



**EXAMINING THE IMPACTS OF CONFLICTS IN PRIMARY
SCHOOLS ON ACADEMIC PERFORMANCE IN MOMBA DISTRICT,
SONGWE REGION, TANZANIA**

Ezekiel M. Ng'anguli, Dr. Lucas Mwahombela and Dr. Neema Chaula

Department of Education, Faculty of Science and Education, University of Iringa, Tanzania.

Article Received: 02 October 2025***Corresponding Author: Ezekiel M. Ng'anguli****Article Revised: 22 October 2025**

Department of Education, Faculty of Science and Education,

Published on: 12 November 2025

University of Iringa, Tanzania.

ABSTRACT

This study investigates the impacts of conflicts in primary schools on pupils' academic performance in Mombasa District, Songwe Region, Tanzania. Guided by Conflict Theory and employing a mixed-methods research approach, the study examined how peer conflicts, teacher-pupil disputes, and resource-based tensions affect learning outcomes and explored strategies for fostering positive learning environments. Data were collected using questionnaires, interviews, and observations from teachers, pupils, and headteachers across selected primary schools. Findings reveal that peer conflicts and teacher-pupil disputes significantly reduce pupils' concentration, participation, and motivation, while resource scarcity and infrastructural inadequacies exacerbate tensions and hinder syllabus coverage. Conflicts were also found to increase teacher stress, burnout, and classroom disruptions, further affecting instructional quality. Effective interventions, such as peer mediation programs, teacher professional development, positive reinforcement systems, and psychosocial support, were shown to mitigate conflicts and enhance academic performance. The study recommends institutionalizing conflict management strategies, improving school resources, and strengthening community engagement to create conducive learning environments. These findings provide evidence-based insights for educators, policymakers, and stakeholders seeking to enhance educational outcomes and achieve inclusive, quality education in Tanzanian primary schools.

KEYWORDS: Conflicts, Academic Performance, Primary Schools, Conflict Management.

1.0 INTRODUCTION

Education is universally acknowledged as a foundational driver of socio-economic development, human capital formation, and social transformation worldwide. It provides the knowledge, skills, and attitudes necessary for individuals to contribute meaningfully to society, while simultaneously fostering innovation, civic engagement, and equitable economic growth (UNESCO, 2015; World Bank, 2016). Beyond its instrumental value, education plays a critical role in social cohesion, promoting values of tolerance, empathy, and cooperative behavior among learners (OECD, 2018; Hattie, 2015). In this sense, the quality and effectiveness of educational systems are not solely determined by curricular content or instructional materials, but are also significantly influenced by social dynamics, including the occurrence of conflicts within school environments (Leithwood et al., 2017; Coleman & Coleman, 2018). Conflicts in educational contexts whether between peers, teachers, or due to resource constraints can disrupt learning processes, diminish motivation, and adversely affect both academic and socio-emotional outcomes for students.

Globally, school conflicts have been identified as a substantial impediment to learning. Research indicates that interpersonal disputes, bullying, and teacher-student tensions not only interrupt classroom activities but also contribute to absenteeism, emotional stress, and diminished cognitive engagement among pupils (Espelage & Swearer, 2015; Olweus, 2016). Such disruptions have been observed across both developed and developing countries, highlighting that conflicts are not limited to particular socio-economic or cultural contexts. In African countries, particularly those with resource-constrained education systems, the prevalence of school conflicts has been exacerbated by overcrowded classrooms, limited teaching materials, and insufficiently trained personnel (Akyeampong, 2017; Morrow, 2018). These challenges create environments where tensions among pupils escalate rapidly, while teacher stress and burnout further complicate classroom management, leading to compromised learning outcomes.

In Tanzania, primary education serves as a crucial foundation for lifelong learning, contributing directly to national goals of economic development and social equity. The Tanzanian education system has undergone substantial reforms to improve quality, access, and equity, including the integration of competency-based approaches and policies promoting inclusive learning environments (URT, 2016; Mushi et al., 2017). Despite these reforms, schools in regions such as Mombasa District continue to face persistent challenges related to

conflicts among pupils and between teachers and learners. Empirical evidence suggests that these conflicts manifest as peer fights, bullying, disagreements over classroom participation, and disputes over scarce resources, all of which compromise academic engagement and attainment (Shayo & Mwamwenda, 2018; Mwakyusa et al., 2019). Understanding the nature, causes, and effects of these conflicts is therefore essential for improving both the quality of education and the psychosocial well-being of learners.

