., 2008). Teachers spent notably less one-on-one time with students with whom they experienced conflict (Baker et al., 2008). Because pupils who had conflicts with teachers

spent less time with teachers, they could miss out on important behavioural and academic scaffolding (Baker, 2006; O'Connor et al, 2011; Silver et al, 2005).

There was an evident cyclical association between behaviour problems and academic achievement (Bussing, Porter, Zima, Mason, Garvan & Reid, 2012; Pointz, Rimm-Kaufman, Grimm & Curby, 2009). Pupils who had bad behaviour did not quite perform well in their academic life.

2.4. Zambia

In Zambia, not much research has been conducted on effects of pupil-teacher conflict on pupils' academic performance. However the Human Rights Commission HRC (2011) attributed pupil-teacher conflicts to lack of proper communication between school authorities and pupils which most of the times led pupils to demonstrate as a way of showing displeasure thereby destroying government property.

A study conducted by Mundambo (2012) entitled, *Causes and Strategies Towards Alleviating Challenges of Indiscipline Among Grade 12 Pupils in High Schools*, revealed that lack of sensitivity by some teachers, peer pressure and drug abuse were some of the causes of pupil-teacher conflict in some Zambian schools. To help alleviate these conflicts, it was suggested that teachers should be trained in conflict resolution strategies in addition to having pupils counselled over riotous behaviour.

Ultimately, it could be concluded that though studies done by Baker, et al (2008), Baker, et al (2006), O'Connor, et al (2011) in their study, *As a developmental context for children internalizing or externalizing behavioural problems*, showed that the correlation between pupil-teacher conflict and academic performance did not exist, the studies in favour seemed to outweigh those against and that those against agreed to some extent. By and large, the relationship between a pupil and a teacher cannot be overemphasized as if the relationship between the two was not good, then pupils' academic performance was going to be poor. From the literature reviewed in this section it can be concluded pupil-teacher conflict could lead to poor academic performance. This study sought to address how pupil-teacher conflict was developed, its effects on pupils' academic performance and the strategies to be employed to reduce pupil-teacher conflict.

A lot of research had been done on the effects of pupil-teacher conflict on pupils' academic performance on elementary grades in the United States of America but not on high school pupils hence the need for the research. Unfortunately for Zambia, not much research had been conducted on this topic as evidenced by the literature reviewed. This therefore necessitated the undertaking of this research as there was a gap created on the subject.

Summary

The chapter has discussed the literature review on the effects on pupil-teacher conflict on an international level, African level and the local level. In this chapter the meaning of the term pupil-teacher conflicts, causes of these conflicts and how these conflicts affect pupils' academic performance were discussed. A number of studies showing the relationship between pupil-teacher conflict and academic performance were also reviewed. A conclusion was drawn that there was a big correlation between pupil-teacher conflict and academic performance. Where pupil-teacher conflict were prevalent, pupils attained less in their academic pursuits.

CHAPTER THREE

METHODOLOGY

Overview

This chapter presents the methodology used in this study. The chapter is divided into sections namely; Qualitative research, research design, population study sample, sampling procedure, data collection and procedure for data analysis. The last section ended with ethical issues.

3.1. Qualitative Research

Qualitative research is research that is based on descriptive data that does not use statistical procedures regularly (Bui, 2009; Mackey and Gass, 2005). This research used the qualitative research method because the study aimed at gathering in-depth understanding of human behaviour. The research aimed at establishing why there was pupil-teacher conflict, their effects on pupils' academic performance and how these conflicts could be reduced.

3.2. Research Design

The descriptive survey was used as a research design as the research was qualitative in nature (Tuchman, 2006). The research used the descriptive survey design because the method used interviews to collect data. A descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2003). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). Willing (2001) argued that qualitative studies tend to work with small sample sizes in depth, which means they can generate insights about dynamics of particular cases. She further argued that qualitative research tends to be holistic and explanatory rather than reductionist and predictive.

3.3. Target Population

A population is any group of individuals that has one or more characteristics in common and that is of interest to the researcher. It could also be defined as a group of individuals with at least one

common characteristic which distinguished that group of individuals from other individuals (Best and Kahn, 2006).

The population of this study was all pupils, all teachers, all guidance and counseling teachers and all head teachers in Chisamba District secondary schools.

3.4. Sample

A sample is a group of subjects or situations selected from a larger population (White, 2005).

The study sample was drawn from four (4) secondary schools in Chisamba District. The sample comprised 64 participants. Eight (8) grade 12 pupils, eight (6) disciplinary committee teachers, one (1) guidance and counseling teacher and the head teachers for each school were sampled.

3.5. Sampling Procedure

Orodho and Kombo (2002) defined sampling as a process of selecting a number of individuals or objects from a population. Such a selected group contains elements representative of the characteristics found in the entire group. Purposive sampling was used as a sampling method as the researcher sampled a group of people who were believed to be reliable for the study. Grade 12 pupils were sampled because these had been longer in school and may have had encountered conflicts with some teachers. They have also been in school longer and may have experienced more conflicts than any other grade. Disciplinary committee teachers were sampled as they may have sat on a case involving pupil-teacher conflict while the guidance and counseling teacher may have counselled pupils found in this problem. For the head teachers of the school, they may know almost all the offences that were committed in school including those of pupil-teacher conflict nature. A total number of 64 respondents were sampled. The respondents chosen were able to give the needed information since they may either be at the heart of these conflict or they may have presided over such cases and have been in the school environment longer. The sample although small may provide quality information needed to carry out the research because the participants were those that may have been involved in conflict or conflict resolution.

3.6. Research Instruments

The research instruments used in this study include were semi-structured interview guide and focus group discussions guide because the study was explanatory in nature. Focus group discussion is defined as a carefully planned discussion designed to obtain perception on a defined area of interest in a permissive, non-threatening environment. The researcher used the FGD to

allow pupils and teachers to freely express their feelings and ideas Furthermore, semi-structured interviews were used as they intensively investigate a particular topic. On the other hand, focus group discussions was used because the target population like pupils were in almost the same age and the teachers may have the same level of education and were in the same profession. This enables a lot of information to be produced which may be good to explore beliefs, ideas or opinions. Primary data was obtained from the research instruments used.

3.7. Reliability and Validity

The researcher did a pilot study on the research instruments at Chisamba Combined School to ascertain whether the research instruments would give out the information as the researcher wanted it before conducting the actual research on the sampled schools. Guidance was also sought from the supervisor as to whether the research instruments to be used were ideal for the type of research to be conducted. An audio recorder was used to record responses so as to refer back in case the researcher was not very sure of the responses during data presentation. The information gathered by the researcher was valuable because the researcher used semi-structured interviews and FGD so that the two research instruments were able to complement each other in case one was not very effective. Additionally, detailed information came from the semi-structured interviews and the FGD and where the researcher was not clear, follow up questions were made. The researcher also repeated the question asked to ascertain whether what was written down was what the respondent meant.

