

Perceptions of Teachers and Pupils of Causes of conflict in Primary schools in Zimbabwe: A case study of Gweru District Primary Schools.

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ABSTRACT

Conflicts in organisations are inevitable. For conflict to be managed and transformed appropriately one needs to be aware of the causes of these conflicts. This study was necessitated by a realisation that heads of schools used short-fix interventions to conflicts. Teachers also used short- fix interventions to conflicts. The state of affairs affected negatively teaching, learning and peace in the primary schools. The study focused on the causes of conflict in the primary schools in a bid that appropriate interventions could therefore be established. The sample of the study consisted of 134 teachers, 120 children and one District School's inspector for the district under study. The sample was purposively chosen. A qualitative research methodology was employed. A case study design was adopted. The major findings of the study were; shortage of resources, dictatorship, competition, gossip related to teachers and name calling, bullying, stealing, unfair treatment, abuse, hatred and rudeness related to pupils. The causes of conflict did not differ between urban and rural areas. Some of the recommendations were; that schools in clusters were to pool resources, schools were to practise multicultural education and inter- faithism and schools were to establish a cooperative context.

Key Terms: Causes of pupil related conflicts, causes of teacher related conflicts, primary schools, Zimbabwe.

INTRODUCTION

Conflict is inevitable at all levels of human behaviour (Sellman, 2003; Kreitner and Kinicki, 1997; Jandt, 1985). The potential for conflict exists whenever and wherever people have contact (Barker, 2009). As people are organized into groups to seek a common goal, the probability of conflict greatly increases (Mapolisa & Tshabalala, 2012). In order to come up with appropriate conflict resolution strategies one has to be aware of the causes of conflict. The researcher has been a teacher and a head in primary schools for twenty two years and throughout this experience has realised numerous conflicts occur among pupils, teachers, stakeholders and administration in schools. These conflicts, in the case of pupil conflicts take much of the teacher's time and the head's time of attending to their core businesses. Teachers and heads do not seem to be aware of the causes of conflicts and tend to offer short – fix solutions. This leads to the escalation of conflict affecting the effectiveness of teaching, learning and peace in the schools. Informal talks with teachers and heads reflected that teachers and heads are ill equipped to deal with conflict. They therefore, needed training on causes of conflict and how to handle these forms of conflict. The above problems were also noted in the

American education system in the 1990's (Johnson & Johnson, 1996). In Zimbabwe not much research has been undertaken to unearth the causes of conflict in Zimbabwean Primary schools consequently leading to inappropriate conflict resolution strategies and to ineffective learning, teaching and peace building. Notable researches on causes of conflict were undertaken by Makaye and Ndofirepi (2010) centring on conflict causes between heads and teachers in Masvingo Province Secondary schools, Tumbo and Moyo (2013) in Mberengwa District in the Midlands Province and Mapolisa and Tshabalala (2012) in the Nkayi District. No research on causes has been undertaken to the researcher's knowledge in the Gweru District of the Midlands.

STATEMENT OF THE PROBLEM

Teachers and heads in the primary schools do not seem to be aware of how they can handle conflicts with their pupils and teachers respectively. This might reflect they are unaware of the causes of conflict, how to manage and transform them to maximise learning, teaching and peace. The main research question therefore is "What are the prevalent causes of conflict in the primary schools in Zimbabwe?"

Sub-Problems

The sub-problems guiding the study were:

- To what extent are shared resources a cause of conflict in primary schools in Zimbabwe?
- To what extent are differences in goals a cause of conflict in primary schools in Zimbabwe?
- How are differences in perceptions and values a cause of conflict in primary schools in Zimbabwe?
- How are disagreements in role requirements a cause of conflict in primary schools in Zimbabwe?
- To what extent is the nature of work activities a cause of conflict in primary schools in Zimbabwe?
- To what extent are differences in personalities and internalised conflict a cause of conflict in primary schools in Zimbabwe?

PURPOSE OF STUDY

The study was intended to establish the causes of conflict in Zimbabwean primary schools so that conflict could be managed and transformed appropriately.

SIGNIFICANCE OF STUDY

The study was important to; teachers in that they identified the causes of conflict and came up with appropriate strategies of managing and transforming it. Heads of schools in that they identified the causes of conflict and came with appropriate strategies of managing and transforming it, parents in that they identified causes of conflict in the schools and policy makers and administrators in that they identified the causes of conflict and craft appropriate policies.

