

**PARENTS -TEACHERS COLLABORATION IN ADDRESSING PUPILS'
SEXUALITY AND PUPIL-TEACHER CONFLICT AT MOMBOSHI
SECONDARY SCHOOL, CHISAMBA DISTRICT, ZAMBIA**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of
the requirements for the award of the degree of Master of Education in
Educational Psychology**

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DECLARATION

I declare that the work presented in this dissertation entitled “parents-teachers collaboration in addressing pupils’ sexuality and pupil-teacher conflict at Momboshi Secondary School in Chisamba District of Central Province, Zambia,” is my own work and that it is original. The dissertation contains no material that has been accepted for an award degree or diploma by the University of Zambia or any other institution. All the works that are not mine have been acknowledged.

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CERTIFICATE OF APPROVAL

This dissertation of **Evans Chisango** has been approved as the partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Psychology by the University of Zambia.

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ABSTRACT

Good pupils' behaviour in terms of sexuality and a good relationship between pupils and teachers cannot be overemphasized as this plays a vital role in making pupils realize the functions of school. Pupils' sexuality and pupil-teacher conflict have the potential to make the function of school not to be realized by pupils, hence, the need for parents and teachers to collaborate in addressing these challenges. Lack of collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict can have negative effects on the education of pupils. Parents-teacher's collaboration in addressing pupils' sexuality and pupil-teacher conflict is not known. The current study therefore sought to establish parent-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict. A single case study design was used by utilizing the semi-structured interviews and focus group discussion to collect data and analysis. A sample consisted of a total of 20 participants 7 pupils, 7 parents and 6 subject teachers drawn from Momboshi Secondary School. Only grade 12 teachers, parents with children in grade 12, and pupils in grade 12 were purposively sampled to draw on their experiences in parents-teacher's collaborations in addressing pupils' sexuality and pupil-teacher conflicts at Momboshi Secondary School. Semi-structured interviews were used to elicit views from pupils, teachers and parents. Pupils were also involved in a focus group discussion. Data was analyzed thematically. The findings revealed that there was low parents'-teachers' collaboration in addressing pupils' sexuality and pupil-teacher conflicts. The study also established that some parents do not take part in collaborations due to ignorance with regard to benefits of parents-teachers collaborations. Additionally, cultural taboos also contribute in hindering some parents from discussing issues of sexuality with their children, which exacerbates pupil-teacher conflicts and further affecting parents-teacher's collaborations. Lack of courtesy for parents by some teachers, poor discipline among pupils in some homes, poor communication between parents and teachers, loss of confidence in some teachers by parents, cultural taboos, and failure by parents to approach teachers on matters of sexuality among pupils were identified as challenges facing parents-teacher's collaborations in addressing pupils' sexuality and pupil-teacher conflicts. Parents'-teachers' regular meetings, strengthening the guidance and counselling services, formulation and systematic implementation of compelling guidelines to facilitate parents'-teachers' collaborations, parents' sensitization on the importance of collaboration with teachers during community meetings, teachers avoiding engaging in pupils' sexuality and pupil-teacher conflicts as measures to enhance parents'-teachers' collaborations at Momboshi Secondary School. Based on the findings of this study, it was recommended that; the administration of Momboshi Secondary School should ensure a platform is created for regular meetings between parents and teachers to address pupils' sexuality and pupil-teacher conflict, the government of Zambia through the Ministry of General Education should formulate and systematically implement compelling guidelines to facilitate parents-teachers collaborations in Schools, the government of Zambia through the Ministry of General Education should consider turning the school into a boarding secondary school.

Keywords: *Collaboration, sexuality, pupil-teacher conflict.*

DEDICATION

This report is dedicated to my wife Norah and our children Sithembisile and Thembani for their support and for being the drive behind my hard work.

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OPERATIONAL DEFINITION OF TERMS

- Sexuality:** the things people do, think, and feel that are related to their sexual desires.
- Collaboration:** working together with another person or group in order to achieve something.
- Conflict:** any disagreement, struggle or fights which arise whenever there is a clash with someone's wants, needs, wishes, demands, values and beliefs with that of the other person.
- Pupil-teacher conflict:** will mean tensions that exist between a learner and a teacher as they interact in a learning environment.
- Pupil:** a learner who is either in primary school or secondary school.

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and research questions that directed the study. This is followed by significance of the study, limitations, delimitation of the study, operational definitions of terms used in the study. It ends with the conceptual frame work and theoretical framework.

1.2 Back ground

Collaboration between parents and teachers in a school can mold pupils into becoming great academic achievers. Moloney (2013:16) observes that, “some parents hardly have time for their children because of career pursuits and long working hours. The environment at home can sometimes be challenging, such as parental marital problems, abuse, separation or divorce. Many working parents are so busy fending for their families that they never bond with children.”

Martin (2007) points out that lack of necessary parental care and attention is the main factor for the subsequent rise in the percentage of juvenile delinquency (crime among children). The absence of parental instructions causes children to develop irreversible behavioural and emotional problems. They resort to crimes thinking that in this way they could fulfill their wishes. If not kept an eye upon, they may revert to uncontrolled violence. Such criminal activities cannot be brought to a halt until their distressing symptoms of low self-esteem, depression, dysphonic mood, tension and worries, and other disturbances associated with neglect are relieved.

School also enhances shared learning between a teacher and a learner. Therefore, good pupils' behaviour in terms of sexuality and a good relationship between pupils and teachers cannot be overemphasized as this plays a vital role in making pupils realize the functions of school. Pupils' sexuality and pupil-teacher conflict have the potential to make the function of school not to be realized by pupils, hence, the need for parents and teachers to collaborate in addressing these challenges. When pupils are staying all by themselves away from the guidance of their parents, they tend to abuse alcohol and smoke marijuana which results in some of them involving

themselves in sexual activities and being in conflict with teachers. It is worth noting that substance

abuse occurs when use of a substance disrupts family and social relationships, interferes with work, and/ or creates health and safety hazards for the abuser (Davis and Palladino, 2000).

It is acknowledged by the Ministry of General Education in Zambia that, there is need for a conducive learning environment for pupils. It is worth noting that the education of a young person in today's world would not be complete if it did not include preparation for living responsibly within civil society. Those who leave school should have knowledge and appreciation of the values that aspire society, knowledge and understanding of individual liberties and human rights, and awareness of their responsibilities to themselves, to others and to the society in general. While education towards this is important at school levels, it is crucial for those in high school who are on the threshold of becoming adults (Ministry of Education, 1996).

The Ministry of Education recognizes the importance of parent involvement in the education of their children. The 2002 Basic Education Sub-Sector Improvement Programme (BESSIP) stated that access to quality education can be improved by enhanced community participation in basic education (Ministry of Education, 2002). To promote community participation in the governance of schools, the Ministry of Education encourages all schools to have Parent Teacher Association (PTAs) in the case of Basic Schools and School Boards in the case of High Schools. PTAs and School Boards act as a link between the school and community and are one way through which communities can participate in the governance of schools. Some researchers like William (1996) have argued that rural communities, because of their size and networks have fewer barriers and provide a more conducive environment for parents to participate in their children's education. Such findings draw from small-scale ethnographic accounts and therefore cannot be generalized to other places, in particular the Zambian setting.

Momboshi was upgraded to a Day Secondary school in the year 2015 following complaints by parents over their children falling pregnant in the shanty compound of Katondo in Kabwe where they rented houses while at school. For example, in the year 2012 from a total of 15 girls who had passed to grade 10 and enrolled at Kabwe Secondary School, within the same year, 8 girls got pregnant and could not continue with school while from a total of 10 boys who had passed to grade 10 only 4 boys were able to continue learning after 6 of their friends dropped out of school due to their bad behaviour in school. It was therefore resolved by parents that there was need to

have Momboshi School upgraded to a Secondary School so that their children could be coming from home where they are able to closely monitor them.

Minutes of the Parents Teachers Association (PTA) meeting held on 13th March 2013 obtained from Momboshi Secondary School record that,

parents discussed what type of upgrading should be adopted, that is, whether to slowly phase away the Primary sector as they start the Secondary or to start a separate Secondary School. The house then agreed to maintain the Primary School and build the Secondary School for the following reasons; they wanted to continue giving parental care and guidance to their children in Secondary School as they had observed that their children who had gone to Secondary School in Kabwe became wayward, got pregnant and became drug addicts.

Despite Momboshi School having been upgraded to a day Secondary School, and pupils coming from their parents' homes, pupils' sexuality has continued being a source of concern with a good number of girls reported to have fallen pregnant. Records obtained from the school indicated that in the year 2017, 15 girls in grade 12 became pregnant before sitting for their final examinations and pupil-teacher conflicts have also continued as seen from the number of pupils missing class due to punishment. In as much as the school has the School Board whose mandate is to mobilize resources for the development of the school and the Parents Teachers Association (PTA) whose mandate is to initiate and implement construction projects in the school, the interest of both is clearly in knowing how finances at this school are used and not in knowing whether or not there is parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School.

It can be said that consequences of lack of collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict can have negative effects on the education of pupils. However, one may want to know parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School in Chisamba District. These questions cannot be adequately answered without empirical evidence or conducting a study. Hence there was a need for this study.

1.3 Statement of the problem

Report from the Momboshi PTA minutes show that there is still a problem of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary

School. This is evidenced by a high recorded cases of teenage pregnancies and the fact that pupils still live in rented houses which causes some of them to abuse drugs such as alcohol, marijuana which results in some of them getting involved in pupils' sexuality and pupil-teacher conflict.

Parents-teachers collaboration is very important because they share the same goals for pupils. They want each individual pupil to do their best. This will happen when parents and teachers collaborate. However, it is not known whether or not there is collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School. This study therefore, sought to investigate the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School in Chisamba District of Central Province.

1.4 Purpose of the study

The purpose of the study was to establish the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school in Chisamba District of Central Province, Zambia.

1.5 Objectives of the study

The study was guided by the following objectives:

- (i) To establish the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School.
- (ii) To establish challenges faced in parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School.
- (iii) To identify measures that can promote parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School.

1.6 Research Questions of the study

The study was guided by the following questions;

- (i) What is the importance of parents-teachers collaborate in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School?

- (ii) What are the challenges in parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School?
- (iii) What measures can be taken to promote parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher at Momboshi Secondary School?

1.7 Significance of the study

The findings of the study will help policy makers in the Ministry of General Education, the school administration and parents in coming up with strategies that may enhance parents-teachers collaboration in order to address pupils' sexuality and pupil-teacher conflict. It may also help policy makers in the Ministry of General Education (MoGE), head teachers, parents and teachers in coming up with strategies that may help in addressing pupils' sexuality and pupil-teacher conflict. Further, it is hoped that the findings of study may influence care givers such as parents, guardians and teachers to realize the importance of establishing close supportive relationship between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict as a way of improving academic performance of pupils.

In addition, this study may add value to the already existing body of knowledge and literature on pupils' sexuality and pupil-teacher conflict.

1.8 Limitations of the study

Since the study was confined only to Momboshi Secondary School in Chisamba District, its findings cannot be generalized to other Secondary Schools considering that each Secondary School has its own unique rules and policies on how to address pupils' sexuality and pupil-teacher conflict.

1.9 Delimitation of the study

Kasonde-Ng'andu (2013) explains that delimitations are factors that affect the study over which the research generally does have some degree of control. Delimitations describe the scope of the study or limits for the study. This study was delimited only to Momboshi Secondary School in Chisamba District.

1.10 Conceptual framework

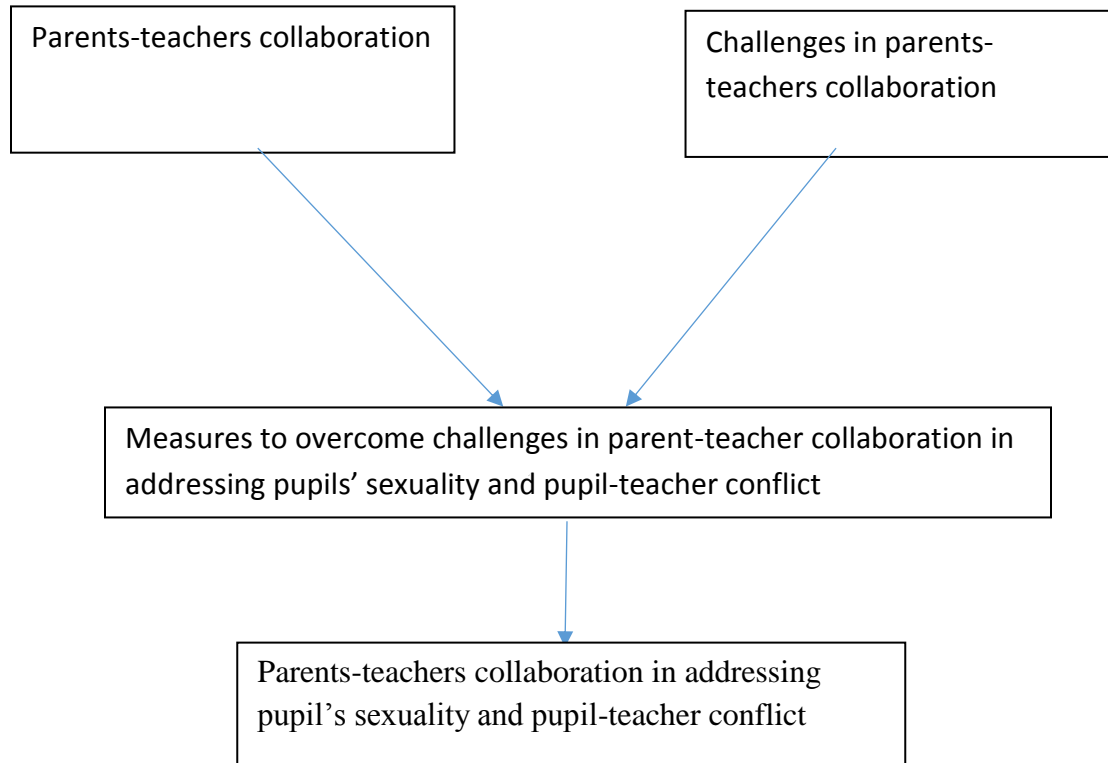


Figure: 1 Conceptual framework

Efforts to achieve pupil's academic success require that matters of pupil's sexuality and pupil-teacher conflict be addressed. In order for this to be achieved, it is important that parents and teachers collaborate in addressing these matters. Therefore, there was need to establish whether or not parents and teachers collaborate when addressing pupils' sexuality and pupil-teacher conflict. The conceptual framework was therefore linked to the study in that it showed that, pupils' sexuality and pupil-teacher conflict called for parents-teachers collaboration in establishing challenges in their collaboration and measures to address the challenges in order for pupils to achieve academic success.

