TEACHER-PUPIL CONFLICT IN SECONDARY SCHOOLS: EXPLANATORY TEACHERS' NEEDS ANALYSIS IN ZIMBABWE

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ABSTRACT

This study was motivated by the existence of reported teacher-pupil conflict in schools. Its purpose was to enhance teaching and learning interactive relation by exploring management strategies which reduce teacher-pupil conflicts. The study was guided by a qualitative research philosophy which used mixed data collection methods to capture social variables. The study design was a prescriptive seriation of three methods. First was a document analysis of school policies, rules and regulations to capture standards. This was followed by a survey to determine the problem distribution, contributing factors and possible management strategies. A self-reporting questionnaire gathered data from a stratified sample of 33 School Heads, 57 Deputy Heads, 241 Class Teachers and 274 School Prefects and 65 parents from 47 primary schools and 31secondary schools in Zimbabwe. Case studies of reported incidences were dominated by document analysis of reports and interviews for in-depth understanding. The study revealed that, Manicaland province had the highest number of teacher-pupil conflicts at secondary school level. The majority of them involved male teachers and male learners. Social factors such as Teachers' failure to respect learners, verbal abuse and suspected favouritism practices were attached to teacher-pupil improper association. Cases linked to teachers' poor lesson delivery included learner harassment, administering of corporal punishment and learner emotional abuse through unjustified punishments. The study deduced that young teachers have limited guidance and counselling skills ideal for adolescents. The study established the following strategic needs for the management of conflict between secondary school learners and teachers: first there is need for teacher in-service courses on adolescent class management. Course and workshop content to include human rights and conflict management. Learner participation in school governance need enhancement. Schools can improve teacher-learner communication skills and the use of collaborative decisions.

Key Words: School management, Conflict, Staff development, Teacher.

1. INTRODUCTION
1.1 Background
Although Zimbabwe is known for successes in secondary education, it is not spared from cases of Teacher- Pupil conflict which are on the increasing trend world over. In this paper, conflict refers to situation in which one or more parties experience emotional frustration and interaction struggles as a result of incompatible interests. In fact, conflict is the product of disputes between the good and evil nature of human beings. So it is inherent. As such Silva and Do (2013) in Valentine and Laurenco (2020: p 3) regards conflict episodes as part of the everyday life of any school.

Fang (2012) classified conflicts as one of the factors affecting teacher-pupil learning relationships. From the traditional existentialism philosophy point, the existence of a repulsive relationship

between people is normal. As such conflict between teachers and learners is a given ingredient of school life itself. As such, the relation between teachers and learners is one of dominance and obedience. Teachers devote their time controlling students and students conspire counter ideas to deal with teachers. One can explain that situation by Newton's Third law of motion which suggests that, for every action, there is an equal and opposite reaction. These views justify the presence of teacher-pupil conflicts in schools.

According to Burber (1965) teacher-pupils conflict is the unique social, emotional or physical antagonistic relationship marked by a broken communication. On the other hand, desired teacher-pupil relationship is a dialogue relationship marked with mutual respect rather than dominance and fear. In fact, the three purposes of education which bring teachers and pupils in a school are: first, instilling ideologies in pupils. Second is developing adaptive strategies for future life challenges. Last but equally important is increasing students' problem solving abilities. Such purposes simultaneously focus on the cognitive, emotional and psychomotor domains of the learner. Consequently, Lu (2012) called for the treatment of learners as human beings. To that end such a relationship must be marked by trust, caring and respect for each other.

The view that, human existence is self-existence is idealistic not reality. Hojbotta etal (2014) claims that, most frequent school conflict occurs among learners themselves or between the learner and the teacher. As such most of the School heads are now forced to abandon their usual business and focus more on the needs of the conflict instead of doing justice to their core business of the day. Saiden (2017), also made similar observations when he established that teachers and school heads are not aware of the factors leading to Teacher – Pupil conflict hence solutions offered to these problems are short lived. Sustainable solutions to school conflict require an understanding of theories explaining conflict as deviant behavior.

Several theories explain and justify the reality of teacher-pupil conflict relationship in schools. According to Breuer and Elson (2018) frustration-aggression theory explains teacher-pupils conflict. The hypothesis was formulated by Dollard, Doob, Miller , Mowrer and Sear in 1939. The frustration-aggression theory proposes that, an aggressive behavior considered as conflict, is a reflection of some experienced internal or external frustration. For example, a learner who feels excluded from a lesson (internal frustration stimulus) can shout to disrupt the lesson (external conflict indicator stimulus). The shouting can be a means of drawing attention from the teacher (for solution) or other students (for sympathy). Lin (2017) in Peng and Tang (2021) explains conflict theory by saying, "An individual encounters a frustrating situation when they are confronted by internal or external obstacle preventing them from completing a specific activity." Accordingly, the frustration- aggressive theorists see conflict among people as a result of being deprived of resources in life and other opportunities assumed to be valuable in one's life.