Peer conflicts represent one of the most pervasive forms of disputes in primary schools. Research indicates that peer-related tensions, including physical fights, verbal harassment, and social exclusion, can produce anxiety, distraction, and reduced participation among students (Juvonen & Graham, 2014; Swearer et al., 2016). In addition to direct impacts on affected students, peer conflicts often have systemic implications, as teachers spend considerable instructional time mediating disputes, which reduces opportunities for comprehensive syllabus coverage (Rigby, 2017; Salmivalli, 2018). These challenges underline the importance of school-level interventions aimed at fostering positive peer interactions, such as peer mediation programs, social-emotional learning curricula, and the promotion of cooperative learning strategies that build empathy, conflict resolution skills, and responsible decision-making among pupils.

Teacher-pupil conflicts are another significant barrier to effective learning in primary schools. Studies indicate that disagreements between teachers and students often stem from perceived unfair treatment, inconsistent disciplinary measures, or communication breakdowns (Cornell & Mayer, 2016; Pianta et al., 2017). Such disputes can instill fear and reluctance among pupils, reducing their willingness to engage in class discussions, complete assignments, or seek academic support. Consequently, the quality of teacher-student relationships becomes a critical determinant of learning outcomes. Evidence suggests that positive, respectful, and supportive teacher-student interactions contribute significantly to motivation, classroom engagement, and academic achievement, while unresolved conflicts perpetuate disengagement and poor performance (Hamre & Pianta, 2015; Hughes et al., 2016). In the context of Tanzanian primary schools, where teacher-student ratios are high and classroom management skills may vary, these conflicts are particularly detrimental.

Resource scarcity and infrastructural inadequacies also exacerbate school conflicts and hinder learning. Limited textbooks, writing materials, inadequate classroom space, and overcrowding are frequently reported as sources of disputes among pupils, as well as between

pupils and teachers (Akyeampong, 2017; Mushi et al., 2017). In addition to generating interpersonal tension, such deficiencies directly impede instructional continuity and pupil engagement. For example, when pupils must share scarce resources, feelings of frustration and inequity can arise, resulting in disputes that disrupt lessons and limit comprehension. Teachers often find themselves managing not only academic instruction but also the behavioral consequences of these resource-based tensions. Addressing infrastructure and resource gaps is therefore not only a matter of equity but also a strategic intervention to minimize conflict and enhance academic outcomes (Morrow, 2018; Shayo & Mwamwenda, 2018).

Despite the recognition of conflicts as a major educational challenge, there is a relative paucity of research examining the multifaceted impacts of school disputes on pupils' academic performance in Tanzanian primary schools. Most studies focus either on bullying or teacher-student interactions in isolation, leaving limited understanding of the interrelated effects of different types of conflicts on learning outcomes (Mwakyusa et al., 2019; Olweus, 2016). Furthermore, research exploring effective strategies for conflict mitigation, such as peer mediation, positive reinforcement, and teacher professional development, remains insufficiently contextualized within Tanzanian primary schools. This gap highlights the need for empirical studies that integrate quantitative and qualitative approaches to provide comprehensive insights into conflict dynamics and their implications for academic performance.

The study is guided by Conflict Theory, which posits that social interactions, including those in schools, are often shaped by competing interests, power imbalances, and resource limitations (Coser, 2016; Lewis, 2018). In the school context, conflicts arise when pupils, teachers, or other stakeholders perceive threats to their interests, fairness, or well-being. Applying Conflict Theory allows for an understanding of how disputes affect classroom dynamics, instructional time, and student motivation, as well as how structured interventions can mediate these tensions to create conducive learning environments. By linking theory with practice, the study aims to provide evidence-based recommendations for managing conflicts and enhancing academic performance in primary schools.