1.10 Theoretical framework

The study was guided by the Ecological Systems theory by Bronfenbrenner and Epsteins' (1995) theoretical perspectives on parental involvement in children's education. Through the ecological systems theory, Bronfenbrenner (2005) stressed the importance of studying a child in the context of his or her multiple environment in which human development is influenced by different types of environmental systems which are; microsystem, mesosystem, exosystem, macrosystem and chronosystem. Bronfenbrenner's theory offers an integrated approach to the study of human development. The theory helps people to understand why they may behave differently when comparing their behavior in the presence of their family and when they are in school or at work.

Basically the five environmental systems outlined by Bronfenbrenner represent various areas that influence the development of the child. These are the family, the church, peers, society and its norms and values. Figure 2 shows a basic and simplified model of the ecological theory.

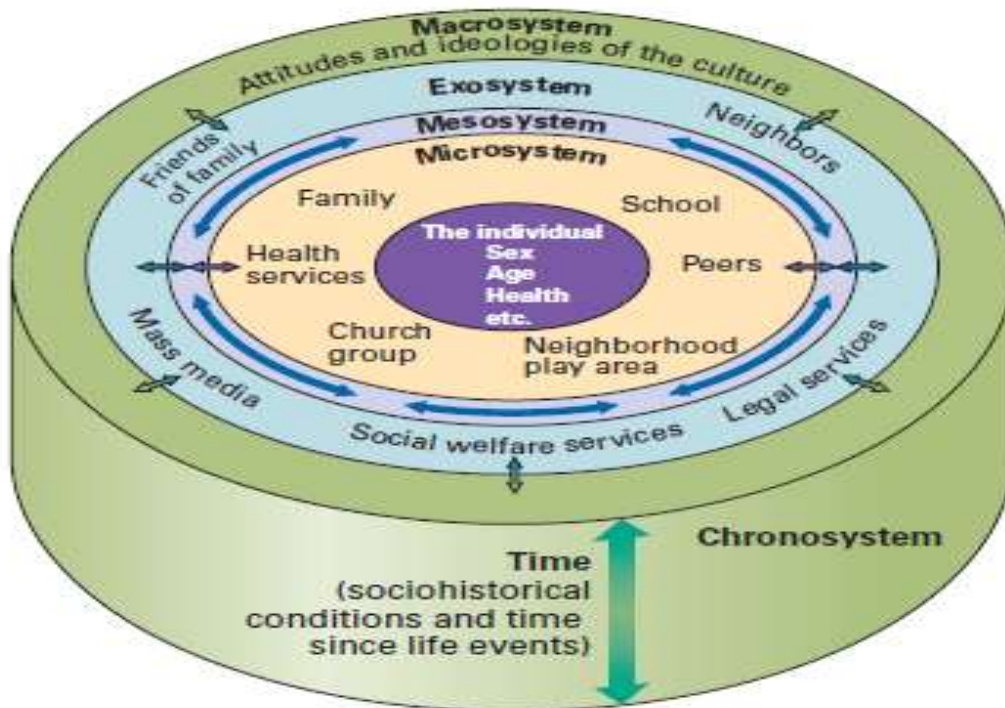


Figure: 2 Model of the Ecological Systems theory

Source: www.mhhe.com/santedu3e

The microsystem is the smallest and most immediate environment in which the child lives. As such, the microsystem comprises the daily home, school or daycare, peer group or community environment of the child. Interactions within the microsystem typically involve personal relationships with the family members, classmates, teachers and caregivers, in which influences go back and forth. How these groups or individuals interact with the child will affect how the child grows. Similarly, how the child reacts to people in his or her microsystem will also influence how they treat the child in return. More nurturing and more interactions and relationships will understandably foster the child's improved development.

The mesosystem is the second system. Bronfenbrenner (2005) describes the mesosystem as the set of microsystems constituting the individual's developmental niche within a given period of development, that is, the interrelations among major settings containing the developing person at a particular point in his or her life. For examples, the connection between the child's teacher and his/her parents, between his/her church and his/her neighborhood. Suffice to say mesosystem is the relationship between different neighborhoods and how this impacts on the development of the child in relation to pupils' sexuality and pupil-teacher conflict.

The exosystem which is the third layer is defined as the larger social system in which the child does not function directly. The structures in this layer impact the child's development by interacting with some structure in her microsystem (Berk, 2000). Additionally, Bronfenbrenner (1994) reports that the exosystem is composed of contexts which are not directly involving the developing person. For example, developments at the child's parent's workplace may have an influence on the behavior and development of a child. When the parent has had a stressful day at work and as a result was less able to provide quality care giving to the child that may result in the pupils' sexuality and pupil-teacher conflict going uncontrolled.

The fourth system is the macrosystem. Bronfenbrenner (2005) asserts that macrosystems are blueprints for interlocking social forces at the macro-level and their interrelationships in shaping human development. Macrosystem describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty and ethnicity. Macrosystems are not static, but might change through evolution and revolution. For example, economic recession, war and technological changes may produce such changes.

Haralambos and Holborn (2004) argue that culture determines how members of society think and feel.

The culture in which the parents, teachers and peers live will influence their beliefs which later influence their practices and consequently impact on the child. In this study the individual factors, family and community factors as well as school factors all seem to be influenced by the cultures in which they live. In Zambia, the cultures especially in rural areas have socialized societies in a way that pupils' sexuality is left to be addressed by certain family members and pupil-teacher conflict is left in the hands of teachers.

The chronosystem is the last system in Bronfenbrenner's ecological theory. This system encompasses the dimension of time as it relates to a child's environments. Elements within this system can be either external, such as the timing of a parent's death, or internal, such as the physiological changes that occur with the aging of a child. As children get older, they may react differently to environmental changes and may be more able to determine more how that change will influence them.

A key proposition of this theory is that a child's development takes place within the context of the system of relationships that form his or her environment. Bronfenbrenner's theory defines complex "layers" of the environment, each having an effect on a child's development. The interaction between factors in the child's maturing biology, his/her immediate family, community and school environment fuels and steers his/her development. Changes or conflict in any one layer will ripple throughout other layers. To study a child's development then, we must look not only at the child and his/her immediate environment, but also at the interaction of the larger environment as well.

According to Bronfenbrenner (1994) adolescents do not develop in a vacuum but rather develop within the multiple contexts of their families, communities and countries. Every biological organism develops within the context of ecological systems that support or stifle its growth. Significantly, Bronfenbrenner's approach to understanding families is helpful because it is inclusive of all of the systems in which families are enmeshed and because it reflects the dynamic nature of actual family relations. This makes the theory suitable in this study of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict. Basing on this

theory, recommendations will be suggested as part of the contribution to promoting parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict as a way of achieving pupils academic success. Bronfenbrenner's theory offers an integrated or holistic approach to the study of human development therefore making it relevant to this study.

Epstein (1995) agrees with many scholars like Cotton and Wikelund (1982) and Bauch (1994) that parental involvement plays a key role in the academic achievement of pupils. In his perspectives, he identified several ways through which parents got involved in their children's education and these included: parents volunteering at school, parents helping children's learning at home, joint decision making and collaborating between parents and school authorities. Epstein (1995) argued that the following can improve school-community relations and enhance parental involvement in education; helping families to establish home environments to support children as students, designing effective forms of school-to-home and home-to-school communication about school and children's progress, recruiting and organizing parents' help and support, providing information and ideas to families about how to help students at home with homework and other curriculum related activities, involving parents in decision making, identifying and integrating resources and services from the community.

In his theoretical perspective, Epstein (1995) highlighted some potential benefits of parental involvement. He stated that parents' collaborative relationships with schools have a positive impact on academic achievement and that partnership among school, family and community can help children succeed through their time at school and after they become adults. He further stated that the benefits of parental involvement are not limited to early childhood or the elementary level; there are continuing positive effects through high school. Parents' involvement is most effective when it is comprehensive, supportive, long-lasting, and well-planned. Parental involvement has been shown to positively affect student achievement, reduce problem behaviors, and create a positive sense of self-efficacy for achieving in school-related tasks (Epstein, 1995). However, this parental involvement could be constrained by both home and school factors – that is parents' characteristics and school practices.

1.11 Summary

This chapter has shown that the upgrading of Momboshi Secondary school was done with a view to increase the number of pupils completing school without dropping out of school due to pregnancy and as a result of being in conflict with teachers. However, the above stated desire by parents of Momboshi community could have not been developed without knowing the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict as a way of achieving pupils' academic success at Momboshi Secondary school in Chisamba district. It was therefore inevitable to conduct a study of this nature in order to investigate collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school.

The following chapter is chapter which is chapter two presents a review of research based literature related and relevant to the problem under discussion in this study.

1.12 Organisation of the Dissertation

The chapter presented the introduction of the study. The issues in this chapter included, the background to the study, statement of the problem, purpose of the study, objectives and research questions that directed the study. This is followed by significance of the study, limitations, delimitation of the study, operational definitions of terms used in the study. It ends with the conceptual frame work and theoretical framework. The literature review is presented in chapter two. This chapter explored some of the existing literature on importance of parents-teacher's collaboration; parents-teachers collaboration; pupils' sexuality and pupil-teacher conflict; factors contributing to pupils' sexuality and pupil-teacher conflict; challenges in parents-teachers collaboration and measures that can be used to address challenges in parents'-teachers' collaboration in addressing pupils' sexuality and pupil-teacher conflict. Chapter three provided the methodology which was used in conducting this study; it highlighted the research design, population, sample and sampling procedure, and data collection procedures. The research findings of the study were presented in chapter four. Chapter five discusses the findings of the study. The final chapter, which is six, provided the conclusion and made recommendations based on the important findings of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presents literature review that is relevant to the study. The literature review is presented according to the following themes: importance of parents-teachers collaboration; parents-teachers collaboration; pupils' sexuality and pupil-teacher conflict; factors contributing to pupils' sexuality and pupil-teacher conflict; challenges in parents-teachers collaboration and measures that can be used to address challenges in parents'-teachers' collaboration in addressing pupils' sexuality and pupil-teacher conflict.

2.2 Importance of parents-teachers collaboration

Strong relationships between teachers and families are associated with improved student behavior at school, higher self-esteem, and better school attendance. Research shows that school policies and teacher practices are more important than race, parental education, and marital status in predicting parent involvement in children's education. Parent involvement tends to decrease in the higher grades, but the need for parent involvement does not. Teenagers are a vulnerable group as social and developmental changes occur. Older students may not need a parent to do homework with them as younger children may, but they do need guidance and encouragement to maintain good habits, manage increasingly heavy homework loads, and set goals for their future (Reynolds, 1992).

The function of a good parents-teachers relationship is much more than just a vehicle for status reports from teacher to parents on a child's performance or behavior. It is really a partnership providing two-way information flow from the teacher to the parents about the child's classroom achievements and personal behavior and from the parent to the teacher about the complementary elements in the home environment. It provides the mechanism for the teacher to invite, and support, the parents' active participation in the child's education in the home environment. Further, it provides the link between classroom learning activities and at-home learning activities (Colker, 2008).

In the United States of America, studies have been conducted on parents and teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict and what bearing it has on pupils' academic performance. According to a study which was conducted by the Michigan Department of Education on involvement of parents in education, it was noted that 86 percent of Americans think parental involvement is the number one way that schools can see improvement in children's performance. Creating meaningful partnerships with parents and involving them in school activities as well as the students' studies, can help to improve educational outcomes such as grades and test scores as well as building self-esteem and decreasing the dropout rates (Feuerstein, 2010).

Involving parents in designing interventions to treat young children's challenging behaviors seems logical. The family is a child's most valuable resource and it exerts the most powerful influence on a child's development. Parents are experts on their children and about their family's culture and ecology. Parents have unique knowledge about family goals and values, daily and weekly routines, resources and social supports. Furthermore, children's challenging behaviours influence the quality of interactions with parents and siblings. With the appropriate information and strategies, caregivers can play a pivotal role in helping children with challenging behaviours become more engaged with the environment, learn new skills, and become more independent (King and Goodwin, 2002).