3.8. Data Collection Procedure

Permission was sought from the head teachers in the sampled schools where the research was carried out by presenting an introductory letter from the Institute of Distance Learning at the University of Zambia to carry out the research. Appointments were made to each respondent prior to the interview. The semi-structured interview guide was administered by the researcher to the interviewees and the FGD was also conducted by the researcher. Each interview lasted between 45 minutes to 60 minutes. An audio recorder was used with the permission of the interviewees and the researcher also took down notes in her note book as a reference point when presenting and analyzing data.

3.9. Data Analysis

Thematic analysis was used as a data analysis tool. This tool was ideal considering that the research was qualitative in nature. Tables and percentages were presented. Data was collected using semi-structured interviews and FGD where there were open-ended questions. To start with, each transcript was re-read for the researcher to familiarize herself with important issues in the participants' account. Afterwards, notes were recorded on the left side as the researcher read through each individual script. Themes were arrived at and cross comparisons between themes that had been generated were made. After a series of cross comparisons, then three categories of themes emerged. Data analysis and interpretation in this study was in line with (Munsaka, 2009).

3.10. Ethical Consideration

In line with the requirement for students doing research at the University of Zambia, an introductory letter was sought from the Institute of Distance Learning (see Appendix 6). Secondly, this letter was availed to all the head teachers where the research was conducted. Thirdly, before the semi-structured-interviews guide and focus group discussions were conducted, the researcher explained the purpose and importance of the study to the pupils. A consent form was given to the participants which gave them freedom to either accept or decline to take part in this study. In the consent form, it was stated that all the information provided by the participants would be used in the research report. All in all, ethical considerations which were crucial for this study which included informed consent, confidentiality and anonymity, reporting research results fully and honestly were followed.

Summary

This chapter discussed the methodology used in the study. It discussed that the research was qualitative research that used descriptive survey research design and did not only discuss the target population, sample, sampling procedure but also research instruments, reliability and validity of the study. Data collection procedures and data analysis were also presented in this chapter.

CHAPTER FOUR

RESULTS

Overview

This chapter reports on the results of the field work that was carried out on the effects of pupil-teacher conflict on pupils' academic performance. Participants' narratives have been presented from their excerpts in order to show authenticity to the study. Names were not used to preserve anonymity and confidentiality.

4.1. Demographics of Respondents

There were four secondary schools from where data was gathered and four categories of respondents of data; head teachers, guidance and counselling teachers, disciplinary committee teachers and pupils. These were arrived at as they were seen to be the people with valuable information needed for the research.

Table. 4.1. Frequency and Percentage distribution of Pupils and Teachers according to gender.

Gender	Pupils		Teachers	
	<i>F</i>	%	<i>f</i>	%
Male	12	37.5	21	65.6
Female	20	62.5	11	34.4
Total	32	100	32	100

Table. 4.1. shows the frequency and percentage distribution of pupils and teachers according to gender. It shows that male pupil participants were 12 representing 37.5% while female pupil participants were 20 representing 62.5%. The table further shows that male teacher participants were 21 representing 65.6% while female teacher participants were 11 representing 34.4%.

4.2. Findings of Research Question one

This section discussed research question one which read as; what were the causes of pupil-teacher conflict in selected secondary schools in Chisamba District? All the respondents who were interviewed agreed that there were conflict in their schools. The following were the main reasons attributed to the causes of pupil-teacher conflict.

4.2.1. Pupils' indiscipline

In the question that required to state what the causes of pupil-teacher conflict at school in the interview guide for pupils, teachers and head teachers, pupil indiscipline was cited as one of the major reasons attributed to pupil-teacher conflict. One pupil observed that;

Many pupils do not want to do what they are told by teachers. They do not want to follow school rules and teachers really get cross. They want to do as they wish.

Another pupil also observed that;

some pupils dress improperly, they answer back at teachers, do not want to do preventive maintenance, they make noise in class when teachers are teaching and the teachers do not like such kind of behaviour and they punish such pupils. Pupils do not like punishments and they hate teachers and conflict with them when they are corrected.

Like the pupils earlier observed one head teacher was in agreement with the pupils and observed that;

In pursuit of implementing school discipline, some teachers are hated by pupils because some pupils want the freedom they have at home to be extended at school and they do not want to be controlled by teachers. Any teacher who tries to control them becomes their enemy.

One guidance and counselling teacher was in agreement with the other participants and observed the following;

Pupils especially from well to do families look down upon teachers who they consider to be inferior and lack respect for them. Teachers also want to show their authority by disciplining such pupils thereby causing conflict.

4.2.2. Lack of respect for each other

Question one in the interview schedule for teachers required the respondents to explain what in their view was the cause for pupil-teacher conflict. Responding to this question one guidance and counseling teacher noted that;

Some teachers have no regards for pupils who they see not to have feelings and do and say as they wish thereby hating pupils who in turn want to show that they cannot be undermined regardless of their age and status.

Another pupil was in agreement with the guidance and counselling teacher and noted;

The teachers do not understand us and they used abusive language which make us answer them back.

4.2.3. Lack of commitment to school work by learners

Pupils were also asked the same question as the one which was asked to the teachers regarding the causes of pupil-teacher conflict. Both learners and teachers observed that some pupils lacked seriousness in their work hence obtaining poor results hence annoying the teachers. Particularly a pupil observed that;

Some of us pupils do not want to do homework or even class work and when asked by teachers we get annoyed which also annoys the teachers even more.

A disciplinary committee teacher also observed that;

Pupils want to be pushed to do work and those who do not do given work in class naturally do not perform well. I have a responsibility as a teacher to make pupils pass and those that do not want to do my work I will chase. Those that I have chased usually are not in good books with me.

4.2.4. Lack of commitment to work by teachers

When asked the question, what causes conflict in your school, from appendix 5, FGD for teachers, some of the teachers interviewed agreed with the fact that some of the conflict that arose in schools were a result of teachers not being committed to their work. One of the teachers noted that;

There are a number of instances when pupils have rejected a teacher because the teacher is not committed to their work. Pupils especially the last grade want teachers that are very committed with their work.

A pupil was in agreement with the head teacher and observed the following in her class;

We chased a teacher in our class because she was always late and when she came to class she was shouting at us and told a lot of her own personal stories which we were not interested in. After we chased her, when she was brought back we could see the hate of us in her and there was proper relationship with her and we could not even ask her questions because she was sulky.

4.2.5. Teachers' pursuit in implementing discipline

Being heads of schools head teachers were also asked to express their views regarding the causes of pupil-teacher conflicts. Teachers and head teachers noted that sometimes pupil-teacher conflict arose because teachers were trying to implement discipline which pupils did not like. A head teacher observed that;

Many teachers who want to implement discipline are not liked by pupils. Pupils instead like teachers who do not care about what pupils do.