The deprivation part is relevant to the school situation in a number of ways. At a school, Teachers have authority to control pupils. Pupils may view implementation of teacher authority as violation of their freedoms, hence a potential source of conflict. Some Pupils especially those who do not want to attend lessons may feel deprived of their play when they are forced to attend lessons. The deprivation theory postulates that aggression is as a result of blocking or frustrating a person's efforts to attain certain goals. As a general principal then, Teacher- Pupil conflict can be a result of learners who are forced by their teachers to do certain things against their will.

One of the purposes of a school is to groom society's conformists. The purpose of rules and regulations is to guide both teachers and learners towards predefined goals which are examined and certified by a centralized examination system. Any behavior out of the track is classified as deviant. To that end, teacher- pupil conflict in schools can also be easily explained by the deviances theory which was propounded by Merton and Sellin (1938). Deviant behavior by its nature does not only focus on people who break rules but it also covers a wide spectrum such as behavior that is against the norms of the society. According to Clinerd and Meire (2015), deviants' acts are not just rule-breaking they also include behaviors that are against societal and communal norms. A school is an academic community with own rules. Breaking them is classified as deviant behavior which may trigger social disapproval. At a school therefore, deviant behavior can leads to social isolation resulting in guilt and shame. In this case, isolation is an external frustration stimulus, while the feeling of guilt and shame make up the internal frustration. How the child reacts to these frustrations constitutes aggression considered as a source of teacher-pupil conflict.

Coiban , Lazer, Bacter and Hatos (2021: p2) classifies deviants as the marginalized ones who straggle to lose their power and to hold on to their own values through isolation surveillance and discipline. Thus teachers by their nature feel that they have the responsibility, to punish or discipline severely those pupils become deviant. Thus the process of disciplining may call the teacher to use corporal punishment which has a tendency of triggering aggressive behavior as a pupil's defense mechanism.

The Teacher- Pupils Conflict being experienced in some schools is impacting negatively on the teaching and learning processes. Thapo (2015: p73) confirms that such situations disturb the climate of the school and ultimately the performance of the teacher and that the teaching and learning process. However, hostility between learners and teachers may be reduced by equipping school heads and teachers with relevant skills in managing Teacher- Pupil conflict. Actually Teacher -Pupil conflict nominally triggers unwanted behavior such as physical fighting or verbal abuse of each other.

Teacher- Pupil conflict in schools by its nature affirms lack cooperation among the disputants resulting in poor quality of teaching and learning at any given situation. Similarly Ozogan (2020) in Valentine and Lourenco (2017:p108) observed that without cooperation individual members in a classroom cannot function. Effective learning is considered to be an active interactive process between the Teacher and the Pupil hence it requires maximum cooperation. Thapo (2015:p73) affirms that conflict situations in schools disturbs the climate of learning and the performance of teachers is negatively affected. Accordingly if Teacher-Pupil conflict is not managed it can result in violent behavior involving the use of physical force as the involved disputants react to the situations. Shoko (2012) in Dondo and Muzenje (2019: p56) states, "It has been noted that violence in lower grades may be shown by a way of beating , kicking and name calling. In upper classes conflict can be exhibited as violent behavior such as intimidating and physical fighting.

Fishbaough et al (2003) in Nicostsa and Shumba (2013: p6) concluded that " Both teachers and learners appear justified in fearing their own safety with the consequence that learning process is stymied by the need to deal with unruly behavior and to prevent serious episodes of aggression and violence." According to Human Rights Commission (2006) in Nicosta and Shumba (2013: p6) violence in schools is affecting the learning and teaching environment hence it is now a national issue in most countries. In the final analysis school heads are forced to spend their time dealing

Teacher - Pupil conflict which is sometimes associated with violence instead of monitoring teaching and learning processes in their schools.

Galand etal (2000) observes that, "the kind of events that teachers designate as school violence could have a strong negative impact on teachers and consequently, on the quality of teaching." Teacher-Pupil conflict affects the teaching ability of the teacher, the performance of the learner and the school head's time of attending to the core business of day of supervising teaching and learning is greatly affected. This study then, can contribute suggestions based on empirical evidence to reduce the waste of time on teacher-pupil conflict management.