Finally, addressing school conflicts is closely linked to the achievement of Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable, and quality education for all (UNESCO, 2021; United Nations, 2015). Without effective conflict

management, learners may experience educational disruption, unequal access to learning resources, and emotional distress, all of which impede the attainment of learning objectives. By investigating the impacts of conflicts on academic performance and exploring mitigation strategies, this study contributes to both local education policy development and global education goals. The findings are expected to inform interventions that promote school safety, psychosocial well-being, and instructional effectiveness, thereby supporting the broader agenda of educational quality in Tanzania and similar contexts.

2.0 METHODOLOGY

2.1 Research Design

This study adopted a mixed-methods research design, integrating both quantitative and qualitative approaches to comprehensively examine the impacts of conflicts in primary schools on pupils' academic performance. The mixed-methods design was selected to allow for a triangulation of data, providing both statistical evidence and rich narrative insights into the phenomenon of school conflicts (Creswell & Creswell, 2018; Tashakkori & Teddlie, 2016). Quantitative data enabled the measurement of the frequency, types, and intensity of conflicts, while qualitative data provided contextual understanding, capturing teachers' and pupils' perceptions, experiences, and coping mechanisms. By combining these approaches, the study ensured a holistic understanding of the dynamics of conflicts, their effects on learning, and effective mitigation strategies.

2.2 Study Area

The study was conducted in Momba District, Songwe Region, Tanzania, a predominantly rural district with a mixture of public primary schools. Momba District was purposively selected due to reported challenges in classroom management, high pupil-teacher ratios, and frequent school conflicts that potentially affect academic performance (URT, 2016; Shayo & Mwamwenda, 2018). The district provides a representative context for examining the multifaceted nature of conflicts in resource-constrained educational settings. Furthermore, the selection of Momba District allowed for engagement with diverse schools, including both urban-adjacent and remote rural schools, ensuring that findings reflect variations in infrastructure, teacher capacity, and community involvement.

2.3 Target Population

The target population consisted of primary school pupils, teachers, and head teachers within selected schools in Momba District. Pupils were included because they are the direct

recipients of educational instruction and the most affected by conflicts, while teachers and head teachers were included due to their critical roles in conflict management, classroom supervision, and academic facilitation (Leithwood et al., 2017; Hughes et al., 2016). The study focused on pupils in upper primary grades (Standard V–VII) to capture more mature perspectives and reliable responses. Teachers of core subjects and headteachers were purposively selected to provide insights into institutional dynamics, resource challenges, and systemic approaches to conflict management.

2.4 Sampling Technique and Sample Size

A combination of purposive and stratified random sampling techniques was employed. Purposive sampling was used to select schools with reported high incidences of conflict and relevant staff members, ensuring participants had direct experience with the study phenomenon (Creswell & Creswell, 2018; Teddlie & Yu, 2017). Stratified random sampling was used for pupil selection to ensure proportional representation across grades, gender, and classrooms. The final sample comprised 300 pupils, 30 teachers, and 10 headteachers drawn from 10 primary schools. This sample size was sufficient to provide both statistical validity for quantitative analysis and rich qualitative insights for thematic interpretation.

2.5 Data Collection Methods

The study employed questionnaires, interviews, and document analysis as primary data collection tools. Structured questionnaires were administered to pupils and teachers to collect quantitative data on conflict frequency, types, and perceived impact on academic performance. Semi-structured interviews were conducted with headteachers and selected teachers to capture qualitative insights into conflict causes, resolution strategies, and classroom management practices. Additionally, school records such as academic performance reports, incident logs, and attendance registers were analyzed to triangulate data and assess the relationship between conflicts and academic outcomes (Bryman, 2016; Merriam & Tisdell, 2016).

2.6 Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics with the aid of SPSS software, including frequencies, percentages, means, and cross-tabulations to summarize the prevalence and effects of conflicts (Field, 2018; Pallant, 2020). Qualitative data were analyzed thematically through a systematic process of coding, categorizing, and identifying patterns and trends related to conflict experiences and resolution strategies (Braun

& Clarke, 2019; Creswell, 2018). Triangulation of quantitative and qualitative findings provided a comprehensive understanding of how conflicts affect academic performance, validating the results across different data sources.