Like the head teacher one of the disciplinary committee teachers noted the following;

most pupils hate teachers who instill discipline in them. Pupils like teachers who do not care about what they do.

A guidance and counselling teacher agreed with the head teacher and the disciplinary committee teacher and noted that;

Pupils are not in good books with teachers that want to instill discipline. They get along with teachers who ignore indiscipline and these are even termed as "good teachers". Such teachers do not like instilling discipline in pupils for fear of being hated by pupils.

Like the head teacher and the guidance and counselling teacher, a pupil noted the following;

We don't like teachers who are so strict with us. Most of us pupils do not like teachers who are always on our neck wanting us to do this or that. We like teachers who take things easy with us and they can smile even when we have done something wrong.

4.2.6. Unfairness towards learners by teachers.

The same question about what the causes of pupil-teacher conflict in schools were, was asked in pupils' and head teachers' interview guide and FGD and all said unfairness towards learners by some teachers was yet another reason that was cited to be responsible for causing pupil-teacher conflict. A pupil just like other pupils interviewed had this to say;

Some teachers treat us unfairly. They treat those that come from well to do homes differently from us and we hate such teachers. They consider us inferior and we easily see it. When we complain it does not even bother them. Some pupils from well to do homes can come late just like us but they are spared from punishment while we are punished. As a result we do not like such teachers and this affects our performance because we do not trust such teachers.

Some teachers like some head teachers agreed with some pupils that some teachers were unfair in the way they treated some pupils hence the pupil-teacher conflict that sometimes arose in secondary schools. One head teacher had this to say;

Some teachers are insensitive and treat pupils differently and this creates problems.

A guidance and counselling teacher was in line with the head teacher and had this to say;

Some teachers do not consider that pupils are also human beings who have feelings and must be respected. Some teachers use abusive language to pupils which annoy some pupils and this creates conflict.

4.2.7 Poor professional skills by teachers

Answering to the same question in appendix 4 and 5 in the FGD for both pupils and head teachers about the causes of pupil-teacher conflicts, poor professional skills by some teachers was established as another cause of pupil-teacher conflict. All the four head teachers interviewed observed that most teachers did not possess professional skills that could reduce pupil-teacher conflict. It was observed that most teachers lacked good communication skills thereby angering their pupils.

Some teachers embarrass pupils in front of their class, they use abusive language, they are boastful and this cause pupil-teacher conflict. You wonder the type of

teachers that are being trained today who have no regards for the pupils they teach. Some do not even realize that they need to have a good relationship with their pupils if these pupils are to perform well. We have had cases where a teacher will insult pupils without even thinking twice. Most teachers lack skills that create a conducive learning environment.

A pupil also agreed with the head teacher's sentiments and said;

I hate my Mathematics teacher because he embarrasses us each time we fail to answer his questions.

Another head teacher noted that;

Most teachers coming from colleges of education nowadays do not possess the necessary skills to reduce conflict in school. They come to school with sarcasm, pomposity which are among causes of pupil-teacher conflict. Most of them do not even know how to behave towards pupils hence the pupil-teacher conflict we see in school.

4.2.8. Inability of schools to meet the needs of pupils

In the FGD all the respondents were asked to comment on the causes of pupil-teacher conflict. In their response, all the respondents felt that sometimes pupil-teacher conflict arose due to the schools' inability to meet the needs of the pupils. Pupils especially in boarding schools expected a certain standard of life. They expected a certain standard of diet, accommodation, sanitation among others. When these needs were not adequately met they conflicted with their teachers as a result. One of the pupils observed that;

We do not like it when we are fed on cabbage all the time, there is no water and the structures are dilapidated. We make noise to the teachers so that the standards are improved.

Like the pupil, a head teacher also had this to say;

As a school, we experience problems because sometimes we do not have teachers in certain subjects, we cannot provide certain facilities like laboratories, good sanitation, water, good food among others and pupils feel we are not making efforts and they conflict with teachers so that their needs are met.

The findings in this section indicated that pupil-teacher conflict arose because some pupils were indiscipline as they did not want to do work assigned to them by teachers. Sometimes pupils absconded from school without any reason while others dodged. Lack of respect between teachers and pupils was another reason cited for pupil-teacher conflict in addition to lack of commitment to work by both pupils and teachers. Teachers' pursuit to instill discipline in pupils, unfair treatment of pupils by teachers, poor professional skills by some teacher and the inability of some schools to meet pupils' demands caused pupil teacher conflict.

4.3. Findings of Research Question Two

The following were the findings in the following research question. What are the effects of pupil-teacher conflict on pupils' academic performance in selected secondary schools in Chisamba District?

During a FGD, pupils and teachers observed that there were both positive and negative effects of pupil-teacher conflict on pupils' academic performance.

4.3.1. Development of Positive Attitudes

In trying to answer research question two, the researcher asked both teachers and pupils to express their views regarding the effects of pupil-teacher conflict on pupil's academic performance. In their response it was revealed that conflicts did not only have negative effects but also had positive ones. For instance, one pupil argued that;

Pupil-teacher conflict helped improve both pupils' and teachers' performance. Pupils improve their performance when they are in conflict with a teacher who does not tolerate laziness and to avoid conflict with the teacher, the pupils work hard to impress the teacher. Teachers also improve their service delivery when pupils are not happy with their teaching. When pupils complain, teachers improve on their teaching.

A disciplinary committee teacher echoed the same sentiments given by the pupil and had this to say;

Conflicts should not always be viewed as negative as sometimes they make people to develop positive attitudes. Take for instance a situation where a teacher is rejected by a class for not performing. Do you not expect such a teacher to

change the work to avoid future conflict? You definitely expect such a teacher to change which is a positive development.

The respondents observed that conflicts made a lot of positive changes in areas such as discipline, punctuality, respect, academic performance, service delivery among others to improve if well handled.

4.3.2. Reduction in Pupils' and Teachers' Performance

The same question, regarding the effects of pupil-teacher conflict on pupils' academic performance, was asked in the FGD discussions for head teachers, teachers and pupils and the following was revealed that; pupil-teacher conflict reduced pupils' and teachers' performance alike. Teachers, pupils and head teachers attested to the fact that pupil-teacher conflict led to absenteeism both for the teacher and pupils since when the two were in conflict they tried to avoid each other as much as possible. One of the pupils interviewed had this to say;

I hate my Science teacher such that when it is time for Science, I would rather be outside doing other things than face the teacher. I feel uncomfortable to be around her.

A disciplinary committee teacher like the pupil earlier interviewed noted that;

I feel very uncomfortable to be in classes where pupils are conflictual and I do not desire to be in such classes. Given a chance, I would rather stay away from such classes. Even my service delivery is affected.