In order to design interventions to reduce young children's challenging behaviors several factors must be taken into consideration; parents are valuable team members whom teachers need to collaborate with to design effective interventions aimed at reducing challenging behaviors. Furthermore, functional academics, which provide information on the relationships between physiological or environmental events and problem behaviors, can offer beneficial information and assist in the design of effective interventions. Functional academics is a process that can suggest strategies for redesigning environments to improve implementation and adherence by parents (Thao, 2009).

2.2.1 Parents-teachers collaboration

The parental collaboration with teachers as an accelerating and motivating factor in children's education is a worldwide-accepted fact. However, parents-teachers collaboration in the education of pupils is increasingly becoming a nightmare. The increase in the cost of living and accelerating pace of industrialization in Zambia, has caused many parents to gradually find it more and more difficult to stay connected to the teachers on matters that relate to their children's education. This is most common especially to families living in urban areas where both parents usually work outside of the home (Tope, 2012).

Parent involvement is one of the most important factors in the academic success of pupils. Even though parents come from different backgrounds and their level of involvement in the pupil's behaviour problems such as sexuality and pupil-teacher conflict, teachers should always remember that they are an ally and not the enemy. Parents love their children and want them to be successful and well behaved during the time they are in school and at home. Therefore, the vast majority of parents will respond to the efforts made by the teacher to collaborate with them in order to address pupil's sexuality and pupil-teacher conflict (Johnson, 1991).

Conflict in the school environment can have adverse effect on academic environment, including affecting the morale of educators, the pace at which they work, and increasing absenteeism among the learners (Jennings and Watson, 2004). Collaboration is when you work together with another person or group in order to achieve something (Longman Exams Dictionary, 2006). Given that collaboration requires that people work together in order to achieve sometime, it can therefore be right to assume that in order for pupils to achieve academic success there is need for collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict.

Musonda-Mubanga (2011) carried out a study in Central Province which revealed parents' lack of interest, awareness and drunkenness are reason for parents not getting involved in the education of their children. A study conducted by Mundambo (2012) revealed that lack of sensitivity by some teachers, peer pressure and drug abuse were some of the causes of pupils' sexuality and pupil-teacher conflict in some Zambian schools.

2.2.2 Pupils' sexuality and pupil-teacher conflict

When defining sexuality, Longman Exams Dictionary (2006) posit that these are things people do, think and feel that are related to their sexual feeling. This is to say that pupils are involved in sexual activities resulting in negative consequences. Davis and Palladino (2000) assert that, research conducted in America on the behavior of pupils in schools also shows that moral corrupting films which pupils watch on television and pornographic material which pupils access through internet on mobile phones and magazines among others have a great influence on their sexuality. It is no wonder most schools prohibit pupils from use of mobile phones. The increased availability and tolerance of pornography depicting violence and domination are correlated with the increase in sexual assaults.

Sexuality among pupils is reported to have negative impact on the education of most of them. Moloney (2013) reports that, a study under taken by the Population Council demonstrates clearly that many teens experience sexual intercourse which they describe as 'unwanted' and a consequence of trickery, threat, coercion or force. Surveys undertaken with adolescents in Kenya, show that nearly two thirds of this initial sexual activity is associated with 'sweet talking' and trickery.

Pupil-teacher conflict arises 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 are all behaviours not approved by teachers and cause pupil-teacher conflict. Teachers' desire pupils that conform to good behaviour and any departure by a pupil from the desires of the teachers create problems (Hughes and Cavell, 1999).

Republic of Kenya (2001) cited in Ageng'a and Simatwa (2011) reports that in Kenya s student-teacher and student-administration conflict are common and have more often than not culminated into unrests. The unrests have ranged from sit in to violent destruction of property and loss of lives. Cases of student unrests became more rampant from 1991 when St. Kizito Mixed Secondary school male students invaded the girls' dormitory and violently raped a number of them. In the process, 19 girls lost their lives. It is therefore evident from the literature revealed from Kenya that collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict can never be over emphasized.

2.2.3 Factors contributing to pupils' sexuality and pupil-teacher conflict

In the last three decades, a substantial increase has been observed in the proportion of adolescents who engaged in sexual activity while at school (Smith, 1997). Adolescents are known to be an adventurous group and often engage in risky behaviors such as smoking drinking alcohol, using drugs, and early unprotected sexual activity (Lin bee, Valencicia and Cromer, 2000). In a study titled, *Emotional intelligence and its relation in everyday behaviour. Personality and Individual Differences*, by (Brackett, Warner, and Mayer, 2004), they found out that males who are poor in managing their emotions have trouble establishing meaningful social interactions and are more involved in risky behavior such as drug abuse and risky sexual behavior. It is therefore important to note that there are many factors that can be attributed to pupils' sexuality and pupil-teacher conflict.

2.2.3.1 The influence of media

The relationship between the media and teenage sexual behavior is a notable one. The media forms another important dimension of young peoples' lives that may take a special significance during adolescence, particularly for sexual risk behavior (Brown and Cantor, 2000; Chapin, 2000). It is observed that teenagers who see and hear a lot about sex in media may be more than twice as likely to have early sexual intercourse as those who are rarely exposed to sexual content.

2.2.3.2 Parental factors and biological factors

A wide range of studies carried out across the world indicate that strict parental monitoring is positively associated with reduced adolescent health risk, delayed intercourse, fewer sexual partners and consistent contraceptive use (Rwenge, 2000). A study carried out in Dessie, North of Ethiopia on adolescents in preparatory school noted that parent-youth connectedness, parent monitoring and living arrangements are significant predictors of sexual activity (Solomon, 2004).

In addition to parental monitoring, another factor that is claimed to have some influence on adolescents or youth sexual behavior is negotiated unsupervised time. Other authors also assert that negotiation of unsupervised time may lead youths to increase experimentation with sexuality and substances (Borawski, et al., 2003). It is also critical to mention that biological factors are also implicated in youths' sexual behaviors. Examples of these include young age of Menarche,

high androgen levels in males and females and early pubertal development (Miller, Benson and Gabraith, 2001).

2.2.3.3 Religious attachment and parents' level of education

A study by Kristin and Richard (2009) examined the association of religiosity with risky sexual behaviors among adolescents and youths. In their study religiosity was defined as a set of institutionalized beliefs, doctrines and virtual, and ethical standards of how an individual should live a good life. These authors also clearly indicated that youths who perceived or viewed religion as a very important aspect of their lives were also likely to have fewer sexual partners. Added to this, secondary youths with strong religious affiliation were also less likely to engage in sexual intercourse before marriage. According to Davis (2005:224) "parental education level is an important predictor of youths' educational and behavioral outcomes." Youths of literate parents are less likely to engage in early sexual risk behavior with early meaning before marriage.

2.2.3.4 Peer pressure and experiences of sex

Peer pressure is considered in the literature to be a significant influence on youths' sexual behaviors (Bernstein, 2001). It can encourage youths to experience a range of sexual behaviors, and doing so may lead to an increased risk of unwanted pregnancy and sexually transmitted diseases. Duncan (1992) states that no influence in a youth's life is as powerful as peer pressure since they can mobilise their energy either to engage or not to engage in sexual risk behaviors.

2.2.3.5 Communication and reproductive health services

Communication between parents and their children about sexual issues and its impact on youths' sexual behavior has been persistently reported in the literature to play a role in preventing youths from sexual risky behaviors. Guo and Nathanson (2011) agree with this assertion. They stated that familial interactions are the main sources of influence on youth's communicative decisions, including those related to sexual activity.

Hughes and Cavell (1999) postulate that pupil-teacher conflict arose due to a number of reasons among them pupils' negative attitude towards school, disruptive, anti-social behaviors and high dropout rates. Aggression, delinquency and criminal activity were all behaviors not approved by

teachers and caused pupil-teacher conflict. Teachers' desired pupils that conformed to good behavior and any departure by a pupil from the desires of the teachers created problems. Students who have conflictual relationships with teachers have less social and academic support from teachers and peers (Baker et al., 2008). Because students have conflicts with teachers, they can miss out on important behavioral and academic scaffolding (Baker, 2006; O'Connor et al., 2011; Silver et al., 2005).

The time students and teachers in conflictual relationship spend with one another is often characterized by hostility, anger, and punishment as opposed to warmth and support (Hughes and Cavell, 1999; Mantzicopoulos, 2005). In the absence of warmth support, students may not have an appropriate model for exploring positive relationships or engaging in prosocial behaviors (Birch and Ladd, 1998; Mantzicopoulos, 2005). Continued criticism and punishment from teachers may strengthen the cycle of student anti-social behavior, thus leading students with high teacher conflict to develop further problematic behaviors (Birch and Ladd, 1998).

2.3 Challenges in parents'-teachers' collaboration

According to Hamre and Pianta (2001) challenges in parents-teachers collaboration, is negative attitude that exists between pupils and teachers due to aggression towards each other. This is to say any negativity in attitude and behaviour by either a pupil or a teacher entails a conflict between the two. Aggression usually comes about due to competing interests between the two parties. Many parents are hesitant to ask questions, but some want the teacher's undivided attention, almost daily, which simply is not feasible or appropriate. Parent-teacher relationships are about the child, not about the needs of adults, either teacher or parent. Attaining this balance can be difficult, but teachers must arrange ways that parents can feel free to contact them without disrupting classroom routines.

Carter (2003) observes that, students do not enter school as empty vessels to be filled with knowledge; rather, they bring with them rich and varied language and cultural experiences. All too often, these experiences remain unrecognized or undervalued as dominant mainstream discourses suppress students' cultural capital. Culture encompasses everything around us; it is a part of every environment. Often we forget that children and youth bring their very own culture from home into school, and as a result they may struggle with trying to make it all fit.

The individualism and collectivism framework can be used to illustrate the conflicts faced by children, specifically children of immigrant families, as they struggle between the values and expectations of their native or home culture and those of “mainstream” society. These conflicts can interrupt the child’s education process as well as hinder communication between the child’s school and family (Thao, 2009).

Mackety and Linder-VanBerschot (2008:68) explain that, “many parents express frustration regarding the reason their child’s school contacts them, noting that they mainly receive negative communication. While they appreciate being notified of their child’s disciplinary referrals, academic problem, these parents desire positive interaction as well.”

In many countries and cultures, it is accepted that the teacher’s responsibility is to control the behavior of pupils while they are at school and the parent is then responsible for behaviour at home. Therefore, it is common for example, for immigrants to show their respect for schools and educators to have matters affecting their children such as sexuality and pupil-teacher conflict by keeping their distance from collaborating with teachers. Unfortunately, this is often interpreted as a lack of interest or unwillingness to engage with the teachers in addressing pupils’ sexuality and pupil-teacher conflict (Thao, 2009).

Martin (2007) carried out a study in the USA on how best teachers can better collaborate with parents. In this study, the teachers assigned home activities for both the parents and their children so that the parents remain indulged in their children’s academic activities and the children get to study at home. The study showed that many of the parents were so overwhelmed with their official work that they could hardly take out some time for their beloved children. The extended family in rural areas has become significantly less extended as mobility has increased. Parents are becoming isolated from the children and finding it difficult to keep a careful watch on what needs to be done to help their children succeed academically (Kelly, 1998).

Gabela (1983:81) in a study focusing on parental-involvement as an administrative component of educational administration for black people in South Africa asserts that “parents are not only mothers and fathers but a very large group of unpaid teachers.” Apart from being caught up in the hustle and bustle of everyday life which constrained their time, some parents were lowly involved in their children’s education because they were poor and illiterate. Illiterate parents

usually found it difficult to be part of the school decision making committees and had problems in grasping the meaning of situations involving their children's education (Brown, 1980; Mumba et al., 1998).

2.4 Measures to address challenges in parents-teachers collaboration

The approach of collaborating with parents to address pupils' sexuality and pupil-teacher conflict using functional academics is consistent with recommended practice. In a study titled, *Marriage and the family*, by Olson and Defrain (2001), revealed that when parents implemented functional academics-based interventions, that resulted in reduced frequencies of challenging behavior by children and increased positive behavioral outcomes. These results suggest that parent training in the implementation of functional academic-based intervention can facilitate young children's behavior change and reduce undesirable behaviors such as sexuality and pupil-teacher conflict.

In order to address the challenges of collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict, there is need to recognize that family members have varying educational backgrounds and may not know how to participate in their child's challenges at school. They may be hindered by their own negative experiences in school, or feel ineffective because they themselves were not good students. Also, if the family is from different cultural or linguistic background than the school's majority, they may feel alienated from the measures being taken to address pupils' sexuality and pupil-teacher conflict (Weisz, 1990). This is to say for example, one would need to have an understanding of how people from different ethnic groups address matters of pupils' sexuality and pupil-teacher conflict within their ethnic groups in order for them to find it easy to collaborate with teachers.

Teachers need to realize that family dynamics influence parents' availability and involvement. Issues such as changing work schedules, transportation, number of children in the household, and custody arrangements may influence the ability for parents to consistently collaborate with the teachers in addressing pupils' sexuality and pupil-teacher conflict. Therefore, teacher's collaboration with parents should account for these dynamics influencing parents' availability in a non-judgmental way so that they can account for their constraints in collaborating with teachers in addressing pupils' sexuality and pupil-teacher conflict (Johnson, 2001).