LIMITATIONS OF THE STUDY

The study had some limitations. The first limitation was that the study was a case study so the data collected could not be generalised for the whole country because the study was confined to one district. Thus the strategies could not be applied to all districts in the country.

This limitation was circumvented by triangulation of sources of information and data gathering techniques.

Other limitations were the use of paper questionnaires, research assistants and the distance from Gweru of some schools in the sample which made the exercise to be expensive. The researcher made use of opportunities that arose from visits to student teachers posted in the district under study.

Another limitation was that one of the languages spoken in the district namely Ndebele made it difficult for the researcher to communicate directly with participants. The use of research assistants minimised the challenge.

Delimitations of the Study

The study was delimited to primary schools in the Gweru District of the Midlands Province of Zimbabwe. Only participants from schools that could be accessed were invited to participate. The study focused on the causes of teacher related and pupil related conflicts in the primary schools.

REVIEW OF RELATED LITERATURE

The review of related literature will explore the concept conflict, the theoretical framework of the study and an empirical review of related literature.

The Concept Conflict

Various authorities understand conflict from diverse perspectives as demonstrated by the definitions advanced by a number of experts in education. Differences in viewpoints are inevitable, and often enriching. Unanimity is more unlikely when we consider that, in addition to natural differences such as male and female, there are those brought about by a range of other dimensions: status, power, wealth, age, the role assigned to our gender, belonging to a specific social group, and so on (Fisher, Abdi, Ludin, Smith, Williams & Williams, 2007, p. 3). These indicators of position in society often mean that people want different things from the same situation, sometimes these goals clash, or are incompatible. It is then there is a conflict. Rue and Byars (2003, p. 285) contend that conflict is “an overt behaviour that results when an individual or group of individuals think a perceived need of the individual or group has been blocked or is about to be blocked”. This definition stresses the importance of basic needs like physiological needs, security needs, social needs, self- esteem and self- actualisation (Maslow, 1991).

Fisher et al., (2007, p. 3) say that “conflict is a relationship between two or more parties (individuals or groups), who have, or think they have, incompatible goals”.

However, Wright (1951) cited in Sellman (2003, p. 23) uses the Latin word “confligere” meaning to strike together. Wright (1951) cited in Sellman (2003) says confligere has two meanings, one that highlights conflict as a fight, battle or prolonged struggle between opposing forces, which can include beliefs and ideas that may result in a physical clash and another meaning which states that conflict can occur psychologically, as emotional distress between incompatible wishes within a person. In this context, conflict has both a conceptual as well as a behavioural property at both individual and group levels. The duality of conflict is emphasised by Fink (1968) cited in Sellman (2003, p. 25) who views conflict as any social situation or process in which two or more social entities that are linked by at least one form of antagonistic psychological relation (internal conflict) or at least one form of antagonistic interaction (external conflict).

Conflicts are a fact of life, inevitable and often creative. Conflicts occur according to the definitions given above, when people pursue goals which clash. Disagreements and conflicts in

schools are usually resolved without violence, and often lead to improved situation for most or all of those involved. Conflicts arise from imbalances in relations. That is, unequal social status, unequal wealth and access to resources and unequal power (Fisher et al., 2007, p. 4).

THE THEORETICAL FRAMEWORK OF THE STUDY

The study was premised on social pedagogy theory. Hatton (2013) cites The Social Pedagogy Development Network defining Social Pedagogy as an academic discipline that draws on Care theories from various related disciplines such as education, sociology, psychology and philosophy. In essence, it is concerned with the well-being, learning and growth of a child. This is underpinned by humanistic values and principles which view people as active and resourceful agents, highlights the importance of including them into the wider community and aims to tackle or prevent social problems and inequalities.

This is done through active involvement of the people concerned and getting their views despite their differences.

Petrie, Buddy, Cameron, Wigfall and Simon (2006) posit that social pedagogy emphasises team work and valuing the contribution of others in bringing up children. The child is seen as a social being, connected to others and at the same time with their own distinctive experiences and knowledge.

ThemPra (2015) advances the following aims of social pedagogy:

- It is holistic education that is education of the head (cognitive knowledge) heart, (emotional and spiritual knowledge) and hands (practical and physical skills).
- It creates a holistic well-being that is strengthening health sustaining factors.
- It enables children to grow up as self-responsible persons who take responsibility for their society and
- It promotes human welfare and prevents or eases social problems.