Pupils, teachers and head teachers interviewed revealed that pupil-teacher conflict caused some pupils to lose interest in the subject of the teacher they were in conflict with and consequently did not perform well in it. A pupil had this to say;

I hate my Mathematics teacher that when she comes in class I can't even look at her and I can't ask questions. I used to enjoy the subject previously but since that conflict with my teacher I hate the subject as I hate the teacher.

4.3.3. Effective Learning and Teaching

In trying to triangulate the data both pupils and teachers were asked in the interview guide, (appendix 1 and 2) to comment on the effects of pupil-teacher conflict on pupil's academic

performance. Pupils, teachers and head teachers noted that pupil-teacher conflict affected effective teaching and learning as pupils and teachers involved in a conflict were psychologically affected. A pupil interviewed observed that;

When we have conflict with a teacher there is no proper learning that takes place, the atmosphere is so tense that we cannot even interact with the teacher the way we do with the other teachers we are not in conflict with. The teacher does not even care whether we understand or not.

A guidance and counselling teacher was in agreement with the pupil and noted that;

In an environment where there is no peace you do not expect to have a conducive learning and teaching environment. It is therefore important to have peace in a learning environment if effective learning and teaching is to take place.

4.4. Findings of Research Question Three.

The following are the findings to the following research question.

How can the pupil-teacher conflict in selected secondary schools in Chisamba District be reduced?

4.4.1. Employment of Professional Teachers

In answering to the question, as to what the MoGE should do in order to reduce pupil-teacher conflict, (appendix 1, 2 and 3), head teachers, teachers and pupils observed that the MoGE should include conflict resolution matters in the programme for Teacher Education in Colleges of Education. One head teacher observed the following;

Qualified teachers who have professional skills are instrumental in reducing pupil-teacher conflict as they know how to handle each pupil and are able to deliver to the expectations of the pupils. They are an asset to the teaching fraternity as they create a conducive learning environment where every pupil is considered as an asset who should be respected. Teacher training colleges should also train teachers in conflict resolution matters if pupil-teacher conflict is to be reduced.

Another teacher noted the following;

Most teachers do not have conflict resolution strategies and instead of reducing conflict in schools they fuel them.

A pupil had this to say;

I wonder if some teachers are trained because some of them do not know how to teach and sometimes some of them, we have to correct them every now and then. Some pupils are even better than some teachers in knowing things.

4.4.2. Introduction of Refresher Courses and Enhancement of School Based CPDs.

To the same question that required respondents to state the strategies that should be employed to reduce pupil-teacher conflict, in the FGD in (appendix 5), teachers and the head teachers recommended that teachers needed refresher courses on educational psychology of education. Teachers needed to motivate pupils so that they helped them to have interest in school activities and reduce aggression. Teachers also needed to be educated on good communications skills as this was cited as one of the major causes of conflict between teachers and pupils. A guidance and counselling teacher argued that;

Teachers need refresher courses so that they are reminded of the need to have good relationship with their pupils. I believe this would improve results in schools.

A head teacher echoed what the guidance and counselling teacher said:

Refresher courses and CPDs are the only answer to the pupil-teacher conflict. Some teachers have forgotten how to handle pupils to avoid unnecessary conflict.

4.4.3. Introduction of Guidance and Counselling

Another recommendation that came out from the question, what should the MoGE do to reduce pupil-teacher conflict, from the FGD for both pupils and teachers in (appendix 4 and 5), was that guidance and counselling should be made a subject just like any other subject and should be compulsory to all learners.

Pupils, teachers and head teachers noted that in order to reduce pupil-teacher conflict, guidance and counselling was cardinal for both pupils and teachers. One of the head teachers observed that;

Not only do pupils need guidance and counselling sessions but also teachers because both of them need the help for they do not understand the importance of having positive relationships to enhance pupils' academic performance. In fact, guidance and counselling should be introduced as a subject to enhance guidance and counselling in schools.

Some pupils agreed with head teachers that;

Guidance and counselling should be made a subject not only for pupils but also for teachers as this would help improve pupil-teacher relationship.

Another teacher agreed with others and had this to say;

Guidance and counselling is needed for both teachers and pupils as this would help improve pupil-teacher relationship which is very important to create a conducive learning environment that is key to enhance teaching and learning.

4.4.4. Improvement in funding and staffing levels in schools.

From question 17 (in appendix 5) and in the FGD for teachers in (appendix 3) and in the interview guide for head teachers, respondents were asked to express their views on what the MoGE should do in order to reduce pupil-teacher conflict. Their response was that MoGE should improve funding and staffing level in schools to reduce pupil-teacher conflict. The respondents observed that some conflict was caused by poor funding and staffing in schools and the following were suggestions to reduce pupil-teacher conflict. A guidance and counselling teacher observed that;

the MoGE must improve on staffing levels in these schools so that there is effective teaching and learning to reduce pupil-teacher conflict. Equally the MoGE must improve on funding to schools so that services can adequately be provided in schools to avoid agitation.

A head teacher was in agreement with the guidance and counselling teacher and had this to say;

Some of the problems we experience as a school are because of having few teachers who are mostly overstretched and cannot deliver effectively. Additionally, as a school we lack a lot of basic requirements to run an effective school and so we are always conflicting with pupils whose expectations are high.

Summary

The findings in this section indicated that the MoGE should introduce refresher courses to improve teacher professionalism to alleviate pupil-teacher conflict. CPDs and refresher courses for teachers should be enhanced to address such issues as pupil-teacher conflict. Additionally, MoGE should also introduce guidance and counselling as a subject in schools to help pupils to develop morally acceptable behaviour that would avoid conflicting with their teachers. The MoGE should improve funding and staffing in schools so that pupils' educational needs were met without difficulties.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

Overview

This chapter discussed the findings using a holistic approach employed in the previous chapter on presentation of findings. It therefore discussed the findings on the effects of pupil-teacher conflict on pupils' academic performance. The discussion was centered on three themes which were: causes of pupil-teacher conflicts, effects of pupil-teacher conflict on pupils' academic performance and strategies to be employed to reduce pupil-teacher conflict in selected secondary schools in Chisamba District.

Three questions guided the study. The first one was, what are the causes of pupil-teacher conflict? The second was, what were the effects of pupil-teacher conflict on pupils' academic performance and the last one was, what strategies should be employed to reduce pupil-teacher conflict in selected secondary schools in Chisamba District? The descriptive survey approach was used with four sets of research respondents. This discussion helped to bring out similar views and variations brought about in the research.

5.1. Causes of pupil-teacher conflict.

Seven themes emerged on the causes of pupil-teacher conflict. The first question of this study which sought to explore the causes of pupil-teacher conflict was addressed to discuss these themes.