Schools should also provide parents with audio translations of important information concerning school regulations and how pupils are expected to behave in school. This information can be made accessible through telephone hotline, the school's website, or regular emails. The teacher should also engage parents through direct, personal contact such as phone calls and home visits. This can be especially successful when done with culturally appropriate strategies and bilingual, bicultural staff who can eliminate barriers. Attending local events can also help illustrate that teachers are truly engaged and interested in collaborating with parents. This can foster a spirit of reciprocity and encourage parental involvement in matters affecting their children at school (Reynolds, 1992).

The teacher is an important role model to learners. Suffice to say, the moral behavior of the teacher can model the behavior of learners in either a positive or negative way. Children observe and imitate adults. For example, if a female pupil comes back to school after giving birth, the way the teacher will treat such a pupil will also determine how other pupils in class will treat their fellow pupil or react towards the teacher. Muro and Kottman (1995:312) affirm that, "the primary objective of crisis intervention in schools is to replace self-defeating behaviors and maladaptive thoughts and feelings with appropriate and effective coping skills and adaptive thoughts and feelings."

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. Therefore, the teacher should be sober enough to treat the pupil who may have come back to school after delivering a baby in a good way so that he/she can create a good relationship with that pupil and her parents in order to use her as a peer educator on sexuality to other pupils. The good treatment of a pupil by the teacher when she comes back from delivery also helps prevent pupil-teacher conflict as a result of resentment from such a pupil and her friends against the teacher and can promote collaboration between parents and teachers in addressing pupils' sexuality and parent-teacher collaboration.

2.5 Summary

This chapter presented literature review that is relevant to the study. It has revealed that although there is pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school, little is

known on parents'-teachers' collaboration in addressing pupils' sexuality and pupil-teacher conflict. While literature revealed that parents-teachers collaboration provides the mechanism for the teacher to invite, and support, the parents' active participation in classroom learning activities (Colker, 2008), the researcher wondered why there was evidence of pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school. The question that still remained unanswered was,

“how is important is parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school in Chisamba District?” From this study, one might also conclude that there is a gap of knowledge in challenges of parents'-teachers' collaboration and measures to address pupils' sexuality and pupil-teacher conflict and how this collaboration can help pupils to succeed in school.

The next chapter presents the methodology of the study that was employed in this study to bring about the desired understanding in this study.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter focuses on the description of the methods that were applied in carrying out the research. It introduces and describes the following; research methodology, research design, the population of the study, the sample size, sampling procedures, and instruments used in data collection, procedure for data collection, data analysis and ethical considerations.

3.2 Research Design

Leedy (1997:195) defines research design as a plan for a study, providing the overall framework for collecting data. This study used a case study employing the descriptive survey design because the method uses interviews to collect data.

Willig (2001) points out that qualitative studies tend to work with small sample sizes in depth, which means that they can generate insights about the dynamics of particular cases. She further argues that qualitative research tends to be holistic and explanatory rather than reductionist and predictive. 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 therefore used qualitative research method because the study was aimed at gathering in-depth investigation into the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school.

3.3 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 is a group of individuals with at least one common characteristic which distinguishes that group of individuals from other individuals (Best and Kahn, 2006). Momboshi Secondary School has a total of seventy (70) pupils in grade 12. Therefore, the population for this study consisted of all pupils in grade 12, all subject teachers and all parents of the pupils in grade 12 at Momboshi Secondary School.

3.4 Sample

A sample is a subgroup of the target population that the research plans to study for generalizing about the target population (Creswell: 2012). When dealing with people, it can be defined as a set of respondents (people) selected from a large population for the purpose of survey. The sample for this study consisted of a total of 20 participants comprising 7 grade 12 pupils, 7 parents of the grade 12 pupils who participated in the study, and 6 subject teachers teaching the grade 12 pupils.

3.5 Sampling Procedure

Orodho and Kombo (2002) define 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 by the researcher on the group of people who were believed to have the information. Kasonde-Ng'andu (2013:41) says "in this method the researcher purposively targets a group of people believed to be reliable for the study." Therefore, for the purpose of this study, participants that is, the grade 12 pupils were purposively sampled while teachers and parents of the pupils in grade 12 and were sampled using non-probability sampling. According to Creswell (2012) in nonprobability sampling, the researcher selects individuals because they are available, convenient, and represent some characteristic the investigator seeks to study. In some situations, you may need to involve participants who volunteer and who agree to be studied. Further, you may not be interested in generalizing findings to a population, but only in describing a small group of participants in a study.

3.6 Instruments for data collection

Kasonde-Ng'andu (2013:44) explains that, "data collection refers to the gathering of information to answer research questions." In the process of collecting data, this study used semi-structured interview guide and focus group discussion guide as research instruments because the study was explanatory in nature.

3.6.1 Semi-structured interview guide

All the twenty (20) participants were interviewed individually and the interview was recorded on a digital recorder. According to (Esterberg, 2002), semi-structured interviews allow interviewees to express their opinions and ideas in their own words. Semi structured interviews can make better use of the knowledge-producing potentials of dialogues by allowing much more leeway for following up on whatever angles are deemed important by the interviewee, as well, the interviewer has a greater chance of becoming visible as a knowledge-producing participant in the process itself, rather than hiding behind a present interview guide (Leavy: 2014)

3.6.2 Focus group discussion guide

Focus group discussion was held with the pupils only. All the 7pupils who were interviewed made up the focus group. Focus groups are a form of group interview, though not in the sense of a backwards and forwards between interviewer and group. Rather the reliance is on the interaction within the group who discuss a topic supplied by the researcher, yielding a collective rather than an individual view. Hence the participants interact with each other rather than with the interviewer, such that the views of the participants can emerge- the participants' rather than the researcher's agenda can predominate. (Manion and Marrison: 2007).

3.7 Procedure for data collection

Using the letter obtained from UNZA in the office of the Director of the Directorate of Research and Graduate Studies, permission was sought from the District Education Board Secretary's office (DEBS) Chisamba Office in Central Province to allow the researcher proceed to the research at Momboshi Secondary School. Further, permission was sought from the Head Teacher at Momboshi Secondary School where the research was conducted. Appointments were made with each of the respondent prior to the interview. The semi-structured interview guides were administered by the researcher to the interviewees and the Focus Group Discussion was also conducted by the researcher. Each interview lasted between 45 minutes to 60 minutes. An audio recorder was used to record the information with prior permission from the interviewees. The researcher also took down notes during interview to compliment the data recorded as a reference point when presenting and analyzing the data.

3.8 Data analysis

The research was qualitative in nature and the collected data was analyzed thematically. Using the thematic method of data analysis, major themes and related topics were identified and categorized. This method was expected to bring out major issues in the study in relation to the objectives. Analysis, in a way, begins even before you collect data. As you design your research study in your mind and on a word processor page, one strategy is to consider what types of data you may need to help inform and answer your central and related research questions. Interview transcripts, participant observation field notes, documents, artifacts, photographs, video recordings, and so on are not only forms of data but foundations for how you may plan to analyze them. A participant interview, for example, suggests that you will transcribe all or relevant portions of the recording, and use both the transcription and the recording itself as sources for data analysis (Leavy: 2014).

3.9 Ethical consideration

As a way of upholding the principle of ethics, the researcher assumed all responsibilities of what may result as a matter of carrying out the research. Ethical clearance was sought from the Ethics Committee of the University of Zambia. Data collection should be ethical and it should respect individuals and sites. Obtaining permission before starting to collect data is not only a part of the informed consent process but is also an ethical practice. Protecting the anonymity of individuals by assigning numbers to returned instruments and keeping the identity of individuals confidential offers privacy to participants. During data collection, you must view the data as confidential and not share it with other participants or individuals outside of the project. You need to respect the wishes of individuals who choose not to participate in your study. Even when they consent to participate, people may back out or not show up for an observation or interview (Creswell: 2012).

The researcher was also responsible for works and contributions of the study. The research maintained a high level of confidentiality before, during and after the study. The identity of respondents or participants was kept confidential. Honesty and openness were upheld before, during and after the research. No participant was forced or tricked into participating in the study without his/ her consent.

3.10 Summary

The above chapter has presented on the methodology of the study. Among many themes, the chapter noted that the case study design was used in the process of data collection so as to have an in-depth understanding of the variables under investigation.

The next chapter presents on the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the findings of the study. The findings are presented according to the following themes which were derived from the study questions; important of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict Challenges of parents-teachers collaboration in addressing pupils sexuality and pupil-teacher conflict; Measures that can be used to address parents-teachers collaboration challenges in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School in Chisamba district.

4.2 Importance of parents'-teachers' collaboration in addressing pupils' sexuality and pupil-teacher conflict

The respondents gave different views on the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict.

4.2.1 Effective monitoring of pupils' behavior by both parents and teachers

Views of pupils

One pupil had this to say:

“Momboshi being a Day Secondary School, pupils may behavior differently at home and also behave differently when at school. Therefore, it is important that parents and teachers collaborate.”

Another pupil said:

“When parents and teachers collaborate, pupils develop fear that they are being monitored by both the parents at home and the teachers at school. This would mean whatever a pupil does wrong at school the parents would know and whatever wrong a pupil does at home the teachers would know.”

During the focus group discussion, one pupil had this to say:

“When parents and teachers collaborate it makes them share information on how to talk to us well on any issue and teachers begin to treat us like their own children rather than proposing love to us.”

Another pupil said:

“Since pupils go home after school and during holiday, if parents and teachers do not collaborate, the teachers may not know that pupils abuse alcohol and other drugs when they are home. The teachers may just notice the bad behavior by the pupils such as involvement in pupils’ sexuality and pupil-teacher conflict.”

Views of teachers

The teachers also expressed different views on the importance of parents-teachers collaboration in addressing pupils’ sexuality and pupil-teacher conflict.

This is what the teacher had to say:

“Learners understand things in a lighter way hence they do not fully understand the consequences of involving themselves in pupils’ sexuality and pupil-teacher conflict on their academic performance. Therefore, parents-teachers collaboration can help pupils to avoid engaging themselves in pupils’ sexuality and pupil-teacher conflict. This also prevents pupils from poor performance in school caused by the psychological effect pupils’ sexuality and pupil-teacher conflict.”

Further, another teacher said:

“As we collaborate with parents we will also be given very important background about the child. This gives us information on how to handle the child. For example if we have a pupil who already has a child and is back into school through the re-entry policy, we will be able to know how to handle such a pupil on matters of pupils’ sexuality and pupil-teacher conflict. Parents’-teachers’ collaboration also enables teachers to give parents feedback on how the pupil is behaving at school.”

Another teacher observed that parents’-teacher’ collaboration creates a strong relationship between the parents and the teachers. This is what the teacher said:

“When parents and teachers collaborate the pupils feel secure and wouldn’t want to disappoint either the parents or the teachers. That also creates family relations between the parents of a pupil and the teacher. This makes it easy for the pupils to confide in the teachers on any issue that affect them in school. However, it becomes an issue when the parents choose to undermine the teachers by talking about teacher’s negative private life in the presence of their children. The moment that happens, pupils lose respect for the teachers. This makes it difficult for teachers to control the pupils when they engage in pupils’ sexuality and pupil-teacher conflict.”

Views of parents

The view of one of the parents was that pupils were children for both the parents and teachers, hence the need for the parents and teachers to collaborate on matters affecting the pupils cannot never be over emphasized. Another parent said that parents'-teachers' collaboration helps pupils to continue to benefit from the mentorship and psychological preparation for life after completing school in order for them to fit in well into the society.

Parents'-teachers' collaboration was seen to be important in helping learners achieve their academic goals. This is what a parent said:

“If parents and teachers collaborate, pupils cannot go astray. For example if a child comes home complaining of having been punished at school, the parents should not side with the pupil but instead collaborate with the teacher to find out why the pupil was punished. Further, parents-teachers collaboration can help in making learners achieve their academic goals. This is because when parents and teachers collaborate they discuss ways of how learners should behave both at home and at school.”

4.2.2 Understanding of pupils' sexuality and pupil-teacher conflict

The participants in the research defined pupils' sexuality and pupil-teacher conflict in different ways.

Pupils' view

One pupil had this to say:

“Pupils' sexuality is feeling that pupils have and how they conduct themselves against the feeling, while pupil-teacher conflict is the difference that arise between pupils and teachers to misunderstanding each other.”

Teachers' view

The response from one of the teachers was that, pupils' sexuality was the indulgence of in sexual activities while pupil-teacher conflict was the misunderstanding between pupils and teachers due

to for example, a male teacher being in a relationship with a female pupil or a pupil refusing to be disciplined.

Another teacher had this to say:

“Pupils’ sexuality is the way pupils are able to manage their sexual desires. That is how they view sexual intercourse and how do they relate with their opposite sex. Teacher-pupil conflict is the misunderstanding that arise between a pupil and the teacher in relation to the way they perceive sexual matters.”

Parents’ view

The response from one parent was that:

“Pupils’ sexuality is the behavior relating to sexual relations while pupil-teacher conflict is the fight between pupils and teacher.”

4.2.3 Understanding factors contributing to pupils’ sexuality and pupil-teacher conflict

Respondents gave different views as to factors that contribute to pupils’ sexuality and pupil-teacher conflict.