2.7 Trustworthiness and Reliability

To ensure trustworthiness, the study employed credibility, dependability, confirmability, and transferability criteria. Triangulation of data sources (pupils, teachers, headteachers, and documents) enhanced credibility by cross-verifying findings (Lincoln & Guba, 1985; Shenton, 2004). Pilot testing of questionnaires improved reliability, ensuring questions were clear, understandable, and relevant. Interview data were recorded, transcribed verbatim, and analyzed systematically to maintain confirmability, while detailed descriptions of the study context enhanced transferability for potential application in similar Tanzanian districts.

2.8 Ethical Considerations

Ethical approval was obtained from relevant educational authorities and school management. Participants provided informed consent, with assurances of confidentiality, voluntary participation, and anonymity. For pupils under 18, parental consent was obtained. The study adhered to ethical standards by avoiding harm, respecting privacy, and ensuring that findings were reported accurately and responsibly (Israel & Hay, 2015; Creswell & Creswell, 2018). Sensitive issues related to bullying or teacher conflicts were handled with care to prevent psychological distress and ensure participants' well-being.

3.0 RESULTS AND DISCUSSION

3.1 Prevalence and Types of Conflicts in Primary Schools

The study revealed that conflicts in Momba District primary schools are widespread, with peer conflicts being the most prevalent. Quantitative analysis showed that 45% of pupils reported frequent peer fights, bullying, or harassment, while an additional 35% experienced moderate occurrences. Teacher-pupil conflicts were also notable, with 38% of teachers and 35% of pupils reporting frequent disputes arising from disciplinary actions, miscommunication, or perceived unfair treatment. Qualitative interviews with headteachers confirmed that peer conflicts create a hostile learning environment and consume significant instructional time, leading to fragmented lessons and reduced curriculum coverage. This finding aligns with existing research, which indicates that peer disputes are a major barrier to academic engagement and classroom harmony (Olweus, 2016; Smith & Brain, 2020).

The qualitative data also highlighted the emotional toll of conflicts on pupils. Many reported feelings of fear, anxiety, and distraction, which affected their willingness to participate in class, collaborate in group work, and complete assignments. Teachers corroborated these reports, emphasizing that recurring conflicts result in constant disruptions, reduced lesson quality, and heightened teacher stress. Headteachers noted that schools lacking structured conflict management mechanisms struggle to maintain a positive learning environment. These findings indicate that conflict is not merely a behavioral concern but a significant factor influencing academic performance, consistent with the Conflict Theory perspective, which links interpersonal tension to social outcomes (Coser, 1956; Deutsch, 1973).

3.2 Impact of Conflicts on Academic Performance

The analysis demonstrated a direct negative relationship between school conflicts and pupil academic performance. Pupils involved in frequent conflicts exhibited lower test scores, increased absenteeism, and reduced classroom participation. Teachers indicated that unresolved disputes hindered pupils' ability to concentrate, decreased motivation, and created an atmosphere of fear that impeded learning. Headteachers further highlighted that academic underperformance was often concentrated in schools with frequent conflicts, overcrowded classrooms, and limited learning resources. These findings are consistent with prior studies indicating that classroom disruptions significantly reduce instructional time and learning outcomes (Juvonen & Graham, 2014; Espelage et al., 2016).

Additionally, resource-based conflicts were found to exacerbate learning challenges. Overcrowded classrooms, inadequate textbooks, and limited writing materials frequently triggered disputes, leading to reduced engagement and lesson comprehension. Teachers reported that mediating such conflicts consumed substantial instructional time, while pupils expressed frustration that hindered their focus. This supports research suggesting that insufficient learning resources and poor infrastructure contribute to both behavioral conflicts and lower academic achievement (UNICEF, 2019; World Bank, 2020).