ThemPra (2015) also advances the following pathways as Social Pedagogy;

- Providing opportunities for learning,
- Building strong and positive authentic relationships which are non-hierarchical,
- Enabling children to empower themselves,
- Working with the head, heart and hands in everyday activities and
- Cultural impact on what is possible in practice.

EMPIRICAL REVIEW OF RELATED LITERATURE

Causes of Conflict

The occurrence of conflict in primary schools is influenced by a variety of precipitating, situational, and inter-group factors. In addition, as is apparent from the wide range of individual differences in frequency of involvement in conflict (Jack, 1939; Jersild & Markey, 1939 cited in Ausabel & Sullivan, 1970), say such variables as temperament, personality and family environment are important determinants of conflict in primary schools.

The major precipitating causes of conflict during the primary school years are disputes over shared resources, differences in goals, differences in perspectives and values, disagreements in role requirements, nature of work activities, misunderstanding each other's motives and intentions and by the discord engendered when a child tries to force his /her way into a group or activity where he is unwanted (Mado et al., 2001 cited in Sellman, 2003). The following details are written about each of the following causes.

Shared Resources as a Cause of Conflict

Organisations have limited resources, that must be allocated fairly and some individuals or groups might get less than what they need. In a school, budgetary allocations for different departments might differ. Allocation of textbooks to groups in a classroom might differ. The differences may cause conflict (Madziyire, Mukeredzi, Mubika & Thondhlana, 2010).

Resources could include the following; space, money, property, prestige and food which might prove difficult to share (Mullins, 1999). In Zimbabwean primary schools, resources are limited and their sharing might result in conflict (Ministry of Education, Sport and Culture, 1996; Moyo, Shumba, Musara and Mupande, 1998). Berridge (1993) points out that in Zimbabwe teaching resources are scarce particularly in rural schools. In rural areas children share learning resources. Zvobgo (1999) also points out that the resources in schools were scarce from 1980 to 1999 caused by the expansion of school enrolments. Magagula (1993) contends that the provision of adequate instructional facilities and materials in classrooms is an important element to teacher commitment to work which in turn enhances student learning. A study on causes of conflict between heads and teachers in Masvingo undertaken by Makaye and Ndofirepi (2010) established unequal distribution of resources as one of the major causes of conflict.

Differences in Goals as a Cause of Conflict

Literature refers to differences in goals as a source of conflict (Kasambira, 1998; Mullins, 1999; Mescon et al., 1999). Sub units in most cases are specialised and differentiated (Mullins, 1999). In the primary school we have the infant, middle junior and senior. The departments might turn inwards and concentrate on achievement of their own goals (Kasambira, 1998). Besides the departments mentioned above, there may be departments like the administrative and bursary (Kasambira, 1998). These could, like the other departments mentioned above, have different goals as well.

Differences in Perceptions and Values as a Cause of Conflict

Differences in the way one view things may lead to conflict (Ministry of Education, Sport and Culture, 2010). The way one perceive the real world and the meaning of what one see differ (Mullins, 1999; Northcraft and Neale, 1990). From perceptions, value judgments are made. Values are what society takes to be valuable (Deutsch, 1973). With regards to a school situation, Ministry of Education, Sport and Culture (2010) gave an example where some members of the School Development Committee believe that old fashioned cultural discipline is plausible while others believe in more modern permissive approaches to discipline. The actual or perceived differences do not necessarily lead to conflict but values that are imposed on a group or when groups are prevented from upholding their value systems cause conflict (Deutsch, 1973).

The following ideas emphasise differences of perception as a cause of conflict apart from what has been stated already. Many types of conflict arise from beliefs or facts, information, knowledge or beliefs about reality (Ministry of Primary and Secondary Education, 2010). Conflict may emanate from the way two or more people view an issue or object (Ministry of Primary and Secondary Education, 2010). Basic assumptions about how things relate to one another might bring about conflict. In Zimbabwean primary schools, children and teachers come from diverse cultures increasing chances of conflict (Matsika, 2012). Furthermore, children and teachers' individual differences may lead to conflict (Sadomba and Hlatswayo, 2012).