Teachers' dual roles in school systems include the inculcation of societal values and at the same time protect theirs' and pupils' rights as individuals. However for teachers to perform their roles and responsibilities efficiently and accordingly, they are sometimes called upon by circumstances to institute disciplinary measures to learners who become injurious to the school society. Masitsa (2008: p240) acknowledges that "Children in schools now engage in criminal activities that are injurious to teachers, other learners and hamper learning activities." Thus teachers are called upon to design and administer proper disciplinary measures in an attempt to curb this unwanted behavior. It is against this background that some of the teachers are caught on the wrong side by administering corporal punishment although it has been banned.

The banning of corporal punishment in schools is indeed according to the Zimbabwe Constitution No 3 of 2013. Corporal punishment by its nature calls for the use of physical force whose reiteration by the victim calls for the use of an equal force as a defense mechanism. A study carried out by Nconstsa and Shumba (2013) established that indiscipline, intolerance and corporal punishment are prevalent in schools. Accordingly Morris and Gibsin (2011: 818) uphold that, "…children subjected to corporal punishment may engage in more aggression and delinquent behaviour." On the same leaf Vygotsky (1978) concludes that corporal punishment legalizes violence among children. Thus corporal punishment by its nature is associated with aggressive behavior hence Teacher -Pupil conflict in some schools can be attributed to it. This study explores the extent to which corporal punishment can be attributed to teacher-pupil conflict in Zimbabwe's schools.

It is not very clear whether limited communication between teachers and their pupils is a sign of seething internal conflict or the course of the conflict itself. Restrained communication can trigger Teacher-Pupil conflict which can degenerate into a physical or verbal violence if it is not managed well. Robbins in Hener (2010: p134) holds the view that most of the teacher-pupil conflicts are due to communication problems. Here, conflict is dependent on communication. Thou (2017) also observed that most of the conflicts in organizations are as a result of communication problems. Ruben (1978: p207) declares that "probably the most pervasive view of the relationship between communication and conflict is that conflicts is in fact the direct result of the faulty communication, a misunderstanding or a disagreement." From this end, it can be safely concluded that Teacher-Pupil conflict could be managed by promoting effective teacher-pupil communication channels. The use of prefects and class monitors in all matters becomes critical.

Teacher- Pupil conflict may arise over the most perceived values of coming to school. A study carried by Cothran (1997), established that some learners do not come to school to learn but for

something else. Unfortunately, teachers who are in charge of the classes may not know what that else is. Unknowingly, they may frustrate such students by blocking their means, there by frustrating the students and initiating conflict. Allen (1986) also concluded that some of the secondary school learners value school opportunities as a means of socializing with their friends and to just have funny without putting more value to the most important assumed aspect of the school. Equally important, teachers place more emphasis on educational aspect of the school as compared to its social aspect. Mapolisa and Tsabalala (2012) in Saiden (2017: p73) alleges that, "As people are organized to seek a common goal the probability of conflict increases." As a result, there are high chances of teacher-pupil conflicts arising from pupils who do not prioritize learning goals.

There are several strategies that can be adopted to manage Teacher- Pupil conflict. Ciuladiene and Kairiene (2017) proposed collaboration, accommodation, competition, avoidance and compromise as strategies to manage teacher-pupil conflict. In this case, Teachers can use any of the approaches to manage their conflict with learners. Unfortunately, determining the appropriate strategy depends on the teacher's level of maturity, experience and circumstance. Rahim (1986) categorized conflict management strategies into two dimension namely; concern for self and concern for others. In this case whatever the approach one teacher decides to employ will reflects whether he/she has others at heart of does not sympathize with the conflicting partner.

Of course, the conflict takes place in a social environment hence school rules and protocols dictate the resolution strategy. On the same note, Wilnot and Hocker (1998) pointed at the need to understand the concept of activity and passivity, cooperativeness and assertiveness when applying these conflict management strategies. Passivity is ignoring. It may be appropriate when there is low probability of the problem arising. As such, time is the healing factor for the aggrieved part. Cooperativeness strikes a balance. It is the win-win solution for the conflict. Gross and Guerrera (2000) suggested the relative need of appropriateness and effectiveness of each strategy adopted as a strong factor.

Since teacher-pupil conflict is a human social characteristic, it is important to examine the teacher first. Accordingly teacher-pupil conflict is associated with teachers who are completely demotivated to do their work professionally. The demotivation is reflected as conflict by teacher aggression and poor lesson delivery. Enaigben, and Igbinoghene (2016) in Ishola , Sulelman and Musa (2019: p9) portray it as the accumulation of "a series of conflicts like sitting on a keg of gunpowder which could explode at any time." Such eminent danger compels this study to examine the nature of teacher- pupil conflict, motivating factors as a basis for management strategies which can be adopted to instill discipline in Zimbabwe Education System.