4.2.3.1 Lack of financial support

Findings indicated that there are different needs that pupils have during the time they are in school which make them require financial support. When the financial support is not given, some pupils end up indulging in sexuality. This also leads to pupil-teacher conflict as some pupils especially boys may indulge in illicit activities such as drug dealings in order to raise money.

Pupils’ responses

The response from one of the pupils was that pupils like admiring what their friends have which makes them engage in sexuality. She said even after finding out that their friends have different attractive materials for use as a result of involving themselves in sexuality with boys, still other girls go ahead and also engage themselves in sexuality in order for them to have what their friends have.

Teachers’ responses

One teacher had this to say on this matter:

“Among factors contributing to pupils’ sexuality is poverty. This is a question of standard of living. These children especially the girl child is a victim. For example here where we are in Momboshi being a rural setup, children are not provided with the key or necessary requirements that are needed such as sanitary towels and other cosmetics for their daily living as a result girls are forced to engage in sexuality in order for them to meet requirements.”

Parents’ responses

One of the parents shared the same view with one of the teachers that poverty was contributing to pupils’ sexuality. He said:

“Poverty in Momboshi has contributed greatly to pupils’ sexuality. This is because when pupils mingle with friends coming from well to do families they are also forced to engage in sexuality in order for them to fit in well in the groups of their friends. In other words failure by parents to provide necessities for their children engage in sexuality.”

4.2.3.2 Lack of discipline in homes

Teachers’ responses

One teacher said some pupils come from homes where they are not controlled by their parents on whatever they do. She went on to say that some pupils come from broken homes or homes that are not strict in controlling bad behavior. Another teacher said:

“Parents do not give guidance to their children because some parents think that when their child has attained a higher grade than they did then such a child is very much educated to be controlled. For example some parents who only went up to grade 7 feel intimidated to control their children who are in grade 12 on matters of sexuality and pupil-teacher conflict because they think they are not as knowledgeable as their children are on sexual matters because of their children’s access to sex and conflicts on social media.”

Another teacher had this to say:

“Culture has changed and it is no longer the way it used to be a long time ago where one man’s child was everyone’s child. For example if I see a child of someone in the community as teacher misbehaving today I can do nothing because of the reaction that come from parents. People no longer care about the misconduct of another person’s child which unfortunately applies even to teachers who would see pupils engaging in sexuality and pupil-teacher conflict and they do nothing about it because they feel the pupils come with the

indiscipline from their homes where they are left to misbehave the way they want without control as such it is not there responsibility to control spoiled pupils.”

The observation by the teacher was that the issue of discipline was a problem especially in homes where children are raised by a single parent and in some cases child headed homes. He further said factors contributing to pupil-teacher conflict could also be looked at from the teachers’ side and the pupils’ side. This is what he said:

“On the side of the teachers, the inability for some teachers to apply the ethical principles of teaching correctly is a source of conflict between pupils and teachers in schools. Once you allow emotions to override intelligence, then you are deemed a failure in fostering peace in school. This in short is what is called unprofessionalism. Further, as a teacher you need to understand and correctly apply psychology when applying discipline on pupils. There is no single punishment which is applicable to all pupils. The teacher needs to understand that pupils come from different backgrounds therefore applying the same punishment to all pupils may result in the punishment working for some pupils and not for others. This may result in pupils taking things personal with the teachers. On the side of pupils, some pupils expect things to always be the same and do not want to embrace change. The moment a teacher comes up with a different way of doing things that brings about conflict because they lack adaptability skills. Pupils also see rules as a burden no wonder they get excited when it is time for holiday as they feel freed from punishment.”

Parents’ responses

The response from one parent was that some parents are to blame for the involvement of their children in pupils’ sexuality and pupil-teacher conflict. This is because parents see children going away from home to school and coming home dressed in a very immoral manner and sometimes they carry extra clothes to school so that after school they take off the uniforms so that they disguise themselves as they engage in sexuality. The dressing also makes them to be in conflict with some teachers in school thereby bringing about pupil-teacher conflict.

Another parent expressed concern over the dressing of some female teachers saying it was contributing to pupils’ sexuality and pupil-teacher conflict. The parent had this to say:

“The dressing of some female teachers at Momboshi Secondary school is disturbing as it does not give a good picture for pupil for pupils to emulate. This bad dressing by some female teachers at Momboshi also invokes thoughts of sexuality in some school boys and girls become difficulty to discipline as they copy the dressing style of the female teachers. This contributes to pupils’ sexuality and pupil-teacher conflict.”

Pupils' responses

Pupils also viewed lack of discipline in homes as a contributor to pupils' sexuality and pupil-teacher conflict. This is what one pupil said:

“When teachers tell pupils not to engage in pupils' sexuality and pupil-teacher conflict, some pupils answer the teachers that they cannot stop them from engaging in sexuality because their parents do not stop them. On pupil-teacher conflict some pupils simply tell the teachers that they are not their parents for them to want to discipline the pupils when at home they are hardly beaten.”

Peer pressure

The other factor which was established to be contributing to pupils' sexuality and pupil-teacher conflict was peer pressure. There were different views given by pupils, teachers and parents during the interviews. Pupils further shared their views during focus group discussion.

Views of pupils

One pupil had this to say:

“I am a victim of peer pressure in that I used to escort my friend to see his girlfriend and eventually he encouraged me to also have a girlfriend whom I had sex with until I realized that what I was doing was wrong and stopped.”

One pupil said that parents only collaborated with teachers when issues went wrong, especially when there was a pregnancy involved. This simply means there is no collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict. Another pupils had this to say:

“Parents and teachers do not find time to collaborate on matters of pupils' sexuality and pupil-teacher conflict. The only time parents and teachers sit to collaborate is during the annual general meetings. However, time is not enough to discuss issues of sexuality and pupil-teacher conflict.”

The view of another pupil was that there was no collaboration between parents and teachers on matters of pupils' sexuality and pupil-teacher conflict because whenever such issues happen at school, some teachers sit with the pupil involved without the parents and resolve matters causing

the parents to remain ignorant of the involvement of their children in sexuality and pupil-teacher conflict. Another pupil added on by saying:

“There is no collaboration between parents and teachers in addressing pupils’ sexuality and pupil-teacher conflict in that, for example a pupil can be sent away from school because of being involved in pupils’ sexuality or pupil-teacher conflict and the pupil may go away just for a few days and come back to school without the parents and nothing is done to the pupil.”

During the focus group discussion one pupil said:

“there is no parents-teacher collaboration at Momboshi Secondary to address pupils’ sexuality and pupil-teacher conflict because sometimes it is alleged that some teachers are responsible for the pregnancies of some pupils.”

Another pupil during the focus group discussion observed that parents-teachers collaboration was slowly beginning to take place especially with the initiative to construct a girls dormitory at school which was seen as a measure to curb pupils’ sexuality and pupil-teacher conflict as the pupils were under the supervision of the teachers most the time.

Teachers’ views

Teachers also had their own views with regards the collaboration between parents and teachers in addressing pupils’ sexuality and pupil-teacher conflict.

One teacher had this to say:

“The collaboration between parents and teachers has not been up to expected standards because in some cases parents have gone ahead to solve their children’s cases of sexuality without the involvement of teachers. For example in cases where girls have fallen pregnant, parents look at what they stand to gain from the person who may have impregnated their child at the expense the child’s education. The parents-teachers collaboration has also not been good on matters of pupil-teacher conflict because some parents tend to side with their children without considering how the teacher may have been offended by the pupil. When parents side with their children it makes the children feel they have won the fight against the teacher.”

Another teacher had said:

“Parents tend to be very busy such that they do not find time to come to school whenever we call them. Sometimes parents do not collaborate with teachers on matters of pupils’ sexuality and pupil-teacher conflict because of not having

adequate skills in sex education while some shy away because of religious affiliation.”

This view supported another teacher who had this to say:

“there is no collaboration between parents and teachers in addressing pupils’ sexuality and pupil-teacher conflict in that the only time we talk to parents on matters of sexuality is when a child is pregnant or when the pupil is in conflict with teacher when the ideal situation is that preventive measures should be taken by having discussion with parents on matters of pupils’ sexuality and pupil-teacher conflict.”

Further, another teacher said most of the parents had problems in collaborating with teachers to address pupils’ sexuality and pupil-teacher conflict because of the high levels of illiteracy among most of the parents. The teacher also observed that some parents found it difficult to collaborate with teachers because they had wrong notion about some teachers which made them to develop hate towards some teachers hence affecting collaboration on any matter. He went on to say that some parents would prefer not to collaborate with the teacher when they are called upon but will wait until the PTA annual general meeting is called so that they express their anger against teachers.

One of the female teachers also had this to say:

“The parents-teachers collaboration in addressing pupils’ sexuality and pupil-teacher conflict is poor at this school because most parents hate teachers for reasons known to them. Parents and teachers are like parallel lines that cannot meet. The poor parents-teachers collaboration has made it difficult for pupils’ sexuality and pupil-teacher conflict to be addressed at Momboshi Secondary school.”

Parents’ views

Parents also had their own views on the parents-teachers collaboration in addressing pupils’ sexuality and pupil-teacher conflict. One parent said that parents’-teachers’ collaboration was poor because some teachers did not care about the pupils they teach. He said some teachers did not have time to discipline pupils who misbehave and that they were only ready to teach those who were ready to listen, which was making some parents unhappy. This is what the parent said:

“I am comparing to schools that we went to ourselves, teachers were really responsible as well as parents. Monitoring of children was done both at home and at school. Any misbehavior at school by the pupil, the teacher would follow the child home. What used to happen is that teachers used to move from school to visit the pupil’s home to find out the environment psychologically. It could be that the child was coming from a hostile environment which was causing the pupil to be engage in sexuality or pupil-teacher conflict.”

Another parent said there was no parents-teacher collaboration at Momboshi Secondary School because teachers never called parents to discuss pupils’ sexuality and pupil-teacher conflict. The parent went on to say:

“there is no parents-teachers collaboration at Momboshi Secondary School because some parents react badly against the teachers when their children are disciplined by the teachers.”

4.3 Challenges of parents-teachers collaboration in addressing pupils sexuality and pupil-teacher conflict

Different views were brought out by pupils, teachers and parents during interviews. Further, pupils gave other views during the focus group discussion.

4.3.1 Poor communication between teachers and parents

Views of pupils

One pupil said:

“Some parents claim that the school administration of Momboshi Secondary is not good because whenever parents are called at school for whatever reason, the school administration takes advantage of their presence parents to demand for school fee even when some of these parents may have already paid the school fees for their children. Teachers also do not talk to the parents on matters of sexuality and pupil-teacher conflict because they think parents know about the bad behavior of their children at home but do not want to control them hence, teachers also choose to watch the pupils misbehave.”

During interviews, one pupil observed that parents and teachers do not collaborate because teachers do not inform parents about the different behavior of pupils at school from the way they behave at home. Another pupil said:

“some parents do not want to collaborate with teachers to address pupils’ sexuality and pupil-teacher conflict because they are ignorance of how parents-

teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict can help improve the academic performance of pupils."

According to one pupil, parents and teachers were not collaborating because of misunderstandings between them caused by a pupil. This is what the pupil said:

"A pupil can be chased from school for a particular case of misconduct, instead of giving the parents correct information as to why he/she pupil was chased from school, the pupil may choose to give the parents wrong information as to why he/she was chased from school. Some parents immediately go to harass the teachers in the school based on what they were told by their child without finding out from the teacher what may have happened."

During the focus group discussion one pupil said:

"the challenge in parents-teachers collaboration to address pupils' sexuality and pupil-teacher conflict is that the school does not have school a responsible office such as the guidance and counselling specifically to attend to issues that are brought into the school by parents about the behavior of pupils at home and those that are raised by teachers about the behavior of pupils in school needing parents and teachers to collaborate for them to be addressed."

Views of teachers

Teachers gave varying views on the challenges of parents-teachers collaboration in addressing pupil-sexuality and pupil-teacher conflict. One teacher observed that failure by the Momboshi Secondary School administration to engage the community in finding solutions to the poor academic performance of learners and school drop outs was causing tension between parents and teachers. This is what she said:

"Involvement of some teachers in sexual relationships with pupils makes it difficult for teachers to collaborate with parents on matters of pupils' sexuality. On matters of pupil-teacher conflict it also difficult for parents and teachers collaborate because some parents side with their children even when they are on the wrong side."

Another teacher said:

"Parents of pupils who come from as far as Lusaka find it difficult to travel to school for meetings concerning their children. Customs and traditions makes some parents not to freely talk to their children on matters of pupils' sexuality and pupil-teacher conflict. Some pupils wouldn't want teachers to talk to them on

matters of pupils' sexuality because of what they are told by their parents. This results in pupil-teacher conflict if a teacher choose to go ahead and talk to pupils about pupils' sexuality. Parents'-teachers' collaboration is also affected when teacher are seen not to respect the tradition of some parents by talking to pupils on matters of sexuality."