Disagreements in Role Requirements as a Cause of Conflict

An expected pattern of behaviour associated with members occupying particular positions within the structure of an organisation is referred to as a role (Owens, 1991). The way in which people behave may not be consistent with the expected patterns of behaviour (Kasambira, 1998). Kasambira (1998) discusses two types of role conflict namely intra-role and inter-role. Inter-role conflict results “when various members of a role set simultaneously and legitimately make differing demands on a single role” (Kasambira, 1998:139). Intra-role conflict is defined as simultaneous occurrence of two or more sets of pressures such that compliance with one would make it more difficult to comply with the other (Kasambira, 1998). Ministry of Primary and Secondary Education (2010) contends that role conflict occurs as a result of role ambiguity, role incompatibility, role overload and role under-load. Where role definition is inadequate or inappropriate, conflict usually ensues.

Some people are fond of playing roles which are not their own. In class a student who is not a class monitor might end up playing this role. This will cause conflict between the real class monitor and the intruder (Madziyire et al., 2010). This happens when role descriptions are not specified or are ambiguous (Kasambira, 1998).

Nature of Work Activities as a Cause of Conflict

Mullins (1999) points out that where the task of one person is dependent upon others, there is a potential for conflict. In a classroom situation there are a lot of examples of such situations. Work of the class monitor is dependent on work of group leaders. In a school situation a department might have its budget cut when another department is dependent on it (Madziyire et al., 2010). Performance of junior grades is dependent on performance of the infant grades. If the infant grades’ budget is cut, it might influence the way the students perform at junior grade (Madziyire et al., 2010). The scenarios articulated above can cause serious conflict between monitors and group leaders, various level teachers and departments.

Differences in Personalities as a Cause of Conflict

Psychologists have found that people have individual differences (Mpofu, 1994). Some individuals cause conflict, debates and arguments to escalate into full scale battle. People who are highly authoritarian or have low esteem of others may frequently anger their colleagues over mild disagreements (Stoner, Freeman and Gilbert, 1995). In a school, individuals with bad behaviour may be present (Ministry of Primary and Secondary Education, 2010). Ministry of Primary and Secondary Education, cites as one of the causes of conflict in a school as a Head who acts unilaterally. This cause of conflict may be minimised by resorting to team building (Madziyire et al., 2010). This technique requires people to be brought together away from the work place and asked to de-role.

Internalised Conflict as a Cause of Conflict

Frustration and aggression in individuals can be a great source of conflict (Gunduza and Namusi, 2004). Frustration and aggression in a group can also be a cause of conflict. The former could be a source of interpersonal conflict while the latter could be a source of intergroup conflict (Madziyire et al., 2010).

Other Causes of Conflict Typical in Primary Schools

Mnkandla (1996, p.120) presents twenty two causes of conflict in schools in the form of a table indicating high or low occurrence. This is shown in Table 1

Table 1 Causes of conflict in a primary school.

Factor	Generates more conflict when factor is	Generates less conflict when factor is
1.Gossip/ rumour	High	Low
2.Competition	Unfair	Fair
3.Tribalism	High	Low
4.Cooperation	Low	High
5.Communication	Poor	Good
6.Ambiguity	High	Low
7.Ability	Low	High
8.Rewards	Inconsistent	Consistent
9.Nepotism	High	Low
10. Leadership	Authoritarian/centralism	Democratic/ transparent
11. Regulations	Many and rigid	Few and relaxed
12.School Climate	Mechanistic	Organic
13.Advancement	Low	High
14.Religious beliefs	High	Low
15.Favouritism/ Prejudice	High	Low
16.Ignorance	High	Low
17.Fatigue	High	Low
18.Hunger	High	Low
19.Exam pressure	Poor	Good
20.Coordination	Low	High
21.Amount of work	Diverse	Straight forward.
22.Unity of command		

Adopted from Mnkandla,V. A.(1996) *Professional Studies: Getting the Job done*. Harare: A College Desk Top Pub p.120.

Table 1 shows the various causes of conflict in a primary school and how they can be heightened or lowered.

Sadomba & Hlatswayo (2012) say that there are a number of intergroup factors influencing conflicts. They indicate that student to student conflict is caused by name calling, teasing, exclusion, rumours and fighting while parent and school conflicts are caused by poor student management, class allocation, uniform, fees and homework demands. Parent to teacher conflicts are caused by lack of supervision, indiscipline and bullying while teacher to student conflicts are caused by heavy workload, pupils not doing homework, lack of punctuality, bad behaviour and irresponsibility. Teacher to administration conflict is presented as being caused by poor working conditions, unfair duty allocation and poor teaching methods while teacher to teacher conflict is caused by unequal distribution of resources. The above findings were also established in Nkayi South Circuit by Mapolisa and Tshabalala (2012).