Krauss and Morsella (1966) proffers that, given genuine desire to resolve conflict, communication if artificially employed can help to achieve that end. The major assumption is that, in a school situation, both teachers and their pupils do not desire conflict. Hence, communication, if held as the causative factor and not an indicator of conflict can be applied. Similarly, teachers can use good communication skills to resolves their conflicts with learners. It is therefore, important to point out that through the use of proper communication skills learners develop trust, become more tolerant which will ultimately reduce tension and prevalence of conflicting situation. Krauss and Morsella (1966: p6) further came up with four principles for promoting effective communication,

namely: reducing noise by providing accurate factual information. Secondly, consider your listeners' perspective by being empathetic. When listening, try to understand the intended meaning of your counterpart from what is being said. Last but critical, be an active listener.

Communication by its nature has high capacity of increasing interaction between teachers and pupils thereby reducing the intensity of the conflict. Thapo (2013) observed that proper communication leads to a high level of maturity. In short communication creates fertile ground for high level interaction. Interaction by nature encourages collaboration thereby reducing the probability of the occurrence of teacher- pupil conflict. Since teachers have an upper hand during conflicts in schools, they are expected to guidance the conflict resolution process.

Teachers colleges have guidance and counseling as one of the pre-service teachers' examined courses for application in schools. According to Mugabe (2013) guidance and counseling curbs wrong doings by the learners without causing any physical harm to them. Ozigi (1977) suggested a diagnostic approach to teacher-pupil conflict by proposing that, teachers should establish why learners are misbehaving objectively then use it as a basis for a satisfactory solution. In conclusion through counseling, peaceful solutions are found without causing much harm to learners. To avoid too much Teacher-Pupil interaction, the prefect system can be encouraged to actively play its' link-pin role between teachers and pupils. Mugabe (2013) affirms that the prefect system is a preventive and systematic method of curbing misconduct in schools since it provides guidelines and standards of behavior expected of learners.

1.2 Statement of the Research Problem

Schools in Zimbabwe are experiencing and reporting teacher-pupil conflict cases. Despite the fact that schools have instituted rules and regulations which make violent behavior between teachers and pupils a taboo, cases of such behavior are prevalent in some schools. In Mashonaland Central, the Provincial Education Director excluded a learner from one of the Districts for having physically fought a male teacher in 2021. According to United Nations International Children Emergency Fund (2005), conflict when not dealt with constructively often explodes into violence which ultimately affects the teaching and learning in schools. Hence, teacher – pupil conflict resulting in fist fighting in today's school is the waste level of conflict bothering the Ministry of Education and Culture in Zimbabwe. Teachers' college curricular has limited work on teacher-pupil conflict management, particulary conflict with the adolescent child at secondary school level. Ciuladience and Kairieme (2017) observed that, although teacher- pupil conflict is inevitable in most schools the area still remain poorly studied. Dogan (2016) also observed that studies on teacher-pupil conflict are limited. Thus the essence of this study is to examine strategies that can be used by teachers to resolve Teacher- Pupil conflict schools. Specifically this study therefore, seeks to answer the following research questions:

Research Questions:

1. What is the distribution of teacher-pupil conflict in Zimbabwe's schools?
2. What factors motivate teacher-pupil conflict in secondary school in Zimbabwe?
3. What strategies can be applied to manage teacher-pupil conflict secondary schools?

Research Objectives:

1. Determine the distribution of teacher-pupil conflict in Zimbabwe secondary schools.
2. Deduce factors motivating teacher-pupil conflict in Zimbabwe's secondary schools.
3. Formulate management strategies to reduce teacher-pupil conflict in secondary schools.

1.3 Significance of the study

This study is important for contributing contextualized teacher-pupil conflict management strategies to reduce conflict in Zimbabwe's secondary schools. Such findings are important sources for secondary school Heads' meetings' content. Teachers can also use them for their staff development workshops in their different schools. Findings also contribute literature on school management in Zimbabwe. Academics in the field of education management will benefit from study insights raised.