5.1.1. Pupils' Indiscipline

Teachers, pupils and head teachers during the semi-structured interviews and focus group discussions expressed that many conflict were caused because some pupils did not want to adhere to teachers' instructions and wanted to do things as they wished hence conflicting with one another. This finding in this research that pupils' indiscipline caused pupil teacher conflict was in conformity with Hughes & Cavell (1999) who pointed out that aggression, delinquency and criminal activity were all behaviours not approved by teachers and any departure by pupils from the desires of the teachers created problems as teachers desired pupils that conformed to good behaviour. Ladd et al (1999), Skinner & Belmont (1993) also pointed out that teachers preferred students who were conscientious conforming and self-regulated. This therefore means that pupils with good behaviour had a good relationship with teachers and received much more

teacher support that might enhance their adaptive classroom engagement than those who were indiscipline. Pupil indiscipline if not stopped could be very detrimental to pupils' academic performance hence the need to curb it to improve pupils' academic performance.

5.1.2. Lack of respect for each other.

Most of the respondents attested to the fact that pupil-teacher conflict arose due to the two parties disrespecting each other. Pupils interviewed explained that they detested teachers who did not respect them and would embarrass them in front of others. They said they hated such teachers a lot. Facts indicated that not only should pupils have respect for teachers but that teachers should also have respect for their pupils. It was found that respect was very important in a learning environment because it created a harmonious environment that was important in a learning environment if effective learning and teaching was to take place. Pianta, La Paro & Hamre (2006) were in agreement with the findings that lack of respect between the teacher and the pupil caused conflict. They revealed that in negative classrooms, teachers resorted to yelling and harsh punitive control, pupil victimization or bullying. This lack of respect by the teacher to the pupil created a negative pupil teacher relationship which created a poor learning environment.

Not only should the teacher respect the pupil but also the pupil should respect the teacher to benefit from him or her. There was a growing consensus from the respondents that a peaceful learning environment created by the two parties, respecting each other was critical in determining effective learning and teaching in any given learning institution. Dunleavy, et al (2011) revealed that students' perceptions of the emotional climate of the classroom and respect for students was an integral of their perceptions of a mastery goal structure in the classroom. They went on to say that the level of respect that existed between a teacher and a student had a vital role to play in developing a positive student-teacher relationship which was very important in creating a conducive learning environment.

5.1.3 Lack of commitment to work by some Pupils

Teachers and pupils alike argued that pupil-teacher conflict arose when learners did not perform to the expectations of the teacher. Teachers usually liked their work to be done without compromise and pupils who did not do as the teacher wanted usually had problems with that teacher. It could therefore be deduced from the findings that teachers liked pupils who were committed to their work as this made pupils to perform well academically.

5.1.4. Lack of commitment to work by some teachers

From the excerpts from both some learners and some teachers findings seemed to indicate that learners did not like teachers who were not committed to their work. If pupils hated their teacher on account of not been committed to their work, such conflicts would create a hostile environment for learning and a hostile environment made pupils not to perform well in their academic work. This finding was in conformity with Ames (1992) who held that a teacher should emphasize student performance relative to normative rather than relative and a teacher should have instructional practices that emphasized effort and improvement over correct answers, development of competences and the students intrinsic motivation. When pupils saw the effort the teacher made for them to achieve their academic goals, they were mostly likely not to have conflict with the teacher because they would know that the teacher cared for them.

5.1.5. Teachers’ pursuit in implementing discipline

Some teachers and head teachers observed that pupil - teacher conflict emerged especially with teachers that were disciplinarians. Pupils liked to have freedom and they did not like it when teachers were always monitoring what they did. The excerpts in the findings seemed to suggest that pupil-teacher conflict arose due to some teachers’ pursuit in instilling discipline which some pupils did not like. The freedom that pupils always wanted destructed them from doing school work and in most cases those pupils who wanted to be left alone ended up as mischiefs in society as they had no direction. Lack of direction made pupils not to perform well in their academic work.

5.1.6 Unfairness towards learners by some teachers

Some teachers, head teachers, pupils all observed that pupil-teacher conflict emerged where there was unfairness and favouritism. Pupils liked to be treated fairly and were usually very observant with unfair treatment. It may be concluded from the excerpts that teachers’ unfair treatment of pupils created pupil-teacher conflict. It was therefore important for teachers to be sensitive when dealing with pupils so that they treated every pupil fairly. Unfair treatment of pupils made some pupils to withdraw and this withdrawal caused them not to participate fully in class. This, in most cases, made the pupils to hate a teacher, hate their subject and therefore not perform well in that subject. Noddings (1992), argued that integrity for teachers is cardinal when dealing with pupils. He went on to say consistent and truthful, explaining your policies procedure and decisions and why they are necessary as opposed to changing policies overnight would be unfair

to learners. It is therefore necessary for the teacher to make known to the learners what he or she expects of the than just change as he or she wishes. This would create problems.

5.1.7. Poor professional skills by some teachers.

From the findings, some teachers and pupils seemed to agree that lack of professional skills such as good communication skills in the way some teachers handled pupils caused conflicts. From the excerpts in the findings, it was clear that professional skills were cardinal to avoid pupil-teacher conflicts. Teachers needed good communication skills that would help them reduce conflicts to create a conducive learning environment as this would create a good rapport between pupils and teachers for learning and enhance effective learning and teaching which in turn helped improve pupils’ academic performance. If the teachers possessed poor professional skills, this could frustrate pupils and the frustration may lead to pupil-teacher conflict. This in turn would not ensure effective learning and teaching. Sabol & Pianta, (2012) in their study, argued that teachers should apply the knowledge gained to the task of increasing their abilities to provide social and emotional learning environments, thereby improving students’ learning and behavioural adjustment.

5.1.8. Inability of some schools to meet pupils’ needs.

Owing to the excerpts from all the respondents in the findings, the results seemed to indicate that the inability to meet some of the pupils’ demands may lead to pupil-teacher conflict as pupils expected a certain standard of life when they were in school. To reduce pupil-teacher conflict, it was important that most pupils’ demands were met especially in boarding schools. Once this was done, a conducive learning and teaching environment was created. Such an environment made pupils to perform well in their academic work.

In the next section, the effects of pupil-teacher conflict and how these affected pupils’ academic performance positively and negatively were discussed. Jennings & Green Berg (2009) argued that teachers should evolve, balance the content and process of teaching which should be child-centered , resource based and should use a variety of teaching methods. Once the needs of pupils are not well met, conflict arise.

5.2. The effects of pupil-teacher conflict on pupils' academic performance

The findings of this study indicated that the effects of pupil-teacher conflicts were both positive and negative on pupils' academic performance. The researcher found out the following as effects of pupil-teacher conflict on pupils' academic performance:

5.2.1. Reduction in pupils' and teachers' performance

Some of the respondents noted that pupil-teacher conflict reduced performance for the pupils while it also led to ineffective service delivery on the part of the teacher. It was observed that both the pupil and teacher were psychologically affected when they were in conflict with each other and naturally they failed to reach their full potential. Pupil-teacher conflict cause pupils to withdraw from school activities and disengage academically (Hughes & Cavell, 1999).