Makaye and Ndofirepi (2012) in a study of conflict resolution between heads and teachers in schools in Masvingo, Zimbabwe found out two major causes of conflicts namely unequal distribution of resources and the grapevine or gossip.

On the other hand, a study in Zimbabwean schools by Tumbo and Moyo (2013) indicates that causes of conflicts were lack of effective communication, failing to adapt to change, misunderstanding, poor promotion procedures at work, child sexual abuse, different

ideologies, different thoughts, bullying and existence of cliques. The study was conducted in three provinces of Zimbabwe and was qualitative in nature. The study was undertaken in Mberengwa District in the Midlands Province but not in Gweru District of the Midlands Province. I found it imperative to explore causes of conflict in Gweru District.

METHODOLOGY

The study adopted the qualitative research paradigm. This is so because the researcher intended to find issues requiring common sense knowledge of people (Lederach, 1997). A case study design was adopted. This was an intrinsic case study where no attempt was made to generalise beyond the single case or even to build theories (Silverman, 2010). The study used quester – views, open – ended interviews and focus groups discussions. The quester-view enabled the researcher to gather data because it is easy to construct and cheaper to administer (Denzin, 1997). Individual in-depth interviews enabled participants to express unique or controversial perspectives without fear of censure (Cresswell, 2008). Focus group discussions are collective interviews. In collective interviews participants, through their interaction could provide data and some insights which could not be revealed through interviews with individuals. Focus groups result in collective synergy (Kruger & Casey, 2000 cited in Gall et al, 2007). The sample consisted of 134 teachers including heads, 120 children and the District school's inspector of Gweru. The sample of teachers was purposively selected and children were also purposively selected. Only those who showed interest were chosen. The researcher followed Merriam's (2009) analysis of qualitative data. The study was undertaken within six months. This time allowed for member checking.

FINDINGS

Perceived Causes of Conflict

The views of teacher informants and participants on the causes of conflict revealed that some causes are common in both urban and rural areas yet others are for a particular area either urban or rural. Shortage of resources seemed a cause that is prevalent in urban and rural of Gweru District. Poor communication features in Gweru urban primary schools. The same goes for cultural differences. Lack of tolerance affected Gweru urban. Competition as a cause of conflict seemed to affect both rural and urban areas primary schools. Noted forms of competition that cause conflict are competition in sports and performance. Role ambiguity only affected Gweru urban. Status differences affected urban areas as they did affect rural areas as a cause of conflict.

Dictatorship seemed to affect both urban and rural primary schools under study. Gossip also seemed to affect both urban and rural primary schools as a cause of conflict. Gender discrimination was perceived as a cause of conflict in the urban and rural areas as well as differences in opinions, beliefs and needs.

Favouritism was found to be another cause of conflict acknowledged in the primary schools in Gweru district. Other less acknowledged causes of conflict pointed out by teachers were: power differences, lack of expertise, deviation from rules and regulations, educational differences, underperformance, pride, lack of transparency, ignorance, lying, big classes particularly in urban areas, truancy by pupils, jealousy, grudges and lack of identity.

The pupil participants in focus group discussions revealed the following as causes of conflict that are prevalent in both rural and urban primary schools in the Gweru district: name calling, bullying, stealing of others' belongings, religious differences, cultural differences, competition and unfair treatment. Other less acknowledged causes of conflict revealed by the pupils were;

abuse of female pupils in the form of fondling of breasts and touching of private parts by boys and some male teachers, gossip, lying, hatred, rudeness, selfishness, differences in perceptions, not keeping secrets, violence viewed on the television at home, noise making during study, not being given chance to air their views, copying of their work by others, gossip and shortages of resources.

The in-depth interviews with District Education Officer revealed that the common causes of conflict are sit ins and go slows, boarding school strikes, teachers not delivering goods, abuse of children by teachers which included fondling of breasts, beating and not recognizing human rights. What is apparent from the findings is that there seemed to be no differences between causes in the rural areas and those for the urban areas. There also does not seem to be any differences between the causes pointed out by the male teachers and those pointed out by the female teachers. Pupils seem to point to some causes not mentioned by the other groups. The causes fall into the categories stated in the research sub-problems.

Discussion on Causes of Conflict in Primary Schools

The causes of conflict pointed out in the findings concurred with the causes reflected in the review of related literature. The causes confirm the causes raised by a number of authorities (Mnkandla, 1996; Makaye & Ndofirepi, 2012; Sadomba & Hlatswayo, 2012; Tumbo & Moyo, 2013). Causes of conflict for pupils differ from those for adults.