2. METHODOLOGY
2.1 Research Philosophy

In this study researchers were guided by Phenomenological approaches. Creswell (2009) views phenomenology design as a method of inquiry in which the researcher identifies the essence of human experience about a phenomenon as described by the participant. Phenomenological approach explains human experience through an articulate description. Likewise, the use of phenomenological approach in this study enabled researchers to gather information from the 33 school Heads, 57 deputy Heads, 241 teachers, 274 learners and 65 parents on their experiences regarding teacher – Pupil conflict in schools. These groups of participants converge at the school for the purpose of promoting teaching and learning. They are disturbed by teacher-pupil conflicts which interrupts the process. According to Leedy and Ormord (2001) the purpose of a phonological study is to understand an experience from the participant's point of view. Thus through the use of phonological research design, researchers were able to gather views from the school head, deputy head, Teachers and school prefects who constitute the population with rich experiences of teacher-pupil conflict. Since variables captured in this study are both quantitative and qualitative, pragmatism guides data collection an analysis. This is important for facilitating the application of both numeric and qualitative methods to portray findings as close to reality as possible.

2.2 Research design

Bryman (2008), defines a research design as a strategy, procedure or a process a researcher follows when carrying out a research. Collins and Husssey (2009) are of the view that experiment, survey, case study, action research, grounded theory, ethnography, archival research, cross sectional studies and longitudinal studies are all part of the research strategies. This study was guided by a Case Study. The design was a parallel application of document analysis and empirical data collection through surveys and focus group discussions. Yin (2013) defines a case study as an inquiry into subjects as they are in their natural setting. Stake (1995) in Ndoziya (2004: p82) sees a case study as the study of any particular situation. Case study can be equated to an investigation directed to a given phenomenon without altering its natural state or disturbing the day-to-day operations of schools.

Teacher-pupil conflicts are not planned. They are spontaneous social activities. The use of Case study was regarded as ideal due to its application of different methods contingent with the population and required variable type. This is supported by Merriam (1998) who also

acknowledges the use of qualitative case study in the field of education. Creswell (1998) emphasizes that a Case Study research holds a long-distinguished history across many disciplines. However, Whyte (2004) is of the view that a Case Study can only look at one situation at time. In this regard, examining one case of teacher-pupil conflict at a time was essential for detailed analysis and interpretation. More important is the fact that, each conflict case is unique and peculiar to the secondary school level.

2.3 Population

According to Burns and Groove (2003), population is the number of units or elements under study. In the same vain, Sounders et al (2009) views a population as a full set of cases from which a sample is taken. Similarly, research population can be defined as the collection of sources and participants who have the data (variable) that is of interest the researcher. In this study therefore, the research population was composed of school head, deputy heads, 21 form teachers and 41 school prefects. School deputy heads and senior teachers are responsible for managing teacher-pupil conflicts hence they are rich sources for this study. The sample size for this study was (n = 670) is statistically large enough for the variables to normally distributed and findings generalised.

2.4 Sampling

The variable (perception of teacher-pupil conflict) depends on the group to which the participant belongs. Teachers have the institutional mandate to be inclined towards upholding school rules and regulations. Such a position influences their responses. Their quantitative variation calls for the application of cluster and purposive sampling in this study. McMillan and Schumacher (2010) affirm that purposive sampling is the selection of research participants on the basis of their knowledge and information concerning the phenomenon under study. The inclusion criterion was being a rich source of the variable (teacher-pupil conflict), available and willing to participate. The research participants of this study were selected on the understanding that they deal with learners' behavior on a daily basis.

2.5 Research Instrument

The sensitive nature of the study subject (teacher-pupil conflict) required confidentiality and personal views. That requirement was satisfied by a questionnaire. It captured individual responses. Borge and Gall (1989) established that when collecting data in survey, a questionnaire is the best tool to use. The designed questionnaire collected data on the nature of conflict, factors motivating conflict between secondary school learners and teachers and lastly on strategies for managing conflict between secondary school learner s and a teachers. A Focus Group Guide was used to capture teachers' and learners' group perceptions.

2.6 Data Collection

Data collection was initiated by seeking permission from the Ministry of Primary and Secondary Education and Sport and Culture, Mashonaland province and school heads. Pilot testing of the instruments was done in Midlands province. Midlands education province was considered big enough to reflect much of what could be expected from the study site. Data collection was carried out at three levels. First was document analysis for guiding theories, policies and school rules for standards. Document analysis helped in the structuring of instruments. Cohen et al (2011) defines a document as any informal or formal record of event or process. An analysis of the reported cases

of teacher-pupil conflict from the files of exclusions, revealed the distribution of teacher-pupil cases at national level. Such cases were officially authenticated hence no need for validation.