3.3 Teacher Stress and Classroom Management Challenges

Teacher effectiveness was significantly affected by conflicts, with 60% of teachers experiencing frequent instructional disruptions and 50% reporting high stress levels. Teachers described emotional exhaustion, reduced patience, and diminished instructional quality, while pupils observed that stressed teachers were less approachable and less willing to provide academic support. Interviews revealed that recurring disputes created a cycle of stress and

disengagement, negatively affecting both teaching and learning. These findings echo studies that link teacher stress to classroom disruptions and reduced pupil outcomes (Kyriacou, 2011; Montgomery & Rupp, 2005).

Moreover, conflicts disrupted classroom order, with 65% of teachers indicating that lessons were often fragmented due to quarrels, bullying, and disputes over resources. Headteachers noted that the lack of structured conflict management strategies exacerbated these challenges. The interconnection between teacher stress, classroom management, and pupil behavior highlights the need for comprehensive interventions targeting both teacher support and student conduct, consistent with the principles of social-ecological models of education (Bronfenbrenner, 1979; Jennings & Greenberg, 2009).

3.4 Conflict Management Strategies

The study identified several effective strategies employed to mitigate conflicts. Peer mediation was highly effective, with 60% of teachers and 55% of pupils actively participating. Trained pupil mediators facilitated amicable resolutions, fostering cooperation, responsibility, and empathy among peers. Teachers and headteachers reported that mediation reduced classroom disruptions, increased instructional time, and improved overall learning environments. Qualitative interviews revealed that pupils felt safer and more included, supporting prior research on the effectiveness of student-led mediation in promoting positive peer interactions and academic engagement (Johnson & Johnson, 2014; Brion-Meisels et al., 2019).

Positive reinforcement and reward systems were also significant, with 58% of teachers employing praise, recognition, and incentives to encourage desirable behavior. Pupils reported that acknowledgment of achievements motivated them to focus on learning and minimize misbehavior. Teachers emphasized that consistent application of rewards improved classroom climate and engagement. These findings align with behaviorist educational theories, which highlight the role of reinforcement in shaping positive behaviors and promoting learning outcomes (Skinner, 1953; Slavin, 2018).

Professional development and conflict management training for teachers further reinforced these strategies. Trained teachers applied positive discipline, effective communication, and classroom management techniques, reducing the intensity and frequency of conflicts. Headteachers noted improvements in both pupil engagement and instructional continuity,

demonstrating that teacher capacity building is critical for sustainable conflict resolution (Darling-Hammond et al., 2017; Akyeampong et al., 2019).

3.5 Integrated Discussion

Overall, the findings reveal that conflicts in primary schools are multidimensional and interrelated, encompassing peer disputes, teacher-pupil disagreements, and resource-based tensions. These conflicts collectively disrupt instructional time, degrade classroom order, increase teacher stress, and diminish pupils' academic performance. Effective strategies, including peer mediation, positive reinforcement, and teacher professional development, can mitigate these impacts when implemented holistically. The study demonstrates that addressing conflicts requires coordinated efforts across behavioral, relational, and infrastructural dimensions.

These results have broader implications for educational policy in Tanzania. Schools with proactive conflict management approaches can enhance academic outcomes, improve teacher well-being, and foster psychosocial resilience among pupils. This aligns with Sustainable Development Goal 4, emphasizing inclusive and equitable quality education for all (UNESCO, 2021; World Bank, 2020). The study underscores the importance of integrating conflict resolution into school policies, teacher training curricula, and community engagement programs to create supportive and productive learning environments.

4.0 CONCLUSIONS

This study provides compelling evidence that conflicts in primary schools in Momba District, Songwe Region, Tanzania, have a profound and multifaceted impact on pupils' academic performance. One of the primary conclusions is that peer conflicts are the most pervasive form of dispute, significantly disrupting the learning environment. Frequent fights, bullying, and harassment among pupils create fear, anxiety, and distraction, which directly reduce classroom participation, concentration, and engagement in lessons. Teachers reported that managing these disputes consumes considerable instructional time, leading to incomplete syllabus coverage. Headteachers corroborated these findings, emphasizing that recurring peer conflicts compromise the broader learning environment, reduce pupil motivation, and negatively affect overall school performance. This conclusion aligns with Conflict Theory, highlighting how interpersonal tension can hinder social and academic outcomes (Coser, 1956; Deutsch, 1973).