With regards to shortage of resources as a cause of conflict in the schools, the findings corroborate with views by Ministry of Primary and Secondary Education (1996), Moyo, Shumba, Musara and Mupande (1998), Berridge (1993) and Makaye and Ndofirepi (2010). Bullying as a cause of conflict pointed out in the findings confirm the findings of Sadomba and Hlatswayo (2012), Tumbo and Moyo (2013), *Chronicle* 15 December 2015, Team Zimbabwe (2015) and Mapolisa and Tshabalala (2012).

Religious differences as a cause of conflict in primary schools confirm views by Mnkandla (1996) and Tumbo and Moyo (2013). Views by Marashe, Ndamba and Chireshe (2009), are in agreement with the findings as well. The finding on tribal differences causing conflict corroborates with the views put forward in a number of news paper reports (*Sunday News*, July 15, 2014; *Standard*, June 29, 2014).

Findings from pupils with regards to causes of conflict in their schools agree with those advanced by Sadomba and Hlatswayo (2012). These are name calling, teasing, rumours and fighting.

The finding on gossip as a cause of conflict confirms the findings by Makaye and Nofirepi (2012) and Mnkandla (1996).

Any conflict resolution strategies that would be worth their salt therefore, could be tailor made to address the causes that were unearthed in the study. The strategies could include resource mobilization as clusters of primary schools mitigating the shortage of resources problem. To mitigate bullying the recommendations advanced by McEachem et al (2005) could be adopted. The recommendations include programmes to reduce incidences of bullying in school which must start early in the elementary grades where children are taught about bullying to increase awareness of the seriousness of the acts and be taught conflict resolution and problem solving skills to help them resolve disputes without resorting to violence or the use of derogatory remarks. In trying to achieve the above there is need to use the Peace Education (PEF) curricular materials to educate the students, teachers and parents as recommended by

McEachem et al (2005). To address the religious differences cause the use of a framework advanced by Moix (2006) could be adopted while cultural differences could be addressed by adopting the ideas of Kimmel (2006) on intercultural explorations and use of constructive controversies and peace building strategies. Pedersen's (2006) two cultural grills could also be employed to resolve cultural differences problems. The problem of dictatorship could be resolved by taking on board the views of Emmett and Monsour (1996) on open classroom meetings (OCM). It could also be addressed by having as national curriculum subject referred to as citizenship as in England and Wales which endorses the political values of pluralism and democracy a view advanced by Sellman (2003). Some of the areas are better delivered to pupils through the curriculum a view advanced by Sellman (2003). The methodology of delivering the curriculum could follow the advices advanced by Abebe, Gbesso and Nyawalo (2006), Fountain (1999) and Amatruda (2006). Johnson and Johnson (1995) however, argue that there is need for the creation of a cooperative context first before any other strategies of conflict resolution could be instituted. The creation of a cooperative context may eradicate some of the causes like unhealthy competition which might lead to subsequent problems like cheating during examinations and copying which are pin pointed as some of the causes of conflict by the participants and informants in this study.

CONCLUSIONS

The following conclusions can be drawn from the findings;

- Prevalent causes of conflict in Gweru District primary schools include shortage of resources, competition, poor communication, dictatorship, gossip, gender discrimination as well as differences in opinion, beliefs and needs related to both teachers and pupils.
- Less acknowledged causes of conflict in Gweru District primary schools are; power differences, lack of expertise, deviation from rules and regulations, educational qualification differences underperformance, pride, ignorance, lying, big classes and lack of identity.
- Pupils have some causes that pertain to them only such as; name calling, bullying, stealing of belongings, unfair treatment, abuse, hatred, rudeness, selfishness, not keeping secrets, noise making during study, copying of work and not being given chance to air views.
- Both rural and urban primary schools in Gweru District experience the same causes of conflict.

RECOMMENDATIONS

To address the above conclusions the following recommendations are advanced;

- Schools in clusters pool resources so that children in the clusters could use these resources and minimise shortages.
- Schools resort to teaching and practising multiculturalism and inter – faithism.
- Schools to institute cooperation rather than competition.
- Schools to resort to democratic management.
- Schools to resort to peer –mediation to manage and transform conflict.
- Further research could be undertaken parents and community leaders.

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