The level of understanding issues by some parents affects parents-teachers collaboration. This is what a teacher said:

"The background of some parents makes it difficult to collaborate with teachers. Most of our parents are not literate such that when teachers want to collaborate with them on matters of pupils' sexuality and pupil-teacher conflict, they feel intimidated more especially when the teacher explain the negative effects of pupils' sexuality and pupil-teacher conflict on pupil's academic performance. Some parents are also influenced by their friends not to collaborate with teachers. Some parents even go to an extent of taking the private life such how the behavior of the teacher is perceived by the society as a ground for not wanting to collaborate with him/her. For example some parents would say, "what can that teacher tell me over my child's sexuality when he/she has failed to run his/her own home?" This makes parents and teachers fail to collaborate."

Views of parents

The view of one parent was that some parents are guilty of promoting pupils' sexuality and instigating pupil-teacher conflict. This is what she said:

"Some parents are in a habit of going to insult teachers whenever they are called to discuss on issues relating to the conduct of their children at school. She said, usually parents who do that are single who have challenges in raising up their children in a morally upright way."

According to another parent, there was a challenge in parents-teachers collaborations in addressing pupil's sexuality and pupil-teacher conflict because teachers had not realized that they could not handle the problem of pupils' sexuality and pupil-teacher conflict without the involvement of the parents who understand the character and the upbringing of their children.

During interviews this is what a parent said:

"Some parents encourage the misbehavior of their children in that, for example, some parents are in a habit of sending their children to beer drinking places to buy them beer and some children end up drinking the beer they are sent to buy. This happened not very long ago to a child who was sent by his parent to buy beer and on his way back he decided to drink half of the five litre container and refilled it with water from the stream. When the parent learnt of what the child had done,

he did nothing about it. This explains why some teachers would choose to ignore the misbehavior of pupils because they feel parents encourage their children to misbehave.”

Another challenge in parents-teacher collaboration raised by parents was about school fees which were said to be very high. This is what a parent said:

“As parents of Momboshi community we are not happy about the amount of money we are expected to pay as school fees at this school. This is because when we requested for a secondary school, we wanted to have our children to be learning nearby home so that we could be monitoring them but now our children are forced to go to Kabwe and other schools which are far away from our homes where school fees there are reasonable. We have no reason to collaborate with teachers at Momboshi Secondary school on matters of pupils’ sexuality and pupil-teacher conflict because we are not happy that some of our children are forced to go and learn far away because of high school fees at our own school.”

4.4 Measures to address parents-teachers collaboration challenges in addressing pupils’ sexuality and pupil-teacher conflict

There were different views expressed by pupils, teachers and parents on measures that can be taken to address parents-teachers collaboration.

Pupils’ views

One pupil had this:

“Teachers should not rush into discussing issues concerning their pupils in public as that can cause some parents to react negatively. They should instead wait for the parents to come so that they can handle the matter together.”

Another pupil said:

“Parents and teachers should have regular meetings to share information on the importance of parents-teachers collaboration as that can help the parents not to be ignorant about issues that affect the performance of their children. The school should also promote clubs such as drama that can help to bring parents and teachers together. For example parents can be invited to watch pupils performing drama on the negative effects of pupils’ sexuality and pupil-teacher conflict on pupil’s academic performance and benefits parents-teachers collaboration.”

One of the pupils during the focus group discussion said:

“The culture where any parent in the community can discipline you when you are found misbehaving should be encouraged. I say so because most of the elderly

men and some women are the ones who send us to call their girlfriends and boyfriends who are pupils. Pupils no longer accept to be disciplined by any parent in the society according to what culture demands because of their moral standing. The immorality of some parents makes it difficult for them to collaborate with teachers.”

Teachers’ views

Teachers gave different views on this matter during interview. One parent had this to say:

“The school should call for regular meetings with parents to discuss how children are vulnerable in the society on matters on sexuality especially the girl child. There should also be a formulation of guidelines and rules from the Ministry of General Education to schools on matters of pupils’ sexuality and pupil-teacher conflict and how parents and teachers should collaborate to address these challenges. Teachers should also involve the parents on whatever step they take in dealing on matters of pupils’ sexuality and pupil-teacher conflict so that parents are not ignorant about these issues.”

Another teacher had this to say,

“Parents should be made aware of the importance of parents-teachers collaboration in addressing pupils-sexuality and pupil-teacher conflict. Guidance and Counseling services should be provided to pupils in schools so that pupils are made aware about pupils’ sexuality matters and pupil-teacher conflict. Through this service, pupils can then develop fear and have a picture of the consequences of pupils’ sexuality and pupil-teacher conflict. There is also need to use the biblical approach in enhancing parents’-teachers’ collaboration. We are using theories of men rather than what the bible teaches on morality and discipline, hence now we have proposals that condoms should be distributed in schools without looking at its effect on pupils’ sexuality and also bring about pupil-teacher conflict.”

Further, another teacher said:

“There is need to involve other stakeholders such as those from the Ministry of Healthy to talk about collaboration of parents and teachers on pupils sexuality and pupil-teacher conflict to both parents and teachers so that other complications such as maternal death that come as a result of pupils’ sexuality can be understood and the psychological effect of pupil-teacher conflict on the child.”

Parents’ views

Parents also had their say on what measures that can be put in place to address parents-teachers collaboration challenges in addressing pupils' sexuality and pupil-teacher conflict. One parent had this to say:

“The school should promote the office of guidance and counselling so that it can be responsible for promoting parents'-teachers' collaboration. Parents should be encouraged to read the school rules before signing them so they avoid going against school rules on pupils' sexuality and pupil-teacher conflict.”

Another parent said:

“Issues of pupils' sexuality and pupil-teacher conflict should also be discussed during community meetings. This is because some parents need to be educated on civil matters because they may be thinking it is right not to collaborate with teachers and to support their children who are involved in sexuality and conflict with teachers. Some parents do so out of ignorance, hence need to be educated about the importance of collaboration with teachers on matters of sexuality and pupil-teacher conflict in order to enhance pupils' academic success.”

The view of another parent was that parents should find time to humbly come to school and collaborate with teachers on any matter that affects their children rather than coming to harass the teachers whenever they are told some by their children. Further, she had this to say:

“The school should consider reducing school fees in order for parents to afford paying for their children as that can make them feel part of the school.”

4.5 Summary

The above chapter four presented on findings of the study. The findings of the study were presented according to the following themes; factors contributing to pupils' sexuality and pupil-teacher conflict; parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict; importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict; challenges of parents-teachers collaboration in addressing pupils sexuality and pupil-teacher conflict; measures that can be used to address parents-teachers collaboration challenges in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school in Chisamba district.

The next chapter is chapter five which discusses the findings of the study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the investigation into parents-teachers collaboration in addressing pupils' sexuality and pupils-teacher conflict at Momboshi Secondary School in Chisamba District. The discussions are presented according to themes which were derived from the study objectives; importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict; challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict; measures that can be used to address parents-teachers collaboration challenges in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school in Chisamba district.

5.2 Importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict

Findings from respondents indicated that parents and teachers were not collaborating to address pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School therefore, there was need to establish the importance of parents-teachers collaboration. To stress the importance of parents-teachers collaboration Colker (2008) said, a good parents-teachers relationship is much more than just a vehicle for status reports from teacher to parents on a child's performance or behavior. It is really a partnership providing two-way information flow from the teacher to the parents about the child's classroom achievements and personal behavior and from the parent to the teacher about the complementary elements in the home environment.

The views of pupils during the interview the study indicated that it was important for parents and teachers to collaborate in addressing pupils' sexuality and pupil-teacher conflict. The fact that pupils can have double standards in behavior hence need for parents and teachers to collaborate was confirmed by one pupil who said:

“Momboshi being a Day Secondary school, pupils may behavior differently at home and also behave differently when at school. Therefore, it is important that parents and teachers collaborate.”

Another pupil said:

“When parents and teachers collaborate, pupils develop fear that they are being monitored by both the parents at home and the teachers at school. This would mean whatever a pupil does wrong at school the parents would know and whatever wrong a pupil does at home the teachers would know.”

This revelation was found to be in line with the views of Reynolds (1992) who observed that strong relationships between teachers and families are associated with improved student behavior at school, higher self-esteem, and better school attendance.

Further the importance of parents-teachers collaboration was stressed by another pupil who said parents-teachers collaboration was important as it could help in improving the academic performance of pupils and could help reduce the pregnancies among pupils. It could also help pupils to understand the subject taught by the teachers when they are not in conflict with them. During the focus group discussion another pupil further consolidated this point by saying:

“When parents and teachers collaborate it make them share information on how to talk to us well on any issue and teachers begin to treat us like their own children rather than proposing love to us.”

To further emphasize the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict, Colker (2008) stressed that it provides the mechanism for the teacher to invite, and support, the parents' active participation in the child's education in the home environment. Further, it provides the link between classroom learning activities and at-home learning activities. This assertion was found to be in line with that of one pupil who said:

“since pupils go home after school and during holiday, if parents and teachers do not collaborate, the teachers may not know that pupils abuse alcohol and other drugs when they are home. The teachers may just notice the bad behavior by the pupils such as involvement in pupils' sexuality and pupil-teacher conflict.”

The other aspect which was expressed as being the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict was that it enhances the understanding of pupils on what they stand to benefit in terms of academic success of their children when parents and teachers collaborate. This was well explained by one teacher who said:

“Learners understand things in a lighter way hence they do not fully understand the consequences of involving themselves in pupils’ sexuality and pupil-teacher conflict on their academic performance. Therefore, parents-teachers collaboration can help pupils to avoid engaging in pupils’ sexuality and pupil-teacher conflict thereby preventing them from the psychological defeat in their school performance.”

It was also established that vital information about the background of the child is shared when parents and teachers collaborate. The expression by one teacher was that:

“As we collaborate with parents we will also be given very important background about the child. This gives us information on how to handle the child. For example, if we have a pupil who already has a child and is back into school through the re-entry policy, we will be able to know how to handle such a pupil on matters of pupils’ sexuality and pupil-teacher conflict. Parents-teachers collaboration also enables teachers to give parents feedback on how the pupil is behaving at school.”

This is an important aspect in as far parents-teachers collaboration is concerned in that it makes the child feel secure. For example, a girl who may have fallen pregnant as a result of rape will feel secure that she will not be ridiculed by the teacher and friends.

In addition, this study revealed that parents-teachers collaboration was important as it made it possible for pupils to confide in them on matters affecting them in school. This was revealed by one teacher who said:

“When parents and teachers collaborate the pupils feel secure and wouldn’t want to disappoint either the parents or the teachers. That also creates family between the parents of a pupil and the teacher. This makes it easy for the pupils to confide in the teachers on any issue that affect them in school. However, it becomes an issue when the parents choose to undermine the teachers by saying things about them in the presence of their children. The moment that happens, pupils lose respect for the teachers. This makes it difficult for teachers to control pupils when they engage in pupils’ sexuality and pupil-teacher conflict.”

Feuerstein (2010) also observed that creating meaningful partnerships with parents and involving them in school activities as well as the students' studies, can help to improve educational outcomes such as grades and test scores as well as building self-esteem and decreasing the dropout rates.

It was also revealed by this study that parents acknowledge the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict. The view of one parent that pupils were children for both the parents and teachers hence the need for the parents and teachers to collaborate on matters affecting the pupils could never be over emphasized. Therefore, the view of another parent that parents-teachers collaboration helps the pupils to continue to benefit from the mentorship and psychological preparation for life after completing school in order for them to fit in well into the society stressed the point.

Furthermore, the study established that children's challenging behaviors influence the quality of interactions with parents and siblings. With the appropriate information and strategies, caregivers can play a pivotal role in helping children with challenging behaviors become more engaged with the environment, learn new skills, and become more independent. This view was found to be similar with that of a parent who said:

“If parents and teachers collaborate pupils cannot go astray. For example, if a child comes home complaining of having been punished at school, the parents should not side with the pupil but instead collaborate with the teacher to find out why the pupil was punished. Further, parents-teachers collaboration can help in making learners achieve their academic goals. This is because when parents and teachers collaborate they discuss ways of how learners should behave both at home and at school. This in turn can increase the number of learners performing well in school and able to successfully complete school.”

King and Goodwin (2002) also held a view that parents have unique knowledge about family goals and values, daily and weekly routines, resources and social supports.

5.2.1 Parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict

This study with regards parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher at Momboshi Secondary School revealed different views from parents and teachers during interviews while pupils give their views during interviews and focus group discussion.

Findings from pupils indicated that there was no collaboration between parents and teacher in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school. There were various reasons given as to why there was no parents-teachers collaboration at Momboshi Secondary School. This is what one of the pupils during interviews said:

“parents and teachers do not find time to collaborate on matters of pupils' sexuality and pupil-teacher conflict. The only time parents and teachers sit to collaborate is during the annual general meetings. However, time is not enough to discuss issues of sexuality and pupil-teacher conflict.”

This revelation was a clear indication that pupils were aware of the fact that there was need for parents and teachers to collaborate which unfortunately was not happening at this school.

During interview with another pupil, it was further established that there was no collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict because whenever such issues happen at school some teachers sit with the pupil involved without the parents and resolve matters causing the parents to remain ignorant of the involvement of their children in sexuality and pupil-teacher conflict. Another pupil added on by saying:

“There is no collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict in that, for example a pupil can be sent away from school because of being involved in pupils' sexuality or pupil-teacher conflict and the pupil may go away just for a few days and come back to school without the parents being informed and nothing is done to the pupil by the school authorities.”