Teacher questionnaire designed by researchers for this study was administered to school heads, deputies and senior teachers' meeting. A prefects' meeting was also organized for Mashonaland region. Focus group discussions were done to capture students' and teachers' group views. In each case, researchers introduced the subject and its' purpose as finding strategies to reduce teacher-pupil conflict in schools. Participants narrated cases in which they were involved in teacher-pupil conflicts. They pointed the stimulus, actions and evaluated conflict management strategies applied.

Data analysis was guided by research question themes (nature of teacher-pupil conflict, its distribution, factors influencing and management strategies). Researcher read through all responses for familiarization. Identified and classified responses according to themes. Content analysis was applied. Researchers identified content leading to conflict. Coiban (2021) suggested that, content analysis helps to interpret thoughts, feelings and actions expressing internal conflicts. Findings from documents, questionnaire and focus group discussions were triangulated to enhance interpretation.

3. FINDINGS and DISCUSSION

Participant Distribution   n = 670

| Participants' Group	Sample Size	Percentage
School Heads	33	5%
Deputy Heads	75	11%
Teachers	219	33%
Learners	260	39%
Parents	83	12%

The majority (39%) of respondents were learners. This is followed by teachers (33%). These are the two active groups interacting in this study. The findings reflect target population views of both factors and management strategies. The other groups in the school community are there to manage teacher-pupil conflict. Their views are important for the implementation of policies which reduce conflict and promote positive teacher-pupil relationships.

**Participants' Age Distribution n = 670**
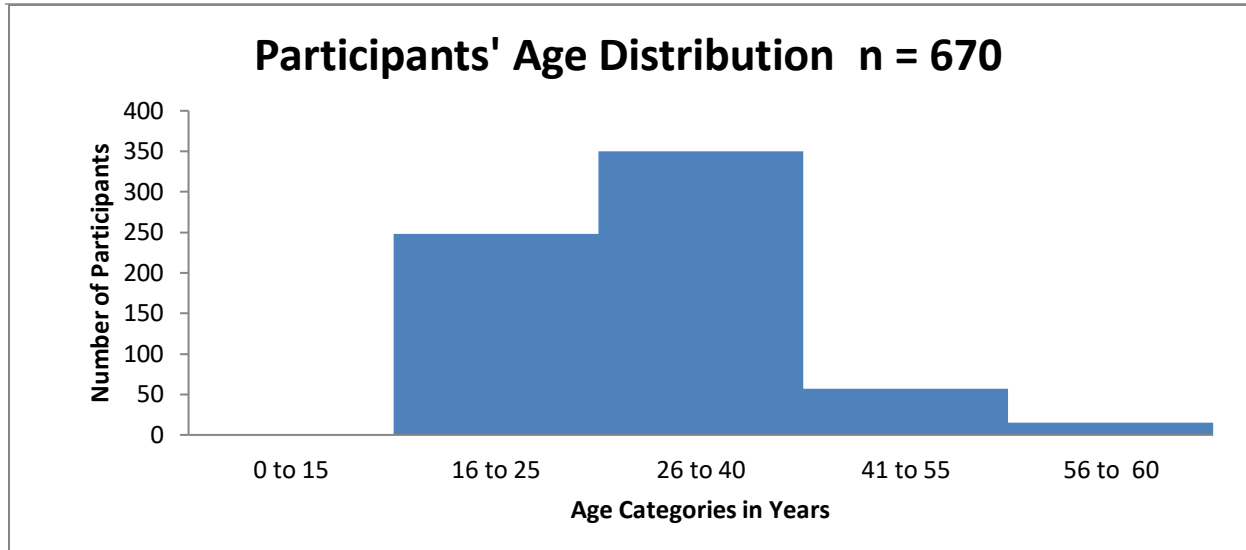
The majority of those in the 16 to 25 year group are learners. The majority of teachers are in the 26 to 40 year group. This shows that, they are young. Their level of maturity is low hence prone to teacher-pupil conflict at secondary school level.

Each of the provinces has its own share of teacher-pupil conflict. Manicaland has the highest number of recorded cases of learners expelled from their respective schools because of physically and verbally attacking their teachers at the Ministry of Education Head office. Researchers followed up these cases in Manicaland for interviews because the province was a rich source of the problem and contributing factors.

An analysis of ten cases and survey responses, revealed the following indicators of teacher-pupil conflict: Major indicator is direct refusal to take instructions from a teacher (42%).

