

**EXPLORING THE NATURE AND EFFECTS OF TEACHER-
PUPIL CONFLICTS IN SELECTED SECONDARY SCHOOLS IN
MAZABUKA DISTRICT**

BY

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A RESEARCH DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF A
MASTER'S OF SCIENCE IN PEACE, LEADERSHIP AND CONFLICT RESOLUTION
AT THE UNIVERSITY OF ZAMBIA

THE UNIVERSITY OF ZAMBIA

LUSAKA

2024

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DECLARATION

I, Kenneth Mwamba, Computer No. **721000130** do hereby declare that this dissertation entitled; “Exploring the nature and effects of Teacher-Pupil Conflicts in selected Secondary Schools in Mazabuka District” is my original work and has not been submitted to any institution before. All sources used have been thoroughly acknowledged.

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CERTIFICATE OF APPROVAL

This dissertation of Kenneth Mwamba, computer number **721000130** is approved as fulfilling the partial requirements for the award of the Degree of Master of Science in Peace, Leadership and Conflict Resolution by the University

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ABSTRACT

Teacher-pupil conflict remains a subject of critical interest in education and in defining the relationship between pupils and teachers and the impact it has on the learning and academic achievements of pupils in schools. This study focused on the nature of teacher and pupil conflict and the effect it has on school wellbeing. The objectives of the study were to examine the nature of pupil-teacher conflict, investigate the effects of teacher-pupil conflicts in the selected secondary schools of Mazabuka district and establish strategies of addressing teacher-pupil conflicts in the selected secondary schools of Mazabuka district. The study used a quantitative survey by administering 80 questionnaires to 60 senior secondary school pupils and 20 teaching staff from two selected secondary schools of Mazabuka district. Findings from the study indicate that the lack of teaching and learning materials in school, failure of school administration to respond to pupils and teachers' requests, preferential treatment of pupils by teachers and failure of teachers to control pupils with bad behaviour, characterized the nature of teacher-pupil conflict in the two schools. In terms of the effects of teacher-pupil conflict, the findings indicate that from the positive effect, teacher-pupil conflict promoted aliveness of people in school, creative thinking, ability of pupils and teachers to redefine purpose, improved decision making and released build-up emotions. On the negative effects, the study found that teacher-pupil conflict had an effect on the ability of teachers to fully commit themselves to teaching, weakened teacher and pupil relationship, increased hostility and violent behaviour among pupils and reduced interest to attend lessons among pupils. The study also found that participants preferred Problem solving among pupils, Teacher-pupil collaboration, Involvement of parents, conflict awareness programs and working with other Stakeholders were solutions to addressing teacher-pupil conflict as ways to address teacher-pupil conflict in schools. The study recommends the need for headteachers to exhibit professional leadership in managing conflict in schools, the Ministry of Education to provide workshops and seminars sensitizing teachers and pupils on ways to address teacher-pupil conflict and the Ministry of Education should collaborate with stakeholders in addressing teacher-pupil conflict in schools.

Keywords: Teacher-Pupil Conflict, Conflict

DEDICATION

This work is dedicated to my family as a sign of inspiration to their future generations and for continued commitment towards educational attainment in the family.

ACKNOWLEDGEMENTS

My dissertation journey was as a result of the support of many people around me and it has certainly shaped my behaviour and perception of the academic world around me. I owe my deepest gratitude and appreciation to the following;

To *God*, the Almighty, I say thank you for the wisdom, protection and good health you gave unto me during this research project and indeed throughout my life. It is through the strength you give me that I can do all things (Philippians 4:13). To *Dr. Eunifridah Simuyaba*, My supervisor, role model and mentor, an inspirational and genuinely caring person. I consider myself to be very privileged to have studied and worked with you. I gained a lot of knowledge from your guidance and I hope to reach your academic level someday. My lecturers Professor G. Muleya, Dr Chivunda Kaumba, Dr S. Mulubale, Mr Mupeta, Mr B. Mwanabayeke and Mr Lewis Malamba I say thank you. To my *family*, I say thank you especially my beautiful wife, *Agness Mwansa* and my children; *Mwamba Ruth Mukuka*, *Mwamba Bupe*, *Mwamba Chanza*, *Mwamba Mwewa*, *Mwamba Chilekwa* and *Mwamba Teza* for your patience, moral and spiritual support. A special thanks also goes to my *friends* and *work colleagues* for giving me the encouragement and support throughout my dissertation journey. To my *respondents*, I appreciate the time and space you gave me. I take cognisance of your willingness to share personal experiences and open the doors of meeting me. You indeed made this study possible.

TABLE OF CONTENTS

COPYRIGHT	ii
DECLARATION	iii
CERTIFICATE OF APPROVAL	iv
ABSTRACT	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
LIST OF TABLES	iv
LIST OF FIGURES	v
ACRONYMS AND ABBREVIATIONS	vi
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 PURPOSE OF THE STUDY.....	3
1.4. SPECIFIC OBJECTIVE.....	3
1.5 RESEARCH QUESTIONS	3
1.6 SIGNIFICANCE OF THE STUDY	4
1.7 DELIMITATION OF THE STUDY	4
1.8 LIMITATION OF THE STUDY	4
1.9 CONCEPTUAL FRAMEWORKS	4
1.10 THEORETICAL FRAMEWORK.....	5
CHAPTER TWO	8
LITERATURE REVIEW	8
2.1 INTRODUCTION.....	8
2.2 DEFINITION OF THE CONCEPT CONFLICT	8
2.3 GENERAL CATEGORIES OF CONFLICT	9
2.4 MEANING OF TEACHER-PUPIL CONFLICT.....	10
2.5 TYPES OF SCHOOL CONFLICTS	10
2.6 CAUSES OF SCHOOL CONFLICT	11
2.7 STRATEGIES OF ADDRESSING SCHOOL CONFLICTS.	11
2.8 RELATED LITERATURE	12
2.8.1 South Africa	12
2.8.2 Zambia.....	13
2.9 SUMMARY.....	14

CHAPTER THREE	15
RESEARCH METHODOLOGY	15
3.1 INTRODUCTION.....	15
3.2 RESEARCH DESIGN	15
3.3 RESEARCH METHODS	15
3.4 STUDY SITE.....	16
3.5 TARGET POPULATON	16
3.6 SAMPLE SIZE	16
3.6 SAMPLING TECHNIQUE.....	17
3.6.1 SAMPLE SELECTION PROCEDURE	17
3.7 DATA COLLECTION METHODS	18
3.7.1 RESEARCH INSTRUMENTS	18
3.8 DATA ANALYSIS	18
3.9 ETHICAL CONSIDERATIONS	19
CHAPTER FOUR	20
PRESENTATION OF FINDINGS	20
4.1. OVERVIEW	20
4.2. RESPONSE RATE.....	20
4.3. CONSISTENCY AND RELIABILITY	20
4.4. SOCIO-DEMOGRAPHIC ANALYSIS	21
4.5: KNOWLEDGE AND EXISTENCE OF TEACHER-PUPIL CONFLICT IN SCHOOLS.	27
4.6: NATURE OF TEACHER-PUPIL CONFLICT IN SCHOOLS.....	29
4.7: EFFECTS OF TEACHER-PUPIL CONFLICT IN SCHOOLS.	35
4.8. SUGGESTED SOLUTIONS TO TEACHER-PUPIL CONFLICT IN SCHOOLS.....	43
4.9. SUMMARY.....	45
CHAPTER FIVE: DISCUSSION	46
5.1. OVERVIEW	46
5.1.1 BACKGROUND INFORMATION OF RESPONDENTS.....	46
5.1.2. KNOWLEDGE AND EXISTENCE OF TEACHER-PUPIL CONFLICT IN SCHOOLS....	47
5.1.3. NATURE OF TEACHER-PUPIL CONFLICT IN SCHOOLS.	47
5.1.4. EFFECTS OF TEACHER-PUPIL CONFLICT.	48
5.1.5. SUGGESTED SOLUTIONS TO TEACHER-PUPIL CONFLICT.	50
5.1.5. SUMMARY	51
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	52
6.1. OVERVIEW	52
6.2. CONCLUSION	52

6.3. RECOMMENDATIONS	53
6.4. RECOMMENDATIONS FOR FUTURE RESEARCH	53
REFERENCES	54
APPENDIX (i): Project Budget	58
SECTION A: BACKGROUND INFORMATION	60
SECTION B: UNDERSTANDING OF CONFLICT	61
INSTRUCTIONS	63
SECTION A: BACKGROUND INFORMATION	63
SECTION B: UNDERSTANDING OF CONFLICT	64

LIST OF TABLES

Table 1. Reliability statistics	21
Table 2. summary of demographics for teaching staff	24
Table 3. Summary of demographics for pupils	27
Table 4. Summary of Knowledge of Teacher-pupil conflict	28
Table 5. Existence of teacher-pupil conflict	29
Table 6. Lack of teaching and learning materials	29
Table 7. Failure of school administration to respond to needs	30
Table 8. Teacher preferential treatment	31
Table 9. Failure by teachers to control pupils with bad behaviour	32
Table 10. Nature of teacher-pupil conflict	33
Table 11. Positive effects of teacher-pupil conflict	36
Table 12. Negative Effects of teacher-pupil conflict	39
Table 13. I got low test scores crosstabulation	39
Table 14. Teacher's commitment reduced responses	40
Table 15. Relationship with teacher crosstabulation	41
Table 16. Increased hostility and violent behaviour	42
Table 17. Reduced interest to attend lessons crosstabulation	43
Table 18. Suggested solutions to teacher-pupil conflict	43

LIST OF FIGURES

Figure 1. Gender of Respondents	21
Figure 2. Age of Respondents	22
Figure 3. Marital status of Respondents	22
Figure 4. Qualifications of Respondents.....	23
Figure 5. Work Experience of Respondents	24
Figure 6. Position of Respondents.....	24
Figure 7. Gender of pupils	26
Figure 8. Age of pupils	26
Figure 9. Grade of Pupils	27
Figure 10. Knowledge of Teacher-pupil conflict.....	28
Figure 11. Existence of Teacher-pupil conflict in schools	28
Figure 12. Lack of teaching and learning materials	30
Figure 13. Failure of school administration to respond to needs.....	31
Figure 14. Teacher preferential treatment.....	32
Figure 15. Failure by teachers to control pupils with bad behaviour.....	33
Figure 16. Lack of teaching and learning resources.....	34
Figure 17. Lack of responses from school administration	34
Figure 18. Teacher preferential treatment.....	35
Figure 19. Failure to control pupils with bad behaviour	35
Figure 20. Aliveness of people responses.....	37
Figure 21. Creative thinking responses	37
Figure 22. Redefine purpose responses	37
Figure 23. improved decision-making responses.....	38
Figure 24. expressing hidden emotions responses	38
Figure 25. improved relations with teachers	38
Figure 26. I got low scores crosstabulation	40
Figure 27. Teacher's commitment reduced responses	41
Figure 28. Weak student relationship	42
Figure 29. Increased hostility and violent behaviour	42
Figure 30. Reduced interest to attend lessons	43

ACRONYMS AND ABBREVIATIONS

MOE Ministry of Education

HRC Human Rights Commission

SPSS Statistical Package for Social Sciences

CHAPTER ONE

1.0 INTRODUCTION

This chapter provides the background of the study. It briefly discusses the elements that are found in this chapter which includes; the Background of the study, Statement of the problem, Purpose of the study, Objectives of the study, Research questions, Significance of the study, Delimitation of the study, Limitation of the study, Conceptual framework and Theoretical framework. The main purpose of this study was to investigate into the nature and effects of teacher-pupil conflicts in selected schools particularly in Mazabuka district.

1.1 BACKGROUND OF THE STUDY

The relationship between people is an important issue of existentialism. The existentialist Sartre believes that “others are hell” and the relationship between people is opposite. But the existentialist Buber believes that the relationship between people is the relationship between “me and you”. Buber’s views are accepted by most educators. As the philosopher Martin Buber believed, relationships are the true essence of education. The relationship in education is a purely dialogue relationship (Adam and Kamuzora, 2008). The teacher-pupil relationship is the main dialogue relationship in education. To make the dialogue between teachers and pupils go on, teachers must properly handle the conflicts between teachers and pupils. Therefore, paying attention to the problem of teacher-pupil conflict has very important social and practical significance. Conflict is a common problem among the lifestyle of people and therefore it is part and parcel of life. According to Platinum (1994) school managers will find a way of solving a conflict because it has an impact according to how it is approached and the resolutions. Conflicts arise because of following issues; needs, lack of resources, beliefs and power struggles (Rahim et al., 2000).

Different studies have been conducted on school conflict on student academic performance whether internationally, regionally and locally to find out the results of these conflict. According to Charles (1996) in United States of America in 1992 researchers studied on school conflict that there is a lot of problem of unrest among learners which disrupts the school programs. According to Oghurvu (2010) in Nigeria, the government has a problem in spending on offering the quality and quantity education on the learners which cause a conflict among the public secondary schools that lowers the performance of the school. A conflict results to negative effects if, it is not well managed among the parties but it results to positive effects if

it is well managed. A conflict in schools can be among school administrators, instructors, learners, and school workers which hinders the learning institutions' activities to run smoothly and thus leading to destruction of school properties such as libraries, laboratories, desks and classrooms and also lowers the school performance (Ciuladine and Kairiene, 2018).

Teacher-pupil conflict in most secondary schools in Zambia is manifested between the disagreement of teacher verses pupils, pupils and instructors and learners and school community. According to Smith (2003) student performance is affected by learning resources, guidance and counseling, school programmes and discipline. The school should provide adequate resources among the school staff in order to avoid conflicts in schools and also school administrators should determine ways in which they should avoid conflicts among the teachers, school workers and teachers and act as a role model to the pupils.

MOE (2013) reports that the issue of conflict in secondary school administration pose a serious problem that calls for all stake holders in the education sector to be involved since they not only affect the school's academic performance but also the community and government at large. Secondary schools continue to experience a lot of conflicts caused by the sponsors, the community, the teaching and non-teaching staff, pupils and sometimes even the government. As a result, the principals and teachers in the affected schools face transfers or interdiction and this impacts negatively on pupils' academic performance and creates a lot of tension between the involved parties. The Zambian government puts a lot of trials and endeavors in promoting quality education for learners' academic performance but with all that efforts put in place schools encounter conflicts which may be violent or non-violent to school.

Schools in Mazabuka and other parts of the country have witnessed conflicts that hinder the school programmes achievement. Therefore, education officers in the district have put efforts to minimize conflicts in schools through guiding and counselling pupils, provision of resources and training the school administrators on how to resolve conflicts that can emerge in their school.

1.2 STATEMENT OF THE PROBLEM

Teacher-pupil conflicts have been witnessed in many secondary schools over the years since 1980s and 1990s up to date (Karanja, 2012). Additionally, Karanja (2012) also articulates that public schools usually have undisciplined learners as compared to the private schools. He further uttered that, research has been done on school conflicts on how to control and manage

school conflict but is not successful. Therefore, Pupil-teacher conflict is the negative attitude that exists between a pupil and a teacher due to aggression towards each other (Hamre and Pianta, 2001). This is to say any negativity in attitude and behaviour by either a pupil or teacher entails a conflict between the two. Aggression usually comes about due to competing interests between the two parties. A lot of research (i. e. Spangler, 2003; Henkin, Cistone & Dee, 2000; Davidson & Wood, 2004), had been done on the effects of pupil-teacher conflicts on elementary grades in the United States of America but not on high school pupils hence the need for the research. Africa has also developed a number of both basic and applied research and Zambia inclusive, though the focus has been on general conflict and conflict resolution and management and not specifically on exploring the nature and impacts of teacher-pupil conflict between two or more Zambian local secondary schools (Mwewa, 2022; Siazale, 2016). Although Siazale attempted to conduct a similar study, the scholar focused only on the effects and not the causes as well as the nature. This therefore, necessitated the undertaking of this research as there is an existing gap on the subject. Additionally, the researcher will try to find out why teacher-pupil conflicts in selected public secondary schools is persisting. According to Karanja (2012), conflicts in schools lead to damage of physical facilities such as classrooms, dormitories and offices thus hindering the achievements of objectives and goals.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to explore the nature and effects of teacher-pupil conflicts in selected public secondary schools in Mazabuka district and there was also need to explore the causes and effects of teacher-pupil conflicts.

1.4. SPECIFIC OBJECTIVE

- i) To examine the nature of teacher-pupil conflicts between the two selected secondary schools in Mazabuka district.
- ii) To investigate the effects of teacher-pupil conflicts in Mazabuka district.
- iii) To establish strategies of addressing school (teacher-pupil) conflicts in Mazabuka district.

1.5 RESEARCH QUESTIONS

- i) What is the nature of teacher-pupil conflicts between the two selected secondary schools in Mazabuka district?

ii) What are the effects of teacher-pupil conflicts in Mazabuka district?

iii) What are some of the strategies of addressing school (teacher-pupil) conflicts in Mazabuka district?

1.6 SIGNIFICANCE OF THE STUDY

The study might be significant because the findings would benefit other researchers and educational administrators as it would likely increase their knowledge of issues of conflict management in school administration through strategies employed by school management in managing a conflict. Also, the findings might benefit school administrators, teachers, pupils, parents and all stakeholders because they would be able to learn on how to deal with issues of conflicts thus improving and enhancing proper management of conflicts in secondary schools.

1.7 DELIMITATION OF THE STUDY

The study was delimited to only two public secondary schools excluding all other schools in Mazabuka district. This is because the research study was a comparative study between two government schools in the district.