This was contrary to the views of Johnson (2001) who said parents love their children and want them to be successful and well behaved during the time they are in school and at home. Therefore, the vast majority of parents will respond to the efforts made by the teacher to collaborate with them in order to address pupil's sexuality and pupil-teacher conflict.

Revelations made by some of the pupils during interview that there was no parents-teachers collaboration were also consolidated by findings from the focus group discussion with the pupils were one pupil said:

“There is no parents-teachers collaboration at Momboshi Secondary school to address pupils' sexuality and pupil-teacher conflict because sometimes it is alleged that some teachers are responsible for the pregnancies of some pupils.”

These revelations were enough justification for pupils to assert that there was no collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict because of the allegations leveled against the teachers. Some pupils claimed that some male teachers were in conflict with male pupils in the school because of allegedly fighting over girls. To support this assertion Jennings and Watson (2004) observed that conflict in the school environment can have adverse effect on academic environment, including affecting the morale of educators, the pace at which they work, and increasing absenteeism among the learners.

Teachers also indicated that there was no collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict. The claim by one teacher was that parents hate teachers. This is what she said:

“The parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict is poor at this school because most parents hate teachers for reasons known to them. Parents and teachers are like parallel lines that cannot meet. The poor parents-teachers collaboration has made it difficult for pupils' sexuality and pupil-teacher conflict to be addressed at Momboshi Secondary school.”

The above claim by teachers confirm the findings of the study by Musonda-Mubanga (2011) carried out in Central Province which revealed parents' lack of interest, awareness and drunkenness are reason for parents not getting involved in the education of their children.

The way teachers show concern for the pupils they teach has an effect in the way parents and teachers collaborate in addressing issues affecting pupils. This assertion is further clarified by what a parent said with regards to parents-teachers collaboration. The view of one teacher was that parents-teachers collaboration was poor because some teachers did not care about the pupils they teach. He said some teachers did not have time to discipline pupils who misbehave and that they were only ready to teach those who were ready to listen which was making some parents very unhappy. This is what the parent said:

“I am comparing to schools that we went to ourselves, teachers were really responsible as well as parents. Monitoring of children was done both at home and at school. Any misbehavior at school by the pupil, the teacher would follow the child home. What used to happen is that teachers used to move from school to visit the pupil's home to find out the environment psychologically. It could be that the child was coming from a hostile environment which was causing the pupil to be engage in sexuality or pupil-teacher conflict.”

Given that some another parent said there was no parents-teachers collaboration at Momboshi Secondary school because there was no time that teachers called the parents to discuss pupils' sexuality and pupil-teacher conflict. This is what she had to say,

“there is no parents-teachers collaboration at Momboshi Secondary school because some parents react badly against the teachers when their children are disciplined by the teachers.”

It therefore remains to be established whether parents and teacher come to realize the importance parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict in order to achieve pupils' academic success.

5.2.2 Understanding factors contributing to pupils' sexuality and pupil-teacher conflict

Findings from this study revealed that different factors contributed to pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School.

5.2.2.1 Lack of financial support

The findings revealed that pupils like admiring what their friends have which makes them engage in sexuality. According to the findings of the study, even after finding out that their friends have attractive clothes as a result of involving themselves in sexuality with boys, still other girls go ahead and also engage themselves in sexuality in order for them to have what their friends have. This is what one teacher said:

“Among factors that contributing to pupils' sexuality is poverty. This is a question of standard of living. These children especially the girl child is a victim. For example, here where we are in Momboshi being a rural setup, children are not provided with the key or necessary requirements that are needed such as sanitary towels and other cosmetics for their daily living as a result girls are forced to engage in sexuality in order for them to meet requirements.”

The revelations from the findings seem to confirm that pupils are involved in pupils' sexuality on account of not have basic needs. This was also as confirmed by a parent who said:

“Poverty in Momboshi has contributed greatly to pupils' sexuality. This is because when pupils mingle with friends coming from well to do families they are also forced to engage in sexuality in order for them to fit in well in the groups of their friends. In other words, failure by parents to provide necessities for their children engage in sexuality.”

5.2.2.2 Lack of discipline in homes

Pupils who come from homes where discipline also conduct themselves well in school. The study findings showed that lack of discipline in homes contributed to pupil's sexuality and pupil-teacher conflict at Momboshi Secondary School. This is what a teacher said:

“Parents do not give guidance to their children because some parents think that when their child has attained a higher grade than they did then such child is very much educated to be controlled. For example, some parents who only went up to grade 7 feel intimidated to control their children who are in grade 12 on matters of sexuality and pupil-teacher conflict because they think they are more educated than them.”

The views expressed by the teacher justified what Rwenge (2000) said that, a wide range of studies carried out across the world indicated that strict parental monitoring is positively associated with reduced adolescent health risk, delayed intercourse, fewer sexual partners and consistent contraceptive use. (Birch and Ladd, 1998; Mantzicopoulos, 2005) also observed that the absence of warmth support, students may not have an appropriate model for exploring positive relationships or engaging in prosocial behaviors.

Further, the study findings revealed that the elderly members of the community no longer care or show concern about children of other parents when they find them engaging in sexuality or in conflicts with teacher as the case used to be in the past. These finding confirmed why there was pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School. This is what one parent said:

“Culture has changed and it is no longer the way it used to be a long time ago where one man's child was everyone's child. For example, if I see a child of someone in the community as teacher misbehaving today, I can do nothing because of the reaction that come from parents. People no longer care about the misconduct of another person's child which unfortunately applies even to teachers who would see pupils engaging in sexuality and pupil-teacher conflict and they do nothing about it because they feel the pupils come with the indiscipline from their homes where they are left to misbehave the way they want without control as such it is not their responsibility to control spoiled pupils.”

Guo and Nathanson (2011) agree with this assertion. They stated that familial interactions are the main sources of influence on youth's communicative decisions, including those related to sexual activity.

The findings also revealed that teachers need to understand that pupils come from different backgrounds hence need for teachers to treat them well in school. This is what one teacher said:

“The inability for some teachers to apply the ethical principles of teaching correctly is a source of conflict between pupils and teachers in schools. Once you allow emotions to override intelligence then you are deemed a failure in fostering peace in school. This in short is what is called unprofessionalism. Further, as a teacher you need to understand and correctly apply psychology when applying discipline on pupils. There is no single punishment which is applicable to all pupils. The teacher needs to understand that pupils come from different backgrounds therefore applying the same punishment to all pupils may result in the punishment working for some pupils and not for others. This may result in pupils taking things personal with the teachers. On the side of pupils, some pupils expect things to always be the same and do not want to embrace change. The moment a teacher comes up with a different way of doing things that brings about conflict because they lack adaptability skills. Pupils also see rules as a burden no wonder they get excited when it is time for holiday as they feel freed from punishment.”

This was found to be in agreement with the assertion that, students who have conflictual relationships with teachers have less social and academic support from teachers and peers (Baker et al., 2008) and that students who have conflicts with teachers, can miss out on important behavioral and academic scaffolding (Baker, 2006; O’Connor et al., 2011; Silver et al., 2005).

Further, the view of one parent was that some parents are to blame for the involvement of their children in pupils’ sexuality and pupil-teacher conflict because they see their children going away from home to school and coming home dressed in a very immoral manner and sometimes they carry extra clothes to school so that after school they take off the uniforms so that they disguise themselves as they engage in sexuality was supported by Davis (2005:224) saying parental education level is an important predictor of youths’ educational and behavioral outcomes. Youths of literate parents are less likely to engage in early sexual risk behavior with early meaning before marriage.

5.2.2.3 Peer pressure

It was revealed from the findings that peer pressure contributes to pupils’ sexuality and pupil-teacher conflict. These are the relations made by one pupil:

“I am a victim of peer pressure in that I used to escort my friend to see his girlfriend and eventually he encouraged me to also have a girlfriend whom I had sex with until I realized that what I was doing was wrong and stopped.”

The researcher also found out that even after deciding to stop engaging in sexuality, the friend continued persuading him to continue indulging in sexuality. This confirms the assertion by Bernstein (2001) that peer pressure is considered in the literature to be a significant influence on youths' sexual behaviors. It can encourage youths to experience a range of sexual behaviors, and doing so may lead to an increased risk of unwanted pregnancies and sexually transmitted diseases. Duncan (1992) further stressed that no influence in a youth's life is as powerful as peer pressure since they can mobilize their energy either to engage or not to engage in sexual risk behaviors.

It was also established in the findings that the dressing of some female teachers was contributing to pupils' sexuality and pupil-teacher conflict. This is what one parent said:

“The dressing of some female teachers is contributing as it does not give a good picture for pupils to emulate. This bad dressing by some female teachers also invokes thoughts of sexuality. Some school boys and girls become difficult to discipline as they copy the dressing style of the female teachers. This contributes to pupils' sexuality and pupil-teacher conflict.”

This was justified by Miller, Benson and Gabraith (2001) who assert that it is critical to mention that biological factors are also implicated in youths' sexual behaviors. Examples of these include young age of menarche, high androgen levels in males and females and early pubertal development. Therefore, the concern raised by one of the parents about the dressing of some female teachers confirmed why peer pressure contributes to pupils' sexuality and pupil-teacher conflict.

The study findings also revealed that media has the same influence on the pupils' sexuality and pupil-teacher conflict as peer pressure. The fact that Momboshi Secondary School is in a rural area where pupils are less exposed to recreation facilities makes them easily fall victim of media influence when they access it. Brown and Cantor (2000) and Chapin (2000) affirm that, the relationship between the media and teenage sexual behavior is a notable one. The media forms another important dimension of young peoples' lives that may take a special significance during adolescence, particularly for sexual risk behavior. It is observed that teenagers who see and hear

a lot about sex in media may be more than twice as those who are rarely exposed to sexual content.

5.3 Challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict

The study identified challenges with regards parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school.

5.3.1 Poor communication between teachers and parents

Communication barrier was also found to be a challenges in parents-teachers collaboration. It is common for example for immigrants to show their respect for schools and educators to have matters affecting their children such as sexuality and pupil-teacher conflict by keeping their distance from collaborating with teachers. Unfortunately, this is often interpreted as a lack of interest or willingness to engage with the teachers in addressing pupils' sexuality and pupil-teacher conflict. This is what a parent said to confirm this assertions:

“customs and traditions makes some parents not to freely talk to their children on matters of pupils-sexuality and pupil-teacher conflict. Some pupils wouldn't want teachers to talk to them on matters of pupils' sexuality because of what they are told by their parents. This results in pupil-teacher conflict if a teacher chooses to go ahead and talk to pupils about pupils' sexuality and also hinders parents-teachers collaboration as parents feel teachers have not respected the tradition they follow by talking to pupils on matters of sexuality.”

The above finding relates well with the view of Thao (2009) who said individualism and collectivism framework can be used to illustrate the conflicts faced by children, specifically children of immigrant families, as they struggle between the values and expectations of their native or home culture and those of “mainstream” society. These conflicts can interrupt the child's education process as well as hinder communication between the child's school and family.

Another aspect revealed by this study as a challenge in patents-teachers collaboration was that there was perceived misunderstanding that existed between parents and teachers of Momboshi Secondary school. This is what one pupil said:

“Misunderstanding between parents and teachers makes them fail to collaborate. For example, a pupil can be chased from school for a particular case of misconduct but instead of giving the parents correct information as to why he/ she pupil was chased from school, the pupil may choose to give the parents wrong information which may result in them coming to harass the teachers in the school based on what they were told by their child instead of coming to get information from teachers on what may have caused the pupil to be chased from school.”

This revelation was found to confirm the explanation by Mackety and Linder-VanBerschot (2008:68) that, “many parents express frustration regarding the reason their child’s school contacts them, noting that they mainly receive negative communication. While they appreciate being notified of their child’s disciplinary referrals, academic problem, these parents desire positive interaction as well.” Hamre and Pianta (2001) also held the assertion that challenges in parents-teachers collaboration, is negative attitude that exists between pupils and teachers due to aggression towards each other. This is to say any negativity in attitude and behavior by either a pupil or a teacher entails a conflict which results in poor collaboration.

5.3.2 Lack of effective Guidance and Counselling services in the school

The study also established that the school did not have in place effective Guidance and Counseling services to help address issues of pupils’ behavior and bring together parents and teachers in order for them to discuss issues concerning the pupils. This was the revelation by another one pupil during the focus group discussion that:

“The challenge in parents-teachers collaboration to address pupils’ sexuality and pupil-teacher conflict is that the school does not have school committees responsible such as the guidance and counselling committee specifically to look at the issues that are brought into the school by parents and those that are raised by teachers about the behavior of pupils at home and in school needing parents and teachers to collaborate in order to address them.”

The above revelation was found to justify assertions by Hamre and Pianta (2001) that many parents are hesitant to ask questions, but some want the teacher’s undivided attention, almost daily, which simply is not feasible or appropriate. Parent-teacher relationships are about the child, not about the needs of adults, either teacher or parent. Attaining this balance can be difficult, but teachers must arrange ways that parents can feel free to contact them without disrupting classroom routines.

5.3.3 Allegations of some teachers being in sexual relationship with pupils

It is not surprising to note that no one would like to collaborate with one they perceive to be their enemy. Therefore, the claim by some pupils and parents that some teachers are involved in sexual relationships with pupils was found to be one of the challenges in parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School. To confirm this assertion this is what one parent said:

“Involvement of some teachers in sexual relationships with pupils makes it difficult for teachers to collaborate with parents on matters of pupils' sexuality. When parents are on the side of their child in a case of pupil-teacher conflict, the parents wouldn't want also to collaborate with the teachers.”