The findings showed that pupils lost interest in the subjects of teachers they were in conflict with and this led to their poor performance. Teachers alike did not feel comfortable to teach pupils they were in conflict with and this led to poor service delivery. Poor service delivery led to poor academic performance by pupils. Further findings in the research were in conformity with Little, et al (2003) who postulated that pupils who enjoyed a close and supportive relationship with a teacher were more engaged in that they worked harder in the classroom, persevered in the face of difficulties, accepted teacher direction and criticism, coped better with stress, and were attended to more by the teacher.

Rimm-Kaufman, & Hamre, (2010) also agreed with other scholars stating that improving students' relationship with teachers had important, positive and long lasting implications for both students' academic and social development. Students who had close, positive and supportive relationships with their teachers would attain higher levels of achievement than those with more conflict in their relationship. It therefore goes without saying that pupil-teacher conflict reduced pupils' academic performance.

5.2.2. Development of Positive Attitudes.

Though conflicts were known to be destructive to learning, the findings indicated that sometimes pupil-teacher conflict were progressive as they made pupils and teachers change for the better. It was observed that if a conflict emerged because of poor service delivery by a teacher, the teacher would try and improve in that area to avoid a recurrence of the conflict. This conflict therefore became progressive on the part of the learner and even the teacher. Furthermore, if a conflict arose because a pupil was not meeting the expectations of the teacher academically, the pupil was likely to improve his or her performance to meet the teacher's set standards to avoid further conflict. This is in line with the attachment-informed, reflection focused model of teacher professional development theory by Split (2012) which postulated that teachers' opportunities to reflect on their behaviours, intentions, and feelings in respect to specific students would increase their capacity for sensitive responding, thereby increasing students' attachment security and reducing relational conflict.

5.2.3. Effective Learning and Teaching

From the interviews conducted with teachers, head teachers and pupils, it could be concluded that pupil-teacher conflict created a hostile learning and teaching environment which made it very difficult for teachers to bring out their potentialities and also made it difficult for the pupils to bring out their potentialities because there was no warmth needed in class and the pupil did not receive the needed support from the teacher. Additionally, the pupil spent less time with the teacher which worked to his or her disadvantage.

Baker et al., (2008) contended that students who had conflictual relationships with teachers had less-on-one time with teachers. Because of spending less time with teachers, these students missed out on important behavioural and academic scaffolding. The time students and teachers in conflictual relationships spent with one another was often characterized by hostility, anger and punishment as opposed to warmth and support (Hughes & Cavell, 1999). This behaviour therefore was not conducive for effective learning and teaching to take place thereby causing poor academic performance in some schools.

In this section of the research, the findings that pupils tended to hate the teacher they were in conflict with and consequently hated the subject that teacher offered leading to not performing well in that subject were discussed. Additionally, discussions on the findings that pupil absenteeism increased and generally affected effective learning and teaching as the learning and

teaching environment was no longer conducive were made. Furthermore, the findings that pupil-teacher conflict was beneficial as in some instances it made the conflicting parties to improve in those areas where the others were not happy with were also discussed. If for example, a teacher was not delivering effectively and the pupils complained, the teacher was likely to improve in that area to the benefit of the pupils. Equally, if a teacher was in conflict with a pupil due to lack of commitment to work, the pupil was likely to improve in that area to impress the teacher.

The next section will discuss the findings on the strategies that should be employed to reduce pupil-teacher conflict in selected secondary schools in Chisamba District.

5.3. Strategies to be employed to reduce pupil-teacher conflict.

In order to reduce pupil-teacher conflict in selected secondary schools in Chisamba District, suggestions were made by both teachers and head teachers that guidance and counselling be introduced as a subject to guide and counsel pupils on such issues as the benefits of having a positive pupil-teacher relationship on their academic performance. The findings indicated the importance that people attached to guidance and counselling in inculcating the right attitudes for both pupils and teachers. Right attitudes were important as they helped both the learner and the teacher to respect each other thereby reducing conflict. Once conflict was reduced, then a conducive learning environment was created and this helped them to perform very well academically.

5.3.1. Employment of professional teachers

The respondents interviewed noted that qualified teachers who had good professional skills such as communication were very instrumental in reducing such conflicts. They knew how to handle all kinds of pupils and therefore they reduced on the likelihood of pupil-teacher conflict from erupting. Additionally, respondents observed that teachers who presented their materials well to the pupils and who had the enthusiasm to teach encountered less conflict in that aspect. The attachment-informed, reflection focused model of teacher professional development one of the theories with which the study is working is in line with this view. According to the theory whose major proponents was Splint (2012), the theory was premised on the understanding that informed interventions were needed to improve teacher-student relationships. The reflections-focused intervention was based on the assumption that teachers' opportunities to reflect on their behaviours, intentions, and feelings in respect to specific students would increase their capacity

for sensitive responding, thereby increasing students' attachment security and reducing relational conflict.

The MoGE should introduce conflict resolution matters in the syllabus for teachers in colleges of education to reduce pupil-teacher conflict in schools. The role of colleges of education cannot be overemphasized in conflict resolution matters in schools. If teachers were well trained, pupil-teacher conflicts would be minimized because they would know how to handle matters of pupil-teacher conflicts professionally with the needed skills. They would, for example, know the manner in which to handle discipline without worsening conflict between them and the pupils so that a conducive learning and teaching environment was created. Professional teachers did not feel intimidated by pupils when instilling discipline. They would not ignore bad behaviour but punish it and this was why some teachers were hated by pupils. Teachers with professional skills would know what caused pupil-teacher conflict, what the effects of pupil-teacher conflict were and this knowledge would equip them with strategies to avoid such conflicts to create an enabling environment for learning and teaching to take place.

It was concluded that professional teachers were key in helping reduce pupil-teacher conflict as professional skills in teachers would help scale down pupil-teacher conflicts in schools.

5.3.2. Introduction of Refresher Workshops on enhancement of CPDs.

From the findings it was revealed that to reduce pupil-teacher conflict there was need for the MoGE to introduce refresher courses on the importance of a good pupil-teacher relationship as this was important for creating a conducive learning and teaching environment which in turn made results to improve. Additionally, it was concluded that school based CPDs should be enhanced on pupil-teacher relationships. This would create a good learning and teaching environment. If pupil-teacher relationships were not good then pupils and teachers would not perform well. Bowlby (1969) in the attachment theory, another of the theories the study is working with postulated that children's academic and social adjustment to formal schooling had a huge bearing on children in later life. Children with secure maternal attachment histories were more likely to establish a supportive relationship with first grade teachers, which in turn, uniquely contributed to children's perceived academic competences. It was therefore important for teachers to have this kind of information through CPDs and refresher courses so as to know how to handle pupils well and avoid conflict.