1.8 LIMITATION OF THE STUDY

The researcher encountered some limitations during the process of conducting the research study and some of which include; Financial constraints and short time frame bearing in mind the distance to be covered for a researcher to reach the research site.

1.9 DEFINITION OF KEY TERMS

Conflict: The term conflict as popularly used typically reflects the assumption that conflict involves not only differences but incompatible goals and is win-lose (Tjosvold, 2006)

Teacher Pupil Conflict: These are misunderstandings or disagreements that take place between the teacher and pupils (Ciuladiene and Kairien, 2018)

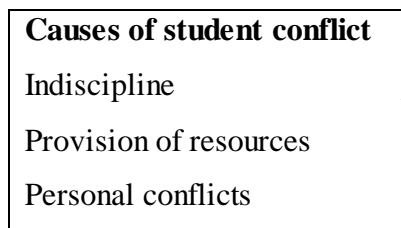
Academic Performance: Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr et al., 2014).

1.9 CONCEPTUAL FRAMEWORKS

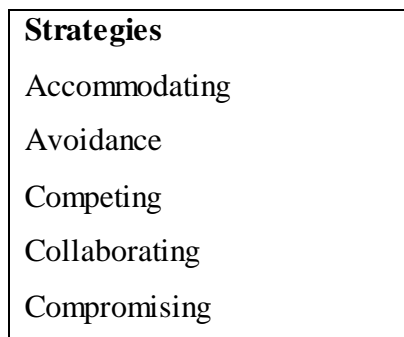
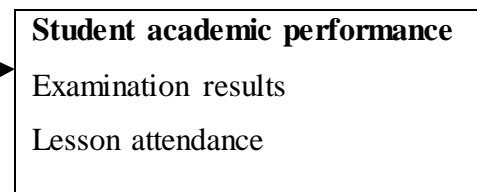
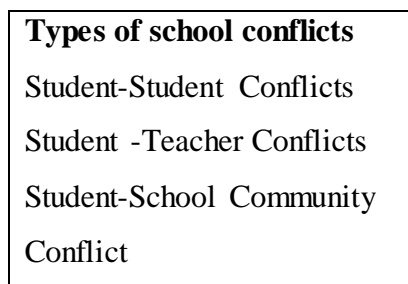
Figure 1 illustrates conceptual framework

Source: Ozgan (2016)

Independent variable



Dependent variable



1.10 THEORETICAL FRAMEWORK

A set of three concepts to explain the nature of conflict is used here after Mayer is (2000) explanation of the dynamic of conflict. Three dimensions restrict to focus on the thoughts, feelings and behaviours related to a conflict issue. Thoughts about failure to satisfy the interests and a situation concern a cognitive (perceptual) dimension. The assessment of a situation is framed by person is beliefs and perception about him/herself and the other party, interpretation of facts and data, attribution of motives and beliefs about the other party is intentions. Besides, emotional reactions also appear (an emotional dimension). From a conflict dynamic perspective, it is critical to assess the conflict from the emotional point of view to understand what emotions the parties are carrying in relations to the conflict, and how these emotions may affect the resolution process. In addition to perception and feelings about a conflict, parties also make choices on how to behave in response to the conflict (a behavioural dimension). Over

and above, one party's behaviour may trigger another party's response, with the first party quite unaware of how their behaviour is contributing to the problem (Furlong, 2005, p. 169). Based on this dimension model, a conflict is to be defined as a situation when two or more parties experience emotional frustrations and interaction struggles due to perceived incompatibility of interests. Personal interests can affect the decision to use a particular strategy or strategies in order to manage a conflict (Wilmot and Hocker, 2001).

Wilmot and Hocker (2001, p. 130) defined conflict resolution strategies (styles) as patterned responses, or clusters of behaviour that people use in conflict. Conflict researchers classify conflict resolution strategies in different ways. However, most researchers use a five-strategy approach defined by Kilmann and Thomas, which includes collaboration, accommodation, competition, avoidance, and compromise. There are several ways in the literature to characterise these five strategies by combining them into two grid dimensions, such as concern for self and concern for the other (Rahim et al., 2000); activity and passivity; cooperativeness and assertiveness (Wilmot and Hocker, 2001); appropriateness and effectiveness (Gross and Guerrero, 2000); and distributivity and integrity (Van de Vliert et al., 2004).

Avoidance represents a low level of concern for self and a low level of concern for the other; it is marked by passivity; it is uncooperative, ineffective, and inappropriate. Accommodation represents a low level of concern for self but a high level of concern for the other (it is a strategy by which individuals give up their own needs and conform to what the other wants). It is a passive and indirect response. It represents a high level of cooperativeness; in this strategy, protecting the relationship is the most important outcome. Individuals who use this strategy are perceived as appropriate but not effective. Competition (dominating / forcing) represents a high level of concern for self and a low level of concern for the other. Competition cannot be used without an activity ñ there is a need for active work and high-energy involvement. It is defined as that of high level of assertiveness and as uncooperative one. Collaboration (problem solving / integrating) represents a high level of both opponents' concerns (for the collaborating strategy identifying a mutual satisfying solution is the goal). It is an active strategy; it expresses a high level of assertiveness by cooperativeness. It is both effective and appropriate (it provides each disputant with access to the other person's perceptions of incompatible goals, thereby enabling them to find a solution that integrates the goals and needs of both parties). Compromise is a middle ground, where there are moderate degrees of concern for self and concern for the other. Compromise can be either active or passive, depending on its type. This strategy is also seen as moderately direct and cooperative, effective and appropriate.

Conflict resolution strategies may take different methods (tactics forms). Tactics are individual moves people make to carry out their general approach (Wilmot and Hocker, 2001, 130ñ150). The classification differs from one author to another. In reference, it could be stated that all of the avoidance tactics involve refusing to engage in the conflict. Although competition comes in many tactics, its function is always to pursue one is concerns at the expense of the other concerns. All competitive tactics involve pressuring the other person to change. Collaboration involves descriptive and disclosing statements and soliciting disclosure and criticism from the other party.

In daily life, these basic reactions are used as components of more complex reactions. For those complex reactions of a conflict issue, the term of conglomerated conflict behaviour may be used (Van de Vliert et al., 2004). The conglomerate perspective posits that any reaction consists of multiple components of conflict behaviour, and that these components moderate each other is effect on the substantive and relational outcomes of the conflict. The theory of conglomerate conflict behaviour states that the components of conflict behaviour should be considered as interrelated. Conglomerations of escalation contending and de-escalation accommodating, integrating, or avoiding might well be more effective than contending in and of itself (Euwema, van de Vliert, Bakker, 2003).

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter covers definition of the concept conflict, general categories of conflicts, the meaning of teacher-pupil conflicts, causes of teacher-pupil conflict, and strategies used on teacher-pupil conflict and theoretical framework.

2.2 DEFINITION OF THE CONCEPT CONFLICT

Researchers and scholars define the term 'conflict' in different ways, referring to different contexts or forms of conflict including racial, religious, political, marital, personality, gender and conflict of values (Barki, Montreal & Hartwick, 2004). Some scholars define 'conflict' as disagreements or differences in opinion (Moore, 1998), while others view it as interfering or obstructing behaviours (Tjosvold, et al., 2006). Still others see it as a combination of disagreement, negative emotions and interference (Bodtker & Jameson, 2001).

Okoho (2005) defines 'conflict' as contradictions arising from differences in interests and ideas. This disagreement may lead to contradictions inherent in the interactions of people within or outside an institution. These contradictions may "exist as an individual, group, institutional, regional, national and internationally" (Okoho, 2005, p. 92). Burton (2006: 34) explains 'conflict' as arising from disagreement and confrontation between individuals or groups that lead to disruptive behaviours or contractive behaviours. Barki, Montreal and Hartwick (2004) view 'conflict' as a frequent occurrence in organizations affecting individuals and organizations, processes and outcomes.

Some authors argue that conflict is a fact of life, and not necessarily a bad thing (Bennett, Crawford & Cartwright, 2003; Jones, 2005; Steyn & van Niekerk, 2002; Wynn & Guditus, 1984) as cited in Krause and Smith (2022). In other words, conflicts are often valuable in raising and addressing problems within institutions or organizations. For example, Steyn and van Niekerk (2002) in South Africa point out that conflict can make a school change the way it operates. Conflicts handled in a cooperative, problem-solving manner are more likely to have positive outcomes, and "balance power, improve communication and enhance organizational development, as well as facilitate the understanding of complex problems, broaden perspectives of organizational life and develop a foundation to manage differences" (Putnam,

cited in Bennett, et al., 2003, p. 146). Engaging with conflict may generate solutions, promote insight and help individuals grow and strengthen emotionally.

Consensus thinkers (Amason, 1996; Bums, 1978; Burton, 2012; 1987b; DeDreu, 1997; Fraiser & Hipel, 1987; Jehn, 1995; Moore, 1987; Okoh & Ewhariemen, 2001; Turner & Pratkavis, 1994) and conflict thinkers (Johnson & Johnson, 1994; Labich, 1988; Tjosvold, 2006) have different perspectives on the way they view conflict in schools. Consensus thinkers view schools as unified systems and as a human body which has different parts that work together to perform different functions (Looker, 2023). Thus, they view conflict as disruptive behaviour that needs to be solved. The main objective of consensus thinkers is to remove the conflict. Thus, they talk of conflict resolution.

In contrast, conflict thinkers view schools as not unified systems, because people have different power relations and different interests and powerful groups dominate powerless people (Johnson & Johnson, 1994). They believe that schools are "organized in ways that suit the powerful" which leads to power struggles. Sometimes interests may clash due to competition and this can lead to power struggles. As a result, the stakeholders, including educators, parents, learners, the School Governing Bodies, may clash and dominate one another.

Power relations have a great influence in perpetuating conflict (Naicker, 2003). For, example, teachers form professional groupings which exclude other teachers and affect relationships within the school. According to Naicker (2003), mathematics teachers in some schools may regard themselves as superior to other teachers and believe that their interests are more important than those of others. In this context, disagreements and conflicts may occur in the interaction process. Conflict thinkers assume that conflict is part of our lives. Therefore, they aim at finding ways to benefit from conflict. Thus, they talk of conflict management.

2.3 GENERAL CATEGORIES OF CONFLICT

According to (McNamara, 2008; Bennett et al., 2003), there are two types of conflicts, namely destructive or dysfunctional conflict and constructive or functional conflict. The distinction between the two is determined by the way conflict is managed.

Labich (1988) and Johnson & Johnson (1994) argue that conflict is inevitable as it is viewed as a creative force for positive change if it is managed effectively. Destructive conflict is viewed as negative because it hinders the progress of an organization. It interferes with achieving organizational goals (DeDreu, 1997). Dominant assertive behaviours become evident in which one party is coerced into accepting the opposing position and one party is perceived a threat. Literature indicates that dysfunctional conflict

reduces performance in an organization whereas functional conflict enhances performance because it aims at achieving mutually satisfying outcomes (Amson, 1996; Dedreu, 1997; Jehn, 1995, Turner and Pratkavis, 1994).

Barge (1994) sees constructive conflict as functional because it can generate positive results in an organization. That is, constructive conflict may produce positive results if handled in a creative and problem-solving manner. As a result, it is more likely to generate better solutions and promote insight into issues and help individuals to grow (Tjosvold, 2006).

2.4 MEANING OF TEACHER-PUPIL CONFLICT

Pupil-teacher conflict is the negative attitude that exists between a pupil and a teacher due to aggression towards each other (Looker, 2023). This is to say any negativity in attitude and behaviour by either a pupil or teacher entails a conflict between the two. Aggression usually comes about due to competing interests between the two parties. Inversely, different people from different backgrounds perceive the nature of teacher-pupil conflicts differently. According to Awuor (2008), teacher-pupil conflicts have had been perceived and looked at from different points of views. Other people perceive the nature of teacher-pupil conflicts as a way of punishing and chasing pupils from attending lessons due to overcrowding. Meaning that teachers are the perpetrators of the teacher-pupil conflicts. On a contrary, others have been perceiving teacher-pupil conflicts to be a way of pupils not wanting to attend a teacher's class whom they do not like due to one reason or the other which also means that pupils are also perceived as perpetrators of teacher-pupil conflicts.

2.5 TYPES OF SCHOOL CONFLICTS

Cahir et al (2001) said that learner-learner conflicts are a major conflict in schools because of the space in dormitories, relationship status, inadequate school classrooms, desks, books, resources, rumors, name calling, fighting and teasing can be exposed on learner conflict. Learners should be guided and counseled on the need to solve and manage conflicts if they become members of the society and schools.

The following are issues of teacher-pupil conflicts; pupil and teacher failure to achieve objectives, different agendas from teachers and pupils, neglecting duties, pupils and teacher conflict affect the school performance.

According to MOE (2001) some students view school as a waste of time because some are not focused on their academics. School have not fully adapted to students' non-academic needs (Jones and Jones 2006). Examination oriented teachers does not cater for the development of

the pupil thus the number of examinable subjects leads to teacher-pupil conflicts. According to Achoka (2007) said that after 1995 the secondary school principal roles widened to have parents in the functioning of the school. Therefore, the community involvement increased in schools mostly in rural areas. Due to that secondary curriculum changes benefited schools with physical facilities, Ngigi and Macharia (2006) due to construction of physical facilities provision the communities were responsible to construction because the school depends on the community for the school workers and staff members. Effective school performance is from trust level of parents (Forjyhet al 2006). According to Karanja and Bowen (2012) school conflict creates poor relationship with the community which leads to loss, damage of the property, death and injuries which are invertible during unrest among learners because if a learner dies it will cause a pain to the parent who is part and parcel of the school and community.

2.6 CAUSES OF SCHOOL CONFLICT

Conflict proceeds to be an agent in academic achievement of the school. The forms of schools' conflict are strikes riots and individual behaviors. Indiscipline among learners in public secondary schools in Zambia is influenced by poor parenting of the learner or individual stress. Gangelos (1997) said that these factors causing learners to become irresponsible to their behaviors does lead to disrespectful behaviors and this calls for teachers to stop them from those behaviors.

According to Awuor (2008) fixed rules, lack of dialogues and authoritative administration increases unrest cases of the learners thus this leads to teacher-pupil conflict which affects performance whether individually as a learner and the school. Further, Johdi and Apitree (2012) articulates that the provisions of resources in schools are not equitably shared among learners and teachers thus leading to learners and teachers fight for those scarce resources leading to school conflict.

Additionally, Mubika and Thodiana (2010) indicate that, school consists of different staff members who have different beliefs values, age, cultural background, goals and attitudes so different personal conflicts leads to school conflict because every individual fight to be recognized as a winner at different levels of their understanding.

2.7 STRATEGIES OF ADDRESSING SCHOOL CONFLICTS.

Conflict management strategies leads to bad or good relation to the both parties involved in the conflict and the parties should be freely give out the views that will lead to resolutions and

unity to both parties. (Nelson and Quick 2000). According to Decenzo and Robin (2008) conflicts management strategies may take two categories competitive and cooperativeness. The step which a person wants to correct the conflict to fulfil his or her interest. The step an individual corrects the conflict by fulfilling the different person's interest respectively. Thomas Kilmann (1976) established the following ways of managing a conflict competing, accommodating, compromising, avoiding and collaborating. According to Thomas et al (1990) conflict does not have a significance to people so put emphasis on avoidance as a way of managing a conflict.

According to Schemerton (2000) competing is dominated for self-concern or gain of individuals at the expense of others. Competing is where higher-level superior is authoritative to the subordinate and it is uncooperative and assertive method that is used to address teacher-pupil conflict. On the other hand, the use of Accommodating as a method is highly recommended by Hughes (2002) who emphasized the need for people to admit their wrong position in an argument and accept to be corrected. This implies that people should be willing to allow themselves to identify and learn from mistakes made in an argument. Other scholars have also emphasized the importance of using Compromise as a way to address teacher-pupil conflict. In with the views expressed by Schemerton (2000), the act of compromising allows one of the parties involved in a conflict to take a losing position while allowing the other to wins. In this situation, a win and lose situation is attained. Another method which is used is Collaboration. As argued by Lussrer (2009), collaborating allows the parties to reconcile and solve their differences. Therefore, if applied in the school context, all these strategies have the capacity to aid the school to manage conflicts among the students, teachers and the school community.

2.8 RELATED LITERATURE

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

2.8.1 South Africa

Studies done by the Human Rights Commission (2012) in South Africa have revealed that South Africa has seen a lot of pupil teacher conflict especially after the apartheid era owing to some teachers and pupils failing to adapt to the multiculturalism especially in former white owned schools. In some cases white teachers could not easily accept the black pupils and adopted the rhetoric of colour blindness. One teacher in Bloemfontein was suspended for using

the racist "Kiffir" slur a move which saw the teacher suspended. In another school in Bloemfontein, some teachers were reported by the Human Rights Commission that they were calling pupils baboons and monkeys and told them to go back to their township schools as their parents could not afford to pay school fees as they worked in chain stores where the children would also end up. Such kind of attitude especially by a teacher impeded pupils' development in class as pupils felt they were not receiving the needed protection from those that they saw as their care givers away from home.

In his studies focusing on racial conflicts within South African schools, Soudien (2012) found that the lack of support given to pupils who were victims of racial conflict resulted in pupils isolating themselves from others and also feeling uncomfortable to go back to school. This implies that such an approach taken by schools makes pupils to hate school and decide not to be attending any lessons. This therefore means schools should be very conducive places for all learners and the teacher should create an enabling environment for all learners regardless of race, creed, nationality and religion.