Distribution of Teacher-pupil Conflict 2020-2021
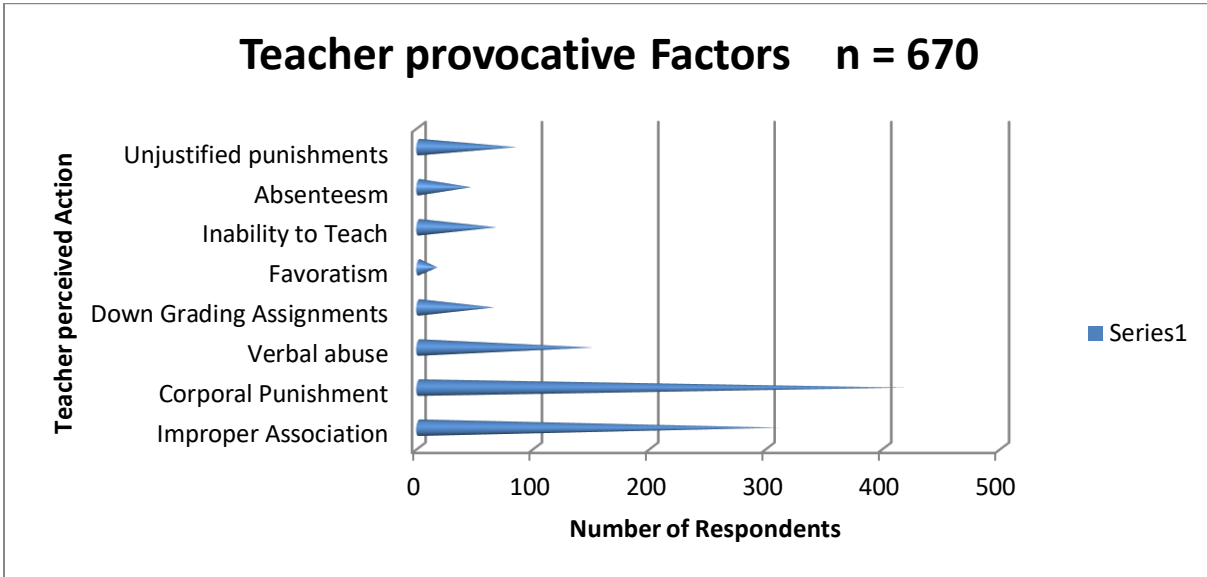
Indicators of Teacher-pupil Conflict
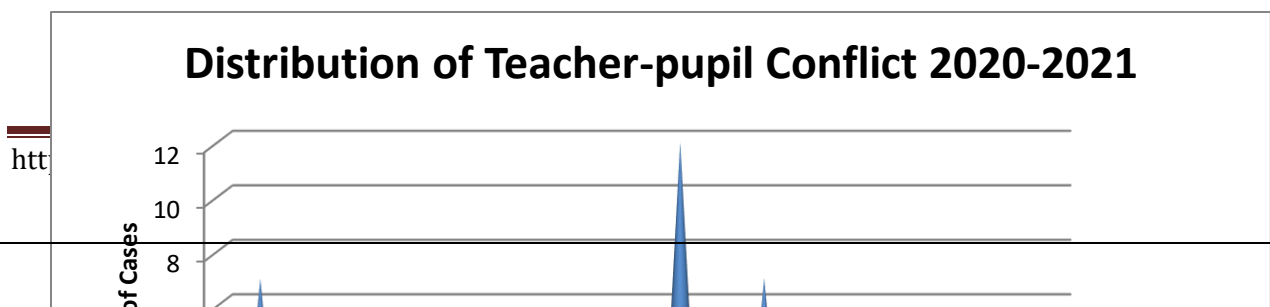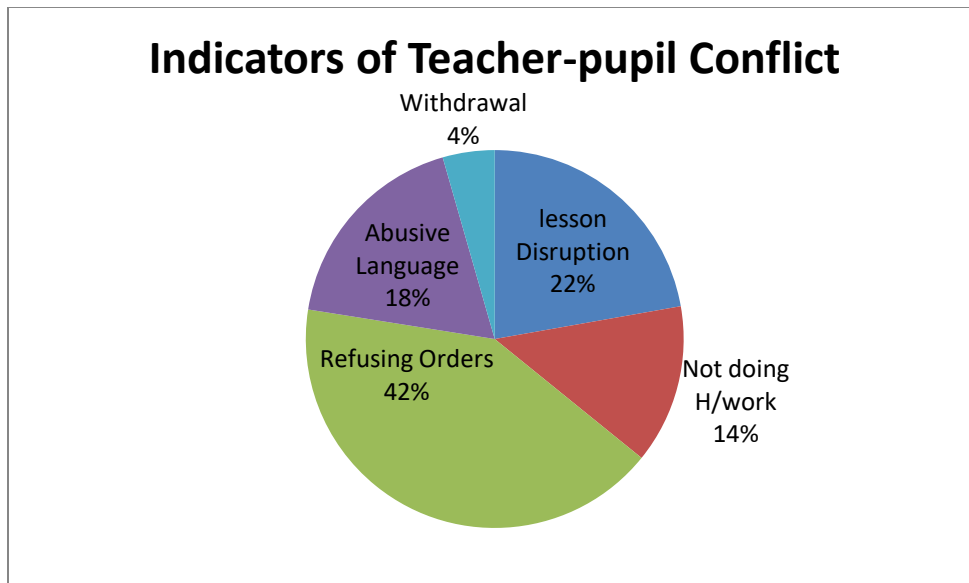
One can account for this indicator as major by considering the fact that, resentment is a reflection of internal bitterness. Teachers also regard it as a direct attack on their authority. It its' intensity is inflated by the presence of others, who may cheer to show glorify the disobedient simultaneously demeaning the teacher. Withdrawal is two directional, it can be pupil withdrawing from class participation or teacher deliberately ignoring the learner in class. Interviews revealed that, withdrawals can lead to the child dropping the subject.