Further, the study established that challenges in parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict was that teachers felt parents encourage their children to misbehave by not reprimanding them when they behave badly such as taking of toxic substances like beer. The revelation by one parent was that:

“Some parents encourage the misbehavior in their children in that, for example some parents are in a habit of sending their children to beer drinking places to buy them beer and some children end up drinking the beer they are sent to buy. This happened not very long ago to a child who was sent by his parent to buy beer and on his way back he decided to drink half of the five litre container and refilled it with water from the stream. When the parent lent of what the child had done he did nothing about it. This explains why some teachers would choose to ignore the misbehavior of pupils because they feel parents encourage their children to misbehave.”

This was found to justify the negative reaction by teachers towards parents-teachers collaboration. Gabela (1983) in a study focusing on parental-involvement as an administrative component of educational administration for black people in South Africa asserts that parents are not only mothers and fathers but a very large group of unpaid teachers. This was also found to justify the reason why there is a challenge in parents-teachers collaboration at Momboshi Secondary school.

5.3.4 Poor attitude of the school administration and some teachers towards parents

Another challenge revealed during the study was that the school was very rigged to taking advice from parents on matters of school fees and the mode of paying the said school fees. The view of

parents was that there was need for the school to be seen to incorporate the view of parents on the amounts of money pupils should pay as school fees. However, the school authority at this school could not heed to the advice given. To confirm this challenge, this is what one parent said:

“As parents of Momboshi community we are not happy about the amount of money we are expected to pay as school fees at this school. This is because when we requested for a secondary school, we wanted to have our children to be learning nearby home so that we could be monitoring them but now our children are forced to go back to Kabwe and other schools which are far away from our homes simply because school fees there are reasonable. We have no reason to collaborate with teachers at Momboshi Secondary school on matters of pupils’ sexuality and pupil-teacher conflict because we are not happy that some of our children are forced to go and learn far away because of high school fees at our own school.”

It was clear from the response of the parent as to why there was no collaboration between parents and teacher at Momboshi Secondary as parents feel not fairly treated by the school administration with regards payment of school fees when they worked hard to have the school established.

5.4 Measures to address parents-teachers collaboration challenges in addressing pupils’ sexuality and pupil-teacher conflict

In order to address pupils’ sexuality and pupil-teacher conflict in at Momboshi Secondary School different suggestions were made by parents, teachers and pupils as measures that could enhance parents-teachers collaboration in order to help pupils succeed in school. The findings indicated the importance people attach to parents-teachers collaboration in inculcating the right attitudes and good behavior in pupils and making teachers realize the important role they play in making pupils succeed in school.

5.4.1 Parents-teachers regular meetings

Most of the respondents noted that having regular meetings between parents and teacher was one of the ways to enhance parents-teachers collaboration. Effective communication was found to be very instrumental in enhancing parents-teachers collaboration and reducing pupil-teacher conflicts. Revelations by one teacher was that:

“Parents and teachers should have regular meetings to share information on the importance of parents-teachers collaboration as that can help the parents not to be ignorant about issues that can affect the performance of their children such as pupils’ sexuality and pupil-teacher conflict. The school should also promote clubs such as drama that can help to bring parents and teachers together. For example parents can be invited to watch pupils performing drama on the negative effects of pupils’ sexuality and pupil-teacher conflict on pupil’s academic performance and benefits parents-teachers collaboration.”

This was found to be in line with mesosystem of the ecological system of Bronfenbrenner. Bronfenbrenner (2005) describes the mesosystem as the set of microsystems constituting the individual’s developmental niche within a given period of development, that is, the interrelations among major settings containing the developing person at a particular point in his or her life. For examples, the connection between the child’s teacher and his/her parents, between his/her church and his/her neighbourhood. Suffice to say the mesosystem explains how parents-teachers collaboration and help in the development of the child in relation to pupils’ sexuality and pupil-teacher conflict.

5.4.2 Sensitizing parents on the need to uphold good morals in the society

Finding from the study revealed that some parents were in a habit of proposing school girls. It is evident that when parents are not morally upright in the society that they would find it difficult to collaborate with teachers to address pupils’ sexuality and pupil-teacher conflict. This is what a pupil said during focus group discussion that:

“The culture where any parent in the community can discipline you when you are found misbehaving should be encouraged. I say so because most of the elderly men and some women are the ones who send us to call their girlfriends and boyfriends who are pupils. This makes us loose respect for them. When society comprise of morally upright parents it would be easy for them to collaborate with teachers as a result pupils’ sexuality and pupil-teacher conflict would be addressed.”

This was further confirmed by Muro and Kottman (1995:312) who said, “the primary objective of crisis intervention in schools is to replace self-defeating behaviors and maladaptive thoughts and feelings with appropriate and effective coping skills and adaptive thoughts and feelings.”

5.4.3 Involvement of other stakeholders

The study further revealed that there should be involvement of other stakeholders as a measure of addressing challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict. This is what one teacher suggested:

“There is need to involve other stakeholders such as those from the Ministry of healthy to talk about collaboration of parents and teachers on pupils sexuality and pupil-teacher conflict to both parents so that other complications such as maternal death that come as a result of pupils' sexuality can be understood and the psychological effect of pupil-teacher conflict on the child.”

5.4.4 Effective use of the Guidance and Counselling office

Most of the respondents also saw the office of guidance and counseling as an important measure in addressing challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict. The suggestion by one parent was that:

“The school should promote the office of guidance and counselling so that it can be responsible for promoting parents-teachers collaboration. Parents should be encouraged to read the school rules before signing on them so they avoid going against school rules on pupils' sexuality and pupil-teacher conflict.”

Baker et al (2008) also 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 was therefore important that the office of guidance and counselling is used effectively so that parents and teachers are helped to find a common ground in order for them to collaborate.

5.4.5 Teachers taking part in community meetings

Findings of the study revealed that teachers attending local events can also help illustrate that they are truly engaged and interested in collaborating with parents. This can foster a spirit of reciprocity and encourage parental involvement in matters affecting their children at school. This is what one parent said:

“Issues of pupils' sexuality and pupil-teacher conflict should also be discussed during community meetings. This because some parents need to be educated on civil matters because some parents may be thinking it is right to not to collaborate with teachers and to support their children are involved in sexuality and conflict

with teachers. Some parents do so out of ignorance hence need to educate them about the importance of collaboration with teachers on matters of sexuality and pupil-teacher conflict in order to achieve pupils' academic success."

This was found to be supported by Reynolds (1992) suggestion that teachers should also engage parents through direct, personal contact such as phone calls and home visits. This can be especially successful when done with culturally appropriate strategies and bilingual, bicultural staff who can eliminate barriers

5.5 Summary

The above chapter has discussed the findings of the study. In this chapter it has been noted that lack of discipline in homes was among factors contributing to pupils' sexuality and pupil-teacher conflict and it has been established that there was no collaboration between parents and teacher at Momboshi Secondary school in spite of it being very important. The challenges of parents-teachers collaboration and measures to address challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict have also been discussed. Therefore, suffice to say effective communication, regular meetings between parents and teachers and strengthening the office of guidance and counseling were found to be among measures that can be used to enhance parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school in Chisamba district.

The next chapter presents the conclusion and recommendations of the study and a suggestion for future research.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

6.1 Overview

This chapter draws the conclusion and makes recommendations of the findings of the study. This study sought to investigate the importance of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school. The study further aimed at identifying the challenges of parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary school. The study also sought to identify measures that could be taken to overcome the challenges that parents and teachers were facing in collaborating at Momboshi Secondary school.

6.2 Conclusion

The study established that parents-teachers collaboration was important as it enables parents and teachers address pupils sexuality and pupil-teacher conflict thereby enhance pupils' academic success. It was established that parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict at Momboshi Secondary School was low. Parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict was established to be low due to many challenges which included; poor communication between teachers and parents, lack of effective Guidance and Counseling services in the school, allegations of some teachers being in sexual relationships with some pupils and poor attitude of the school administration and some teachers towards parents. It was further found that both parents and teachers contributed to the challenge of low parents-teachers collaboration at Momboshi Secondary School. Therefore, the study identified parents-teachers regular meetings, sensitizing parents on the need to uphold good morals in the society, involving other stakeholders, effective use of the Guidance and Counseling office and teachers taking part in community meetings as measures to enhance parents-teachers collaboration at Momboshi Secondary School.

6.3 Recommendations

1. The administration of Momboshi Secondary school should ensure a platform is created for regular meetings to address pupils' sexuality and pupil-teacher conflict are held between parents and teachers.

2. The government of Zambia through the Ministry of General Education should formulate and systematically implement compelling guidelines to facilitate parents-teachers collaborations in Schools.
3. The school should strengthen the office of Guidance and counselling in the school.

6.4 Suggested further research

Based on the findings of this study, further research should focus on association between parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict and pupils' good performance in school as a way of promoting the practice.

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APPENDICES

Appendix 1: Data collection instruments

(i) Interview Guide for Pupils

1. What is the importance of parents and teachers collaborating in addressing pupils' sexuality and pupil-teacher conflict?
2. What is your understanding of pupils' sexuality and pupil-teacher conflict?
3. On what issues concerning you as a pupil have your parents and teachers collaborated to address?
4. What would you say are the factors contributing to pupils' sexuality and pupil-teacher conflict?
5. How would you describe the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
6. What have been the challenges in collaboration between parents and teachers in addressing pupil's sexuality and pupil-teacher conflict?
7. What measures can be put in place to address challenges in collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
8. What would you like to say as we conclude this interview?

Thank you for your cooperation

(ii) Interview Guides for teachers

1. What is the importance of parents and teachers collaborating in addressing pupils' sexuality and pupil-teacher conflict?
2. What is your understanding of pupils' sexuality and pupil-teacher conflict?
3. On what issues concerning you as a pupil have your parents and teachers collaborated to address?
4. What would you say are the factors contributing to pupils' sexuality and pupil-teacher conflict?
5. How would you describe the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
6. What have been the challenges in collaboration between parents and teachers in addressing pupil's sexuality and pupil-teacher conflict?
7. What measures can be put in place to address challenges in collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
8. What would you like to say as we conclude this interview?

Thanks for your cooperation.

(iii) Interview Guides for parents

1. What is the importance of parents and teachers collaborating in addressing pupils' sexuality and pupil-teacher conflict?
2. What is your understanding of pupils' sexuality and pupil-teacher conflict?
3. On what issues concerning you as a pupil have your parents and teachers collaborated to address?
4. What would you say are the factors contributing to pupils' sexuality and pupil-teacher conflict?
5. How would you describe the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
6. What have been the challenges in collaboration between parents and teachers in addressing pupil's sexuality and pupil-teacher conflict?
7. What measures can be put in place to address challenges in collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
8. What would you like to say as we conclude this interview?

Thanks for your cooperation

(iv) Focus Group Discussion Guide for Pupils

1. What is the importance of parents and teachers collaborating in addressing pupils' sexuality and pupil-teacher conflict?
2. What is your understanding of pupils' sexuality and pupil-teacher conflict?
3. On what issues concerning you as a pupil have your parents and teachers collaborated to address?
4. What would you say are the factors contributing to pupils' sexuality and pupil-teacher conflict?
5. How would you describe the collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
6. What have been the challenges in collaboration between parents and teachers in addressing pupil's sexuality and pupil-teacher conflict?
7. What measures can be put in place to address challenges in collaboration between parents and teachers in addressing pupils' sexuality and pupil-teacher conflict?
8. What would you like to say as we conclude this interview?

Thanks for your cooperation

Appendix 2: Client consent form

PARENTS-TEACHERS COLLABORATION IN ADDRESSING PUPILS' SEXUALITY AND PUPIL-TEACHER CONFLICT AT MOMBOSHI SECONDARY SCHOOL IN CHISAMBA DISTRICT.

I **Evans Chisango**, a student in the department of Educational Psychology, Sociology and Special Education at the University of Zambia. I am conducting a study that looks at parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict as a way of achieving improved pupil's academic performance. Be assured that whatever information I will collect will be kept confidentially. In order to show your willingness to take part in this study please sign your name in the space below. If at any point during the study should you feel that you cannot continue you are free to withdraw from the study without any penalty.

Participant's name:..... **Signature:**.....

Date:.....

Place:.....

Thank you for accepting to participant in this study

Appendix 3: Client assent form

PARENTS-TEACHERS COLLABORATION IN ADDRESSING PUPILS' SEXUALITY AND PUPIL-TEACHER CONFLICT AT MOMBOSHI SECONDARY SCHOOL IN CHISAMBA DISTRICT.

I **Evans Chisango**, a student in the department of Educational Psychology, Sociology and Special Education at the University of Zambia. I am conducting a study that looks at parents-teachers collaboration in addressing pupils' sexuality and pupil-teacher conflict as a way of achieving improved pupil's academic performance. Be assured that whatever information I will collect will be kept confidentially. In order to show your willingness to take part in this study please sign your name in the space below. If at any point during the study should you feel that you cannot continue you are free to withdraw from the study without any penalty.

Participant's name:.....**Signature:**.....

Date:.....

Place:.....

Thank you for accepting to participant in this study