2.8.2 Zambia

In Zambia, much research has been and is been conducted on conflicts and its management both in public and private sectors. Consequently, the Human Rights Commission HRC (2011) attributed conflict, precisely, the pupil and teacher conflicts to lack of proper communication between school authorities and pupils which most of the times led pupils to demonstrate as a way of showing displeasure thereby destroying government properties.

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 pupil teacher conflict in some Zambian schools. To help alleviate these conflicts, it was suggested that teachers should be trained in conflict resolution strategies in addition to having pupils counselled over riotous behaviour.

However, the issue of teacher-pupil conflict and its impact on academic performance seems to be attracting many debates among scholars and as uncovered in the studies of Baker et al. (2008), Baker et al. (2006) and O'Conner et al., (2011), there is no strong correlation between pupil-teacher conflict and academic performance. The findings from these studies looked to challenge the findings of Mundambo (2012) who found that indeed teacher-pupil conflict has an effect on the academic performance of pupils. By and large, from the literature reviewed in this section it can be concluded pupil-teacher conflict could lead to poor academic performance. This study sought to address how pupil-teacher conflict was developed, its effects

on pupils' academic performance and the strategies to be employed to reduce pupil-teacher conflict.

A lot of research (Spangler, 2003; Henkin, Cistone & Dee, 2000; Davidson & Wood, 2004), had been done on the effects of pupil-teacher conflicts on elementary grades in the United States of America but not on high school pupils hence the need for the research. Africa has also developed a number of both basic and applied research and Zambia inclusive, though the focus has been on general conflict and conflict resolution and management and not specifically on a comparative inquiry on the nature and impacts of teacher-pupil conflict between two or more Zambian local secondary schools. This therefore, necessitated the undertaking of this research as there is a gap on the subject. In Zambia a study conducted by Siazale (2016) found that teacher-pupil conflict had an effect on the academic performance of pupils. However, Siazale's study did not uncover the causes and nature of teacher-pupil conflict. This means that there is a gap in understanding the causes and nature of teacher-pupil conflict in schools. It was therefore, the focus of this study, in addition to uncovering the effects, to provide a comparative inquiry into the nature and causes of teacher-pupil conflict. Furthermore, a gap in time has passed since such a study was conducted and this implies that new information on the ground may have surfaced in addition what was carried out by Siazale.

2.9 SUMMARY

The chapter has discussed the literature review on the meaning of the concept of conflict, general categories of conflict, types of teacher-pupil conflict and the strategies to curb the vice of teacher-pupil conflict in Zambia as a nation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study explores on the nature and effects of teacher-pupil conflict on student academic performance in selected public secondary schools in Mazabuka district. The study will further explore the causes of teacher-pupil conflict. In order to achieve, this chapter of the study will outline the methods that will be used, and the data collection techniques that will be followed by the study to gather, analyse and present the data. These are presented under the following sub headings; research design, study sites, target population, sample size, data collection tools, data analysis and the ethical considerations.

3.2 RESEARCH DESIGN

Orodho (2003) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. He further defines it as a plan or structure of the study that holds all the elements together; it is also looked at as a set of logical steps taken by a researcher to answer the research questions. The research design used in this research was a survey. A survey is useful in describing the characteristics of a large population with the intention of existing conditions as supported by Cohen et al., (2018). It provides a broad capability, which ensures a more accurate sample to gather targeted results in which to draw conclusions and make important decisions (Ghosh, 1992). The anonymity of a survey allows respondents to give sincere and valid answers. To get the most accurate data, respondents need to be as open and honest as possible with the answers (Galtung, 1967). This design is suitable for this study because a sample was selected from the total number of pupils and teachers at the two schools in Mazabuka district for data collection and since structured questionnaires and interview guides will be used as also pointed out by Kothari (1990) that design is best suited for studies where sample sizes are small and where structured questionnaires are used. The researcher also found it flexible to use survey research since it is most commonly used in social sciences and education and allows the gathering of data from a larger population.

3.3 RESEARCH METHODS

The study employed a quantitative research method because it seeks to understand variable relationship on elements which are numerical. In an effort to comparatively inquire on the nature and effects of teacher-pupil conflict, the researcher opted for a quantitative study

because it would yield accurate data from the participants in response to the research objectives and questions raised. This is unlike qualitative research which aims to gather the opinions of participants on a subject under research (Cohen et al., 2018).

3.4 STUDY SITE

The study was conducted at two public secondary schools in Mazabuka district. The reason for selecting the two schools as study sites was because there will be need to conduct a comparative study between the two schools which will be ideal for the study. The research site was further chosen purposely as it was believed to have adequate numbers of the targeted participants for the study. These participants have been experiencing teacher-pupil conflict problems. These are the reasons upon which this site was deemed appropriate for the research. For the purpose of convenience, the researcher finds the study site as a suitable place for conducting the research.

3.5 TARGET POPULATION

Best and Khan (2007) defined population as any group of individuals who have one or more characteristics in common that is of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group. The researcher targeted all the pupils and teachers from the two selected schools because there was need to conduct a comparative study between the two schools which was ideal for the study. The participants comprised of pupils, class teachers, and the head teacher of the school because of their special role in the management of the schools and as custodians of data useful for this study such as enrolment, data relating to School teacher-pupil conflicts and pupils' grades from ten to twelve.

3.6 SAMPLE SIZE

Martinez-Mesa (2014) states that sample size is the number of participants or observations included in a study and further said that the importance of estimating sample size is rarely understood by researchers when planning a study. Sampling is method of selecting some part of a group to represent the entire population. Strydom and Venter (2002), on their part refer to sampling as taking a portion of that population or universe and considering it as representative of that population. The sample size of the study was 80 respondents. The participants were divided into 60 pupils (30 pupils from each school) and 20 teachers (10 from each school).

The sample size for this study was computed using the simplified formula proposed by Yamane (1967) and supported by Field (2018) for proportions confidence level is 95% and 0.05

sampling error will be applied as demonstrated in the following equation as shown in the formula below:

$$n = \frac{N}{1 + N (e)^2}$$

Where:

n is the sample size

N is the population size

e is the precision level with a sampling error of 95% ± 5

3.6 SAMPLING TECHNIQUE

In this study, the researcher used convenience sampling which falls under non-probability sampling method to collect data from teachers and deputy headteachers and in some cases school headteachers. According to Mugo (2010), a convenient sample results when the more convenient units are chosen from a population for observation. In selecting this method, the researcher targeted the nearest individuals (participants) who were available and accessible all the time in the school environment. The researcher understands that the teachers and senior teaching are a captive audience that often serves as respondents based on convenience sampling (Cohen et al., 2018). The researcher through this technique was able to obtain enough information about the phenomenon under the study.

In the context of pupils, the researcher used simple random sampling which allows the researcher to pick a sample from the given population of pupils in the schools. According to Cohen et al., (2018), simple random sampling which is a probability sampling technique is used to select at random from a list of a population.

3.6.1 SAMPLE SELECTION PROCEDURE

The researcher using a list of all the classes from grade ten to twelve in the two schools draw a simple random sample of 60 pupils comprising boys and girls required to participate in the study. The researcher wrote the codes of all the classes on small pieces of paper equal to the total number of pupils in each class. Classes from which the pupils were picked represent a stratum where the appropriate number of pupils will be selected randomly. In each classroom, for instance, the researcher designed pieces of paper. A maximum of 5 pieces of paper had the inscription “Yes”, while the remaining 10 pieces of paper are captioned “No”. The pieces of paper were folded, and put in a box. The box was turned over and over again to ensure that the pieces of paper are well mixed to guarantee that each pupil has an equal opportunity of being selected. The pupils were assembled and required to pick the pieces of paper at random during

a briefing session. A pupil, who picked a piece of paper which had “Yes” response, was enrolled as a participant for this study. This sampling process or procedure was repeated in each of the two (2) sampled schools. The random selection ensured that each pupil has an equal chance of being selected. The selected pupils were then be interviewed on the nature, various causes of teacher-pupil conflict, the impact of teacher-pupil conflict, and the strategies of reducing teacher-pupil conflict. In the context of teachers, the researcher conducted research on teaching staff that were available and easily accessible at the time of conducting the study.

3.7 DATA COLLECTION METHODS

Data collection method refers to secured information from individuals for survey research purposes (Kothari, 2004). The researcher carried out the data collection from the two (2) selected schools in Mazabuka District and this was done during normal school day. The researcher first got permission from the District Education Board Secretary (DEBS) and after which he proceeded to the schools under study. Upon reaching the schools, the researcher introduced himself to the head teacher and briefed him on the study before requesting for permission for the study to be carried out in the school. The respective teacher then signed two consent forms and a copy was left at the school.

3.7.1 RESEARCH INSTRUMENTS

Questionnaires with open and closed ended questions were used in order to give detailed level of content as participants have some kind of hierarchy; teachers and the pupils. The questionnaires were administered to both pupils and teachers, this is because the method yields high response rate at low cost and enables the researcher to explain and answer questions from the participants (Fraenkel and Wallen, 2000). The questionnaire was designed in line with Rensis Likert’s scale (Tanujaha et al., 2022). These techniques were chosen because they provide each element or unit of the sub-group in the population with an equal chance of being selected as a study sample (Cohen et al, 2018).

3.8 DATA ANALYSIS

Otieno (2011) define data analysis as the process of systematically searching and arranging field findings for presentation. It therefore involves working with data, organizing, breaking into manageable units, synthesizing, searching for patterns, discovering what is important and deciding what to tell others. Quantitative data were analysed using Statistical Package for Social Sciences (SPSS) computer software and the collected data will be entered into SPSS

which can carry out a number of statistical manipulations. In order to present that data in meaningful way, descriptive statistics were generated in SPSS and interpreted using frequency tables, chi-squares and graphs such as the Pie chart and histogram. The merits of using SPSS for data analysis are as follows; it is user friendly, it has enough space for a wide range of numbers, and the mathematical manipulation can easily be dealt with through its inbuilt functions.

3.9 ETHICAL CONSIDERATIONS

The study involved participant's and their human rights and thire need to be protected. Permission was sought from the school authorities to allow the researcher to carry out the study. The study also involved pupils some of whom were under the age of 18 years and therefore could not give consent because they were considered as under age. In this case informed consent was sought from school management before they can participate in the study to ensure pupil protection. Written consents were obtained from participants after explaining the purpose, nature of benefits and risks and how information will be utilized. They were assured that information will be kept in confidential. The issues of anonymity and confidentiality were assured to all the participants as no real names were used in the report and that the results will not be used for any other purposes other than that of academic purposes. The ethical issues considered in this study were; informed consent, anonymity, confidentiality, and no personal harm. Everyone who was eligible for the study was given an equal opportunity to participate or to decline. There were no direct benefits for the participants but that their participation added to scientific knowledge.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1. Overview

The previous chapter discusses the methodology that was used to collect data to explore the nature and effect of teacher-pupil conflict in selected secondary schools in Mazabuka district. This seeks to present the findings of the study in line with the following research questions; what is the nature of teacher-pupil conflict, what are the effects of teacher-pupil conflict on academic performance and what strategies can be used to address teacher-pupil conflict? It further provides analysis of the collected data and also presents various tests that were conducted on the data. The interpretation of the analysis is presented in the next chapter.

4.2. Response Rate

The sample size selection for this study was done in line with the views given by Krejcie and Morgan (1970). At the time of conducting this study, the population of senior students from the two secondary schools selected for the study was 210. The population for teachers was 64. As indicated by Krejcie and Morgan (1970), the required sample size for a population range of 150 to 300 is 61. 61.20 questionnaires were given out to selected senior students and teachers in grade 10, 11 and 12 respectively. The data collection process was over a span of three weeks. Out of the 81 distributed questionnaires, 80 were received and usable resulting in a 98% response rate.

4.3. Consistency and Reliability

In order to know the consistency level in the data that was collected such as the students responses, the Cronbach alpha test was carried. This was done in order to determine whether the data was reliable and suitable enough to provide accurate results. According to Tavakol and Dennick (2011), the Cronbach alpha based on inter-item relationship determines the availability of data collection tool. In this context, a Cronbach alpha value greater than 0.7 signifies high reliability in the research instrument. This is also widely supported by Green et al., (2016) who indicated that the closer the Cronbach alpha value to 1, the higher the reliability in responses, the greater the chance of acquiring high internal consistency. In this study, the reliability and consistency of the items used were determined through a reliability test in SPSS, a Cronbach value of **0.776** was obtained in the study as shown in **Table 1**. this means that the questions and responses in the data collection tool were consistent and reliable.

Table 1. Reliability statistics

Cronbach's Alpha	N of Items
.776	45

4.4. Socio-Demographic Analysis

The main purpose of this section is to provide background information of the participants of this study. A total of 80 participants correctly completed the questionnaire. The demographic information is presented as follows;

4.4.1. Socio-Demographic characteristics of Teaching Staff.

A total of 20 teaching staff participants correctly completed the questionnaires. The demographic information is presented below.

4.4.1.1. Gender

Participants were asked to indicate their gender. As shown in Figure 4.1 and the table above, 55 % of the participants were female while 45% were male. This means that in this study, there were more female staff participants than males.

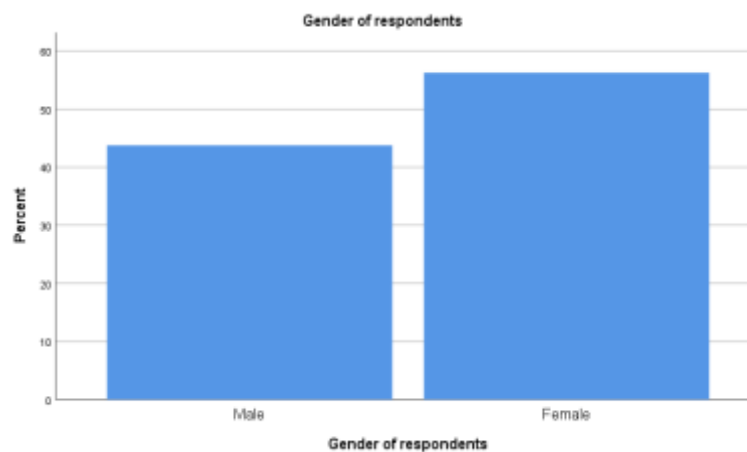


Figure 1. Gender of Respondents

4.4.1.2. Respondents 'age

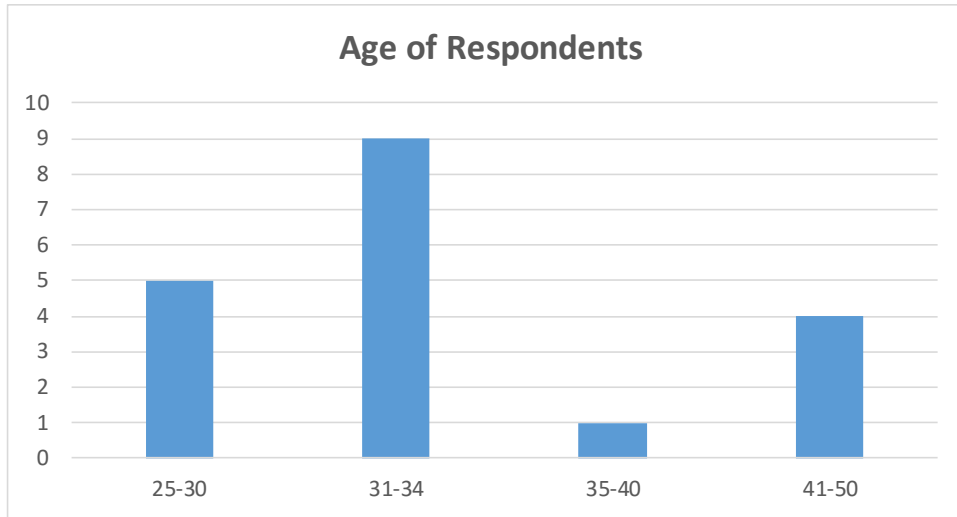


Figure 2. Age of Respondents

As shown in Figure 2, the majority of the staff participants in this study fall within the age range 31-34, followed by the age group 25-30, followed by the age group 41-50 and the age group 35-40 is the least. Of the 20 staff participants who participated in the study, 45% of the respondents were of the age range 31-34 years, 30 % fell between 25-30. The age group 41-50 years formed 20% while the age group 35-40 consisted 5% of the respondents.

4.4.1.4: Marital Status of Respondents

Figure 3 shows that the majority of the staff participants were married and these are represented by 60%. These were followed by 20% of the respondents who indicated that they were single. 15% of the respondents indicated that they were divorced and 5% indicated being widowed.

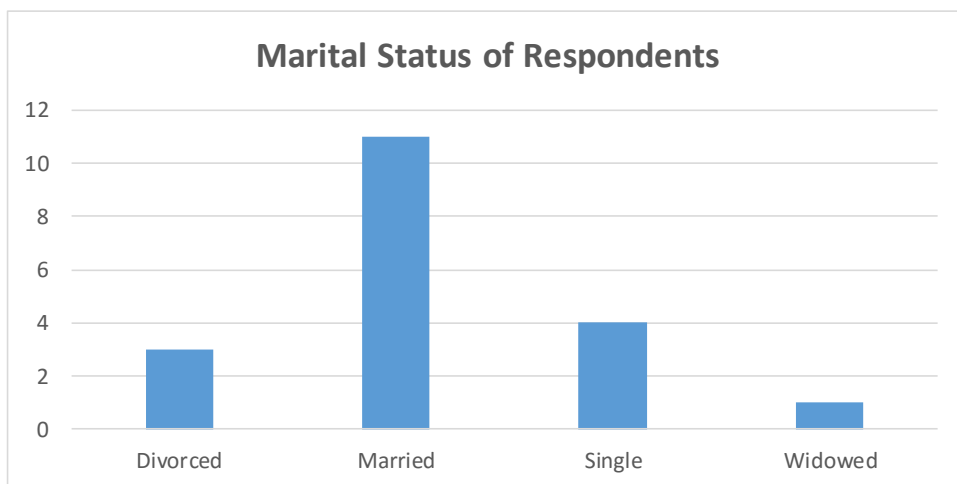


Figure 3. Marital status of Respondents

4.4.1.5: Qualifications of Respondents

The respondents were asked to indicate their qualification. 70% of the respondents indicated that they had bachelor's degrees, 20% had diplomas and 10% had master degrees. This is shown in figure 4 below.