Another key conclusion is that teacher-pupil conflicts considerably undermine academic engagement. Disputes arising from miscommunication, perceived unfair treatment, and strict disciplinary measures create a climate of fear, discouraging pupils from asking questions, participating in discussions, and completing assignments. Teachers reported difficulty maintaining trust and positive rapport, while pupils expressed feelings of intimidation that diminished their confidence and motivation. These dynamics contribute to classroom disengagement and poor academic performance. Headteachers emphasized that schools without structured mechanisms to manage teacher-student conflicts struggle to sustain effective learning environments, indicating the critical need for professional development programs in conflict resolution and classroom management (Kyriacou, 2011; Jennings & Greenberg, 2009).

The study further concludes that resource scarcity and infrastructural inadequacies exacerbate conflicts and hinder learning. Overcrowded classrooms, insufficient textbooks, and limited learning materials frequently trigger disputes, reducing pupil focus and engagement. Teachers reported that mediating resource-related conflicts consumes valuable instructional time, while pupils indicated that access challenges hindered their comprehension and participation. Headteachers highlighted that schools with inadequate infrastructure are more prone to recurring conflicts, establishing a direct link between the physical learning environment and academic outcomes. Addressing resource and infrastructure gaps is therefore critical to creating equitable, productive learning environments (UNICEF, 2019; World Bank, 2020).

Additionally, the study concludes that conflicts in schools significantly affect teacher effectiveness and classroom management. Frequent disputes lead to teacher stress, burnout, and emotional exhaustion, which diminish patience, instructional quality, and engagement with pupils. Pupils observed that stressed teachers were less approachable and less willing to provide academic support, further hindering learning outcomes. Classroom disruptions reduce instructional continuity, fragment lessons, and create chaotic environments, confirming the interconnected nature of pupil behavior, teacher stress, and educational performance (Montgomery & Rupp, 2005; Espelage et al., 2016).

Finally, the study concludes that effective conflict management strategies can mitigate these negative effects. Peer mediation, positive reinforcement, and teacher professional development were identified as particularly effective interventions. These strategies collectively foster responsibility, empathy, cooperation, and positive classroom engagement.

The results highlight that conflicts are interrelated, requiring holistic interventions that address behavioral, relational, and infrastructural dimensions simultaneously. Implementing comprehensive strategies enhances instructional continuity, classroom harmony, and academic outcomes, underscoring the need for coordinated efforts among teachers, pupils, headteachers, parents, and community stakeholders (Johnson & Johnson, 2014; Brion-Meisels et al., 2019).

5.0 RECOMMENDATIONS

5.1 Recommendations for Action

Institutionalize Peer Mediation Programs: The study revealed that peer conflicts are the most prevalent form of disputes in primary schools and have a significant negative impact on learning outcomes. Therefore, it is recommended that all primary schools in Momba District establish structured peer mediation programs. Pupils trained as mediators can help their peers resolve disputes amicably, fostering empathy, cooperation, and social responsibility. Schools should allocate resources for training, supervision, and continuous support to ensure the sustainability of these programs. Integrating mediation into daily school activities not only reduces classroom disruptions but also develops pupils' communication and problem-solving skills, which are critical for both social and academic development (Johnson & Johnson, 2014; Brion-Meisels et al., 2019).

Strengthen Teacher Professional Development and Conflict Management Training: Teacher-pupil conflicts were found to significantly hinder academic engagement and classroom participation. Continuous, context-specific professional development programs should be implemented to equip teachers with skills in classroom management, positive discipline, effective communication, and stress management. These programs should be reinforced with mentoring, peer learning, and follow-up support to ensure practical application. By enhancing teachers' capacity to manage conflicts constructively, schools can foster positive relationships, reduce classroom disruptions, and improve instructional quality, resulting in better pupil engagement and learning outcomes (Darling-Hammond et al., 2017; Akyeampong et al., 2019).

Improve School Infrastructure and Resource Provision: Resource scarcity and overcrowded classrooms were identified as major contributors to school conflicts. Local government authorities, school boards, and community stakeholders should collaborate to ensure the timely provision of textbooks, classroom materials, and expanded learning spaces.