Split, et al (2012) in their attachment-informed, reflection focused model of teacher professional development theory observed that teachers should have opportunities to reflect on their behaviours, intentions, and feelings in respect to specific students in order to increase their capacity for sensitive responding, thereby increasing students' attachment security and reducing relational conflict. This said, some teachers may not have the knowledge on this theory hence the need to conduct refresher courses and CPDs so that teachers' interpersonal effectiveness may be built, service delivery improved and pupil-teacher conflict reduced.

5.3.3. The Introduction of Guidance and Counselling as a subject.

Teachers, pupils and head teachers in the findings all attested to how important guidance and counselling was in schools and all suggested that the MoGE should be made a stand-alone subject like Mathematics, Science or any other subject because its importance in reducing pupil-teacher conflict could not be underestimated. Most of the respondents also saw the need for teachers to have a department of guidance and counselling to help them improve their relationships with their pupils for enhanced service delivery.

Baker et al (2008) pointed out that teachers spent notably less one-on-one time with students with whom they experienced conflict. Because of this they could miss out on important behavioural and academic scaffolding. It is therefore important that guidance and counselling is introduced as a subject so that right attitudes are inculcated in learners to reduce pupil-teacher conflict and create an enabling learning and teaching environment where learners would benefit from the teacher to the maximum.

5.3.4. Improvement of Funding and Staffing in Schools.

From the interviews conducted by the researcher, it was revealed by some respondents that pupil-teacher conflict emanated from failure by some schools to meet the standard set by pupils. There were a lot of expectations from pupils in terms of service delivery and once this was not met then conflict arose. To avoid these pupil-teacher conflict in secondary schools there was need for government to improve funding to schools to reduce the agitation that usually came with poor standards in schools. Furthermore, head teachers and pupils came to a conclusion that the MoGE should improve on staffing in schools as some schools were understaffed leading to

poor service delivery by some teachers because they had too much to do which led to pupil-teacher conflict. This consequently led to poor pupils' academic performance.

In secondary schools, where this research was based, poor diets, inadequate learning and teaching material, poor and inadequate infrastructure led to protests by pupils who may have lost confidence in their teachers. This created pupil-teacher conflict and created a bad atmosphere for effective learning and teaching to take place. Hamre & Pianta, (2001) postulated that students with close, positive and supportive relationships with their teachers would attain higher levels of achievement than those students with conflict in their relationship. Poor pupil-teacher relationship was because of the lack of resources in some schools to meet the needs of pupils and also the poor staffing levels that lead to poor service delivery by some teachers.

Summary

This chapter discussed the findings of the research which had been categorized in three themes. The themes indicated the causes of pupil-teacher conflict, the effects of pupil-teacher conflict on pupils' academic performance and the strategies that should be employed to reduce pupil-teacher conflicts.

Regarding the causes of pupil-teacher conflict, it was found that the pupils' indiscipline and the lack of respect for each other between pupils and teachers caused conflict. Lack of commitment to work by both teachers and pupils were also cited as major causes of conflict. Additionally, the pursuit in implementing discipline by some teachers caused pupils to hate them thereby brooding conflict. Some teachers were seen to be unfair in the way they treated pupils hence their being hated by pupils and conflict arising. Having poor professional skills by some teachers and inability by some schools to meet the expected needs of pupils also caused conflict.

As regards the effects of pupil-teacher conflict, it was established that pupils ended up losing interest in the subject of the teacher they hated and consequently performed badly in that subject that teacher they had a conflict handled. Additionally, pupils and teachers felt uncomfortable to be around pupils or teachers they had conflict with and therefore some ended up absconding from lessons. This therefore affected effective learning and teaching consequently leading to poor academic performance.

Concerning the strategies to reduce pupil-teacher conflict, it was found that not only should CPDs be enhanced in secondary schools but also refresher courses to teach teachers the

importance of having a positive pupil-teacher relationship for effective teaching and learning. Suggestions were also made that guidance and counselling be introduced as an independent subject in schools to help shape pupils' behaviour. Equally important was the realization that the government should improve funding to the MoGE so that pupils' set standards were met. It was also found out that the MoGE should improve staffing levels to schools to reduce pupil-teacher conflict so that the classes could be manageable and pupil-teacher conflict reduced.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

Overview

This chapter presents a summary as well as the conclusions and recommendations of the dissertation based on the findings. The purpose of this study was to investigate the effects of pupil-teacher conflict on pupils' academic performance. In this chapter a summary of the three research questions were represented.

6.1. Causes of Pupil-Teacher Conflict in Secondary Schools

The main research findings on the causes of conflict in secondary schools as given by participants were: Pupils' indiscipline, lack of respect for each other between pupils and teachers and lack of commitment to work by some pupils and some teachers. Other main causes of pupil-teacher conflict were some teachers' pursuit in implementing discipline, unfairness towards learners by some teachers, poor professional skills by some teachers and inability of some schools to meet pupils' needs.

6.2. Effects of Pupil-Teacher Conflict on Pupils' Academic Performance

The study showed that some of the effects of pupil-teacher conflict on pupils' academic performance were that positive attitudes were formed after conflicts as pupils and teachers engaged in self-reflection on matters that caused conflict. In addition to forming positive attitudes, pupil-teacher conflicts reduced pupils' and teachers' performance thereby affecting effective learning and teaching.

6.3. Strategies to Employ to Reduce Pupil-Teacher Conflict

As regards the strategies to be employed to reduce pupil-teacher conflicts in secondary schools, the study revealed that the MoGE should employ professional teachers who were able to articulate issues adequately, were skillful and tactful in handling pupils. The study also revealed that there was need for MoGE in partnership with schools to introduce refresher courses and enhance CPDs on matters related to pupil-teacher relationship. In addition to introducing guidance and counselling as a subject to pupils, the study revealed that the MoGE should

improve funding and staffing to schools to help reduce pupil-teacher conflict as these factors were seen to cause conflict in secondary school.

6.4. Conclusions

The study showed that not only did pupil-teacher conflict affect pupils' academic performance but also affected teachers' effective service delivery as an environment. Where there was conflict, there was no conducive atmosphere for effective learning and teaching to take place. Most participants were of the view that it was important for both pupils and teachers to know the causes of pupil-teacher conflict in secondary schools and their effects on pupils' academic performance so as to avoid them. From the study, it was clear that both the teachers and pupils did not know that, to a large extent, pupil-teacher conflict affected pupils' academic performance.