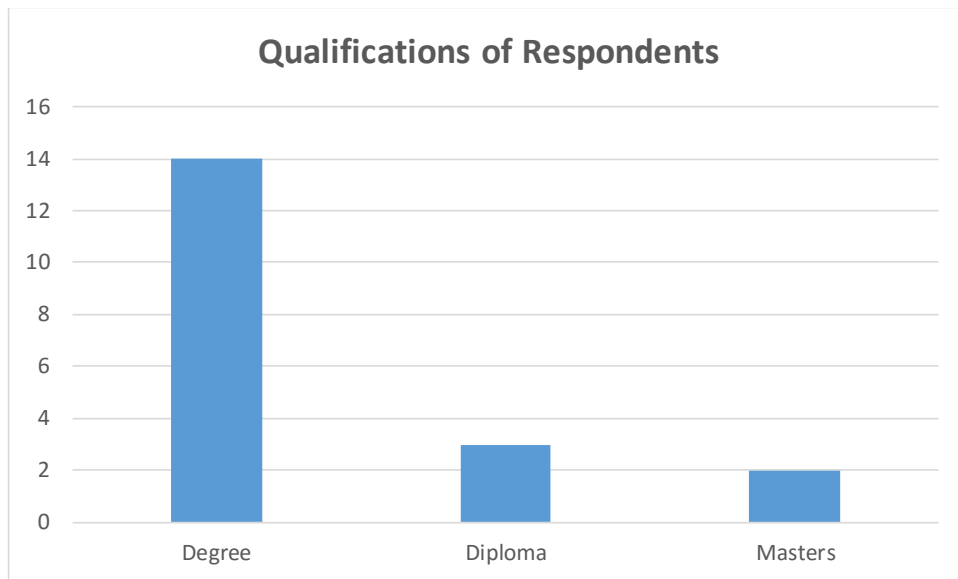


Figure 4. Qualifications of Respondents

4.4.1.6: Experience in Teaching

In terms of teaching experience, this study shows that the majority of the respondents have 2 to 3 years of work experience. These represent 60%. 35% represents the number of participants who had work experience of 6 years and above. Only one participant had 1 year of work experience and the percentage representation is 5%. Figure 5 shows the distribution of work experience of the respondents.

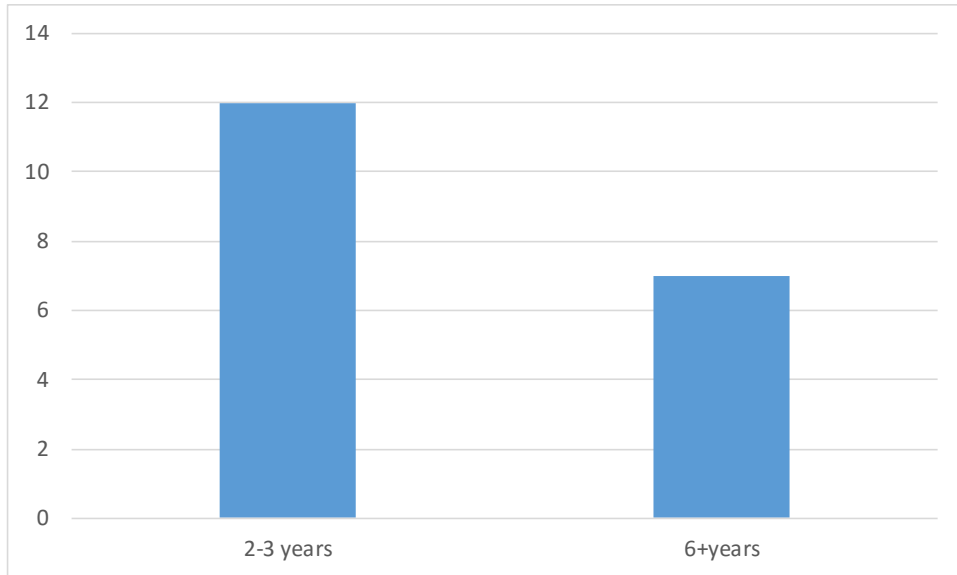


Figure 5. Work Experience of Respondents

4.4.1.7: Work positions of Respondents

In this study, 60% of the staff respondents were subject teachers, 20% were Heads of Departments, 10% were Deputy Headteachers and 10% were Headteachers. Figure 4.6 shows the distribution of the positions of the staff respondents.

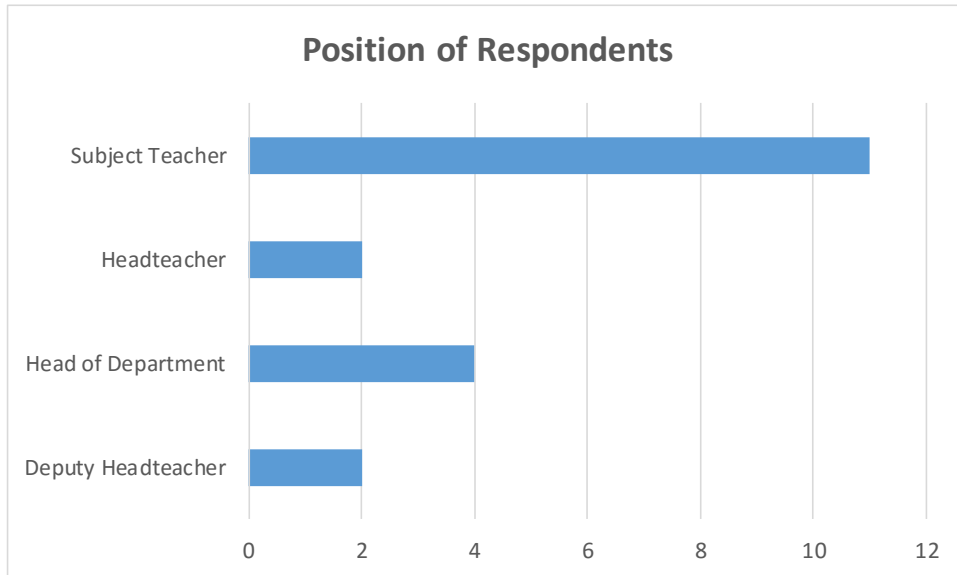


Figure 6. Position of Respondents

Table 2. summary of demographics for teaching staff

Item	Frequency	Percentage (%) of Frequency
<u>School</u>		

A	12	60
B	8	40
<u>Gender</u>		
Male	9	45
Female	11	55
<u>Marital Status</u>		
Single	4	20
Married	12	60
Divorced	3	15
Widowed	1	5
<u>Age</u>		
25-30	6	30
31-34	9	45
35-40	1	5
41-50	4	20
<u>Qualification</u>		
Diploma	4	20
Bachelor	14	70
Masters	2	10
<u>Experience</u>		
0 to 1 Year	1	5
2 to 3 years	12	60
6 years and above	7	35
<u>Position</u>		
Subject Teacher	12	60
Head of Department	4	20
Deputy Headteacher	2	10
Headteacher	2	10

4.4.2. Socio-Demographic characteristics of Pupils.

A total of 60 participants successfully completed the questionnaires. The demographic information of the participants is presented as follows;

4.4.2.1: Gender

When asked to indicate their gender, 34 pupils indicated that they were female and these represented 57% of the respondents. On the other hand, 26 pupils indicated that they were male and thereby representing 43% of the respondents. Figure 7 shows the distribution according to gender.

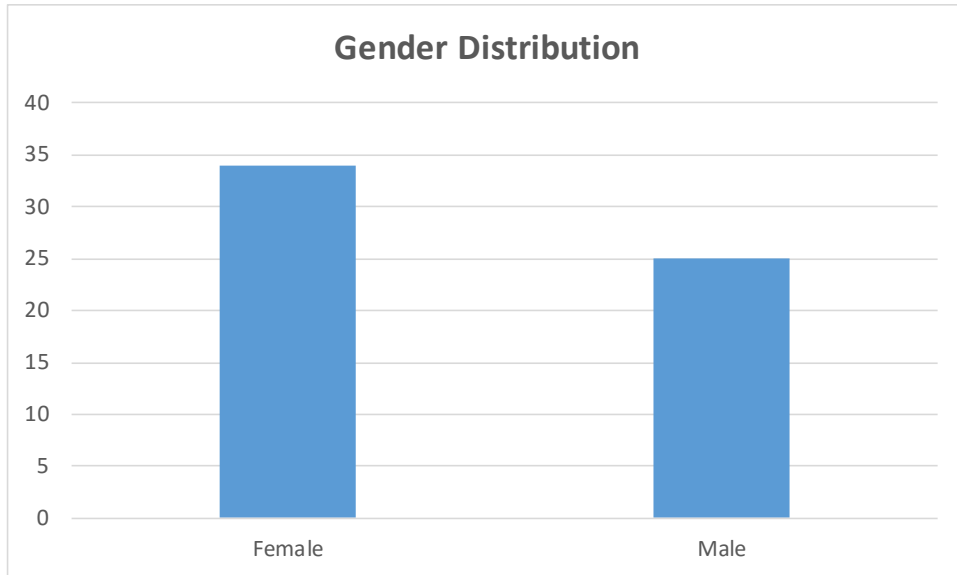


Figure 7. Gender of pupils

4.4.2.2: Age of Pupils

In this study, the majority of the pupils fell in the age range of 17-18 years and these constitute 57%. The remaining pupils who participated in the study fell in the age range 15-16 years and constitute 43%. This is shown in the figure below;

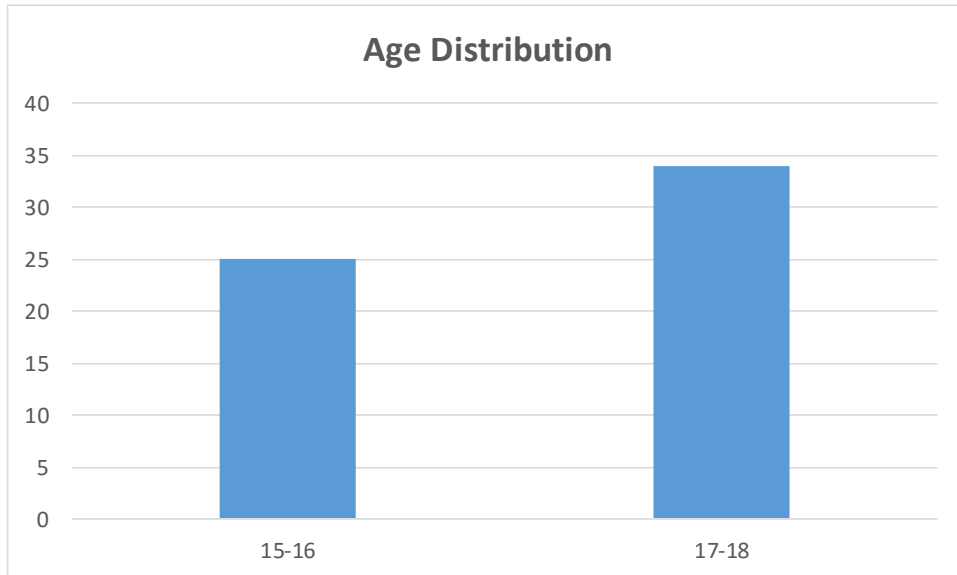


Figure 8. Age of pupils

4.4.2.3: Grades of Pupils

In this study, participants were asked to indicate their grades. 53% indicated that they were in grade 12, 35% indicated that they were in grade 10 and 12% indicated that they were in grade 11. The figure below shows their grade distribution;

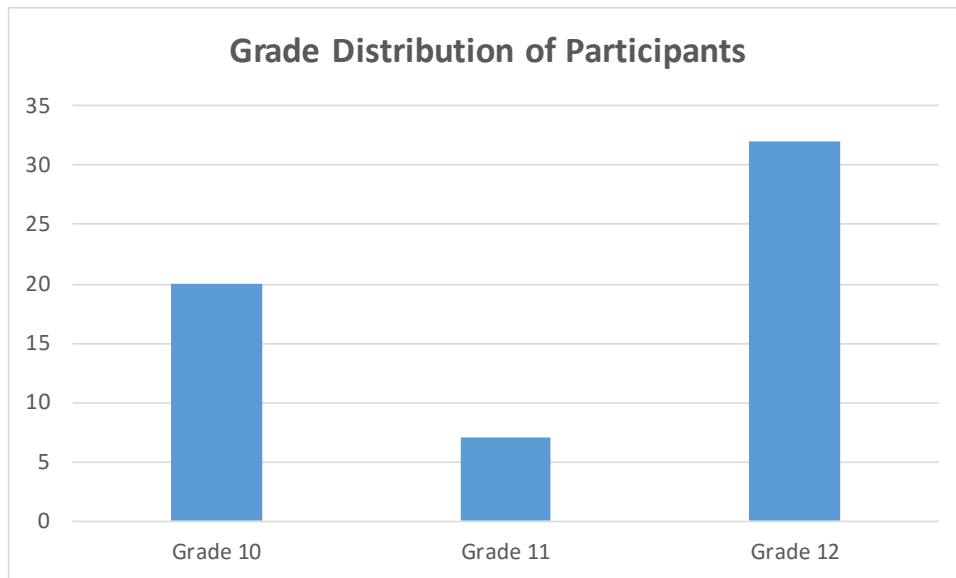


Figure 9. Grade of Pupils

Table 3. Summary of demographics for pupils

Item	Frequency	Percentage (%) of Frequency
<u>School</u>	30	50
A	30	50
B		
<u>Gender</u>		
Male	26	43
Female	34	57
<u>Age</u>		
15-16	26	43
17-18	34	57
<u>Grade</u>		
10	21	35
11	7	12
12	32	53

4.5: Knowledge and Existence of Teacher-Pupil conflict in schools.

4.5.1: Knowledge of Teacher-Pupil conflict among Participants

When asked to indicate their knowledge and understanding of teacher-pupil conflict, all the participants indicated that they knew what teacher-pupil conflict was and when asked to write

what they knew about it, they were able to express their knowledge and understanding of teacher-pupil conflict. The figure below shows the distribution of the responses given by the participants.

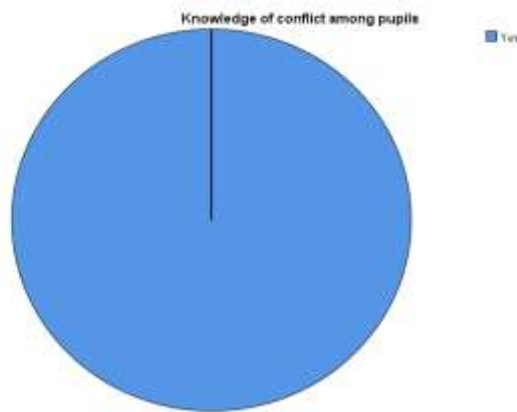


Figure 10. Knowledge of Teacher-pupil conflict

4.5.2: Existence of Teacher-Pupil conflict in Schools

In this study, participants were asked to indicate whether conflict involving teachers and pupils existed in schools. The study shows that all the participants indicated that teacher pupil conflict did exist in their schools. The figure below shows the distribution of the responses that were given by the respondents;

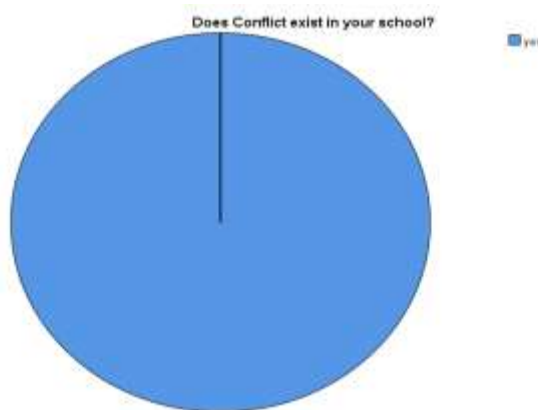


Figure 11. Existence of Teacher-pupil conflict in schools

Table 4. Summary of Knowledge of Teacher-pupil conflict

Statement	Frequency	Percent
Yes	80	100.00
No	-	-

Total	80	100.0
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Table 5. Existence of teacher-pupil conflict

Statement	Frequency	Percent
Yes	80	100
No	-	-
Total	80	100.0

4.6: Nature of Teacher-Pupil Conflict in schools

The first research objective of the study was to examine the nature of teacher-pupil conflict in the two selected secondary schools of Mazabuka district. Participants were asked to indicate the level of agreement or disagreement on the nature of teacher-pupil conflict which existed in their schools. The first item required participants to agree whether the availability or non-availability of teaching and learning resources in school was a cause of teacher-pupil conflict. The responses are given in the table below;

Table 6. Lack of teaching and learning materials

		No enough teaching and learning resources			
		Disagree	Agree	Agree Strongly	Total
School	A	4	5	33	42
	B	3	13	22	38
Total		7	18	55	80

Table shows that in school A, 33 (78.5%) strongly agreed that the lack of teaching and learning resources was a cause of teacher-pupil conflict as compared to 22 (57.8%) from school B. 13 (34.2%) participants from School B indicated that they agreed as compared to 5 (11.9%) participants from school B. From school A, 4 (0.95%) participants indicated that they disagreed, compared to 3 (0.78) participants from school B. The above information can further be represented in the Figure below;

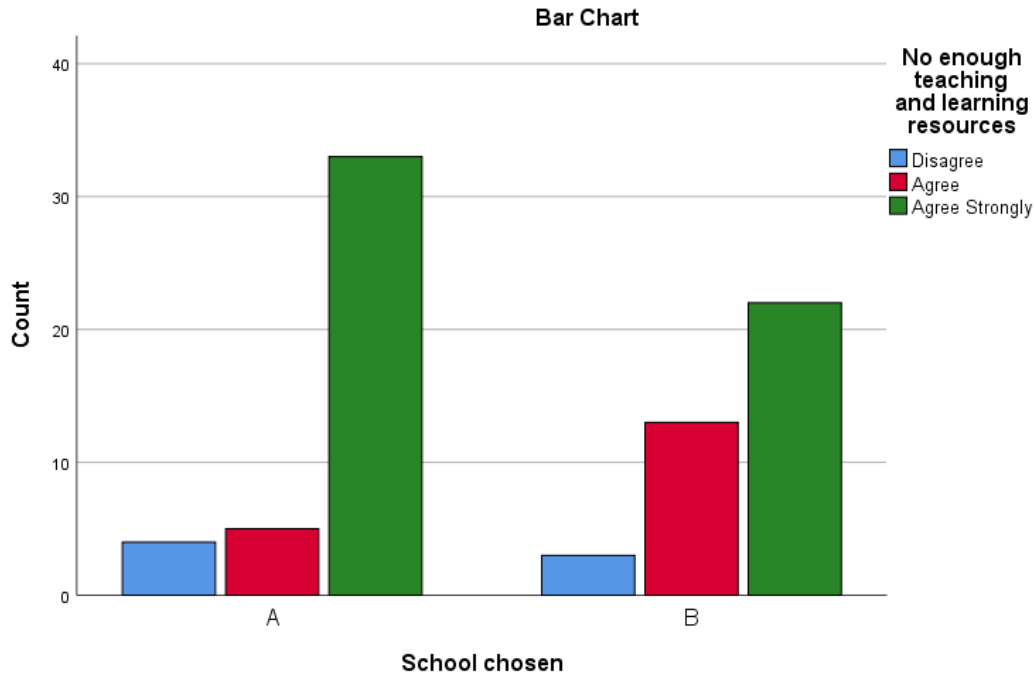


Figure 12. Lack of teaching and learning materials

Respondents were also asked to indicate whether support was given to them by the school administration. In the context of School A, 26 (61%) agreed strongly, 1 (2%) agreed and 15 (35%) disagreed while in School B, 20 (52.6%) agreed strongly, 13 (34.2%) and 5 (13.1%) disagreed. The study shows that while participants agreed strongly that failure of the school administration to respond to pupils and teachers' needs results into teacher-pupil conflict, the number of those who disagree is more for School A than School B. The table below represents the findings from the study;

Table 7. Failure of school administration to respond to needs

		School administration does not respond to our requests			
		Disagree	Agree	Agree Strongly	Total
School	A	15	1	26	42
	B	5	13	20	38
Total		20	14	46	80

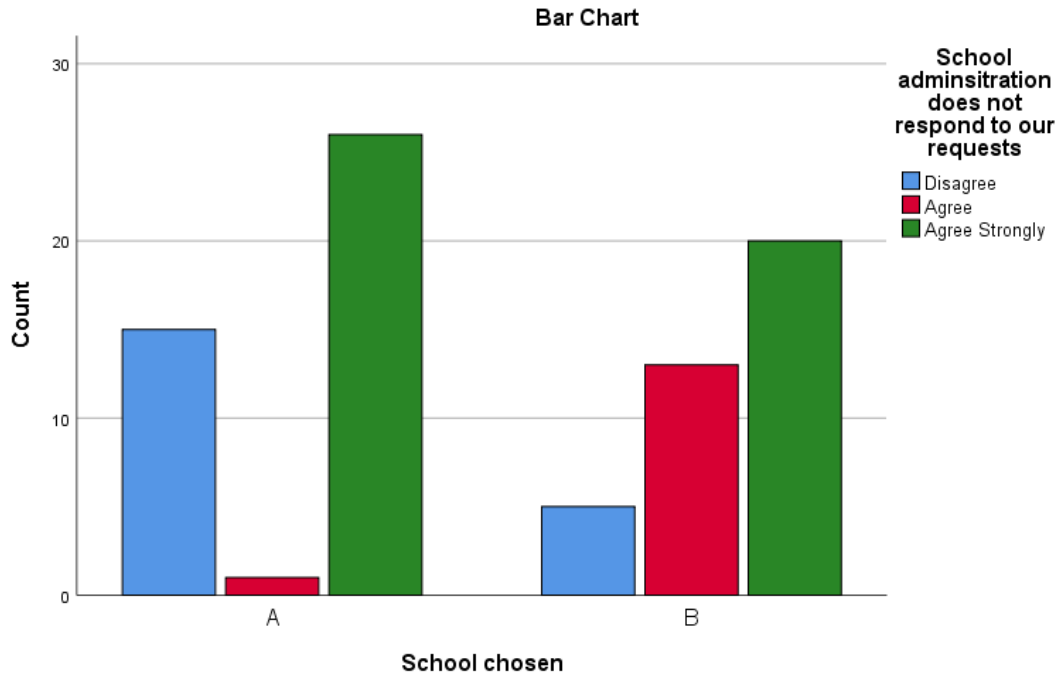


Figure 13. Failure of school administration to respond to needs

The respondents were asked to state whether they agreed on teacher preferential treatment and its role as a cause of teacher-pupil conflict. The responses were indicated in the table below;

Table 8. Teacher preferential treatment

		Teacher treats other pupils differently in class				
		Disagree Strongly	Disagree	Agree	Agree Strongly	Total
School	A	4	0	9	29	42
	B	7	5	3	23	38
Total		11	5	12	52	80

Results from Table 4.7 above shows that from school A, show that 29 (69%) participants strongly agreed that the teacher’s preferential treatment is a cause of teacher-pupil conflict. This was followed by 9 (21%) who agreed while 4 (9%) disagreed strongly. In School B, 23 (60%) agreed strongly, 3 (7%) agreed, 5 (13%) disagreed and 11 (28%) disagreed strongly. The study also shows that in both schools, more participants agreed strongly. This information can also be shown in the figure below;

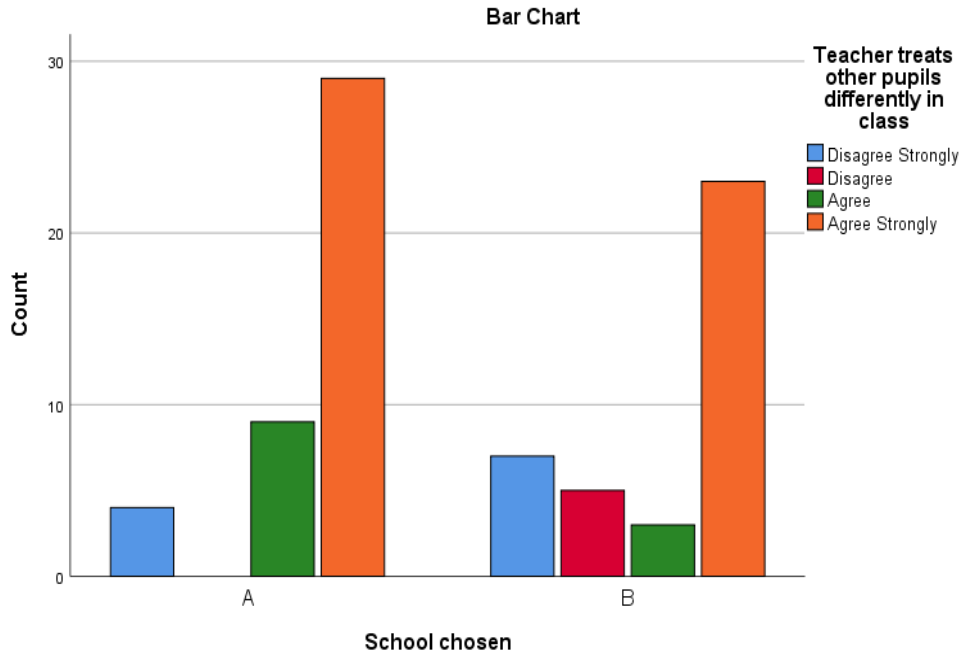


Figure 14. Teacher preferential treatment

Respondents were asked to indicate the extent to which they agreed to the statement that failure by teachers to control pupils with bad behavior was a cause of teacher-pupil conflict. The responses are indicated in the table below;

Table 9. Failure by teachers to control pupils with bad behaviour

		Teacher fails to control pupils with bad behaviour			
		Disagree	Agree	Agree Strongly	Total
School	A	2	5	35	42
	B	1	7	30	38
Total		3	12	65	80

The table above shows that in the two schools, the majority of respondents agreed strongly with the view that teacher failure to manage or control pupils with bad behavior was a cause of teacher-pupil discipline. 35 (83.3%) for school A and 30 (78.9%) for School B indicated that they strongly agreed while 5 (11.9%) and 7 (18.4%) agreed and 2 (4%) and 1 (2%) disagreed from the two schools respectively. The results show that pupils and teachers hold different views to a minor extent regarding the management of pupil behaviors in school and how it is related to the teacher-pupil conflict. In this study, the majority of the respondents strongly agreed to the assertion.

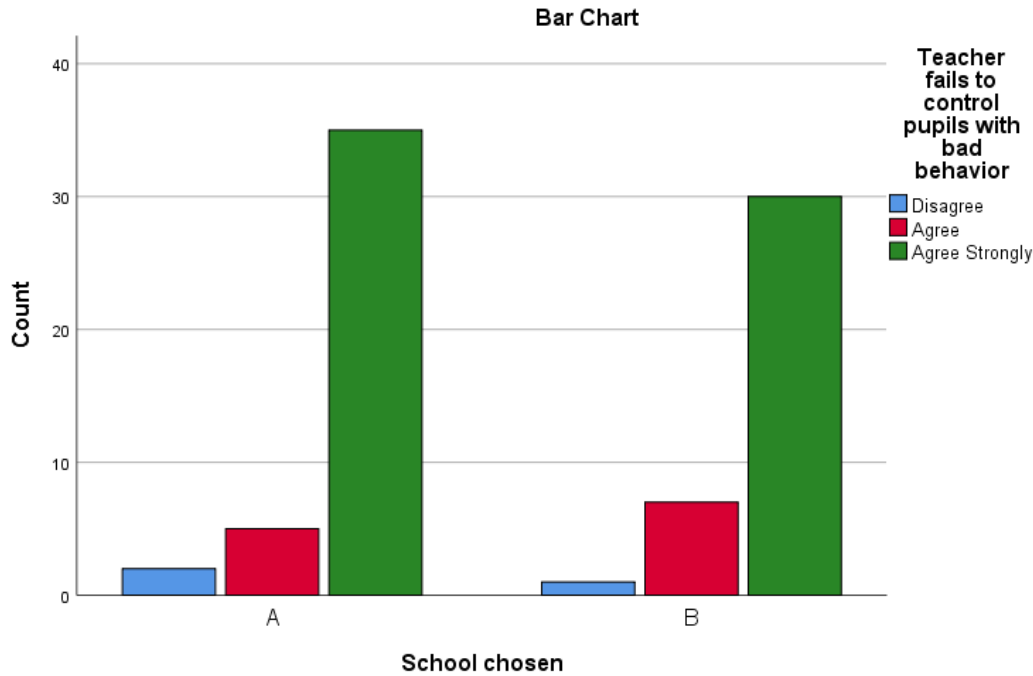


Figure 15. Failure by teachers to control pupils with bad behaviour

Table 10. Nature of teacher-pupil conflict

Statement	S. A N (%)	A. N (%)	S. D. N (%)	D. N (%)
No enough teaching and learning materials in school.	55 (68.8)	18 (22.5)	-	7 (8.8)
School administration does not respond to our requests.	46 (57.5)	14 (17.5)	-	20 (25)
Teacher treats other pupils differently in class	52 (65)	12 (15)	11 (13.8)	5 (6.3)
Teacher fails to control pupils with bad behavior	65 (81.3)	12 (15)	-	3 (3.8)

The above table shows that regarding responses to No teaching and learning materials, the majority, 55 (68.8%), strongly agreed, 18 (22.5%) agreed and 7 (8.8%) disagreed. Regarding school administration not responding to requests made by pupils and teachers, 46 (57.5%) strongly agreed, 14 (17.5%) agreed and 20 (25%) disagreed. Respondents also indicated that teacher preferential treatment of learners was a cause of teacher-pupil conflict. In this vein, 52 (65%) strongly agreed, 12 (15%) agreed, 11 (13.8%) strongly disagreed and 5 (6.3%) disagreed. Respondents also indicated various responses to the view that teacher failure to control the behavior of pupils. The majority of the respondents indicated that they strongly agreed and these were 65 (81.3%) followed by 12 (15%) who agreed and 3 (3.8%) who

disagreed. The figures below show the combined data results of participant responses from the two schools.