An operational definition of a teacher is: an adult authorized to help learners (miners) acquire knowledge, competencies and values. As such teachers were blamed for initiating teacher-pupil

conflict in a school. Learners were regarded as reactive agents, responding to teacher stimulus behavior.

Teacher provocative Factors   n = 670

Respondents cited corporal punishment as the greatest motivator of Teacher–Pupil conflict in secondary schools. Before the 1987 Education Act, article 60 (2)(c) allowed corporal punishment as a form of disciplining learners in schools. It was outlawed in 2017 in court but reserved for use by the School Head on boys only. On 3rd April 2019, the constitution court of Zimbabwe outlawed corporal punishment on male juveniles. It is illegal and the teachers are committing criminal offences. Researchers also attributed learners' awareness of their Human rights as a factor motivating them to react against corporal punishment.

Interviews with school heads and prefects revealed that, teachers involved in improper association turned out to be learners' competitors rather than mentors. As such, learners considered themselves as underdogs in the competitions for lovers. The only weapon at their exposure was venting their anger through writing on toilet walls on disrupting the teacher's lessons so that, the also teacher fails. Coser (1989) considers such conflicts as good. They set, define and monitor group social boundaries in a school. It releases pending hostility and creates norms regulating authority.

Of interest is the observation that, inability to teach, down grading students' assignments and absenteeism from lessons are linked to low teacher professionalism. The teacher's content and pedagogical knowledge can solve such sources of teacher-pupil conflicts. School heads recommended staff development workshops and an alert to teachers' colleges.

From the findings of this study the following strategies can be adopted to resolve secondary school learner – teacher conflict:

✓ Teachers should be equipped with guidance and counselling skills so that they are able to handle problem learners in a professional manner. Further to this, school heads should

ensure that the subject guidance and counselling is time tabled and being taught in their schools.
✓ The use of corporal punishment is schools should be discouraged and the school head should not take it for granted that teachers are aware that it was outlawed by the Zimbabwean Constitution.
✓ School heads should organise workshops to educate teachers on children's rights so that they observe them as they will be interacting with learners.
✓ Teachers should be staff developed on importance of identifying leaners with problem, nature of the problem and empathising with them rather than to shouting and blaming game
✓ Teachers should avoid as much as possible to enter into love affairs with learners – improper association although the Ministry of Primary and Secondary Education has instituted a policy on that.

4.RECOMMENDATIONS

In the face of the above findings and conclusions the researcher is recommending the following strategies for managing secondary school learner -teacher conflict:

✓ Training of School Heads and Deputy Heads and Teachers on the use of guidance and counselling in schools to avoid physical and psychological harm which can trigger any form of aggressive behaviour

✓ The Ministry of Primary and Secondary Education should seek help from Human Rights groups to carry out intensive awareness campaigns to sensitise teachers on children's rights
✓ Schools should involve the secondary school learner s in drafting schools rules and regulations so that they are aware from the start what is good or bad.
✓ The school use of prefect system to deal with minor cases of indiscipline to avoid too much contacts between secondary school learner s and teachers

✓ Teachers in schools should avoid the use of abusive language as much as possible when dealing with secondary school learner s.

✓ The fair treatment of the offending learners should be done without fear or favour in schools through a well composed disciplinary committee.
✓ Teacher to attend all their lessons and carry out their teaching and learning activities in a professional manner
✓ Parents /guardians should be encouraged through their parent board School Development Committee to train their children in good personal behaviour so that they adopt to school discipline

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