Adequate infrastructure and resources reduce resource-based disputes, enable teachers to deliver lessons effectively, and provide pupils with a conducive learning environment. By improving facilities and access to learning materials, schools can enhance concentration, engagement, and academic performance (UNICEF, 2019; World Bank, 2020).

Establish Psychosocial Support Systems: The study revealed that frequent conflicts increase teacher stress and pupil anxiety, which negatively affects academic performance. Schools should integrate counseling services, mentorship programs, and stress management workshops to support the emotional and psychological well-being of teachers and pupils. Teachers can receive training in coping mechanisms, while pupils can be guided on conflict resolution, emotional regulation, and peer support. Providing psychosocial support reduces absenteeism, improves classroom participation, and strengthens teacher-pupil relationships, creating a nurturing and productive learning environment (Jennings & Greenberg, 2009; Espelage et al., 2016).

5.2 Recommendations for Further Studies

Longitudinal Research on Conflict Impacts: While this study provided a cross-sectional snapshot of the relationship between school conflicts and academic performance, longitudinal research is needed to examine how exposure to conflicts over time affects pupils' learning trajectories, retention, social development, and motivation. Tracking pupils over multiple school years will offer insights into the long-term consequences of conflicts and inform preventive and remedial interventions to support sustained academic improvement.

Evaluation of Conflict Resolution Interventions: Future studies should examine the effectiveness of various strategies for managing school conflicts, such as peer mediation, positive reinforcement, and teacher training. Research could use experimental or quasi-experimental designs to determine which interventions or combinations of strategies most effectively reduce classroom disruptions, enhance engagement, and improve academic outcomes. Evidence from such studies will guide education authorities in prioritizing resource allocation and implementing interventions that are both sustainable and scalable.

REFERENCE

1. Akyeampong, K., Pryor, J., & Westbrook, J. (2019). Teacher professional development and classroom practice in sub-Saharan Africa. *International Journal of Educational Development*, 66, 1–12. <https://doi.org/10.1016/j.ijedudev.2018.12.002>

2. Alhassan, A., & Asumadu, J. A. (2017). The impact of classroom conflict on pupils' academic performance. *African Journal of Education and Practice*, 6(2), 45–58.
3. Brion-Meisels, G., Gaias, L., & Foster, E. (2019). Peer mediation and social-emotional learning in schools. *Journal of School Psychology*, 76, 95–108.
4. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute.
5. Espelage, D. L., Low, S. K., Polanin, J. R., & Brown, E. C. (2016). The impact of school-based interventions on bullying and aggression: A meta-analysis. *Journal of School Violence*, 15(4), 373–391.
6. Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491–525.
7. Johnson, D. W., & Johnson, R. T. (2014). Cooperative learning in 21st century. *Anales de Psicología*, 30(3), 841–851.
8. Kassa, G. M., & Yibeltal, M. (2018). Conflict and its effects on academic performance in primary schools. *International Journal of Education and Research*, 6(5), 23–38.
9. Kassimu, A., & Nyerere, J. (2020). School infrastructure and learning outcomes: Evidence from Tanzania. *Tanzania Journal of Education Studies*, 12(1), 45–62.
10. Leach, F., Fiscian, V., Kadzamira, E., Lemani, E., & Machakanja, P. (2018). Violence in primary schools in Africa: Impacts on learning. *Comparative Education Review*, 62(2), 173–196.
11. Mbwambo, D., & Chacha, J. (2019). Teacher-pupil conflict and academic performance in Tanzanian primary schools. *International Journal of Educational Research*, 8(3), 75–90.
12. Ministry of Education, Tanzania. (2014). *Education sector development program: Primary education statistics*. Dar es Salaam: Government Printer.
13. UNESCO. (2021). *Global Education Monitoring Report: Inclusion and education*. Paris: UNESCO.
14. UNICEF. (2019). *Education in Tanzania: Infrastructure and learning resources*. Dar es Salaam: UNICEF Tanzania.
15. World Bank. (2020). *Learning to realize education's promise in Tanzania*. Washington, DC: World Bank.

16. Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2018). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press.