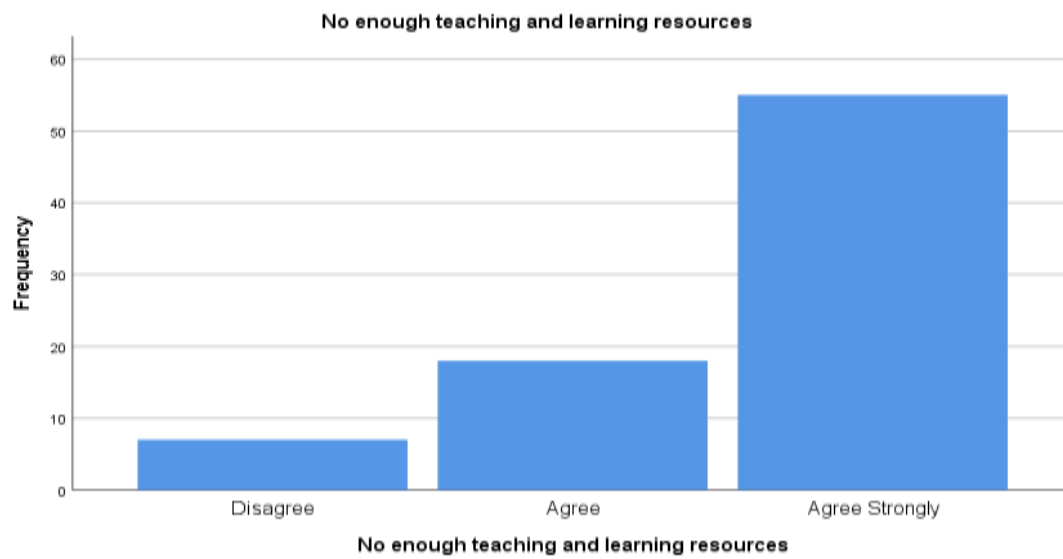


Figure 16. Lack of teaching and learning resources

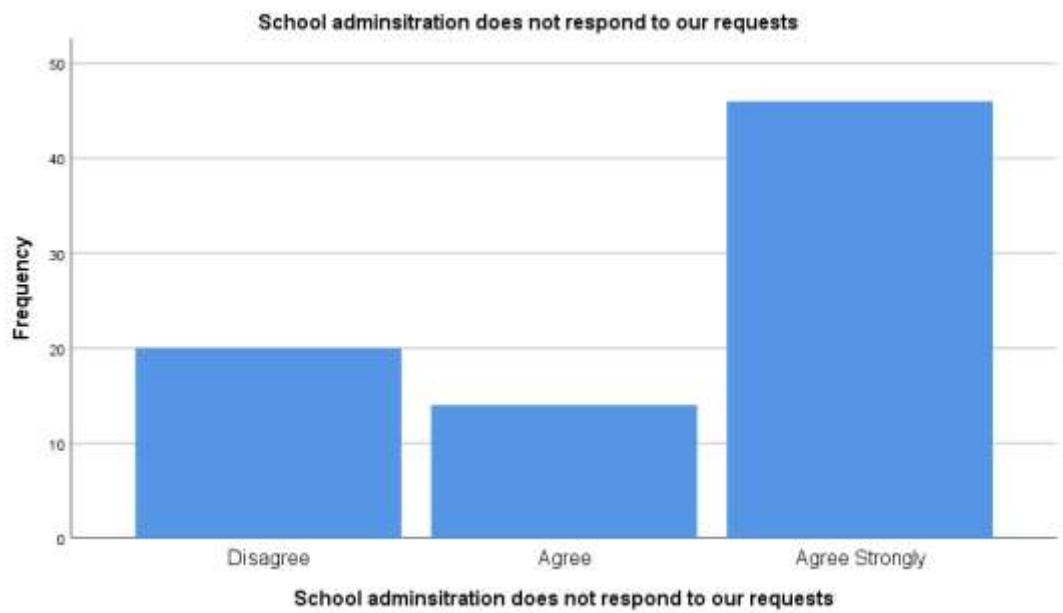


Figure 17. Lack of responses from school administration

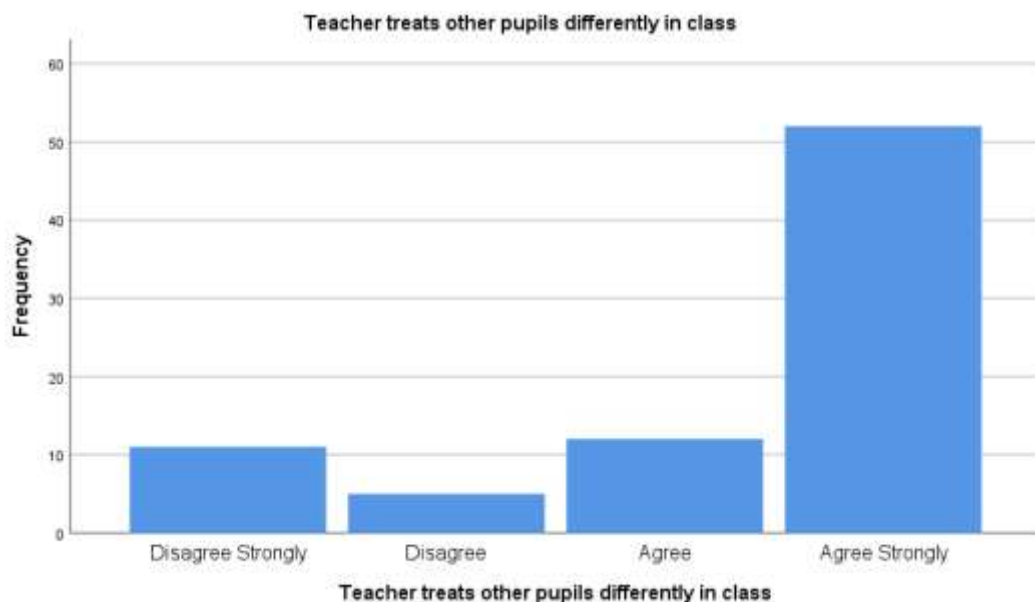


Figure 18. Teacher preferential treatment

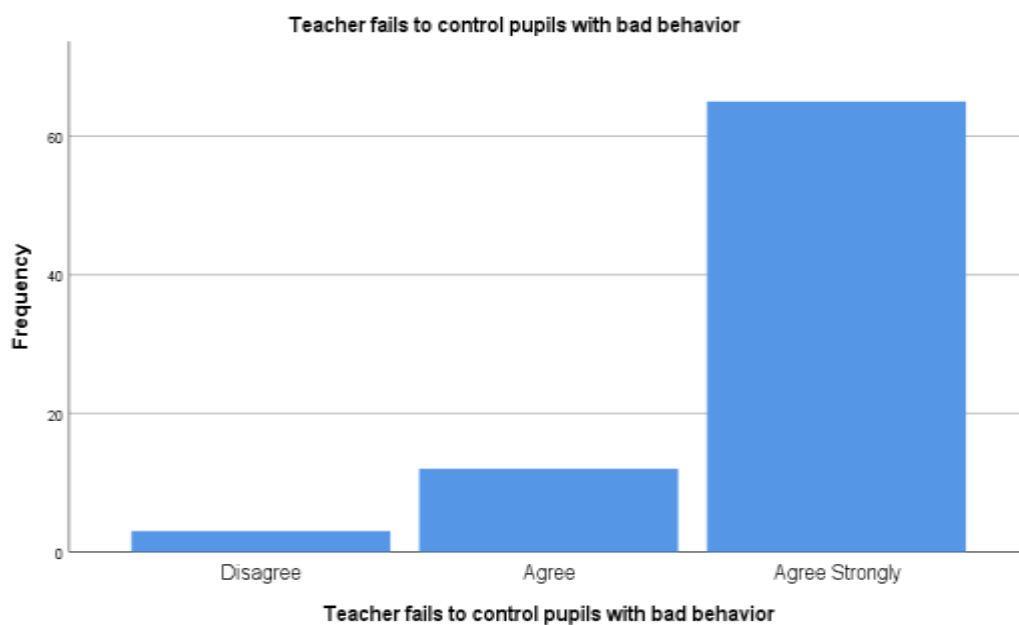


Figure 19. Failure to control pupils with bad behaviour

4.7: Effects of Teacher-Pupil conflict in Schools.

The second objective was to determine the effects of teacher-pupil conflict in the two schools in Mazabuka district. Using the five-point Likert scale; Strongly Agreed, Agree, Neutral, disagree and strongly disagree, respondents were asked to indicate if teacher-pupil conflict had a positive effect on the school environment based on the variables that were given in the

questionnaires. In general, the responses from the two combined schools were presented as follows in the Table below;

Table 11. Positive effects of teacher-pupil conflict

Statement	S. A N (%)	A. N (%)	S. D. N (%)	D. N (%)
Aliveness of people in school	50 (62.5)	25 (31.3)	5 (6.3)	-
Creative thinking	65 (81.3)	12 (15)	3 (3.8)	-
Redefine purpose	63 (78)	8 (10)	9 (11.3)	-
Improved decision making	39 (48.8)	18 (25.5)	23 (28.8)	-
Released build-up emotions	63 (78.8)	17 (21.3)	-	-
Improved relations between teachers and pupils.	25 (31.3)	9 (11.3)	40 (50)	6 (7.5)

As indicated in table 11, respondents had different responses on the effect of the conflict showing aliveness of people in school. 50 (62.5%) strongly agreed, 23 (31.3%) agreed and 5 (6.3%) strongly disagreed. In terms of promoting creative thinking 65 (81.3%) strongly agreed, 12 (15%) agreed and 3 (3.8) strongly disagreed. On redefining purpose, 63 (78%) strongly agreed, 8 (10%) agreed and 9 (11.3%) strongly disagreed. 39 (48.8%) strongly agreed, 18 (25.5%) agreed and 23 (28.8%) strongly disagreed that teacher-pupil conflict had a positive effect on improved decision making among teaching staff and pupils. The results also show that in terms of the release of build-up emotions, 63 (78.8%) strongly agreed and 17 (21.3%) agreed that teacher-pupil conflict had a positive effect. However, majority of the respondents did not support the view that teacher-pupil conflict improved relations between teachers and pupils. In this vein, 25 (31.3%) strongly agreed, 9 (11.3%) agreed, 40 (50%) strongly disagreed and 6 (7.5%).

The figure below shows the representation of the responses given by the respondents using pie-charts;

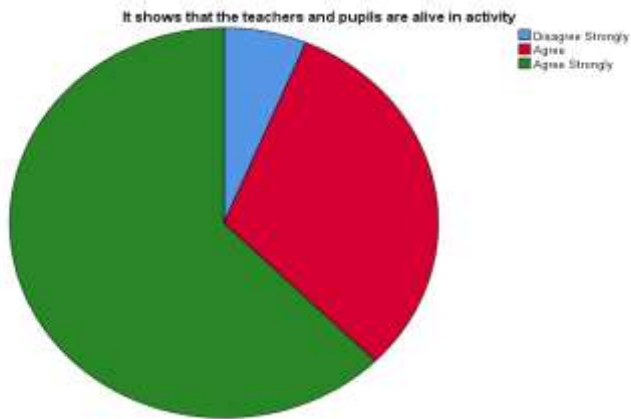


Figure 20. Aliveness of people responses

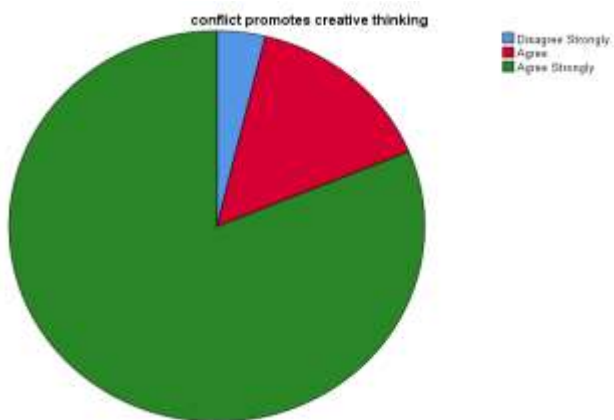


Figure 21. Creative thinking responses

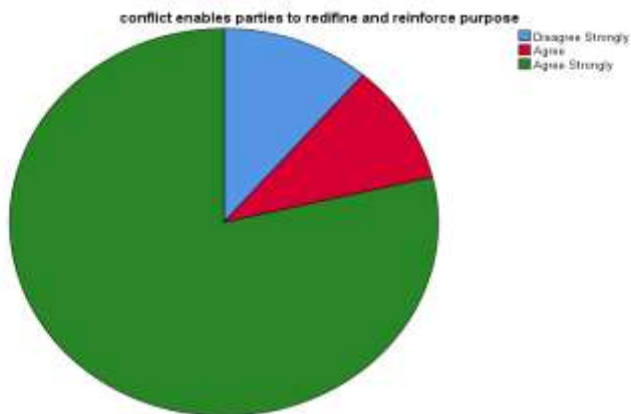


Figure 22. Redefine purpose responses

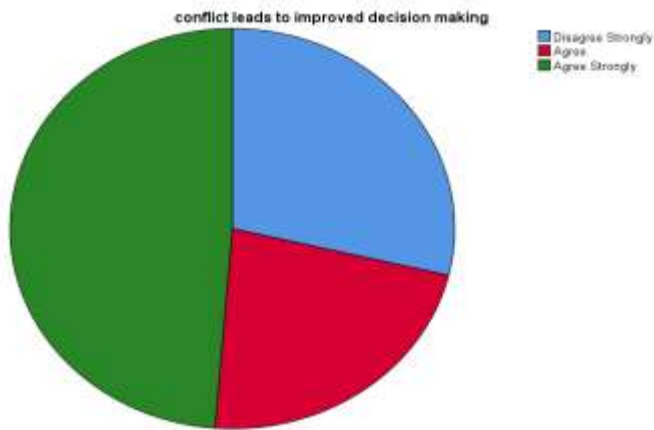


Figure 23. improved decision-making responses

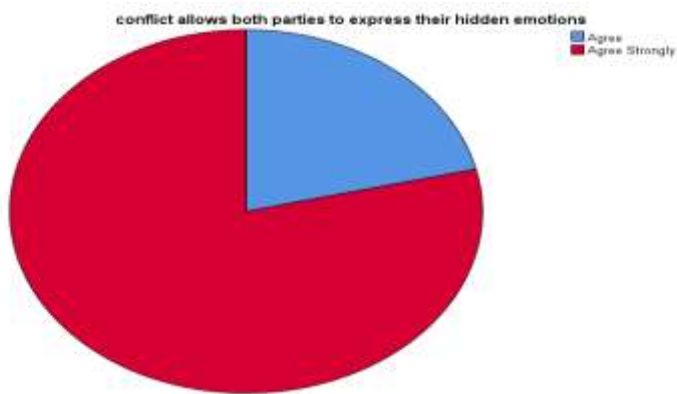


Figure 24. expressing hidden emotions responses

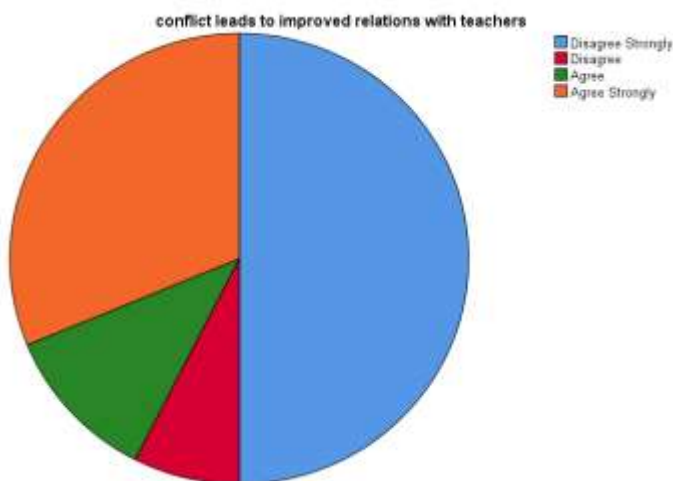


Figure 25. improved relations with teachers

Respondents were asked to indicate if teacher-pupil conflict had any negative effects on the school environment in the context of the learning and teaching aspects. Various responses were given and indicated in the table below;

Table 12. Negative Effects of teacher-pupil conflict

Statement	S. A N (%)	A. N (%)	S. D. N (%)	D. N (%)
I got low test scores	1 (2)	5 (8)	53 (88)	1 (2)
Teacher's commitment to teach reduced	46 (58)	13 (16)	21 (26)	-
The relationship with the teacher weakened	80 (100%)	-	-	-
I saw increased hostility and violent behavior among pupils	33 (41)	44 (55)	2 (3)	1 (1)
Pupil interest to attend lessons reduced	60 (75)	19 (24)	-	1 (1)

In the table above, it is indicated that when asked to indicate if teacher-pupil conflict had a negative effect on the pupil test scores, 53 (88%) pupils strongly disagreed, 1 (2%) disagreed, 5 (8%) agreed and only 1 (2%) strongly agreed. This indicates that the majority of the pupils did not agree that teacher-pupil conflict resulted into having low test scores. When asked to indicate if teacher's commitment to teach reduced as a result of teacher-pupil conflict, 46 (58%) strongly agreed, 13 (16%) agreed and 21 (26%) strongly disagreed. This shows that the majority of the responds believed that teacher-pupil conflict does have an effect on the teacher's commitment levels. Results also show that all the participants believed that teacher-pupil conflict had a negative effect on the relationship between the teacher and the pupils. The results also show that 33 (41%) strongly agreed, 44 (55%) agreed, 2 (3%) disagreed strongly and 1 (1%) disagreed that teacher-pupil conflict results in increased hostility and violent behavior. This shows that the majority of the participants agree that teacher-pupil conflict may lead to student hostility and violent behavior. The study also indicates that 60 (75%) strongly agreed, 19 (24%) agreed and 1 (1%) disagreed that teacher-pupil conflict had a negative impact on the pupil's interest to attend lessons. The results indicate that the pupils and teachers agree that student interest to learn reduces due to teacher-pupil conflict.

From a comparison of school A and B, the results are presented below; these results show the differences in responses between participants from the two different schools. These results show the different ways in which participants understand and see the negative effects of teacher-pupil conflict;

Table 13. I got low test scores crosstabulation

I got low test scores	Total
------------------------------	--------------

		Disagree				
		Strongly	Disagree	Agree	Agree Strongly	
School	A	38	1	3	0	42
	B	35	0	2	1	38
Total		73	1	5	1	80

The table above shows that the majority of the respondents from both schools indicated that they disagreed strongly on getting low scores in their tests as a result of teacher-pupil conflict. The results show that pupils do not think that the confrontational conflict taking place between teachers and themselves does not result into affecting the test scores which they get whenever they are given by their teachers. This means that the pupils will often attribute the test scores to other factors which are not related to the issue of teacher-pupil conflict.

The chart below shows the distribution of responses by respondents regarding the effect of teacher-pupil conflict on the test scores of pupils from school A and B;

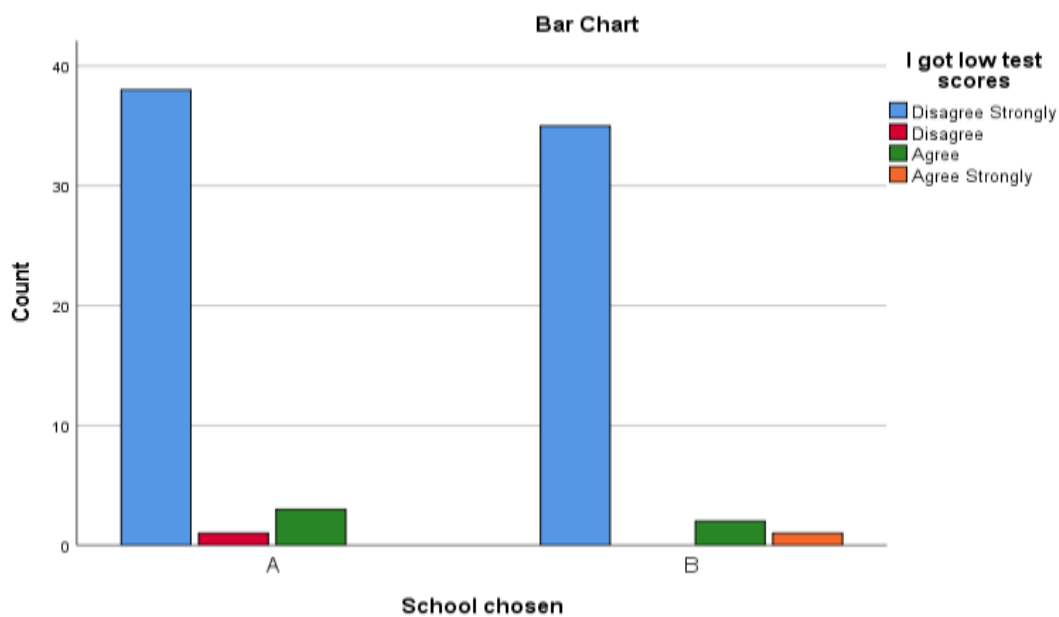


Figure 26. I got low scores crosstabulation

Table 14. Teacher's commitment reduced responses

		Teacher's commitment to teach reduced			
		Disagree			
		Strongly	Agree	Agree Strongly	Total
School	A	6	5	31	42
	B	15	8	15	38
Total		21	13	46	80

The table above shows that there were more participants who agreed strongly to the view that teacher-pupil conflict affected the teacher’s commitment to teach from school A than school B. School B had more respondents who disagreed strongly than those from school A.

The chart below shows the distribution of responses from the two schools;

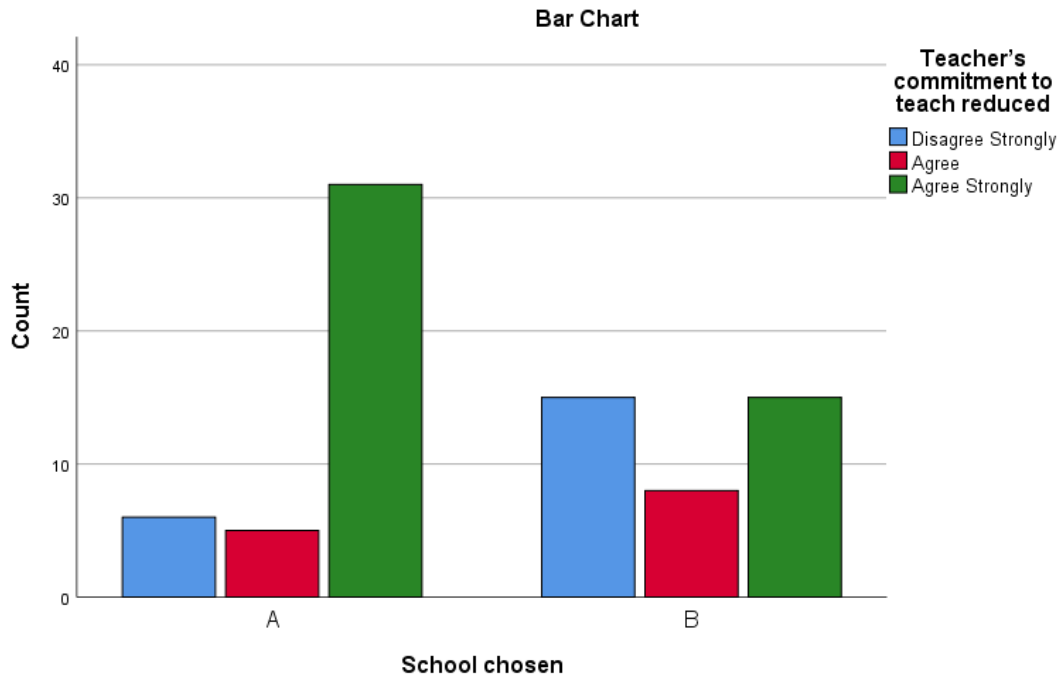


Figure 27. Teacher's commitment reduced responses

Table 15. Relationship with teacher crosstabulation

		The relationship with the teacher weakened		
		Agree Strongly	Total	
School	A	42	42	
	B	38	38	
Total		80	80	

The table above shows that all the respondents from school A and B agreed strongly that teacher-pupil conflict affected the relationship between pupils and teachers.

The chart below shows the distribution of responses from the participants;

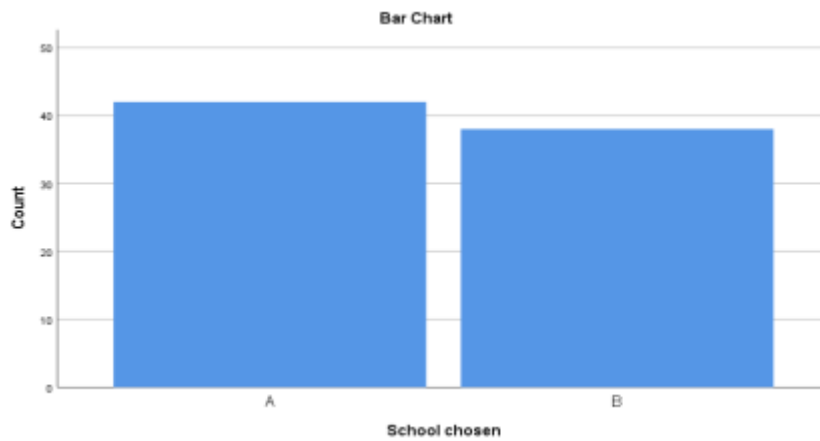


Figure 28. Weak student relationship

Table 16. Increased hostility and violent behaviour

		I saw increased hostility and violent behaviour among pupils				
		Disagree				
		Strongly	Disagree	Agree	Agree Strongly	Total
School	A	1	0	11	30	42
	B	1	1	33	3	38
Total		2	1	44	33	80

The table above shows that there were more respondents from school A who agreed strongly than those from school B that teacher-pupil conflict led to increased hostility and violent behavior among pupils. The chart below shows the distribution of responses;

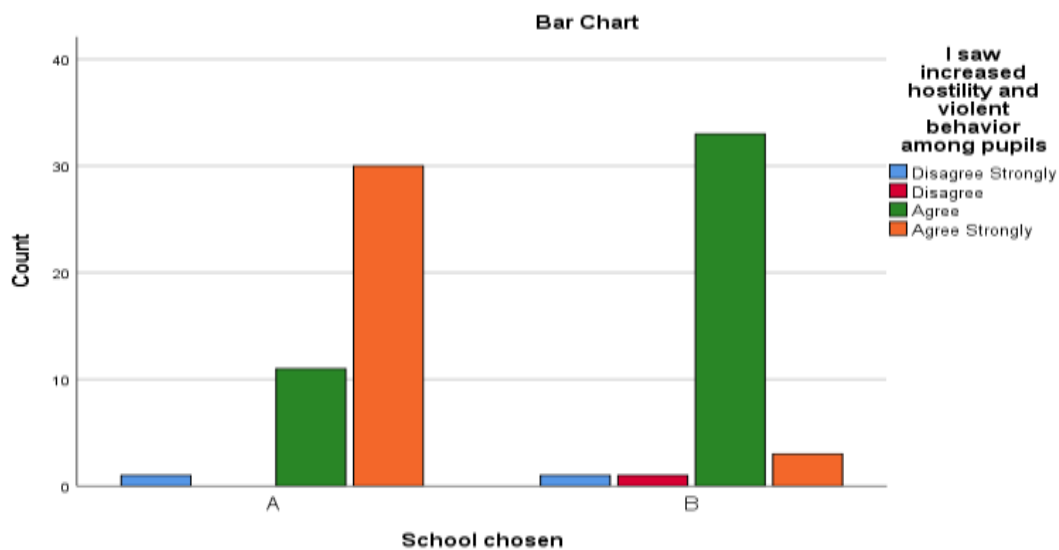


Figure 29. Increased hostility and violent behaviour

Table 17. Reduced interest to attend lessons crosstabulation

		Pupil interest to attend lessons reduced			
		Disagree			Total
		Strongly	Agree	Agree Strongly	
School chosen	A	1	19	22	42
	B	0	0	38	38
Total		1	19	60	80

The table above shows that the majority (52.8%) of respondents from school A agreed strongly that due to teacher pupil conflict, the interest of pupils to attend lessons reduced. However, school B had all (100%) the respondents who agreed strongly. The chart below shows the response distribution;

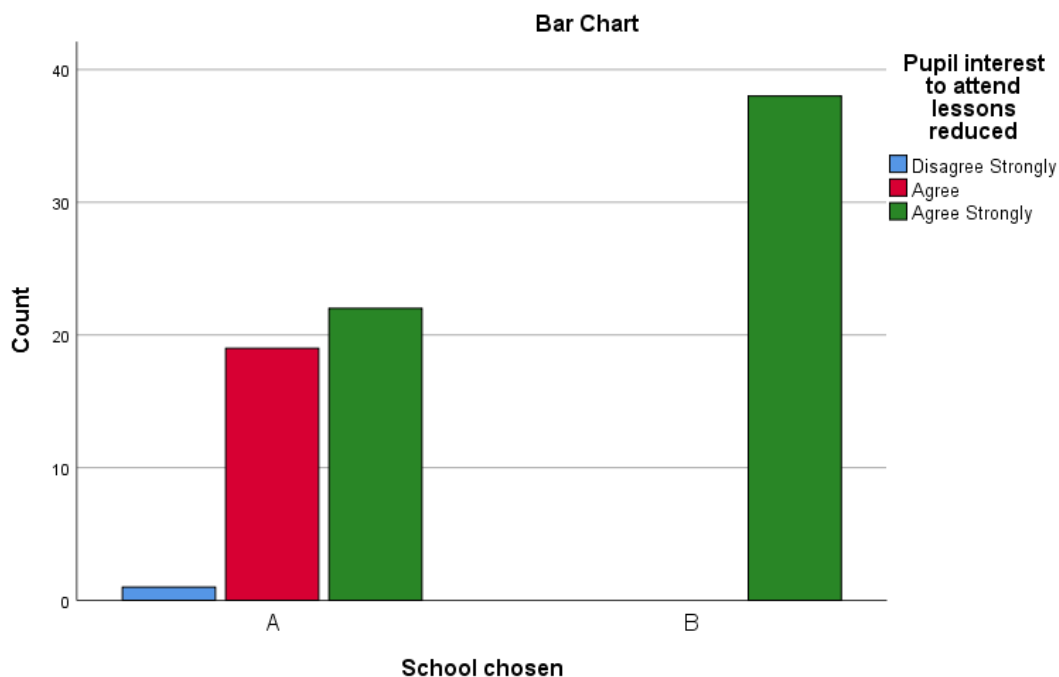


Figure 30. Reduced interest to attend lessons

The third research objective was to determine how the respondents looked at the solutions to teacher-pupil conflict. The responses are presented in the table below;

4.8. Suggested solutions to Teacher-pupil conflict in schools

The third research objective was to establish the solutions to teacher-pupil conflict and the table below shows the distribution of the responses;

Table 18. Suggested solutions to teacher-pupil conflict.

Statement	S. A N (%)	A. N (%)	S. D. N (%)	D. N (%)
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Group Problem solving among pupils	51 (64)	22 (28)	7 (9)	-
Teacher-pupil collaboration	74 (93.5)	-	4 (5)	2 (2.5)
Involvement of parents	39 (48.8)	15 (18.8)	25 (31.3)	1 (1.3)
Teacher dominance	1 (1.3)	1 (1.3)	77 (96.3)	1 (1.3)
Use of compromise	8 (10)	19 (23.8)	47 (58.8)	6 (7.5)
Avoiding the situation	-	8 (10)	54 (67.5)	18 (22.5)
Conflict awareness programs	60 (75)	19 (23.8)	1 (1.2)	-
Working with other Stakeholders	78 (97.5)	-	2 (2.5)	-

In the table above, it is indicated that the majority of respondents, 51 (64%) strongly agreed 22 (28%) agreed, 7 (9%) strongly disagreed that Group Problem solving among pupils. This shows that the majority of participants believed that group problem solving was a solution to teacher-pupil conflict. Respondents also gave responses regarding teacher collaboration with the pupils in resolving pupil-teacher conflict. 74 (93.5%) strongly agreed 4 (5%) strongly disagreed and 2 (2.5%) disagreed. This shows that the majority agreed that teacher collaboration with the pupils is significant towards resolving teacher-pupil conflict. The study also indicates that 39 (48.8%) strongly agreed, 15 (18.8%) agreed, 25 (31.3%) strongly disagreed and 1 (1.3%) disagreed that parental involvement was a solution to teacher-pupil conflict. Respondents also indicated that 1 (1,3%) strongly agreed, 1 (1.3%) agreed, 77 (96.3%) strongly disagreed and 1 (1.3%) disagreed that teacher-dominance was a solution to teacher-pupil conflict. The results indicate that the majority of participants do not believe in teacher dominance as a solution to teacher-pupil conflict. When asked to indicate on compromise, 8 (10%) strongly agreed, 19 (23.8%) agreed, 47 (58.8%) strongly disagreed and 6 (7.5%) disagreed on using compromise to address teacher-pupil conflict.

When asked if they could avoid the situation, 8 (10%) agreed, 54 (67.5%) strongly disagreed and 18 (22.5%) disagreed. The results show that the majority of participants do not favor the need to avoid the situation of teacher-pupil conflict. In terms of conflict awareness programs, 60 (75%) strongly agreed, 19 (23.8%) agreed and 1 (1.2%) strongly disagreed that conflict awareness programs can help to resolve teacher -pupil conflict. The results indicate that the majority believe that conflict awareness programs help to resolve teacher-pupil conflict. In terms of working with stakeholders, 78 (97.5%) strongly agreed and 2 (2.5%) strongly disagreed that working with stakeholders can be a solution to addressing teacher-pupil conflict. The results show that the majority of participants believe that working with stakeholders is a solution to addressing teacher-pupil conflict.

4.9. Summary

The chapter presented the results of the study on exploring the nature and effects of teacher-pupil conflict on the learning environment in selected private schools of Mazabuka district. The results have been presented in line with the three objectives of the study. The results show that the majority of participants agreed to most of the factors believed to be the cause of teacher-pupil conflict, the negative and positive effects of teacher-pupil conflict and gave suggestions to the solutions of teacher-pupil conflict. There is a general indication from the study results that both schools labelled A and B show a level of significance in terms of the extent to which they agree to the phenomenon of teacher-pupil conflict in schools. The next chapter discussed the findings of the study.

CHAPTER FIVE: DISCUSSION

5.1. Overview

This chapter discusses the findings that have been presented in chapter four. The discussion highlights the significant aspects based on the following research objectives;

- i. what is the nature of teacher-pupil conflict?
- ii. what are the effects of teacher-pupil conflict on academic performance?
- iii. what strategies can be used to address teacher-pupil conflict?

5.1.1 Background Information of respondents

The first items of the questionnaire focused on background information from the respondents. This information focused on the gender, position, age, work experience, academic qualifications and grade of pupils. This information is considered significant because the understanding of the nature and effects of teacher-pupil conflict on the learning environment heavily depends on the socio-economic demographics such as gender, academic qualifications and work experience of the respondents as supported by Looker et al. (2023).

The findings show that there is a disparity in response with female teachers compared to male teachers. The findings help us to conclude that female participation in such studies has a huge impact on the outcome of the study. It also shows the willingness of females to be recruited as participants in a study of this nature. In the context of the teaching staff, the study found that there more teaching staff who are female than male. The study also found that the majority of teaching staff are aged 31-34 years and followed by those who are 25 to 30 years old. This shows that in this study, a youthful group of teaching staff were recruited for the study. The study also found that the majority of the teaching staff were married followed by those who were single. This means that the decisions of the married men and women who participated in the study had a greater response rate than the others. The findings of the study also show that the majority of the teaching staff had degree qualifications. This is very important because the level of education of the respondents has a greater influence in determining the extent to which the participants understood the items under discussion. In terms of work experience, the study shows that the majority of the teaching staff had 2 to 3 years of work experience. The number of years still was sufficient to help us conclude the level of understanding of the current phenomenon by the participants (Sava, 2002).

In terms of the demographics of the pupils who participated as respondents in the study, the majority of participants in the study were male. The study also shows that the majority of the respondents were aged between 17 and 18 years. The study also shows that the majority of the pupils were in grade 12.

5.1.2. Knowledge and Existence of Teacher-pupil conflict in schools

The study revealed that all the pupils and teaching staff had heard of teacher-pupil conflict and acknowledged that it did exist in their schools. The respondents were able to express their knowledge of teacher-pupil conflict by writing the definitions of teacher-pupil conflict. These findings are in line with Orejudo et al., (2020) who argued that the majority of teachers and pupils are fully aware of the existence of teacher-pupil conflict and that it is a growing concern in schools. This is very important because the knowledge of the existence of teacher-pupil conflict sets the ground for finding proper ways of addressing the problem.

5.1.3. Nature of Teacher-Pupil conflict in schools.

The study established that teacher-pupil conflict in schools was based on misunderstandings over the distribution of teaching and learning materials, delays of administrators to respond to the needs or demands of pupils and teachers, teacher preferential treatment of learners in a classroom lesson and failure of the teacher to discipline pupils with unruly behavior. In this study, findings show that the majority of participants agree that the unfair or lack of distribution of teaching and learning resources caused teacher-pupil conflict. The study findings show that the non-availability of teaching and learning materials was a basis for teacher-pupil conflict. The findings agree with Reynolds (2023) who found that the lack of teaching and learning materials such as textbooks and other teaching and learning aids, can seriously result into teacher-pupil conflict. The findings from the study underscore the importance of teaching and learning materials in the school context and how the availability of such materials enhances the positivity of the school as a learning environment.

The study also established that the majority of respondents believed that failure by the school administration to respond to their needs was the basis for teacher-pupil conflict in schools. This means that administrative actions such as unnecessary delays in responding to the pressing needs of the pupils can result in teacher-pupil conflict. This is agreement with the findings of Wang et al., (2014) who concluded that unnecessary administrative and structural procedures

in educational institutions may affect the relations that learners have with their teachers as they will end up seeing the school teachers and administrators as uncaring.

The findings from the study also show that the majority of participants indicated that preferential treatment of teachers towards pupils resulted into teacher-pupil conflict. The findings from the study show that unfair treatment or unbalanced treatment of learners by teachers in the classroom can result into teacher-pupil conflict. Krause and Smith (2022) agree to the findings by stating that teacher tendencies such as showing favoritism and unfair treatment of others may cause teacher-pupil conflict which may lead to undesirable consequences. The findings from this study therefore, give us the understanding that preferential treatment of learners by the teacher may signal some misunderstandings between teachers and pupils both inside and outside the classroom. This is because some pupils will begin to sense it or think that they are not loved by their teachers.

The study also established that the majority of respondents indicated that failure of teachers to discipline pupils with unruly behavior justifies teacher-pupil conflict. The respondents were fully aware of the disturbances that pupils with bad behavior can cause in the school environment. The findings are in agreement with the study that was done by Malm and Lofgren (2006) who found that misunderstandings between teachers and pupils were often as a result of pupils exhibiting an uncontrollable behavior in the classroom setting. This shows that pupils with bad behavior may really affect the teacher's ability to relate well with other pupils in classroom. Therefore, bad behavior is a serious hinderance to learning progression and the ability of pupils to interact well with the teaching content which is being provided by the teachers. Therefore, the findings of this study are in line with other studies done by other scholars cited in the literature. This shows that teacher-pupil conflict has really penetrated the Zambian schools as in the case of the schools that were chosen for this study.

5.1.4. Effects of Teacher-Pupil Conflict.

In this study, the effects of teacher-pupil conflict were divided into two, namely, the positive effect and the negative effect.

5.1.4.1. Positive Effect of Teacher-Pupil conflict.

In this study, participants were asked to indicate their responses to the positive effect of teacher-pupil conflict in schools. The study established that the majority of participants indicated that teacher-pupil conflict signaled the aliveness of both teachers and pupils in school. The findings

of the study are in agreement with the findings of Baafi (2020) who concluded that the aliveness of people in organizations and educational settings is felt when people have moments to disagree among themselves due to the different ideas which they have. When pupils and teachers disagree or indicate ideas which are parallel from what the teacher holds, then it is a clear indicator of the aliveness of people on that particular matter. This is a very important aspect to consider when it comes to understanding teacher-pupil conflict in an educational setting.

The study also established that the majority of participants believed that teacher-pupil conflict promoted creative thinking. As supported by Isaacson (2016), teacher-pupil conflict brings about new ways in which teachers and pupils can address outstanding challenges which they are confronted with in their everyday circles of the teaching and learning processes. In this study, participants strongly believed that teacher-pupil conflict often led to creative thinking between learners and teachers. The study also shows that the majority of participants believed that teacher-pupil conflict helped both teachers and pupils to redefine and reinforce purpose in the context of the role of the teacher as a facilitator of the teaching and learning activities. The findings are in agreement with Freire (2020) who established that each time teachers and pupils found themselves in a conflicting position, a new window of teaching and learning purpose is redefined for the purposes of improving the teaching and learning processes in the school environment. The study also established that the majority of respondents indicated that teacher-pupil conflict released build-up emotions both on the teacher and pupil's side. This means that engaging in teacher-pupil conflict enabled the teacher and pupils to fully express their hidden emotions in an effort to resolve an outstanding issue in which the two parties are involved. The findings are also supported by Marengo et al., (2021) who found that teacher-pupil conflict enabled each party to bring out their hidden emotions as a way of coming to terms with what the teacher and the pupils expect to gain from the teaching and learning activities. On the other hand, the study established that the majority of respondents did not believe that teacher-pupil conflict improved relations between teachers and pupils. The findings in this study do not agree with the findings of Krause and Smith (2022). This shows that there is a contrast in studies on how teacher-pupil conflict positively impacted the relations between teachers and pupils.

5.1.4.2. Negative Effects of Teacher-pupil conflict

Respondents were asked to indicate their responses on the extent to which teacher-pupil conflict negatively impacted pupils' test scores, teacher's commitment to teach, relationship

with the teacher, level of hostility and violent behavior among pupils and pupil's interest to attend class lessons. In relation to test scores, the study found that the majority of respondents did not agree that teacher-pupil conflict affected the test scores of the pupil. The findings in this study do not agree to what was found by Reynolds (2023) elsewhere. This is because contrary to studies from the two schools, studies elsewhere show that teacher-pupil conflict strongly affected the pupil's test scores. The study findings show us that pupils were not negatively affected by the conflict which they had with their teachers.

However, the study established that the majority of the respondents indicated that teacher-pupil conflict had a negative impact on a number of factors given in the questionnaire. They indicated that due to teacher-pupil conflict, the teacher's commitment to teach reduced, the relationship between the teacher and pupil weakened, the level of hostility and violent behavior increased among pupils and that pupil interest to attend lessons reduced. The findings of this study are also highlighted in the study that was conducted by Looker et al., (2023) who indicated that teacher commitment, pupil and teacher relation, hostility and violent behavior and learner interest to attend lessons are usually affected by the increased occurrence of teacher and pupil conflict in the school environment.

5.1.5. Suggested solutions to teacher-pupil conflict.

Respondents were asked to indicate their responses on the extent to which they agreed on the suggested solutions to teacher-pupil conflict. The findings from the study show that the majority of respondents agreed that encouraging group problem solving among pupils, teacher-pupil collaboration, involvement of parents, conflict awareness programs and working with stakeholders were solutions towards addressing teacher-pupil conflict. These findings are in agreement with the studies conducted by Burton (2012) and Hofer (2007) who found that participants recruited in the study believed that allowing teachers to work with pupils in addressing teacher-pupil conflict. In these studies, the scholars also found that teachers and pupils found the need to work with stakeholders and undergo some form of educational training on the issues surrounding teacher-pupil conflict. However, the majority of respondents did not agree that teacher dominance, use of compromise and avoidance of the situation were solutions to teacher-pupil conflict. These findings are different from the studies conducted by Siazale (2016) who found that teachers believed that allowing them to use their authoritative position to dominate the conflict resolution process. On the other hand, the findings in this study are in

contrast with those done by Baafi (2020) who argued that pupils strongly supported the use of compromise in order to address teacher-pupil conflict.

5.1.5. Summary

The foregoing chapter has presented the discussion of the findings on exploring the nature and effect of teacher-pupil conflict in selected secondary schools of Mazabuka district. The study has shown that both pupils and teachers were fully aware of the meaning and existence of teacher-pupil conflict. The study has shown that the nature of teacher-pupil is centered on the lack of teaching and learning resources, failure of administrators to respond to pupils and teachers' needs, preferential treatment of teachers towards pupils and failure of teachers to manage pupils' bad behavior. These findings have been widely supported by literature and other studies conducted elsewhere. In agreement with other studies, the study also established that the positive effects of teacher-pupil conflict include promoting aliveness in people, creative thinking, redefine purpose, improved decision making and released build-up emotions. The study also established that, respondents agreed that teacher-pupil conflict had a negative effect in the context of reduced teacher commitment, weakened teacher and pupil relationship, increased hostility and violent behavior among pupils and reduced interest from pupils to attend lessons. These findings are in agreement with other studies elsewhere as discussed in the discussion chapter. The study established that the majority of respondents agreed that group problem solving, teacher-pupil collaboration, involvement of parents, promotion of conflict awareness programs and working with stakeholders were solutions to addressing teacher-pupil conflict.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

The preceding chapter discusses the findings of the study on exploring the nature and effects of teacher-pupil conflict in selected secondary schools of Mazabuka District. This chapter presents the conclusion and recommendations of the study based on the findings. The conclusion is made in line with the research objectives and the theoretical framework which was presented in chapter one. The recommendations are given into two, as general as well as for future research. This is in line with the gaps identified in the research.

6.2. Conclusion

The first objective of the research study focused on the nature of teacher and pupil conflict from the two schools that were selected for the study. The majority of the teachers and pupils agreed strongly that the lack of teaching and learning materials in school, failure of school administration to respond to pupils and teachers' requests, preferential treatment of pupils by teachers and failure of teachers to control pupils with bad behavior, characterized the nature of teacher-pupil conflict in the two schools.

The second objective focused on the effects of teacher-pupil conflict from the positive and negative point of view. The positive aspect showed that the majority of participants agreed that teacher-pupil conflict promoted aliveness of people in school, creative thinking, ability of pupils and teachers to redefine purpose, improved decision making and released build-up emotions. All these were seen to be positive outcomes of teacher-pupil conflict. In terms of the negative effect of teacher-pupil conflict, the study established that the majority of respondents believed that teacher-pupil conflict had an effect on the ability of teachers to fully commit themselves to teaching, weakened teacher and pupil relationship, increased hostility and violent behavior among pupils and reduced interest to attend lessons among pupils.

In terms of the third research objective, the study revealed that the majority of the respondents agreed that group Problem solving among pupils, Teacher-pupil collaboration, Involvement of parents, conflict awareness programs and working with other Stakeholders were solutions to addressing teacher-pupil conflict. These findings suggest that teachers and pupils believe that teacher and pupil conflict can be resolved without any challenges.

6.3. Recommendations

Based on the findings established in the study, the following recommendations are made by the researcher;

- i. It is recommended that teachers and pupils should be sensitized about the nature of teacher-pupil conflict in schools including its potential negative and positive effects on the school environment and academic performance of pupils.
- ii. In order to address the negative effects of teacher-pupil conflict, the government through the Ministry of Education should encourage all schools to use dialogue between pupils and teachers as way of putting an end to such conflict.
- iii. Collaboration should be emphasized (through a series of workshops conducted by schools) among teachers and pupils as a better strategy towards addressing teacher-pupil conflict.

6.3.1. Recommendations for policy

- i. The Ministry of Education should work together with various stakeholders by formulating and implementing public policies aimed at guiding schools on how to address the negative effects of teacher-pupil conflict in schools.
- ii. Schools should design localized policies on how to deal with teacher-pupil conflict.

6.3.2. Recommendations for Practice

- iii. Headteachers should provide professional leadership on how best to tackle issues of teacher pupil conflict.
- iv. Schools should revisit their school rules and regulations to ensure that pupils that intend to show violent behavior do not do so.
- v. There is need for teacher in-service courses on adolescent class management.
- vi. Schools to design Course and workshop content which must include human rights and conflict management.
- vii. Schools should provide more guidance and counselling services to pupils.

6.4. Recommendations for future research.

The researcher recommends that future research should be undertaken from a qualitative point of view, to assess the impact of teacher-pupil conflict in schools as a phenomenology study focusing on more than one school.

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APPENDICES

APPENDIX (i): Project Budget

	ITEM	QUANTITY	COST PER UNIT (ZMK)	TOTAL (ZMK)
A	STATIONERY			
	Ream of paper	02	85.00	170.00
	Pens	10	2	20
	Envelops	05	3	15
	USB flash disk	01	75	75
	Staples	01	50	50
	SUBTOTAL			330
B	TRANSPORT			
	To and from Mazabuka	4	170	340
	Food	20	30	600
	SUBTOTAL			940
C	DATA:			
	Data Collection		1500	1,500
	Printing		1000	1,500
	Data Analysis		2000	2,000
	SUBTOTAL			5,000
	GRAND TOTAL			6, 270

Appendix (ii): Work Plan

Activity	2023								
	April	May	June	July	August	September	October	November	December
Supervisor allocation									
Preparation and writing of research proposal									
Data collection									
Data Analysis and report writing									
Report submission and presentation									

Appendix (iii): Interview guide

INTERVIEW GUIDE FOR TEACHERS

INTRODUCTION

My name is Mwamba Kenneth, a Masters student at the University of Zambia in collaboration with the Zimbabwe Open University, pursuing a Master of Science in Peace, Leadership and Conflict Resolution. As an academic requirement, I am carrying out a research entitled, “**A comparative inquiry into the nature and effects of teacher-pupil conflicts.**” Therefore, I am kindly asking for your unconditional support in answering the questionnaire. The survey should only take about 5 to 10 minutes of your time and you are assured total confidentiality. No one will know who said this or that as all names will be kept anonymous. Your sincere cooperation will be highly appreciated.

SECTION A: BACKGROUND INFORMATION

1. What is your age range?
 - A. 24-30
 - B. 31-35
 - C. 36-40
 - D. 41-44
 - E. 45 and above
2. What is your marital status?
 - A. Single
 - B. Married
 - C. Divorced
 - D. Widowed
3. What is your highest educational qualification?
 - A. Diploma

- B. Degree []
- C. Masters' Degree []

SECTION B: UNDERSTANDING OF CONFLICT

4) Would you agree that there is teacher-pupil conflict in your school? Please **tick** where possible.

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree

5) List some of the causes of conflict in schools? From the list given, please select the possible causes of teacher-pupil conflict in your school.

- A. Indiscipline []
- B. Scarcity of teaching and learning resources []
- C. Inter-Personal conflicts []

SECTION C: EFFECTS OF TEACHER-PUPIL CONFLICT

6) Would you agree that Teacher-pupil conflicts affects the pupil's general academic performance.

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

7) Which areas of pupil academic performance below are affected by teacher-pupil conflict?

- A. Examination results []
- B. Lesson Attendance []
- C. Learning concentration []

8) Which strategies below would be best to use in resolving pupil-teacher conflict in your school? Please pick all the possible solutions.

- A. Accommodating []
- B. Avoidance []

- C. Competing []
- D. Collaborating []
- E. Compromising []

THANK YOU FOR YOUR COOPERATION AND YOUR TIME...!!!

HAVE A BLESSED DAY.

Appendix (iv): Questionnaire

QUESTIONNAIRE FOR THE PUPILS

INTRODUCTION

My name is Mwamba Kenneth, a Masters student at the University of Zambia in collaboration with the Zimbabwe Open University, pursuing a Master of Science in Peace, Leadership and Conflict Resolution. As an academic requirement, I am carrying out a research entitled, “**A comparative inquiry into the nature and effects of teacher-pupil conflicts.**” Therefore, I am kindly asking for your unconditional support in answering the questionnaire. The survey should only take about 5 to 10 minutes of your time and you are assured total confidentiality. No one will know who said this or that as all names will be kept anonymous. Your sincere cooperation will be highly appreciated.

INSTRUCTIONS

1. Do not indicate your names on this paper
2. Put a cross (X) to show your answer on multiple choice questions
3. Fill in the blank spaces where possible

SECTION A: BACKGROUND INFORMATION

1) Gender of the respondent:

A. Male

B. Female

2) Age of the respondent:

A. 15-19

B. 20-24

C. 25-29

D. 30-34

E. 35 and above

3) Grade level of the respondent:

- A. Grade Ten []
- B. Grade Eleven []

- C. Grade Twelve []

SECTION B: UNDERSTANDING OF CONFLICT

- 4) Have you ever heard of the term conflict?
 - A. Yes []
 - B. No []
- 4) Would you agree that there is teacher-pupil conflict in your school?

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree

- 5) Do you think there is an existing conflict between teachers and pupils?
 - A. Yes []
 - B. No []
- 6) List some of the causes of conflict in schools? From the list given, please select the possible causes of teacher-pupil conflict in your school.
 - A. Indiscipline []
 - B. Scarcity of teaching and learning resources []
 - C. Inter-Personal conflicts []

SECTION C: EFFECTS OF TEACHER-PUPIL CONFLICT

- 7) Would you agree that teacher-pupil conflict has an effect on your academic performance in school?

Strongly agree	Agree	Neutral	Strongly disagree	Disagree

- 8) Which areas of pupil academic performance below are affected by teacher-pupil conflict?

- D. Examination results
 - E. Lesson Attendance
 - F. Learning concentration
- 9) Which strategies below would be best to use in resolving pupil-teacher conflict in your school? Please pick all the possible solutions.
- F. Accommodating
 - G. Avoidance
 - H. Competing
 - I. Collaborating
 - J. Compromising

THANK YOU FOR YOUR COOPERATION AND YOUR TIME...!!!

HAVE A BLESSED DAY.

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
29 NOV 2023
REGISTRATION AND LICENSING OFFICER
P.O. BOX 21000, LUSAKA
TEL: 260 211 290 258

1072
ESC-ODL



Research form

*No objection
please attend to him.*

THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES
HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

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E-mail: drgs@unza.zm
P O Box 32379
Lusaka, Zambia

RESEARCH FORM FOR DATA COLLECTION

(This template is for research interventions that use questionnaires, in-depth interviews or focus group discussions)

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

**RE: REQUEST FOR RESEARCH DATA COLLECTION FROM YOUR INSTITUTION BY
KENNETH MWAMBA OF STUDENT NUMBER 721000130**

Reference is made to the subject captioned above.

We are humbly requesting your able institution to assist our student Kenneth Mwamba of student number 721000130 to collect research data from your institution for his research dissertation as an academic requirement.

Kindly assist him.

Thanking you in anticipation.

E. Simuyaba

Dr. Eunifridah Simuyaba
RESEARCH SUPERVISOR



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258/253 952 | E-mail: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376

HSSREC IRB No. 00006464

REF NO. HSSREC-2023-DEC-007

12th January, 2024

Mr. Kenneth Mwamba
The University of Zambia

P.O. Box 32379



LUSAKA

Dear Mr. Mwamba

RE: “A COMPARATIVE INQUIRY INTO THE NATURE AND EFFECTS OF TEACHER – PUPIL CONFLICTS IN SELECTED SECONDARY SCHOOLS IN MAZABUKA DISTRICTS.”

Reference is made to your submission of the protocol captioned above.

The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2023-DEC-007
Approval and Expiry Date	Approval Date: 12 th January, 2024	Expiry Date: 11 th January, 2025
Protocol Version and Date	Version - Nil.	11 th January, 2025
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	- Questionnaire - Interview Guide	
Number of Participants Approved for Study		

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.

- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled “late submissions” and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or

have any direct or indirect contact with the research participants or animals for the study.

- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.
- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa

DR. J. I. Ziwa

CHAIRPERSON

THE UNIVERSITY OF ZAMBIA HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies

Assistant Registrar (Research), Directorate of Research and Graduate Studies