The study indicated that most of the teachers in schools fuelled conflict between them and their pupils because some of them did not deliver to the expectations of pupils because of inadequacies in professional skills. Most teachers were seen not to have skill and tact when dealing with pupils hence the pupil-teacher conflict that were being experienced in secondary schools. The study also revealed that to alleviate the pupil-teacher conflict in secondary schools, there was need for the MoGE to devise a curriculum for colleges of education where conflict management in schools could be incorporated as most teachers interviewed revealed that this was missing when they were being trained.

Additionally, the study revealed that there were no refresher courses and CPDs in conflict management matters in secondary schools as no importance was attached to it. Guidance and counselling sessions for pupils in secondary schools was also not being taken seriously as this was lacking in most schools. Participants emphasized the need to have guidance and counselling as a standalone subject as this was seen to be very important in shaping pupils' as well as teachers' behaviour. The study revealed that there was poor staffing and funding to secondary schools by the MoGE which made service delivery to be difficult and created pupil-teacher conflict.

6.5. Recommendations

The study has presented the effects of pupil-teacher conflict on pupils' academic performance in selected secondary schools in Chisamba District. In the light of the findings, the following were the recommendations:

- a) The MoGE should improve on the teacher curriculum to incorporate topics that dealt with positive pupil-teacher relationship.
- b) Learners should be put under strict discipline to avoid truant behaviour and inculcate true values in them to avoid conflict with school authorities.
- c) Guidance and counselling sessions should be enhanced by MoGE and school authorities to help learners to cultivate good behaviour devoid of conflict.

6.6. Suggestion for Further Research

Further research could focus on effects of pupil-teacher conflict on pupils' academic performance on urban secondary schools in Zambia.

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APPENDICES

Appendix 1

Interview Guide for Teachers.

1. For how long have you been a teacher?
2. What do you understand by pupil-teacher conflict.
3. Do pupil-teacher conflict exist in your school?
4. Have you ever have a conflict(s) with a pupil(s)?
5. If yes, what was the conflict(s) all about?
6. What in your view causes pupil-teacher conflict?
7. What do you think are the effects of pupil-teacher conflicts on pupils' academic performance?
8. Do you think pupils and teachers know the effects of pupil-teacher conflict?
9. If no, do you think it is important to educate teachers and pupils on the effects of pupil-teacher conflict on pupils' academic performance?
10. Why is it important to educate teachers and pupils on the effects of pupil teacher conflict?
11. What should schools do to reduce pupil-teacher conflict?
12. What should the MoGE do to reduce pupil-teacher conflict?

Appendix 2

Interview Guide for Pupils

1. How old are you?
2. How do you enjoy school life?
3. What do you understand by pupil-teacher conflict?
4. Have you ever had a conflict with a teacher?
5. What do you think of pupil-teacher conflict?
6. Have your friends experienced conflict with teachers?
7. How rampant are pupil-teacher conflict in your school?
8. What are the causes of pupil-teacher conflicts at this school?
9. Who perpetuates conflicts the most between teachers and Pupils?
10. Which grade has more conflict with teachers from grade eight to twelve?
11. If you have had a conflict(s) with a teacher(s) before, how was your relationship afterwards?
12. How has or have the conflicts you have had with a teacher(s) affected you emotionally and academically?
13. How have your friends if any who have had conflicts with teachers been affected by the conflict(s)?
14. What should the school do to reduce pupil-teacher conflict?
15. What should the MoGE do to reduce pupil-teacher conflict?

Appendix 3

Interview Guide for Head teachers

1. For how long have you been head teacher?
2. What do you understand by pupil-teacher conflict?
3. Do you experience pupil-teacher conflict in your school/
4. How rampant are pupil-teacher conflict here?
5. How do you view pupil-teacher conflict?
6. What do you think are the causes of pupil-teacher conflict?
7. Which grade from eight to twelve is more conflictual and why?
8. How do pupil-teacher conflicts affect pupils' academic performance?
9. Do pupils and teachers know the effects of pupil-teacher conflict?
10. Are there negative effects of pupil-teacher conflict?
11. Are there positive pupil-teacher conflict on pupils' academic performance?
12. What should the MoGE do to reduce pupil-teacher conflict?
13. What should schools do to reduce pupil-teacher conflict?

Appendix 4

Focus Group Discussion Guide For Pupils.

Questions about causes of pupil-teacher conflict in your school.

1. What are conflicts?
2. Do conflicts exist in your school?
3. Who perpetuate conflict the most, pupils or teachers?
4. Which grades have more conflicts with teachers?
5. What in your view causes pupil-teacher conflict?

Questions about the effects of pupil-teacher conflict.

6. What are the positive effects of conflict on pupils?
7. Are there negative effects of conflict on pupils?
8. What in your opinion are the positive effects of conflict on teachers?
9. What in your opinion are the negative effects of conflict on teachers?
10. Should conflicts be encouraged or discouraged in a learning environment?

Questions about some of the strategies that should be employed to reduce conflicts in schools.

11. Should schools and the Ministry of Education (MoGE) encourage or discourage conflict?
12. If your answer in question 16 is yes, why?
13. If your answer in question 16 is no, why?
14. What should schools do to reduce conflict in schools?
15. What should the MoGE do to reduce conflict in schools?

Appendix 5

Focus Group Discussion for Teachers

Section A

Questions about causes of pupil-teacher conflicts in 4 secondary schools in Chisamba District.

1. What do you understand by conflict?
2. Do you experience conflicts between teachers and pupils in this school?
3. Can conflicts be avoided in a learning environment?
4. What causes conflicts in your school?
5. What grade is more conflictual in your school?
6. Which sex is more conflictual, male or female?
7. Who are the major perpetrators of these conflicts, pupils or teachers?

Section B

Questions about effects of pupil-teacher conflicts in 4 secondary schools of Chisamba District.

8. What are the positive effects of pupil-teacher conflict on pupils?
9. What are the negative effects of pupil-teacher conflict on pupils?
10. What are the positive effects of pupil-teacher conflict on teachers?
11. What are the negative effects of pupil-teacher effects on teachers?
12. Should pupil-teacher conflict be encouraged in learning institutions?

Section C

Questions about strategies to be implored to reduce pupil-teacher conflict.

13. Should schools and MoGE encourage or discourage pupil-teacher conflict?
14. If your answer in 16 is yes, why?
15. If your answer in 16 is no, why?
16. What should schools do to reduce pupil-teacher conflict?
17. What should MoGE do to reduce pupil-teacher conflict?

Appendix 6



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14th January, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: CONFIRMATION OF STUDY - SIAZELE MAMUSA

Reference is made to the above subject.

This serves as a confirmation that the above mentioned LAST of NRC
Number 1659483/15/1 and computer number 714804981
is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open
University (UNZA-ZOU).

SIAZELE MAMUSA is pursuing a Masters of
Science, Peace, Leadership and Conflict Resolution
programme. Any assistance rendered to him/her will be greatly appreciated.

Prof. Boniface Namangala (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION