

**THE CAUSES AND MANAGEMENT OF STUDENTS' UNREST AT THE  
UNIVERSITY OF FARUSHA IN TANZANIA**

**MASHAURI MWANGASHA MJEMA**

**A THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF DOCTOR OF PHILOSOPHY OF THE OPEN  
UNIVERSITY OF TANZANIA**

**2013**

## CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a thesis titled: **The Causes and Management of Students’ Unrest at the University of Arusha in Tanzania”** in fulfilment of the requirements for the Degree of Doctor of Philosophy of the Open University of Tanzania.

.....

Prof. Issa Mcholo Omari  
(Supervisor)

Date.....

.....

Prof. Alfred Meena  
(Supervisor)

Date.....

## **COPYRIGHT**

No part of this Thesis may be reproduced in any retrieved system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or other wise without prior permission of the author or The Open University of Tanzania in that behalf.

### **DECLARATION**

I, Mashauri Mwangasha Mjema, declare that this thesis titled: “The Causes and Management of Students Unrest at the University of Arusha in Tanzania” is my work and has not been presented and will not be presented to any other university for a similar or any other award. All the sources that I have used or quoted have been indicated and acknowledged by means of references.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this work to my mother, Nakundwa Samweli Mjema. I enjoyed her love, prayers and encouragement.

To my family members: my wife Joycelyn Mjema, my children Victoria, Samuel, Dorice, Gladness, and my son-in-law Nicanor. May this piece of work be a contribution towards their handling of conflicts in their areas of life.

## **ACKNOWLEDGEMENT**

This research has been completed due to important contributions given by a number of people who deserve acknowledgment and recognition. First of all, I thank God Almighty for giving me health and power during this research which involved a lot of travels. Special gratitude goes to my supervisors, Professor Issa Omari and Professor Alfred Meena of the Open University of Tanzania who played a key role to make this thesis successful.

I also wish to thank The Seventh Day Adventist Church, Tanzania Union Mission under the leadership of Dr. Godwin Lekundayo, Pr. Davis Fue and Elder David Wairaha for financial support and time allowed to complete my studies.

To my family members; especially my beloved wife Joycelyn Mjema, my children Victoria and Nicanor, Samuel, Doris and Gladis. I thank them for their prayers, support and encouragement.

I also wish to thank Gidion Msambwa, Mrs Kianzi, Mrs Eliza Mchome, Mrs Maingu, Ms Neema Zephania, Mrs. Chekingo and Victoria Mgallah for their secretarial support services. I would also like to thank Pr. Makunja and Pr. Nuhu Suleiman who prayed for me.

I know it is difficult to mention everybody who supported me in this thesis. In this case, I would like to thank everybody else who in one way or another helped me in the success of this research.

## **ABSTRACT**

This study analysed the nature, causes, aftermath, and management of students' unrest in a higher learning institution. This descriptive case study survey was guided by the theories of campus ecology, cognitive dissonance, and relative deprivation to identify the root causes of students' unrest. The research focused on the academic, managerial and allocative, political, religious and welfare issues as areas of the root causes of students' unrest in the higher learning institution. In most cases, the university administration used authoritarian methods. Alternative approaches which involved problem solving, negotiation and arbitration were emphasised. It was argued that students' unrest led to destruction of property, stoppage of academic programmes, and loss of peaceful learning environment, and lowers the credibility of the institution. The major techniques of data collection were documentary review and interviews of the key informants of the selected unrests. The research has employed Mkumbo's (2002) steps of analysing students' crises. These steps were: defining the students' unrest, events leading to the unrest, characterisation of the unrest, needs that required attention and mechanism used to solve the unrest. The study recommends the involvement of workers and students in decision making, to improve communication system with the students' leadership, government and sponsors should provide sufficient meal and accommodation allowances on time, educate students about procedures of solving grievances, to have early warning system, improve infrastructural learning environment, to establish an office for guidance and counselling, to revisit and implement recommendations by chancellor's and TCU probe commissions.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION.....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF FIGURES .....</b>	<b>xvi</b>
<b>LIST OF ABBREVIATIONS AND SYNONYMS.....</b>	<b>xvii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM .....</b>	<b>1</b>
1.1 Background to the Study Problem .....	1
1.2 History of the University of Arusha.....	2
1.3 Statement of the Research Problem .....	3
1.4 Purpose of the Study .....	6
1.5 Specific Objectives of the Study .....	6
1.6 Research Questions .....	6
1.7 Significance of Study .....	7
1.8 Limitations of the Study.....	7
1.9 Delimitations of the Study .....	7
1.10 Conceptual Framework for the Study .....	8



<b>CHAPTER TWO .....</b>	<b>15</b>
<b>2.0 REVIEW OF RELATED LITERATURE.....</b>	<b>15</b>
2.1 Introduction.....	15
2.2 Theoretical Framework.....	15
2.2.1 Nature, Causes and Control of Aggression .....	17
2.3 Theories of Causes of Students 'Unrest in Educational Setting .....	18
2.3.1 The Theory of Cognitive Dissonance .....	18
2.3.2 The Theory of Relative Deprivation .....	20
2.3.3 The Theory of Campus Ecology .....	23
2.3.4 Riff-Raff Theories of Conflict .....	27
2.3.5 The Human Needs Theory .....	28
2.3.6 Deprivation–Frustration Theories .....	30
2.3.7 The Structural Theory of Conflict.....	32
2.3.8 The Medical and Friction Theory of Conflict.....	35
2.3.9 The Conspiracy Theory of Conflict\.....	35
2.3.10 The Social Identity Theory .....	36
2.4 Theories in Conflict Management and Resolution .....	37
2.4.1 The Traditional Approach of Crises Resolution .....	37
2.4.2 The Modern View of Crises Resolution .....	38
2.5.1 Pragmatic Perspective Approach .....	40
2.5.1 Interest Based Relational Approach.....	40
2.6 The Conflict ResolutionProcess.....	41
2.6.1 The Judicial Approach in Conflict Management .....	43
2.6.2 The Power-Politics Approach in Conflict Management .....	44

2.6.3 The Reconciliatory Approach in Conflict Management .....	44
2.7 Conflict Management Styles .....	44
2.8 Elements of Conflict Management Process .....	45
2.8.1 Third Party Intervention in Conflict Management.....	45
2.8.2 Types of Intervention in Conflict Management.....	46
2.9 Mediation in Conflict Resolution.....	46
2.10 Negotiation in Conflict Resolution .....	47
2.10.1 Barriers of Successful Negotiations .....	47
2.11 Arbitration in Conflict Resolution .....	49
2.12 Types of University Unrests .....	49
2.12.1 Financial problems and university crises .....	49
2.12.2 Culture of Withdrawal Account in Universitie .....	51
2.12.3 Dependency Syndrome in Education.....	51
2.12.4 Consumer Orientation Approach for Education .....	51
2.12.5 Limited Advocacy in Educatio .....	52
2.12.6 Governance of Higher Learning Institutions .....	52
2.12.7 Crisis of Quality and Standards .....	53
2.12.8 Political Unrests in the Universities.....	54
2.12.9 Students' Unrest in the Universities.....	54
2.12.9.1 Political Unrests Related to Students' Loans and Allowance.....	55
2.12.9.2 Academic Issues as Causes of Students Unrest .....	55
2.13 University Students' Unrest as a Function of Management and Leadership	
Styles .....	56
2.13.1 Leadership Styles and Students' Unrest .....	58

2.14 Some Focused Studies of Students' Unrest in Universities .....	60
2.15 Synthesis and the Research Gap .....	61
<b>CHAPTER THREE .....</b>	<b>67</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>67</b>
3.1 Introduction .....	67
3.2 Research Design.....	67
3.3 Study Paradigm.....	67
3.4 The Setting of the Study .....	68
3.4.1 Academic Programmes and Staff Characteristics .....	68
3.4.2 Management of Students Activities at the University of Arusha .....	72
3.4.3 Students Organisation and Leadership Set Up.....	72
3.4.4 Organs of University of Arusha Students' Organisation .....	73
3.4.5 The Electoral System .....	74
3.4.6 Motivation of University of Arusha Student Organisation.....	74
3.5 Ethical Issues to be Considered .....	74
3.8.1 Documentary Analysis .....	76
3.8.1.1 University Documents .....	76
3.8.2 Structured Interviews .....	77
3.9 Selection of Incidents of Students Unrest .....	78
3.9.1 Conceptualising an Incidents of Students Unrest .....	78
3.10 The Criteria Used in Selection of Sample Students' Unrests .....	79
3.11 Approach for the Analysis of Students' Unrests.....	81

<b>CHAPTER FOUR.....</b>	<b>83</b>
<b>4.0 PRESENTATIONAND ANALYSIS OF FINDINGS .....</b>	<b>83</b>
4.1 Introduction.....	83
4.2 Approach to Analysis of Students’ Unrest.....	84
4.2.1 Students’ Unrest 1: Managerial, Allocative, Students’ Welfare and Religious Issues and Students’ Unrest .....	85
4.2.1.1 Identifying and Defining The Unrest .....	85
4.2.1.2 Characterisation in the Unrest.....	86
4.2.1.3 The Analysis of Events Leading to Crisis.....	88
4.2.1.3.2 Allegations of Corruption .....	89
4.2.1.3.3 Chronology of Events led to Crisis .....	89
4.2.1.5 Identifying Issues and Needs that Required Resolutions.....	90
4.2.2 Students’ Unrest 2: Managerial, Allocative, Academic, Students’ Welfare, and Religious Causes of Students Unrest .....	93
4.2.2.1 Identifying and Defining the Unrest .....	93
4.2.2.2 Characterisation of the Unrest.....	94
4.2.2.3 Analysis of Events Leading to Unrest .....	95
4.2.2.4 Issues and Needs that Required to be Resolved.....	96
4.2.2.5 Identifying the Crisis Resolution Mechanisms Used .....	97
4.2.3 Students’ Unrest 3: Managerial, Allocative, Academic and Students’ Welfare Issues.....	97
4.2.3.1 Identifying and Defining the Unrest .....	98
4.2.3.2 Characterisation of the Crisis .....	103
4.2.3.3 Analysis of the Events that Led to the Unrest.....	105

4.2.3.4 Issues and Needs that Required Resolution .....	106
4.2.4 Students' Unrest 4: Allocative, Students' Welfare, Academic and Political Issues.....	107
4.2.4.1 Identifying and Defining the Unrest .....	109
4.2.4.2 Characterisation of the Unrest.....	109
4.2.4.3 Analysis of Events Leading to Unrest .....	110
4.2.4.4 Issues and Needs that Required Resolution .....	111
4.2.4.5 The Crisis Resolution Mechanisms Used .....	111
<b>CHAPTER FIVE .....</b>	<b>114</b>
<b>5.0 DISCUSSION OF THE FINDINGS.....</b>	<b>114</b>
5.1 Introduction.....	114
5.2.1 The relevancy of Nature and Nurture Theories to the Causes of Students' Unrest at the University of Arusha .....	116
5.3.1 Break down in Communication Between Students and University Management.....	118
5.3.2 Allegations About Strict Religious Bylaws .....	118
5.3.3 Lack of Involvement of Workers and Students in Decision Making .....	119
5.3.4 Allegations of Corruption .....	119
5.3.5 Lack of Transparency.....	120
5.3.6 Unmet Promises and Slowness of Management to Students' Demands.....	120
5.3.6.1 Inadequate Infrastructure, Basic Facilities and Students' Congestion.....	121
5.3.6.2 Inadequate, Delay or Denial of Loans from HESLB .....	121
5.3.6.3 Lack of Students' Property Safety .....	122
5.3.6.4 Involvement of Staff in Student' Unrest .....	123

5.3.7 Management, Prevention and Characterisation of Students' Unrests.....	123
5.3.8 The Role of University Administration in Managing and Resolving Students Unrest.....	124
5.3.9 The Role of Students in Managing and Resolving Students' Unrest.....	125
5.3.10 The Role of the Government in Managing and Resolving Students Unrest.	126
<b>CHAPTER SIX .....</b>	<b>127</b>
<b>6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>127</b>
<b>6.1 Introduction.....</b>	<b>127</b>
6.2 Summary .....	127
6.2.1 Summary of Major Findings .....	129
6.3 Conclusion .....	131
6.4 Recommendations .....	131
6.5 Further Research .....	133
<b>REFERENCES.....</b>	<b>135</b>
<b>APPENDICES .....</b>	<b>144</b>

## LIST OF TABLES

Table 2.1: Positive and Negative Aspects of University Students' Unrest.....	39
Table 3.1: Faculty Statistics: First Semester 2012/13.....	69
Table 3.2: Students Enrolment 2012/13 at the University of Arusha by Programmes.....	70
Table 3.3: Students Enrolment Trends at the University of Arusha 2006/7 – 2012/13.....	71
Table 3.4: Students Campus Accommodation for University of Arusha .....	72
Table 3.5: Criteria for Selection of Unrests for Analysis .....	80
Table 4.2: Undergraduate Fee Structure of 2007-2009 at UOA .....	99
Table 4.3: Undergraduate Fee Structure of 2009- 2012 at the University of Arusha.....	100

## LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study .....	10
Figure 1.2: Analytical Elements for Conflict Management and Resolution.....	11
Figure 2.1: Main Causes of Crises in the Universities.....	50
Figure 3.1: An Administrative Framework for Students Services.....	71
Figure 3.2: The Structure of the University of Arusha Students' Organisation .....	73
Figure 3.3: Approach for the Analysis of the Incidents of Students' Unrest.....	82



## **LIST OF ABBREVIATIONS AND SYNONYMS**

AAA	Adventist Accrediting Association
AAS	Arusha Adventist Seminary
AIA	Arusha Institute of Accountancy
ASHE	Adventist School of Health Evangelism
DVC	Deputy Vice Chancellor
HESLB	Higher Education Students Loans Board
IBR	Interest Based Relational
KCMC	Kilimanjaro Christian Medical College
KIU	Kampala International University
LIA	Letter of Interim Authority
MMU	Mount Meru University
MOEC	Ministry of Education and Culture
MUCHS	Muhimbili University College of Health Sciences
SDA	Seventh Day Adventist Church
SUA	Sokoine University of Agriculture
TAC	Tanzania Adventist College
TASC	Tanzania Adventist Seminary and College
TCU	Tanzania Commission for Universities
UASO	University of Arusha Students' Organisation
UCLAS	The University College of Lands and Architectural Studies
UDI	Unilateral Declaration of Independence
UDOM	University of Dodoma

UDSM	University of Dar es Salaam
UEAB	University of East African Baraton
UoA	University of Arusha
UOASA	University of Arusha Students' Association
UOBSA	University of Arusha Business Students' Association
UOESA	University of Arusha Education Students' Association
VC	Vice Chancellor

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Background to the Study Problem**

Students' unrest in universities is a worldwide phenomenon. There is hardly a country that has been free from it. Unrest happen in Asia, Latin America, Africa but even Europe. There are many causes of students' unrests in universities varying from one place to another. Common factors are managerial and allocative, academic, welfare issues and political processes (Omari and Mihyo, 1991).

According to Sambo (1999), from 1990 to 1997, the University of Dar es Salaam (UDSM) recorded seven occurrences of students' unrest while Sokoine University of Agriculture (SUA) had experienced the same number in the same period. The University College of Lands and Architectural Studies (UCLAS) had recorded four major students' unrest between 1991 and 1994. Muhimbili University College of Health Sciences (MUCHS) seven incidences of students' unrest were recorded between 1990 and 1995.

The University of Arusha has not been spared from students' unrest since its establishment in 2006. The recurrences of students' unrests have affected the growth of this newly established university. This phenomenon has defied the purpose and vision of this university. The summary of incidents is as follows; 2007 (2), 2008 (2), 2009 (2), 2010 (1), 2011 (1) and 2012 (1). Thus student unrest seems endemic at the University of Arusha.

## **1.2 History of the University of Arusha**

The University of Arusha is owned and operated by the Seventh Day Adventist Church (S.D.A). The University Council whose chairman is the Executive Secretary of the Seventh day Adventist Church in Tanzania governs it. The council does its work through the University Senate. The University of Arusha started as the Church Ministerial Training Institution to produce church workers in 1970. It was formerly located at Ikizu, 65 kilometers, southeast of Musoma town in Northern Tanzania.

In 1975 the Seventh Day Adventist Church combined the Adventist School of Health Evangelism (ASHE) at Heri Hospital in Kigoma on the Western part of Tanzania and ministerial course at Ikizu. This consolidated institution was then transferred to a new site at Usa-River, 24 kilometers from Arusha city, and was named Arusha Adventist Seminary (AAS).

In 1978, Arusha Adventist Seminary was upgraded to a college status and named Tanzania Adventist Seminary and College (TASC). In 1992, the name was changed to Tanzania Adventist College (TAC) and the ministerial programme was replaced by a two-year diploma course in Theology and Religion. In 1996, TAC was affiliated to Griggs University in U.S.A. Under this affiliation, T.A.C offered a Bachelor of Arts degree in Theology and Religion. In 1998, the affiliation was shifted from Griggs University to Eastern Africa Baraton (UEAB) in Kenya. Under this affiliation, TAC was also a Teachers' College under the then the Ministry of Education and Culture (MOEC). It offered Diploma in Education and Diploma in Secretarial Science.

In early 2003, TAC began the process of becoming a university. In September 2003 it was granted a letter of 'Interim Authority' (LIA) by the then Higher Education Accreditation Council (HEAC) of Tanzania, now called the Tanzania Commission for Universities (TCU). Under the LIA, TAC was authorised to carry the name "The University of Arusha" In September 2004, HEAC granted the University of Arusha a Certificate of Provisional Registration (CPR) no. 016. In 2006, it became fully licensed and accredited by Tanzania Commission for Universities (TCU) as a graduate university. Also University of Arusha was accredited by the Adventist Accrediting Association (AAA) of Seventh Day Adventist schools, colleges and universities based in Silver Spring, Maryland U.S.A. One year after its accreditation the University of Arusha, entered to a new experience of students' unrest. The nature and causes of these unrests are summarized in Table 4.1.

### **1.3 Statement of the Research Problem**

Students' unrest at the University of Arusha has resulted into violence, and negative effects ranging from destruction of properties, disruption of academic programmes, campus life and relations, paralysis of economic activities on campus and its environment, are the main effects that frequently occur during a period of students' unrest. The management approaches often used by university authorities in managing the unrest are; invitation of police to intervene and suspension of students' leaders.

According to Omari and Mihyo (1991), Mosha (1994) and Grey and Starke (1990), have pointed out that students' unrests are by and large destructive and undesirable. Education is a process of human capital formation and involves various levels of

investment. The learner invests time, commitment, attention and his or her physical and psychological faculties in order to absorb the skills transferred. The trainer invests all the energy, skills, commitment and time that the working environment can attract, reward and retain. The sponsor invests financial, infrastructural and other resources. These things are possible where there is peaceful learning environment (Mihyo, 1996). Mihyo's case studies in the Universities of Nairobi and Dar es Salaam, found that the unrests in these universities had bad influences to staffs, students, sponsors and universities at large and therefore;

- i) Some universities were losing business to new public and private universities, which were not experiencing students' unrest. Parents and sponsors were sending their children to other peaceful universities. In this case, universities with regular students' unrest lose name and reputation.
- ii) It was difficult or useless to staff to develop new courses or engage in serious curriculum innovation due to uncertainty and unpredictability caused by frequent tensions.
- iii) The quality of applicants was going down because those who opted to join were those who failed to join elsewhere.
- iv) Some staff members left the campuses due to fear and loss of motivation to stay. The universities characterized by students' unrest failed to attract some of the best and were losing some of their best staff due to continuous unrests.
- v) It was becoming increasingly difficult to measure staff performance except through evaluation of publications. This was due to staff members

using more time on non-teaching activities. Publishing were lower during times of crises than times of peace.

The interview to students revealed that students crises resulted to;

- i) Restlessness, anxiety or uncertainty.
- ii) When they were angry, restless and anxious, their concentration was much lower.
- iii) They felt disliked by their administrators, police and state members of public. Police rapes, thefts and brutality during campus raids.
- iv) Insecurity was also commonly cited as impairing learning.
- v) Self-esteem was generally lower amongst students.
- vi) Under frequent interruptions of unrest, students performed less than the time of peace.

Mihyo's study showed that students' unrest in the higher learning institutions disturbs the learning environment to staff, students and sponsors.

The recurrence of students' unrest at the University of Arusha indicates that there have been no attempts to explore and explain the causes and strategies for managing students' unrests at that university. Due to this, students' unrest has interrupted the stability and smooth running of the university. In this case, it is important to find the causes and management of regular unrests, boycotts and demonstrations at the University of Arusha and suggest ways to minimise or get rid of them.

#### **1.4 Purpose of the Study**

The general purpose of this study was to investigate the causes of recurrent students' unrest at the University of Arusha in Tanzania focusing on the nature, causes, aftermaths and strategies on how the crises were managed and suggest alternative methods for managing them to reach a win win situation.

#### **1.5 Specific Objectives of the Study**

The specific objectives of the study were to:

Specific Objectives were:

- i. Examine the nature and development of students' unrest at the University of Arusha between 2007 to 2012;
- ii. Analyse the factors that led to students' unrest at the University of Arusha;
- iii. Investigate the aftermaths of the students' unrest at the University of Arusha;
- iv. Examine methods on how students' unrest were managed;
- v. Identify alternative strategies that could be used to manage students' unrest.

#### **1.6 Research Questions**

Consistence with the purpose and specific objectives of the study the following questions were posed.

- i. What was the nature and development of students' unrest at the University of Arusha between 2007 to 2012?
- ii. What was the root causes of students' unrests at the University of Arusha?
- iii. What were the consequences of students' unrests at the University of Arusha?
- iv. What measures were applied by the university to manage students' unrest?



- v. What alternative measures could have been applied to resolve students' unrest?

### **1.7 Significance of Study**

The study was expected to:-

- i) Provide new information on the nature, causes, effects and management of students' unrest to the University of Arusha in particular.
- ii) Help the institutions of higher learning on how to manage and resolve students' crises.
- iii) Help the government to plan and give prompt services to students at the higher learning institutions.

### **1.8 Limitations of the Study**

The study experienced one major limitation as was limited to the use of documentary analysis and interviews to the informants directly or indirectly involved in the selected cases of students' unrest. The study relied on memories, interpretations and interviewees who carried the investigations. It was difficult to interview and reach all the actors in students' crises and thereby affecting the depth of data analysis.

### **1.9 Delimitations of the Study**

- i. The study was delimited to the University of Arusha main campus and not others.
- ii. The research was confined to the period between 2007 and 2012 students'

unrest at the University of Arusha.

- iii. The research was focused on undergraduate students' unrest and not other groups in the university setting.

### **1.10 Conceptual Framework for the Study**

A research begins as a concept and involves some imagination and hypothetical thought (Omari, 2011). The causes and management of students' unrest involves important terms need to be defined. The concept of unrest is explained differently by different researchers. Many people view unrest as an activity that is almost totally negative and has no redeeming qualities. While other school of thought accepted it as dysfunctional, destructive, and the same time as a catalyst for change, creativity and production (Posigha and Oghuvwu, 2009).

Unrest results from human interaction in the concept of incompatible ends and where one's ability to satisfy needs or ends depends on the choices, decisions and behaviour of others. It is therefore possible to argue that unrest is endemic to human relationships and societies. It is the result of interactions among people and unavoidable concomitant of choices and decisions and an expression of basic fact of human interdependence (Adejuwon and Okewale, 2009). Some scholars posit that there is need to occasionally stimulate it so as to have innovations and improvements in organisation or society as a whole.

Thus it is seen as "necessary evil" which finds expressions in human interactions. that it will be impossible to see a conflictless society or organisation contrary to the makeshift belief of the Marxist that a classless society or organisation will end

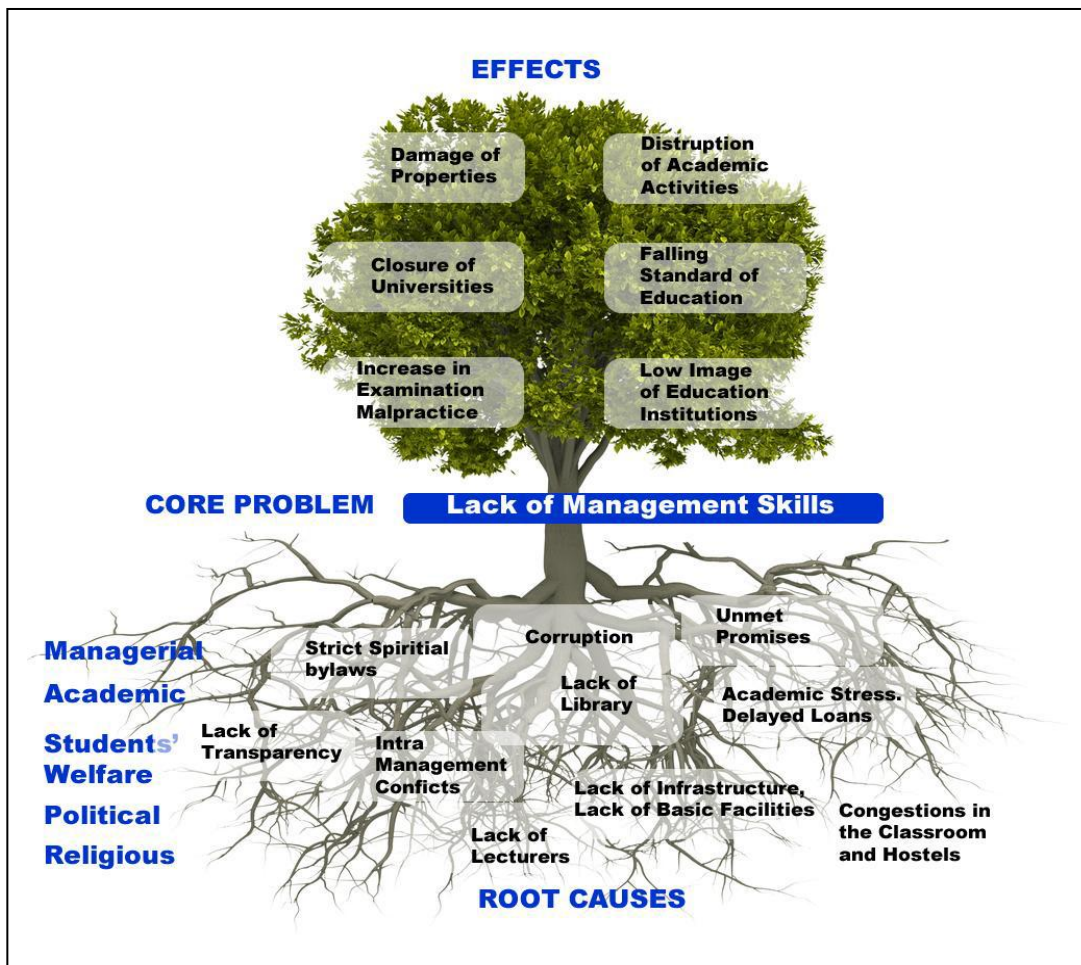
unrests all over the world. The point, however, remains that unrest cannot cease because it is innate in man. (Baradat, 1999). In most cases, unrest between individuals raises fewer problems than unrest between groups. Individuals can act independently and resolve their differences. Members of groups may have to accept the norms, goals, and values of their group. The individual's loyalty will usually be to his or her own group if it is in conflict with others (Armstrong, 2005). In the view of Imobigbe, (1997) unrest is a condition of disharmony or hostility within an interaction process, which is usually the direct result of clash of interests by the parties involved. Wilmost and Hockett (1998) assert that unrest is an expressed struggle between at least two interdependent parties who perceived incompatible goals, scarce resource and interference from other in achieving their goals.

Wilmost and Hockett (1997) said that unrests bring both danger and opportunities to both parties that are involved. In other words, unrest can be destructive and constructive. Similarly, Bloisi (2007) sees unrest as disagreement between two or more parties who perceive that they have incompatible concerns. To him individuals, groups, departments, organisations, countries etc. do experience unrests whenever an action by one party is perceived as preventing or interfering with the goals, needs or actions of another.

Horowitz and Borden (1995) define unrest as a result of disagreement over social issues, beliefs and ideologies. Unrest has also been described as disagreement on the procedure of distributing power and resources in an organisation. Basically, unrest is what occurs when two or more parties have divergent interest over distribution of resources and or issues touching on their development. It is what can come up in the

event of staff and students interactions. It can emanate from university administrative cadre, among students or sometimes it can come up between the organisation and its host community.

Unrest refers to a situation in which people are angry and likely to protest or fight. It usually refers to troubled conditions, conflicts, demonstrations, the occupation of buildings and even some minor riots by students. They are a result of grievances or demands tend to vary from country to country (Oxford Advanced Learners' Dictionary, 2010)

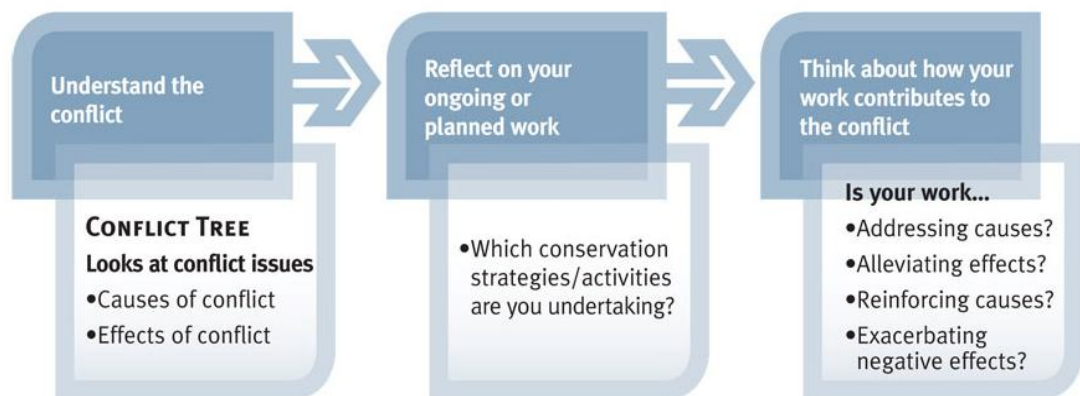


**Figure 1.1: Conceptual Framework of the Study**

**Source:** Fisher, S., *et al.* (2000)

In explaining students' unrest, four major areas were analysed as objectives of this study. These are nature, causes, aftermaths and management of students' unrest. Regarding the nature and origin, factors analysed were lack of leadership skills, inadequate resources and prejudice. In the section of factors influencing unrest, the analysis of managerial and allocative, academic, welfare matters, and political processes were the root causes of students unrest. The precipitating factors were frustration and aggression, instigation and managerial failures.

The aftermath of the students' crises involved the destruction of properties, disruption of academic activities, falling standard of education, low image of education institutions (Mosha, 1994). The effects of unrest leads to instability of every actor in the institution including the management, staff, students and the whole community.



**Figure 1.2: Analytical Elements for Conflict Management and Resolution**

**Source:** Fisher., *et al* (2000)

The causes and effects of conflicts in figure 1.2 can be used to select intervention points. Once the institutional conflict tree is studied, review and range of conflict issues identified and categorised (as causes and effects) during the exercise and think

about how the work is already undertaking (or planning to undertake) contribute to positively and/ or negatively to the conflict issues. The process for linking the work to the conflict issues is outlined in the conflict tree and presented in Figure 1.2.

In managing and resolving students' unrest the university administration should involve workers and students in decision making, improve communication between students and administration, government and sponsors provide on time sufficient fund for meals, field and accomodation allowances, establish early warning system, improve infrustructural and learning environment, create office for guidance and counselling, revisit and implement constructive recommendations made by commissions Mbwete and Ishumi (1996) . The crisis resolution mechanism included negotiation, bargaining, reconciliation, mediation, arbitration and intervention approaches (Ramsbothan,2011). The use of force, expulsions and suspension to students do not bring permanent solutions to students unrest (Fisher *et al.* 2000).

### **1.11 Definitions of Key Concepts**

**Conflict:** This refers to a situation in which university students are involved in serious disagreement or argument, or a situation in which there are opposing ideas, opinions, feeling or wishes. In this study is used interchangeably with crisis or unrest.

**Conflict management:** It is the process of limiting the negative aspects of students' unrest while increasing the positive aspects of unrest at the higher learning institutions. Aims at enhancing learning and group outcomes including effectiveness or performance in university setting.

**Conflict Resolution:** Is conceptualised as the methods and processes involved in facilitating the peaceful ending of students' unrest. In this study, sometimes, is combined with conflict management to show relationship.

**Crisis:** Refers to a time of difficulty or confusion when problems must be solved or important decisions must be made, which it is difficult to choose. It is used interchangeably with unrest or conflict.

**Mission:** It refers to the purpose of existence of the Seventh-day Adventist Church which owns the University of Arusha.

**University philosophy:** This refers to the University of Arusha philosophy which was adapted from the philosophy of the seventh-day Adventist Church.

**Vision:** This refers to the the direction of the Seventh-day Adventist Church which owns the University of Arusha.

## **1.12 Overview of the Study**

This is how the study is organised. The study begins with chapter one which is comprised of introduction and background of the study. This chapter states the the research problem, purpose of the study, and research questions. Other elements in this chapter include limitations and delimitations, significance of the study, conceptual framework, definitions of key concepts and overview of the study.

Chapter two is a review of related literature. This chapter covers dissertations, text books, handbooks, journals, correspondence, newspaper just to name a few. Chapter three is the methodology of the study. The areas covered are study design, study

paradigm, setting of the study or geographical location, population of the study, sample selection and sample size, instrumentation for data collection, procedure for data collection, ethical issues and data analysis plan. Chapter four deals with the analysis and presentation of findings and chapter five deals with interpretation or discussion of results. Chapter six is about summary, conclusions and recommendations.



## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Many studies have been done by several researchers and experts about students' unrest in the universities. Some of these researchers were as ; Sambo (1997), Mosha (1994), Omari and Mihyo (1991), Ndabise (1992), Gamba (1997), Altabach (1999), Mkumbo (2002) and Muga (2004). Most looked at the issue of students' unrest in public universities. Omari and Mihyo (1991), their study cited in public universities of Nairobi, Zambia, Zimbabwe and Dar es Salaam. Mkumbo (2002) and Muga (2004) dealt with students' unrest and management at the University of Dar es Salaam which is a public owned university. In the work edited by Mbwete and Ishumi (1996) all the 13 papers presented, little was said about privately owned universities and denominationally owned universities in particular.

At the University of Arusha nothing has been done regarding researches on university crises despite the recurrences of students' unrest from 2007 to 2012. There is a great need to understand and conduct researches on the nature, causes, effects and management of university crises in the privately owned universities and University of Arusha in particular.

#### **2.2 Theoretical Framework**

Frustration-aggression in conflictual situations. Frustration hypothesis is a theory of aggression proposed by John Dollard and updated by Miller *et al* in 1939, Roger *et al* in 1941 and Leonard Berkowitz in 1969 and Friedman and Schustack in 1999. The

theory says that aggression is the result of blocking, or frustrating person's effort to attain a goal.

It is also known as the Frustration- aggression or Displacement Theory. The theory attempts to explain why people scapegoat. It attempts to give explanation as the cause of violence. Frustration causes aggression but when the source of aggression cannot be challenged, the aggression gets displaced onto an innocent target. For instance, if a man is disrespected and humiliated at his work, but cannot respond to this for fear of losing his job, he may go home and take his anger and frustration out on his family.

This theory is also used to explain riots and revolutions. Both are caused by poorer and more deprived section of society who may express bottled up frustration and anger through violence. Is a condition which exists when a goal response suffers interference, while aggression is defined as an act whose goal response is injury to an organism. However, aggression is not always the response to frustration. Rather a substitute response displayed when aggressive response is not the strongest on the hierarchy.

Furthermore, this theory raises the question if aggression is innate problem. There is little empirical backing for it. It suggests that this frustrated, prejudiced individuals should act more aggressively towards outgroups they are prejudiced against, but studies have shown that they are more aggressive towards everyone. The theory has limitations for example it cannot say why some outgroups are chosen to be scapegoats and why others are not.

### **2.2.1 Nature, Causes and Control of Aggression**

According to Baron and Byrne (1997), there are five theories which explain nature and causes of human aggression as analysed by Mkumbo (2002). These are Instinctual Theories, Biological Theories, Drive Theories, Social Learning Theory and Cognitive Theory.

- a. Instinctual: The theory believes that people act the way they do because it is their nature to behave that way. The pressure burns inside a person until it finds an outlet to another creature of the same specie. The theory supports Darwinist Theory of Survival of the Fittest where one organism wants to maximise pleasure and minimise pain in expense of others sufferings. This tendency can take place in human being who oppose one another sometimes violently. The weaker ones will lose while the stronger ones will survive.
- b. Biological: This refers to the characteristics of the brain and central nervous system especially the endocrine system are designed to lead to aggressive behaviour in response to special stimuli. So biological position plays an important role in explaining the nature of human being to act aggressively. Scientist disagree that this tendency is not innate but the interaction between their genetics (nature) and environment (nurture) may cause such behaviour.
- c. Drive Theories of Aggression: This is a situation whereby aggression is caused by external conditions as frustrations related to some attainment of goals, arouse a strong motive to harm. Myers (1990) called it frustration aggression axis, which aims to harm others or objects primarily perceived cause of frustration.

- d. **The Social Learning theory:** The theory insists that aggression is learnt as other complex social behaviours from direct or observing others (Baron and Bryn 1997). So people learn which persons or group are appropriate targets for aggression, what actions by others, either justify or require aggressive retaliation and what situation or contents are the ones in which aggression is appropriate or inappropriate. So is an experience in the current reinforcement.
- e. **Cognitive Aspect:** This deals with behaviour interplay between current moods and experience. In this case people decide to act aggressively such as going to war, beating groups of people or killing others in order to steal their properties or doing harms to others (Baron and Bryne, 1997)

### **2.3 Theories of Causes of Students 'Unrest in Educational Setting**

There are many theories of explaining the causes and management of students' unrests. Many researchers have come out with a good number of these conflict theories. For instance Swindle (1976), Rahim (1980), Benyon and Solomon (1987), Cronk (1987), Festinger (1957), Ehiamentor (1979) and Banning (1978). Some of the theories for the causes of students' unrest are Cognitive Dissonance, Relative Deprivation, and Campus Ecology. Others are; the Structural Theory, Deprivation Frustration Theory, the Human Needs Theory, the Medical and Friction Theory, the Conspiracy Theory, the Social Identity theory, and the Riff Raft Theory.

#### **2.3.1 The Theory of Cognitive Dissonance**

According to Festinger (1957), people strive to achieve a state of equilibrium among various attitudes, or learned predispositions to persons, situations or things, and

behaviours. This is true because people prefer consistency or consonance to inconsistency or dissonance. Therefore whenever people have a thought that is not consistent with their behaviour or belief, they experience cognitive dissonance and are motivated to seek means of restoring equilibrium (Sprinthall & Sprinthall, 1987).

Cognitive dissonance is considered to be a motivating force that gives rise to behaviour designed to reduce dissonance. Cognitive dissonance begins with dislike for inconsistency between behaviour and attitudes (LeFrancois, 1976). When such conditions or inconsistency between behaviours and attitudes arise, people experience unpleasant state known as dissonance. For example people have had the experience of saying something they did not believe in, or in a way contrary to their values. In all probability, such people have in most cases seen that their respect for laws, family ties or simple good sense push them in these directions.

Festinger (1957), reasoned that one's perceptions of one's own state of fear could be a cognitive element analogous to one's knowledge of some outside objectives (Buck, 1976). To him dissonance theory, inconsistency between cognitive elements is accompanied by the experience of an unpleasant state of tension, which will be reduced if the individual changes the incompatible cognitive elements in the direction of consonance (Buck, 1976). These changes are often effected through unrest. Broadening this theory Iglitzn (cited in Ehiamezor, 1979) and Keniston (1968) and Wood (1974) maintained that for those from radical families, the process of radicalisation involves a return to the fundamental values of the family.

A critical look at incident of students' unrest in universities shows that students' unrest results from the conventional cultural values of parents and the society. Activism therefore arise because of the inconsistency between students' beliefs and roles they are made to perform in the home, school and in society. For example students in universities according to Aluede (1995) and Aluede (1997) have at various times embarked on students' unrest to openly express their dissatisfaction with the way the country is administered and the political instability.

The theory of cognitive dissonance is however limited because of vagueness of the basic dissonance formulations. This vagueness have often created doubt to psychologists and tended to contribute to the controversy that has surrounded the theory (Buck,1976). Furthermore, because of the fact that the theory of cognitive dissonance only accounts for cultural induced factors, which are; parental influence, changing value system of students and contemporary national issues, and its inability to account for other factors which influence students' unrest, such as welfare problems, academic stress, teacher influence and non participation in decision making. Aluede (1995) and Aluede and Aluede (1999) found to be among the factors influencing students' unrest, the need to look out for another theory that may explain the factors in students' unrest.

### **2.3.2 The Theory of Relative Deprivation**

Relative Deprivation is a gap between what people get (value capability such as social status, welfare etc. and what they perceived they should get (value expectations). The essence of this theory according to Davies (cited in

Onwuejeugwu, 1992) is once people's standards of living have started to improve their level of expectations rises. If improvements in actual conditions drop, the urge to revolt emerges because of expectations are unmet and frustration sets in. This theory assumes that once deprivation is removed, as a state of normalcy will emerge.

To social psychologist, relative deprivation can be so intensely felt and widespread that it can degenerate with little catalysis into mass demonstrations, violence and political instability. Relative deprivation according to Dollard et al (cited in Ikelegbe, 1992) is particularly so when the rising expectations coincide with the falling social economic capabilities to satisfy them. This problem is further compounded when a period of economic and social development accompanied by subsidies, higher standard of living, is also followed by economic hardship that destroys previous gains. Such a situation provides a fertile ground for social unrests and even revolution (Ikelegbe, 1992).

As posited by the theorist of Relative Deprivation, it is not just changes and deteriorations in social economic conditions that bring about unrest, but the wide individual or group perception of deteriorating economic conditions. When perception begins to give rise to frustration, mass discontent, disillusionment etc., then the possibility of public uprisings or protest is heightened (Ikelegbe, 1992). It is along this line that Aluede, (1999) and Onyejiaku (1991) provided a picture of what triggers students unrest in universities.

According to these theorists, the self is highly vulnerable to the frustration of life. Obstacles or threats in the environment may cause an individual frustration. Whether

these obstacles are in the form of person or objects, the individual reacts to such external figures directly, in order toward them off and reduce anxiety of feeling of guilt. In other situations, the individual may not be capable enough or it may not be convenient for him/her to express his/her aggressive behaviour satisfactorily against the source of his frustrations.

A cursory look at the antecedent factors in students unrest in many African universities reveals that most entering freshmen have extremely high hopes regarding the freedom of speech and actions which they will be able to exercise during their University life. These hopes according to Ehiamekalor (1979) can be explicated as follows;

- i. Students expect that they participate in the governance of their institutions;  
and
- ii. Students expect that they be provided with good learning/teaching facilities, improved living conditions and other welfare amenities (provided by the school authorities).

These beliefs remain in the students through campus life. Since activists are particularly responsive to these issues, they are apt to tolerate disillusion less highly and to take to unconventional means to concretise their dashed hopes (Keniston, 1967).

The theory of Relative Deprivation is however, criticised because of its partiality in dealing with problems associated with the complexity of the social situation that creates the phenomenon. Furthermore, change from good conditions to poor social



conditions with attendant frustrations may not necessarily lead to mass protest and political violence as envisaged by the theory. Other variables intervene before frustration, due to Relative Deprivation leads to mass protest. This means that the theory of Relative Deprivation does not completely explain the causality of mass protest. With these attendant shortcomings another theory that the theory of Relative Deprivation does not completely explain the causality of mass unrest. With these attendant shortcomings, another theory that could holistically account for the causality of students unrest in Universities should be sought for. This is because the theory is limited in addressing other factors such as teacher influence, academic stress etc. which have potential to cause student unrest in universities.

### **2.3.3 The Theory of Campus Ecology**

Campus Theory is the general concept used to represent the study of Organism – Environmental Interactions. The study of human population groups in relation to environment has become known as human ecology. The ecological trend in students affairs is gaining momentum and perhaps the concept of “Campus Ecology” denoting interest in college or university students and their interactions with their campus environment can be used to describe the movement.

The relationship between students and the campus environment, involves;

- a. Influence of environment on students and students on environment.
- b. Is not solely on students characteristics but on the transactional relationship between students and their environment.
- c. Campus ecology represents a perspective for students affairs that shares the professions longstanding concern for individual students, but incorporated in

a more systematic manner the importance of environment and student environment transactions.

Lewin (1936) has indicated that the setting, environment, or situations as important as the person and both must be analysed in order to understand behaviour. Lewin differs a bit with Barker's (1968) Behaviour Setting Theory, which insists that the inhabitants are involved in more actions, stronger actions and more varied actions in order to maintain the behaviour setting. The people tend to be busier, more vigorous, more versatile, and more involved in the setting (Baker, 1968 and Walsh, 1973).

The Theory of Campus Ecology was popularised by Banning (1978) to describe the interactions between the college students and the campus environment. It devoted to promoting maximum personal growth (Banning, 1980). It does not rule out or even de-emphasise the concern for the individual student, but it does bring to focus the concept of campus environment.

The development of campus ecology as a frame of reference to examine behaviour emerged during the mid seventies (Brown, 1992). Campus ecology has been defined by Banning and McKinley (1988) as the relations between organisms and their environment to understand the behaviour of the organism. That is the study of interaction between the environment and the members of the environment (Brown, 1992).

Lewin (1936) had explained as follows;  $B = F(P + e)$  where (B) is a function(f) of the interaction (x) of person(p) and environment (e). A Major contribution of the

campus ecological perspective to the analysis of students unrest is a systematic and comprehensive consideration of the campus environment (Bannin and McKinley 1988) in applying Moo' system of environment analysis that identified the following six dimensions:

- i. Geographical, meteorological, architectural and physical design element;
- ii. Institutional and organisational structures;
- iii. Combined personal and behavioural characteristics of community members.
- iv. Settings within the environment that shape behaviour.
- v. The relationship between the psychological characteristics of faculty, staff, and student; and,
- vi. A functional analysis of the environment;

A quick look at the factors in campus unrest at the University of Arusha include the changing value system of students, parental influences, faculty influences and national issues.

At institutional level, Sampson (1967) and Aluede (1995) opined that the institutional environment often provides the triggering mechanisms for activism. The institutions which have fine academic reputation, academic freedom and emphasises high academic standard often saved as magnet for potential students activists. Secondly the campuses provide an environment, which encourages intellectual curiosity and idealism and the opportunity for interaction among the students. Futhermore, the nature of the teaching environment, which include the use of teaching assistants, provide natural leaders for activists. In addition the presence of

younger faculty just Ph. D instructors and Assistant Professors (with a marginal sprinkling tenured staff as well) who rose from the ranks of the more recent protesters naturally come to continue the battle. These are the faculty that are usually seen huddled heads to heads with students activists at every planning stage. (Sampson, 1967).

Finally, the organisational structures of the institution, which include variables as size, formal power structure, communication patterns, and system of control, serve as catalyst for activism. More students want to participate in the governance for their university. More students participation in government is seen as a healthy one in recent years, as their participation in decision making may reduce protest over local campus issue (Sampson, 1967, Yalokwu, 1992).

A number of criticisms have been levelled against the theory of campus ecology, the first is that the theoretical postulations are not very explicit and they generally lack adequate operational definitions. For example there is still lack of adequate operational definitions of environment and the definitions of persons is often makeshift. Studies in campus ecology are especially deficient in defining the physical environment and relating it to perceived or psychological environment (Huebner, 1989).

Another shortcoming of the theory is the concept of interaction is seldom explicitly or fully spelt out. Often it is limited to operational definitions as a liberal match between group members responses to a set of items (such as goods and perceptions

of real or ideal environments) or as a match between individual and the group of some dimensions ( Banning, 1980, Banning, 1989). In many cases there are no attempts to define the process or nature of the interaction but only to observe how people react when placed in environment with certain features. In addition, explanations of the model have presented superficial interactional picture. While some relationships are hypothesized to exist between certain personal and environmental variables, the model has tended to be static, addressing single points of going mutually adaptive nature of the change experienced by persons and environment (Banning, 1980; Banning& McKinley,1988; Huebner, 1989).

The theory of campus ecology as a matter of fact, addresses issues related to teacher influence, academic stress, contemporary national issues and non participation in decision making, but neglects other factors like changing value system of students, parental influence and welfare problems, which are among the factors influencing students unrest in the universities and university of Arusha in particular. Therefore like the two theories discussed (Cognitive Dissonance and Relative Deprivation), the theory of campus ecology does not completely account for causal factors in students unrest at the University of Arusha in Tanzania.

#### **2.3.4 Riff-Raff Theories of Conflict**

Riff Raff is the term derived from old french term “riff et raff”, meaning “one and all”, every bit. In sociology is known as rotten apple theory. It was believed that the unemployed people with criminal records and the drug addicted caused riots (<http://www.en.wikipedia.org>. retreaved 8/6/2013). This means that unrests are

perpetuated by the most worthless people in the riff- raff society. Benyon and Solomon (1987), maintain that individuals will wilfully cause riots because they want to loot or rob or because the behaviours are exciting or is current preferred activity in the crowd.

Riff-Raff theories see inadequacies in human nature which blemish to violence and vandalism. It would seem that in cases where people behave in the manner described, socialisation has either been inadequate or people have not responded to it and pursued desired values. Alternatively, Riff-Raff theories could give credibility to instinctual theories of conflict, which state that man has retained the primitive instincts which drive him to aggression. However, it must be noted that the qualification of Riff-Raff is a relative one. The culture of the group to which the people behaving in this deviant manner belong, may approve their behaviour, and all that may be at stake is the class of values of the sub and the dominant culture.

### **2.3.5 The Human Needs Theory**

The Human Needs theory refers to important requirements for survival and satisfaction. There is a wide range of needs which determine behaviour and motivation. Maslow (1970), in his Hierarchy of Needs Theory, postulates that people have physical needs such as a need for shelter and food. Other needs are security, love, recognition, for esteem and fulfilment. The theory of needs as driving forces for human action has been advanced by other scholars, such as Adair (1985) Jones and Jones (1985), Burto (1987 and 1990). Jones (1985) insists that failure to meet the needs mentioned above, results in frustration, insecurity, withdrawal and a

persistance to fulfill the goals in even in socially unacceptable ways. They postulate that their sense of belonging is threatened, they are likely to withdraw and seek attention through unproductive means.

Jones and Jones (ibid) further argue that a need like self esteem is an effect of the satisfaction of other needs, such as recognition, security, love and competence. When these needs are not realised either in the family or in the school, children strive to acquire significance, competence and power by methods which adults disapprove of. The view that human needs play a vital role in influencing behaviour has been emphasised by Druikers (1972) who argues that there are subconscious goals that motivate misbehaviours. Such misbehaviours as attention seeking, power and revenge, is seen by Druikers as an indication of needs for belonging, security or warmth which an individual finds problems in satisfying in ethically approved ways. The Humans needs theory thus emphasises that conflict is a product of unsatisfied human needs.

Burton (1987) insists that these are universal ontological needs that must be satisfied in the sense that individuals will be disruptive if they are frustrated in their pursuit. It seems clear that needs for belonging, identity, esteem and fulfillment characterise human beings. It is also obvious that failure to meet these, can generate many problems and frustrations and tolerance thresholds of individuals is a factor in determining the eruption or otherwise of conflict. Filley (1975) said that the potential triggers of conflict only generate conflict when people perceive them and when they feel them.

### **2.3.6 Deprivation–Frustration Theories**

These theories propose that conflict occurs as a consequence of a nature of deprivations. According to Banyon Solomon (1987), social injustice, maldistribution of resources and power and inadequate institutional arrangements, are some of these deprivations. The deprived group clamours for the resources, which they do not have, but which the reference group possesses. The conflict ensues when those who have less access to the resource and who have it. Conversely, the haves will want to preserve the statusquo, for it assures them control, security and peace.

The underdeprived will initiate changes or call for change to be initiated in belief that it is through transformation or instability or turbulence that they can gain access to the required resources. It is the tension between wanting to preserve the status quo and law and order on the other hand, which may cause conflict to be expressed verbally or physically. Swindle (1976), supports this theory by narrating that the people with limited access to the resource pool are interested in turbulence or in change for it promises the access to the desired resources. He hypothesises that the haves will in all livelihood hold on to their position so that they retain control over the contested resources.

The Deprivation theory seems to have relevance to university of Arusha. Inadequate resources such as classrooms, books and lack of sufficiently qualified teachers are some of the many deprivations that can send this university susceptible to a number of problems which are likely to lead to university unrests. It is evident from above that the deprivation theory relates to the Human needs theory. It appears that deprivation of whatever kind, bars the people affected from satisfying their needs.



Liked to the deprivation theory is the interaction-frustration theory.

The interaction – frustration theory of conflict argues that the seeds of conflict lie in the process of interaction between parties. Opposing values, perceptions, attitudes and behavioural dispositions of parties are some of the factors that cause people to come into conflict (Gordon (1974), Cronk (1987) and Pollard (1986)

Cronk (1987), discusses at length teacher and control in student teacher interaction. He proposes that teacher student conflict is a result of the failure of students and teachers to relate to each other as persons. According to Cronk, teacher/student relationships are founded purely on the existence of formal power conflict. The absence of egalitarian system, lack of belief in the morality and trust worthiness of the other part also result in conflict. Conflict is also caused by failure to address classroom problems squarely and to discuss them openly. The issue of control, in relation to education, has been looked at by others as well. Bybee and Gee (1986) and Pollard (1986) are some of these researches.

According to Pollard (1986),there is an inherent conflict of interest between teachers and students. Writing about what he calls “classroom interests at hand” of teachers and pupils, he argues that both these groups maintain a primary concern with the self, their personhood, and sense of identity. This goal is undertaken in the midst of a threatening situation for both educators and students. The former are faced with problems such as high enrollment, inadequate facilities and support system and the task of educating the students. The latter face evaluation from their teachers while they have simultaneously to contend with their own problems. Both teachers and

students are confronted with a threat to their self image as well as a demand to cope with the situation.

Talking of the role of the school in students, Bybee & Gee (1986), said that there seems to be inadequate access to the decision making process by students. Lamentably, the situation appears to result in a sense of powerlessness, isolation, anonymity; boredom and insignificance for students within the university. This tends to generate frustrations which is a climate for conflict. According to Bybee and Gee (1986) giving students a role in decision making and offering fair treatment can increase their commitment and decrease the offences against the staff and the university.

### **2.3.7 The Structural Theory of Conflict**

The structural theory of conflict accepts the contention that conflict can be part of social interaction. It can either display cooperation, or competition and tension. In brief the very existence of relationship and organisational structures holds a potential for conflict. Mastenbroek (1987). Various researchers such as Labovintz (1985) and Robbins (1983) have endorsed the view that organisational structures contain a potential for conflict. From literature on this topic, factors like communication, personal behaviour and the nature of organisations can be responsible for disharmony.

Regarding the nature of organisations as a factor in conflict, organisations are expected to have people who share different individual goals to pursue similar

organisational goals. They want those who are their members to live up to similar time orientations and management philosophies. Members are expected to intergrate their efforts into a cohesive whole, directed towards organisational goals. They want those who are their members live up to similar time orientations and management philosophies. The problem arises because of the difficulty in absolutely reconciling individual and organisational goals and philosophies.

Callahan and Fleenor (1988), stated that a high level of bureaucracy may lead to frustration and a search for informal ways of completing tasks. The resultant role breaking may lead to conflict with those who enforce the chain of command. With reference to personality as a factor in conflict, certain personalities are more prone of generating conflict than others. The variable in personalities which determine this tendency are not quite clear. It is assumed that perception and attitude may be some of these variables. Callahan and Fleenor (1988) argue that if the stakes of satisfaction in any situation are high, the issue will be important for parties in that situation. This will encourage assertive or aggressive behaviour in the parties and may include conflict. Alternatively interests of parties may be incompatible, rendering a situation a zero-sum game, and fostering a perception that there can only be one winner.

Research on the part played by communication in conflict often cites misunderstandings as a result of semantic difficulties, or of ambiguities in messages or of language. Information channels are also seen to be capable of introducing bias or distortion in communication. Another view in the role of communication in

conflict is offered by transactional analysis, as set forward in the work of Harris and Berne (1981). Transactional analysis argues that people interact with each other from one of three ego states. These ego states are called parent, adult and child. According to Davis and Newstrom (1989) the parent ego state is protective, controlling, nurturing, critical and instructive. The adult ego state tends to be rational, factual and unemotional, while the child ego state is dependent, creative, spontaneous and rebellious.

According to Davis and Newstrom (1989) and Dressler (1985), transactions may be parallel crossed or complimentary. Complementary transactions occur when the ego state of one party, for example the sender of the message, complements that of the other. On the other hand, statements made by one party may not connect or link with appropriate ego state of the other party. This would result in a crossed transaction. When this happens communication is blocked and conflict often follows.

While the discussion on the structural theory focused on bureaucracy, divergent personalities and communication, as contributing to conflict, many other structural variables may precipitate conflict. These variables can originate even in other structures which interact with particular structure. For example, political structural problems affect the University structure and promote conflict there. It is also argued that the problem of not understanding tasks alone may create frustration, affect performance and the students sense of self esteem. This in turn, may encourage conflict.

### **2.3.8 The Medical and Friction Theory of Conflict**

This theory views conflict as a cancerous growth within an otherwise healthy society (swindle, 1976). While the presence of conflict may be symptomatic of problems to be attended to in an organisation or society. It does not necessarily mean that the organisation or society is sick. The medical view pre-supposes one way of solving conflict, namely removing it. It does not accept it as part of an organisation.

The friction model postulates that conflict is inevitable in social interaction (Milton 1981, Swindle 1976). The friction model further argues that conflict is part of a healthy, changing and growing society. This view maintains that communities are dynamic and act of their own volition. The dynamism of a society is, in other words, seen to hold potential for conflict. Gray and Starke (1990) support this theory because they see that crises are inevitable and not necessarily harmful.

### **2.3.9 The Conspiracy Theory of Conflict**

The Conspiracy theory asserts that conflict is caused by outsiders or conspirators Artley (1988). One issue which this theory does not address is how does it happen that outsiders or conspirators are successful in triggering conflict in one society and not in others. Why do they choose a particular society is not prone to conflict, It also assumes that it is highly susceptible to influence.

While the theory also attempts to explain how conflict occurs, it denies the possibility that a particular society may even, with or without outside influence, be vulnerable to conflicts. Finally, it undermines the naturalness and judgement of

people who, it claims, would be influenced in the way suggested. Conspiracy theory is supported by the theory of scape goat theory, which indicates that violence is generated by external factors aimed at disrupting the institution.

Another theory related to conspiracy theory is “Scape Goat theory.” It is a psychological term that relates to prejudice toward a group in order to vent their anger. In essence, they use the group they dislike as their target for all of their anger. Refers to the tendency to blame someone else for ones problems or failures (<http://www.alleydog.com>).

### **2.3.10 The Social Identity Theory**

The theory postulates that individuals seek positive social identity and positive self-concepts based on their group memberships. It states that groups try to achieve positive distinctiveness for themselves in order to protect and maintain their self-esteem as group members. (Stephenson, 1981).

According to this explanation, inter group conflict does not require a class of values or interests. It may be motivated by a concern for identity. The Social Identity theory, therefore argues that in-group versus out-group identification can cause competitive intergroup differentiation, even in the absence of conflict. Such differentiation can graduate into conflict. It would seem that while identity fosters security, it may also cause insatiable need for domination. This seems problematic, particularly where identity affiliation or even nationalism is based on unquestioned solidarity. It would seem that the underlying reason for conflict from the perspective

of this theory centres around the need to ensure security group identity appears to offer such security, while the other group poses a threat.

## **2.4 Theories in Conflict Management and Resolution**

There are several theories which suggest ways of how conflicts can be managed. In this section some of theorists have pointed out on the view of conflict and how they can be minimised, resolved or eradicated. Generally, these theories fall under two major categories namely Traditional and Modern Approaches.

### **2.4.1 The Traditional Approach of Crises Resolution**

According to Gray and Starke (1990), traditionalists conceived conflict and crises as being intrinsically bad. Their presence was evidence that something was wrong within the organisation. They maintained that crises must be eliminated at any cost. Because crises were conceived as bad, considerable attention was given to reducing, elimination or suppressing them. This was done rigidly by prescribing the limits of authority so that individuals and institutions would be less likely to be involved in the crises.

Mosha (1994) insisted that the traditional view still describes the outlook of many people because institutions in our society emphasise obedience to the system and not questioning it. This system was called '*parent-child*' or a '*local parentis*' ideology by Omari & Mihyo (1991). Reasoning out of the causes is rarely considered to be an acceptable approach. Traditional perspective, according to Lenganasa (1996), meant when any conflict occurs and particularly between the youth and the old generation

then the youth are blamed for being notorious in their behaviours and uncalled for actions. But infact that situation remains to indicate reaction of the youth towards older social values as they acquire more new values, which they believe to be better and superior.

#### **2.4.2 The Modern View of Crises Resolution**

Modern theorists, according to Gray and Starke (1990) argue that conflicts/crises in organisations are neither bad nor good per se, and that they are inevitable. Crises are inevitable and not necessarily harmful. Crises can contribute immesuarably to the health of the organisation e.g. by stimulating productive competition. Hence, no matter what type of crisis, it could be managed in such a way that losses are minimised and gains maximised. Indeed they argue that you cannot have an organisation community or society that is free from crises. Similarly, by taking away crises, one may end up taking away the incentive to develop or excel.

#### **2.5 Positive and Negative Aspects of Students' Unrests in Universities**

Gray and Starke(1990) said that the ideal situation, therefore, is one in which there is health level of controlled and contained unrest. Hence, there is an optimum level of unrest, which maximises organisational performance. In organisations where there is too little or no crisis situation, impetus for innovation and creativity rarely exists. Employees are comfortable and not concerned about improving performance. As a result, things that might improve performance get very little attention.



**Table 2.1: Positive and Negative Aspects of University Students' Unrest**

<b>Positive Aspects</b>	<b>Negative Aspects</b>
Puts pressure on government to solve some burning problems	Disruption of academic activities and campus life
Can end up in enhabilitation of physical plants	Expulsion of students especially leaders, thereby;
Can end up in purchase and repair of tables and chairs	Leaving a leadership vacuum
Better salaries& Benefits especially for academic staff	Creates mutual distrust between students&government/ administration between generalisation; undermines team work due to suspicion of mercineries.
Increase of students' allowances	Relations deteriorate
Students realise serious demands of the University mission	Threatens peace on campuses, especially for those who wish to continue with their studies;
They let out their team in one way or another	Closure of Universities result in;waste of study time, backlog of students waiting to be cleared; interrupts supply of manpower, ineffective use of human and physical resources, wastage of taxpayer's money, stress and emotional injury to students
Separation of students' union agenda from dorminant political party.	Lowers teacher's and students' morale; Brain drain as some teachers look for employment elsewhere;
Exposes quality of leadership in government& at the Universities	Encourages moonlighting, contract rasearch and consultancies
Forces government to rethink about University administration (e.g chancellorship thus placing) dons in all top universities positions, corrupt administrators were exposed; some lost their jobs or were demoted	Heavier workload borne by teachers due to expanded intake bad image of Universities due to media reports.
Government & administration realise limitations of coercion	
Democracy enhanced between students & administrations	
Reminds authorities that something need to be done to maintain standards	
Each party to the conflicts gets educated	
Message delivered that is is not that well	
Ministry responsible has since agreed to handle matters of sponsorship	
<b>Positive Aspects</b>	<b>Negative Aspects</b>
Institutions have an opportunity to re-examine their operational procedures (transformational initiative)	
Increase peoples awareness of their rights	
Further reveals the difficult situations universities face	
Draws attention of donors that universities need assistance	
Forces some governments to postpone implementation of phase II cost Sharing	

**Source:** Mosha, 1994:25

On the other extreme, organisational crises can be so destructive that employees cannot give proper attention to performance goals because crises sap their energies. Here performance suffers. Table 2.1 gives some positive and negative aspects of crises. It is self evident from the two approaches that an appropriate model for studying organisational unrest must draw strong points from each of the two approaches and try to relate them to dynamics of the contemporary society. The modern view and pragmatic perspectives are closely related.

### **2.5.1 Pragmatic Perspective Approach**

Another theory that can be used to explain the University crises is the Pragmatic perspective which in essence, attempts to study the situation and context in which the problem exists as a means of getting to know the real root causes. Pragmatism means thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories (Oxford Advanced Learners' Dictionary, 2010).

### **2.5.1 Interest Based Relational Approach**

This conflict Resolution strategy respect individual differences while helping people avoid becoming too entrenched in a fixed position in resolving conflict by using this approach (Ramsbothan *et al.* 2011). Here are some of guidelines to be followed as suggested by Ramsbotham;

- a. Make sure good relationships are the first priority: As far as possible make sure you try to build mutual respect. Do your best to be courteous to one another and remain constructive under pressure.
- b. Keep people and problems separate: recognising that in many cases other person is not just "being difficult"— real and valid difference can lie behind

conflictive positions. By separating the problem from a person, real issues can be debated without damaging working relationships. Separate the “performer” from the “performance.”

- c. Pay attention to the interest that are being presented: By listening carefully you will most likely understand why the person is adopting his or his position;
  - i. Listen first; talk second; to solve a problem effectively you have to understand where the other person is coming from, before defending your own position.
  - ii. Set out the facts; agree and establish the objective, observable elements that will have an impact on the decision and;
  - iii. Explore options together; be open to the idea that a third position may exist, and that you can get to this idea jointly.

Interest based approach helps to prevent antagonism and dislike which so often causes conflict to spin out of control.

## **2.6 The Conflict Resolution Process**

Based on these approaches, a starting point for dealing with conflict is to identify the overriding conflict style used by yourself, your team or your organisation. The most important thing is to look at the circumstances, and think about the style that may be appropriate. Then set good environment for negotiation, gather information of the needs, find solution for the problem, allow win win solution and solutions must be understood by all.

Conflict management therefore, is part of a larger process of ensuring that man lives in peace and in orderly way conflict should also be channelled towards positive effect in every human community (Ramsbothan *et.al.*, 2011). In the view of Fisher *et al.* (2001) bringing about peace in a conflict situation is a process which involves different stages, the best and most of which is conflict transformation. The stages are:

- a. Conflict prevention. Aims to prevent the outbreak of violent conflict.
- b. Conflict settlement. Aims to end violent behaviour by reaching peace agreement
- c. Conflict management. Aims to limit and avoid future violence by promoting positive behaviour in the parties involved.
- d. Conflict resolution. This addresses the causes of conflict and seeks to build a new and lasting relationship between hostile groups.

Conflict management is another way of controlling conflicts before (pre-crisis) or during (conflict stage) or after (post conflict) it has occurred. According to Onigu and Albert (1999), it is more elaborated and wide in conception and application, when necessitated; it involves conflict resolution and transformation. It is more of a long term arrangement involving institutionalised provisions and regulative procedures for dealing with conflicts wherever they occur. Conflict management refers to the elimination, neutralisation of conflict from erupting into crises or to cool a crisis in eruption, Zartman (1989).

Conflicts can be managed in different ways. Some focusing on interpersonal relationships and others on structural changes (Robinson; Roy & Clifford (1974)

advocated that managing conflict toward constructive action is the best approach in resolving conflict in organisation. When conflict arise we need to be able to manage them properly so that it becomes a positive force rather than negative one which would threaten the individual or group. Parker (1974), argue that if conflict arise and are not managed properly, it will lead to delays of work, disinterest and lack of action and in extreme cases, it might lead to complete breakdown of the group. Unmanaged conflict may result to withdrawal of individuals and unwillingness on their part to participate in other groups or assist with various group action programmes in the organisation.

Ola and Oyibo(2000), observed that the current orientation is that conflict is an inherent aspect of every organisation, and that dysfunctional conflicts should be accepted and in fact, encouraged if its level is too low in organisation. It is instructive to note that in tertiary institutions, a conflict can be highly dysfunctional and should be avoided at all cost. All its functionalities to us can still be achieved without getting to a conflict situation. Where conflict cannot be avoided, there is need to embrace dialogue in resolving it, for as Winston Churchill once puts it, “It is better to jaw-jaw than to war-war.” According to Ramsbothan *et al.* (2011), there are various approaches of conflict management. Some of these are the Judicial Approach, the Power-Politics Approach and the Reconciliatory Approach.

### **2.6.1 The Judicial Approach in Conflict Management**

This has to do with conflict management within a legal framework in which a third part is given a sort of “Power of Attorney” based on the conflict parties’ confidence

in the third party, to assume the responsibility of evolving an effective agreement concerning the resolution is hardly arrived at through this approach. Legalistic steps are followed. This approach is not preferred because the outcome is not predictable e.g the use of municipal laws or applying council regulations. The decision making authority is a judge.

### **2.6.2 The Power-Politics Approach in Conflict Management**

The third part takes initiatives to manage a conflict out of concern (personal) bordering on the realising its own broader strategic interest rather than the interest of parties to the conflict. The third part throws into the conflict its leverage, weights, but not confidence, process and impose outcome on the parties.

### **2.6.3 The Reconciliatory Approach in Conflict Management**

The third part improves communication of the parties, help them interpret the issue that divide them and exploring avenues toward a peaceful settlement. Deep seated conflicts, especially those involving deep emotions, necessarily require the systematic replacement of negative feelings and perceptions with positive ones and thereby helping the parties in conflict discover some mutuality of interest which could be capitalised on for the resolution of the conflict.

## **2.7 Conflict Management Styles**

Some of the conflict management styles as narrated by Aiyede (2006) are Avoidance, Confrontation and Problem Solving styles.

- a. *Avoidanc*: This is a situation where a group alleging injustice or

discrimination is literally ignored or denied recognition by those being accused and those who have the capacity for helping to redress the injustices done to the group.

- b. *Confrontation*: This involves threats, verbal aggression, litigation or physical violence from the “avoided,” “ignored” or denied party with the ultimate aim of getting ‘Win- Lose’ outcome.
- c. *Problem solving*: This refers to the situation in which the parties to a conflict either by themselves or through the assistance of the third part, find solutions to their problems in cordial environment. It is non judgemental and highly participatory in character, It promotes cooperation between conflict parties who jointly analyse the structure of the conflict and carefully work out strategies for reconciling with each other. Its outcomes are self supporting in the sense that it is advantageous to all parties in the conflict. However, it is very difficult for conflicting parties to come together.

## **2.8 Elements of Conflict Management Process**

### **2.8.1 Third Party Intervention in Conflict Management**

The third part and intermediary are both refer to a person or team of people who become involved in a conflict to help the disputing parties manage or resolve it. Third parties might act as consultants, helping one side or both sides analyse the conflict and plan an effective response. Alternatively they act as facilitators, arranging meetings, setting agendas, and guiding productive discussions, will also record what was said and may write up short report summarising the discussions and any agreements that were reached. The third part acts as mediator and arbitrator.

Aiyede (2006).

### **2.8.2 Types of Intervention in Conflict Management**

- a. *Preventive intervention.* This is done before the outbreak of a conflict
- b. *Pre-emptive intervention.* This is acting early before the violence becomes severe.
- c. *Curative intervention.* Aims at solution, limitation, control or regulation of an existing conflict.
- d. *De-escalating intervention.* Aims at reducing tension and must be based on insight into the factors and mechanisms that led to escalation in the first place; and
- e. *Escalating intervention.* Can be in the interest of a permanent conflict resolution to escalate a cold conflict (one in which the parties avoid both contact and confrontation).

### **2.9 Mediation in Conflict Resolution**

Mediation is an informal, voluntary and confidential process in which a trained professional dispute resolver (the mediator) facilitates understanding, communication and negotiation between disputing parties and assisting those parties in reaching their disputes. It is a problem solving negotiation process, in which an outside, impartial neutral party works with disputants to assist them to reach a satisfactory negotiated agreement. Unlike judges or arbitrators, mediators have no authority to decide the dispute between the parties; instead the parties empower the mediator to help them resolve the issue between them Good Paster, (1997).



Mediation is built upon the following concepts: (i). Voluntariness (ii) Privacy (iii) Confidentiality (iv) Economy (v) Promptness (vi) Informality (vii) Control of hearing dates (viii) Lack of risk (ix) Lack of fear of an appeal (X) Opportunity for parties to tell their entire story without rules of evidence (xi) High likelihood agreement is not violated.

## **2.10 Negotiation in Conflict Resolution**

According to Albert (2001), negotiation is a process whereby two or more parties, who are faced with a problem of conflict about some limited resources, attempt to agree on how best to solve the problem or resolve the conflict. It is also any form of verbal communication direct or indirect whereby parties to a conflict of interest discuss without resort to arbitration or other judicial processes take a joint action to manage the dispute between them. Negotiation is back and forth communication designed to reach agreement between parties that have both shared and opposed interest.

### **2.10.1 Barriers of Successful Negotiations**

Albert (2001) has listed down the following barriers of negotiation;

- a. *Viewing negotiation as confrontational.* Negotiation need not be confrontational. Effective negotiation is characterised by the parties working together to find solution, rather than each party trying to win the contest of wills. The attitude one taken in negotiation (e.g. hostile, cooperative) will set the tone for the interaction. If you are confrontational, you will have a fight on your hands.

- b. *Trying to win at all cost.* If you win there must be a loser and that can create more difficult down the road. The best perspective is negotiation, is to try to find solution where both parties win. Try not to view negotiation as a contest that must be won.
- c. *Becoming emotional:* It is normal to become emotional during negotiation, that is important. However, as we get emotional, we are less able to channel our negotiating behaviour in constructive ways. It is important to maintain control.
- d. *Trying to understand other person:* We need to understand the other person's needs and wants, with respect to the issue. If we don't know what the persons needs or wants; we will be unable to negotiate properly. Often when we take the time to find out about the other person, we discover that there is no significant agreement.
- e. *Focusing on personalities not issues:* Particularly with people we don't like much, we have a tendency to go off track by focusing on how difficult or obnoxious the person seems. Once this happens, effective negotiations is impossible. It is important to stick to the issues and put aside our degree of like or dislike for the individual.
- f. *Blaming the other person:* In any conflict or Negotiation, each party contributes for better or for worse. If you blame the other person for the difficulty, you will create an angry situation. If you take responsibility for the problem, you will create a spirit of cooperation.

## **2.11 Arbitration in Conflict Resolution**

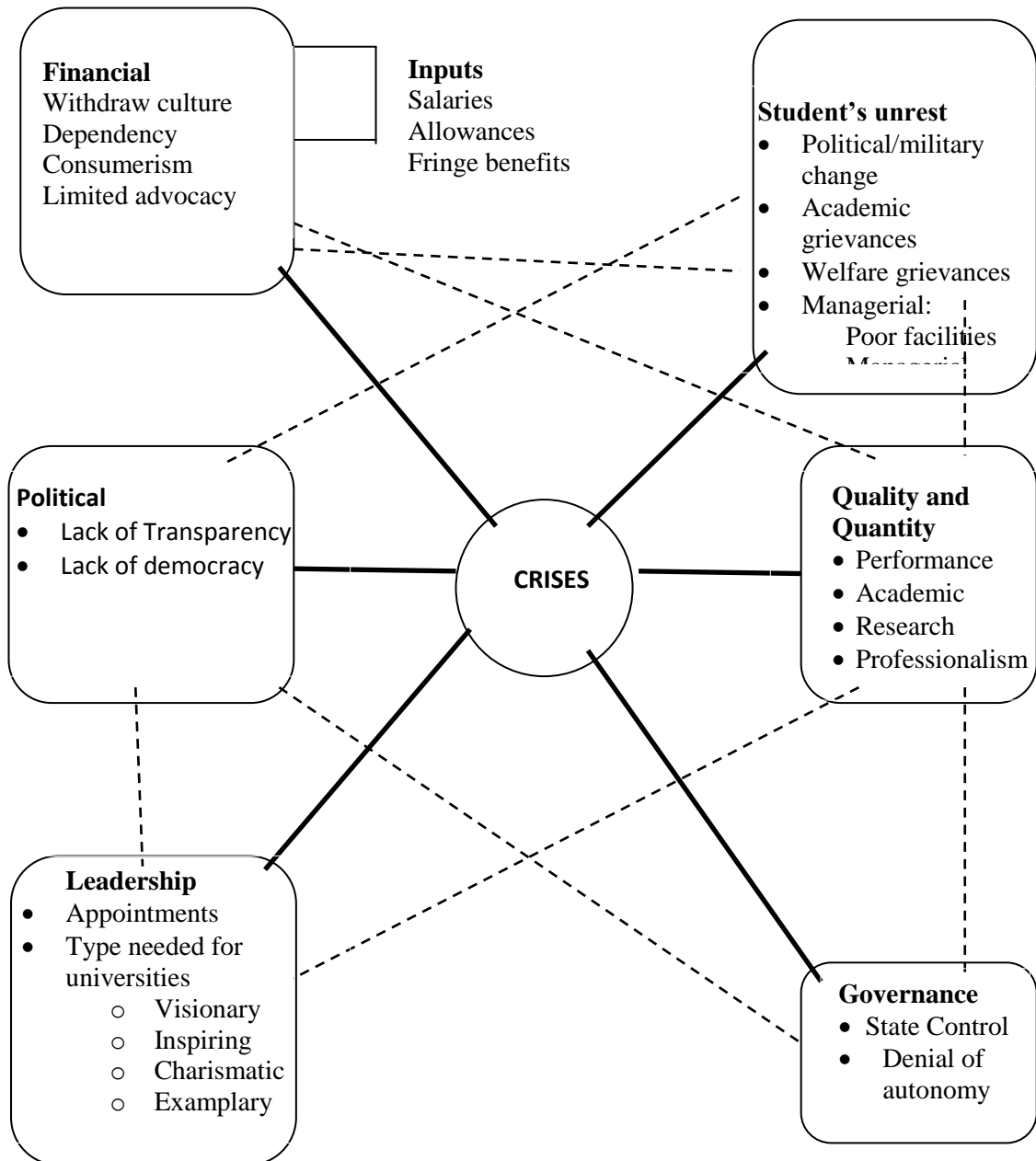
Ramsbothan (2011), defines arbitration as a procedure for the settlement of disputes, under which the parties agree to be bound by the decision of an arbitrator whose decision is, in general final, and legally binding on the parties. It is a process by which parties to a dispute voluntarily refer their disputes to an impartial (or panel) third person. An arbitrator selected by them for a decision based on the evidence and arguments to be presented before the arbitration tribunal.

## **2.12 Types of University Unrests**

According to Mosha (1994), university unrests or crises are multi-faceted and require a comprehensive conceptualisation in order for them to be understood. Mosha has summarised the key crises facing universities, and students' unrest being one of them; others are financial, political, leadership, governance, quality and quantity. The sub sections of the university unrests are indicated in Figure 2.1.

### **2.12.1 Financial Problems and University Unrest**

The issue of financing of higher education has been severally cited as inadequate and autocratic. In Africa, as pointed out by Omari (1991), many African universities need to raise the unit so as to improve the quality of education. He insisted that the poor funding cannot improve the general teaching and learning environment. If the state invests more in human resource, that means to achieve regional and international competitiveness in business, human resources and technological innovations.



**Figure 2.1: Main Causes of Crises in the Universities**

**Source:** Mosha, 1994: 90

Mihyo (1996), saw the economic factors as one of the major components which carried students' protest in Zambia, Kenya, Zimbabwe and Tanzania. It can be concluded that the more involved the state is in giving financial support, the higher the incidence of economic grievances. It is also hypothesised that when funding in

terms of individual sponsorship or individual grants, the economic grievances against the universities, tend to be lower.

Mosha (1994), supports the issue of finance as one of causatives of regular university crises. He insists that the underfunding or ad-hoc funding of the institutions which sets limits to the inputs of university, leads to low salaries and fringe benefits to academic and support staff and low allowances to students. According to Mosha (ibid), the root causes of financial crises are as follows:

#### **2.12.2 Culture of Withdrawal Account in Universities**

This refers to the demand of returns from Education without prerequisite investment: little effort is made to ensure adequate and quality education. Such culture needs to be changed. Investments must be done before expecting good fruits.

#### **2.12.3 Dependency Syndrome in Education**

This refers to external donor support syndrome virtually for everything including infrastructure, staff development, materials and equipment just to mention a few. There is a growing donor fatigue, as systems are increasingly becoming more dependent on donors and unable to sustain external intervention, concrete actions need to be taken to get rid of overdependency.

#### **2.12.4 Consumer Orientation Approach for Education**

This is little economic growth due to consumer oriented economy. Production is directed to consumer production instead of the generation of capital. Unless there is

a switch from consumer oriented activities to capital generation ones, additional capital for investment in education sector will not be forthcoming.

#### **2.12.5 Limited Advocacy in Education**

Education is still receiving low priority in financial allocation in Tanzania and Uganda as compared to Kenya. Efforts must be done to exert pressure on the governments to invest more in education to break the vicious cycle leading to poor economic conditions, and hence poor education performance.

#### **2.12.6 Governance of Higher Learning Institutions**

It relates to how universities in the sub region are managed. Excessive state control of universities, denial or limitations on academic freedom, poor leadership and disempowering structures all account for crises in governance. Excessive state control is often exerted routinely appointing and removing from office, sometimes unceremoniously, key university administrators. Similarly it is not certain whether those appointed have the requisite ability to manage internal conflicts and crises. State control is also manifested when there are infringements of academic freedom; banning of critical students unions, outspoken academics being publically castigated, harassed or transferred to other institutions not of their liking, outspoken students being singled out as agitators and instigators and expelled during crises. Sometimes they had their bursaries withheld.

According to UNESCO (1995), academic freedom:

- i. Is essential for preservation of the university as a community of free inquiry.
- ii. Is a prerequisite for progress in search for distillation, refinement and

dissemination of knowledge

- iii. Is the *sine qua non* for the existence and normal functioning of universities and;
- iv. Allows universities to be relevant and to perform their creative, effective and crucial functions in society.

Excessive control by the state, therefore erodes the rights of individuals to pursue the truth in their teaching and research activities without fear of punishment or termination of employment, for having offended some political, religious or social orthodox (Ashby, 1966). Academic freedom is also the individual and collective rights of dons in a university (Mosha, 1994). Hence the principle of academic freedom and institutional autonomy should not be used as a cover for professional negligence and organisational incompetence. Rather they should imply increased responsibility in academic work including ethical content, and in matters of funding, self evaluation of research and teaching concern for cost-efficiency and effectiveness.

#### **2.12.7 Crisis of Quality and Standards**

The quality of education is falling. The crisis of quality at universities need to be carefully analysed for we need to be able to provide a scientific explanations as to why admissions of poorest and less qualified students, shrinking financial support accompanied by brain drain and brain going down the drain is still giving us first classes and several upper and lower class honours degrees. To what extent does the conflict of interest contribute to this state of affairs. There is very little or no basic

research that is being conducted in universities in the Sub Sahara region today. Contract or applied research is on the increase. Apparently universities are continually failing to realise their primary objective: advancement of knowledge and pursuit of truth. Whereas applied research has direct utility, over insistence on applied research at the expense of pure basic research has several dangers (Mosha 1994).

On professionalism, the issue of standards is very important. There is a problem of recognition because the criteria for given levels of professionalism are very fluid. Professorship by acclamation or by migration without meeting established norms elsewhere is merely eroding respect attached to professionalism. Similarly the process of equating that which is not equal seems to be eroding professionalism even further.

#### **2.12.8 Political Unrests in the Universities**

Universities operate and influenced by the political ideology, values and norms of the society. The university administrators are dependent in decision making especially when the issue decided affects the state leadership. So there is lack of democracy and transparency. The relationship between the political system and the university is also superficial.

#### **2.12.9 Students' Unrest in the Universities**

These crises according to Mosha (1994), receive a lot of attention because are often characterised by unrest which may lead to destruction of property, boycotting of



classes and the subsequent closure of the universities. They draw attention of public, government, donor community, and future employers of graduates all of whom are parties with a stake in the university.

#### **2.12.9.1 Political Unrests Related to Students' Loans and Allowance**

Loans, grants and allowances students get, have instigated them to protests against the government. Omari and Mihyo(1991), by citing examples of Zambia, Tanzania, Kenya and Zimbabwe universities, said that students complained about the grants which were either too little or delayed,not covering all the diverse needs of students. When the government is not fair or considerate to students while the politicians and senior officials enjoy higher salaries and fringe benefits, the issue touches the political process.

#### **2.12.9.2 Academic Issues as Causes of Students Unrest**

Omari and Mihyo (1991) analysed academic issues as one of the causatives of the university unrest but very infrequent. The academic issues may include protestagainst difficult examinations, incompetence of lecturers, shortage of books, introduction of new courses, and favouratism in teaching and examinations.They said that most of the academic crises were either dealt in the faculty levels so were infrequent. However, in their study, they gave few examples of the universities in four countries which experienced students unrests due to academic reasons. These were Nairobi University (1974) experienced Architecture students protest against mass failures in examinations and get support from other students and in October, 1974, there were class boycotts against shortage of teaching staff. In 1977, The

students of the same University had violent demonstrations against favouratism in examinations in the faculty of Commerce. In 1985, they demanded for more academic freedom, change of admission criteria to depend on merit and protested against a new system of education.

In UDSM the protest was against lengthening of academic year from 31 to 40 weeks and academic programme for education students in 1971 and 1977 respectively. In 1986, UDSM students demanded increase in books and stationery allowances, improved teaching and better environment facilities (dormitories and theatres). In the 1990 crisis, students demanded for academic freedom of dissent and a formal report on detained dissenting students urged.

In Zambia University, students were against the change of education programme from Marxist-Leninism to Humanism. Students preferred scientific Marxist-leninism. In Zimbabwe University, the students demanded for the end to book shortage and late charges for library books in 1988 while the academic freedom and university autonomy was the major issue wanted in the 1990 crisis.

### **2.13 University Students' Unrest as a Function of Management and Leadership Styles**

Leadership is a process by which a person influences others to accomplish an objective willfully directs the organization in a way that makes it more cohesive and coherent. University leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. Although

the position as a leaders gives the administration the authority to accomplish certain tasks and objectives in the institution, this power does not make a leader. It simply makes one the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around. According to D'souza (2008) leadership focuses on the activity through which the goals and objectives of an institution are accomplished.

When commenting on leadership style in management of academic institutions, D'souza (2008) attributed leadership to inter-relationship among three elements: -

- i. *The qualities, skills, and needs of the leader.* This inter-relationship suggests that no one style of leadership serves best for all situations. The best style is the one most appropriate in a given situation.
- ii. *The needs and expectations of the group.* Leadership seeks to meet the genuine needs and expectations of the group by performing required functions.
- iii. *The demands or requirements of the situation.* Leadership is situational, that is, it depends largely on the demands of the task. Leaders' style change from group to group and from situation to situation.

Okumbe (1999) defines administration as the process of acquiring and allocating resources for the achievement of the organizational goals. Hence educational administration refers to the process of acquiring and allocating resources for the achievement of the predetermined educational goals. Okumbe asserts that, effectiveness in an educational organization is judged by the extent to which the

organization, achieves its goals, acquires the necessary material and human resources, provides a congenial organizational climate, and meets the expectations of the society within which it is established.

### **2.13.1 Leadership Styles and Students' Unrest**

A leadership style refers to a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization- Okumbe (1999) points out that, the pioneering work on leadership conducted at the University of Iowa in 1938 investigated the impact of the autocratic, democratic and Laissez faire leadership styles as follows:

- a. Autocratic leadership style and students' unrest: Autocratic leadership style, also known as authoritative centralizes power, authority and decision making. This means a leader informs his/ her employees on what he/she wants them to do, and how the task should be accomplished, without getting the advice from them. D'souza (2008) commenting on this type of leadership says that workers are primarily committed for survival. Their attitude says, "Don't try to use your head, do what you're told to do, but only what you're told to do, and if you goof off or make a mistake, don't get caught". This type of leadership can also have effect on students' leadership if the administrations consistently do not listen to students' problems. Students might avenge by riot or property destruction to bring to attention their concerns which are not listened to by the leaders.

- b. Democratic Leadership Style and Students' Unrest: The democratic leadership, also known as participative or consultative leadership, decentralizes power and authority. Decisions are made through consultations (Okumbe, 1999). This type of leadership recognizes each person's self worth and esteem. At the same time, leader's actions are based upon trust, integrity, honesty, equality, openness and mutual respect (Armstrong, 2003). Democratic leaders empower all employees to their maximum capability and desire. At the same time places a strong emphasis on teamwork, while functioning as facilitator to develop a natural synergy among the group.

To students this type of leadership is of benefit to the institution at large as they are involved in discussion and decisions of matters concerning their welfare, hence welcomes peace and understanding at the institution. In this case, democratic leadership style encourages communication system between the students' organisation, students and the university administration. This brings harmony and conducive teaching and learning environment.

- c. Laissez faire leadership style and students' unrest: In the laissez faire case, Okumbe (1999) purports that leaders tend to avoid power and authority; the leader depends largely on the group to establish goals and means for achieving progress and success. This type of leadership has negative effects to School Organization if there is no justice, effective

decisions, poor implementation and follow up of matters decided etc. Then indiscipline and riots become unavoidable in the organisation such as universities.

- d. Situational leadership style and students' unrest: Situational leadership is a function of a leader, follower, and situation that are appropriate for one another. It is based on assumptions, that each instance requires different leadership style. Hence, it requires a unique combination of leaders, followers, and leadership situations. According to Johanness (2008) situational leadership is characterised by directing, coaching, supporting, participating and delegating.

Thus, a better understanding of situational factors can help school leaders and administrators to create conditions that transforms academic institutions into thriving centres of Christ oriented education. Sergioranni (2009) opinions the greatest secrets of leadership is the ability to command the respect and demonstrate devotion to the organizations' purposes and commitment to those in the organization, by commanding respect and followership of other so they can work together day by day on the ordinary tasks so that purposes of the organisation can be realised.

#### **2.14 Some Focused Studies of Students' Unrest in Universities**

The state of the university unrest in the global arena provides the lead question in this thesis, namely how prepared is the University of Arusha in meeting the challenges of students' aggression, which today threatens its survival amidst stiff competition in the global academic arena. The corollaries of this question are first,

how do we measure the impact of the university unrest in Tanzania, versus the rest of the world? Secondly, what economic, political, cultural, environmental and technological factors are relevant in determining and comparing the crises occurrences across the continents? Thirdly, are there standard benchmarks for comparison of the factors linked to unrests? Fourthly, where do universities in developing countries stand in the international arena table of global education competitiveness? Fifthly, what is the way forward, for the EAC member countries in particular Tanzania, in enhancing their global competitiveness in the provision of quality university education? What are the drivers of unrests and strikes in universities?

### **2.15 Synthesis and the Research Gap**

The Review of Literature has revealed a number of elements important to this study. In theoretical framework some social psychological theories were discussed. These were related to human aggression and violence. The theory of instinct, Biological theory, Drive theory, social learning theory and cognitive were analysed as the nature and origin of conflict and unrest.

The second part of the theoretical framework involved social psychological theories which influenced conflicts at different levels. These theories included the structural theory, deprivation-frustration theory, the human need theory, the medical and friction theory, the conspiracy theory, the social identity theory and the riff-raff theory. Others were the theory of cognitive dissonance, the theory of relative deprivation and the theory of campus ecology.

The analysis of all the theories was done and a combination of three related theories was formulated. These were theories related to nature and nurture, theories related to interaction between organisms, environment and situations, and the third combination is theories related to deprivations.

Theorie of genetics (nature) nature and environment (nurture) comprised of frustration aggression theory, instinctual theory, biological theory, drive theory and cognitive theory. The theories of nature and nurture it was argued that aggression is innate and its pressure burns inside and must find an outlet to the organism of the same specie. The theories related to nature of aggression with the brain and learnt experiences lead to aggression behaviour. The scientists challenged the theories of nature because nurture (environment) affects an organism. In this case, a combination of nature and nurture brings sense in relation to causes of aggression. Another point added in these theories is goal attainment which is determined by the environment. If the attainment of goals are blocked, then aggression comes in, a person gets ready to harm someone or something blocking the goal attainment.

These theories of aggression emphasised elements which cause aggression to people. According to the theories, there are natural situations which can irritate people and reacts aggressively as the way of retaliation to all blocks prevent the attainment of aspired goals. This is relevant to university setting whereby students have goals to achieve (graduate) and when these goals seem to be blocked naturally will react aggressively against management, teachers, students, government and the like. The social psychological theories can be grouped into two major groups; theories related



to interaction of organisms, environment and situations. The second one was the group of theories related to deprivations of needs.

1. Theories related to interactions. These were conspiracy theory, campus ecology theory, riff raff theory, social identity theory, structural theory, and interaction frustration theory. These theories are related with interactions of people, environment and situations. The result of interactions lead to different interests and classes which seek domination over others. This means conflict happen as a result of interactions and differences.

These theories are relevant to university setting because people with different behaviour, attitudes, and behavioural dispositions meet. The key elements worth noting from these theories were:

- a. Religious intolerance where there is (are) conflicts between or among the religious groups in campus or society
- b. Ritual killing(s) of student(s) i.e where student is used for ritual in the community in which the institution is located
- c. Death of students through careless driving
- d. Inadequate home training by parents.
- e. Break down in communication
- f. Banning of students union activities within the campus
- g. Selective victimisation of staff and students of institution by government
- h. Interference of government in institution's affairs

- i. Introduction of abnoxious economic, political and other policies
  - j. International issues
2. Deprivation theories included; deprivation frustration theory, human needs theory, cognitive dissonance theory, and relative deprivation theory. These theories are related to all occurances caused by deprivations of needs. They emphasised the need to focus on attributes such as infrastructural needs and facilities in the study of causes and management of students' unrest at the university of Arusha. In the hierarchy of needs theory by Maslow (ibid), people have physical needs as food, shelter, security,love, recognition, esteem, fulfillment and belongingness. The implication of failure to satisfy the needs results in frustration, insecurity, withdrawal and fulfill them in unacceptable way. The following factors can be relevant to students' unrest:
- a. Inadequate infrastructure and facilities in education.
  - b. Inadequate vehicle for transportationof students
  - c. Inadequate hostel accomodation for students in the campus
  - d. Inadequate funding of education institutions by the government or owner
  - e. Students academic stresses eg. lack of lecturers
  - f. Inadequate health facilities

This study focused on all twelve dominant social psychological theories namely; frustration aggression theory, conspiracy theory, social identity theory, riff raff theory, campus ecology, structural theory, interaction frustration theory, medical

and friction theory, deprivation-frustration theory, human need theory, cognitive dissonance and relative deprivation that have been evolved to explain students' unrest, to determine their ability to account for the phenomenon in universities. It was found that none of the theories could all alone holistically account for all the causal factors in students' unrest in the universities. The Synthetic Theory that is being recommended refers to the combination of the twelve theories explicate causal factors in students' unrest in the universities.

The second part of the theoretical framework has analysed conflict management and resolution. Classical theories such as traditional view advocated for the harsh treatment to stop unrests. The pragmatist view emphasised on the analysis of causes and find practical solutions to the problems. The modern theorists viewed unrest as both constructive and destructive. In this case practical analysis has to be done for solution. The literature review pointed out the importance of all actors in university unrest be involved; parents and guardians, students, faculty, university management and state for practical solutions. The use of negotiations, bargaining, reconciliations and problem solving have been explained as some of the best approaches to conflict management and resolution.

As it has been analysed that the students' unrests have been escalated by political, students' welfare, academic, managerial, and allocative factors. The literature review indicated that political factors outweighed the total number of crises emerged at the universities. The factors analysed included the undemocratic process of decision making, poor level and modes of financing higher education, inadequate

infrastructure and facilities, lack of teachers and poor standard of teaching methods, weaknesses of university administrations, and the longstanding problems of students which have not been addressed properly by relevant authority and externalisation of students' unrests.

Most of the studies done by many experts discussed the occurrences of students' unrests in public universities and little attention was given to privately owned universities and denominationally owned universities. The issue of religion was not discussed in detail because of the nature of these universities. In the denominationally owned university the issue of religious differences needed to be addressed critically because some of them belong to Religious Organisations. This provides a gap for the necessity of conducting studies in the privately owned institutions and denominationally owned institutions of higher learning in particular.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the conceptual structure within which the research was conducted. It presents the research design, study paradigm, setting of the study, ethical issues to be considered, selection of the population, sample selection, instrumentation for data collection, procedures for data collection in the field, and data analysis.

#### **3.2 Research Design**

The study design was case study which ensured that data was collected in a legitimate, accurate and reliable way. The data collection was centered on the core issue of the study stated as; “The Causes of Students’ Unrest at the University of Arusha in Tanzania”. The research was conducted through the use of descriptive approach. The researcher used the University of Arusha as a case study. Case study is an examination of a specific phenomenon such as a program, an event or a person in an institution or social group. It concerns with the gaining of deep, vivid, and accurate understanding of a bounded single unit such as institution, place, or classroom (Omari, 2011).

#### **3.3 Study Paradigm**

This research is qualitative in nature. It used description to explain data and findings. The researcher personally attempted to find out the causes and management of

demonstrations, boycotts and unrests at the University of Arusha. The study also analysed the management of students' unrest as decision making, problem solving and how students administration and services were done at the university. Natural setting behaviour of the institution was also observed by the researcher.

### **3.4 The Setting of the Study**

The research was conducted at the University of Arusha (UoA) in Arumeru district in Arusha region in the North Eastern Tanzania. This study focused on students unrest in the institution of higher learning. The University of Arusha provided the setting of the study. The university consists of one school and two faculties namely; School of Education and Faculties of Business and Theology and Religious Studies respectively. This study was carried out at the University of Arusha main campus situated at the middle of two tall mountains in Africa; Kilimanjaro and Meru. The university is isolated from urban population but well connected by a network of roads from a small town of Usa-River to Arusha National Park.

#### **3.4.1 Academic Programmes and Staff Characteristics**

The University of Arusha is a private university in Tanzania and currently manages 3 branches out of which two campuses are located in Arusha city and one in Musoma town. The University conducts a number of academic programmes. These are certificates, diploma, bachelors and post graduate studies. The bulk of its programmes remain predominantly bachelor degrees as indicated in Table 3.1. The University of Arusha staff, is categorised in two groups namely academic and

supporting staff. The academic staff is ranked from tutorial assistant to professor with qualifications ranging from first degree to Ph.D. The nature of the staff cut across tribes, gender, religion and colour. The number of female academic staff is about 17 percent which gives the male-female ratio of 6:1.

**Table 3.1: Faculty Statistics: First Semester 2012/13**

<b>Qualification</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Doctorate	11	6	15	2	17
Masters	35	0	30	5	35
Bachelors	7	1	5	3	8
<b>Total</b>	<b>53</b>	<b>7</b>	<b>50</b>	<b>10</b>	<b>60</b>

**Source:** University of Arusha 2012/13

3.2.2 Students' enrolment 2012/13 at the University of Arusha by programmes In 2012/13 the students population at the University of Arusha was 2142, of these 1902 were at the main campus and the rest were at Musoma center with 120 students and 470 at Arusha city center. The number of graduate students only located at Arusha city center was 104. Table 3.1 indicates the number of students and their gender. Female students comprised of 33 percent and male students 67 percent.

**Table 3.2: Students Enrolment 2012/13 at the University of Arusha by Programmes**

S/N	Programme	Male	Female	Total
1.	Master of Arts in Education(MA-Ed.)	44	26	70
2.	Master of Business Administration(MBA)	32	2	34
3.	Post Graduate Diploma in Education(PGDE)	12	2	14
4.	Bachelor of Arts in Theology (BTh)	65	5	70
5.	BBA in Accounting	101	35	136
6.	BBA in Management	46	22	68
7.	BBA in Marketing	31	34	65
8.	BBA in OFAD &HRM	26	28	54
9.	BBA in Accountancy &Education	106	34	140
10.	BBA in Accountancy.&Management	0	1	1
11.	Bachelor of Education	850	459	1309
12.	Diploma in Commerce&Accountancy	29	10	39
13.	Diploma in Sales&Marketing	30	14	44
14.	Diploma in Theology	31	3	34
15.	Diploma in Office Administration	27	29	56
16.	Certificate in Theology	8	0	8
	<b>Total</b>	<b>1438</b>	<b>704</b>	<b>2142</b>

**Source:** The University of Arusha 2012/13

**Key:**

BBA – Bachelor of Business Administration

HRM- Human Resource Management

ACC- Accounting

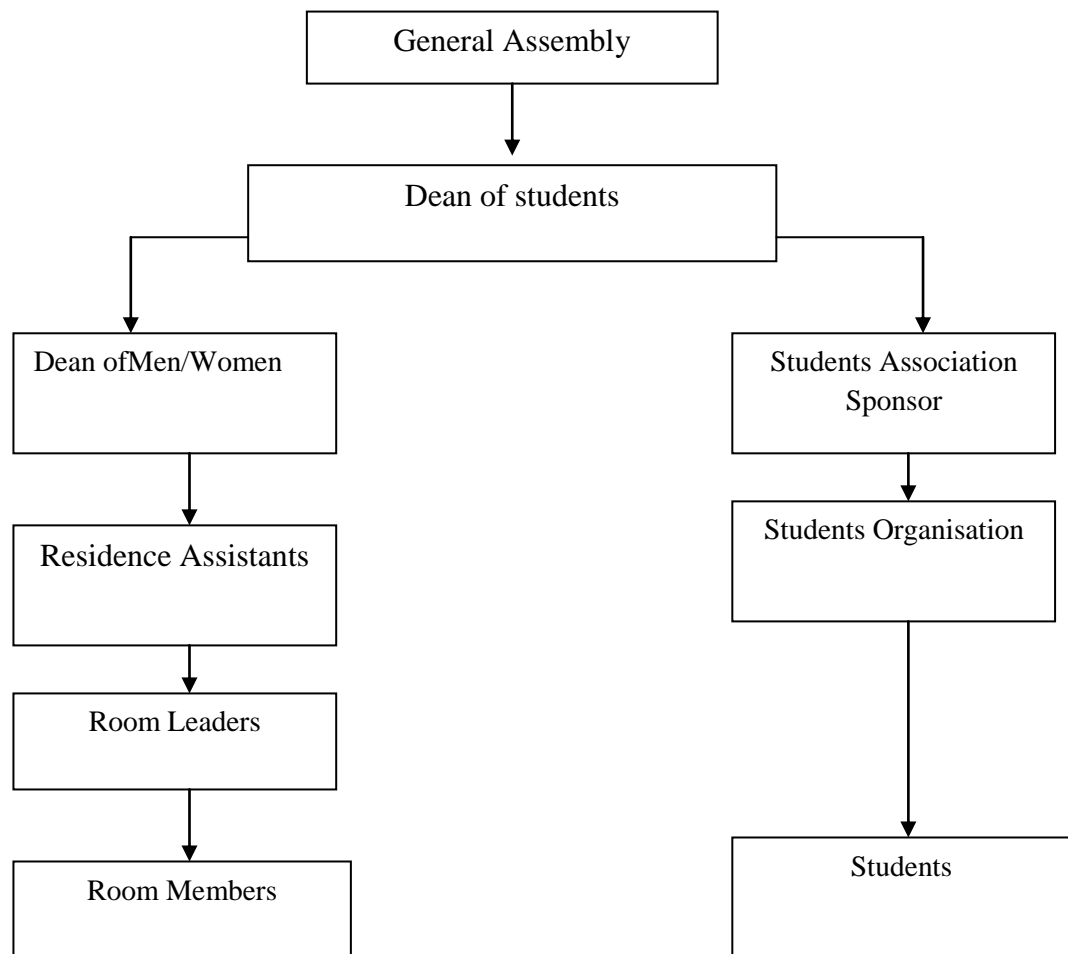
Mark – Marketing



**Table 3.3: Students Enrolment Trends at the University of Arusha 2006/7 – 2012/13**

Academic Year	Business	Education	Nursing	Theology	Total
2006/7	317	393	10	130	850
2007/8	290	680	10	128	1108
2008/9	217	708	10	91	1026
2009/10	220	657	10	71	958
2010/11	441	1028	3	76	1548
2011/12	658	1369	0	77	2142

**Source:** From Field Data, 2012



**Figure 3.1: An Administrative Framework for Students Services**

**Source:** University of Arusha Students' Organisation Constitution, 2011

### 3.4.2 Management of Students Activities at the University of Arusha

The management of students activities is done by all academic and supporting staff. However, the students welfare is headed by the Dean of Student who is a member of administrative board. Under the Dean there are two assistants; male and female deans. The team of the three deals with students disciplinary matters, guidance and counselling and students government.

**Table 3.4: Students Campus Accomodation for University of Arusha**

Male			Female		
Hostel	No.of Rooms	No. Of Students	Hostel	No. Of Rooms	No. Of Students
Annex	12	46	Old	6	48
			New	20	40
			Ladies	34	135
			Guest House	4	32
			Three Houses	12	44
<b>Total</b>	<b>12</b>	<b>46</b>		<b>76</b>	<b>299</b>

**Source:** University of Arusha 2012

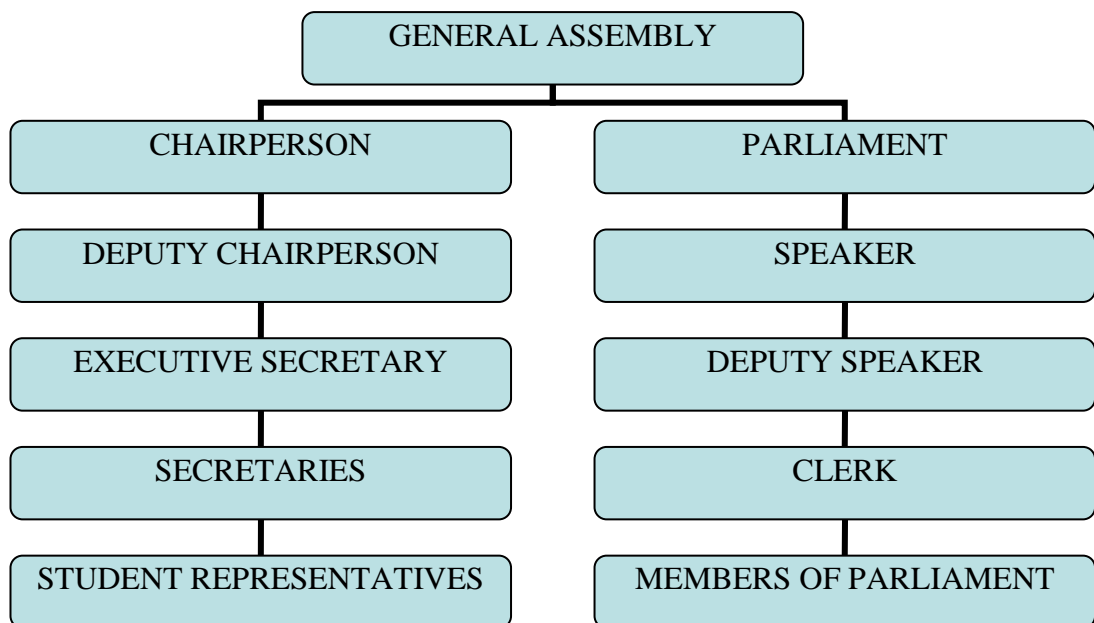
### 3.4.3 Students Organisation and Leadership Set Up

The Students Organisation at the University of Arusha is known as the University of Arusha Students Organisation (UASO). It is the association dealing with students welfare, academics, social, spiritual and political issues of the students. In academic aspects, UASO can protect students against poor teaching and learning facilities, mass failures, mismanagement of examinations, incompetent lecturers and demand

for greater involvement in academic matters. Also it encourages researches, publications and relationships.

#### 3.4.4 Organs of University of Arusha Students' Organisation

The highest organ of University of Arusha Students Organisation (UASO) is the General Assembly which includes whole students body. Below the General Assembly there are Executives and the Parliament. Figure 3.2 shows the structure of the University of Arusha Students Organisation. Other students organisations at the University of Arusha include; The University of Arusha Education Students Association (UOESA), The University of Arusha Business Students Association (UOABA) and Ministerial Association (MA) which represent the interest of Education, Business and Theology students respectively. The structure of the University of Arusha Students' Organisation chart is presented in Figure 3.2.



**Figure 3.2: The Structure of the University of Arusha Students' Organisation**

**Source:** The University of Arusha Students' Organisation Constitution 2011  
(Revised)

### **3.4.5 The Electoral System**

The University of Arusha Students' Organisation (UASO) elections are organised and monitored by electoral Commission, which is appointed by the cabinet and approved by the Parliament in collaboration with the UASO administration. The cabinet includes; the President, Vice President, Ministers and Deputies. The Parliament includes; the Speaker, The Deputy Speaker, Clerk and Members of Parliament. The Electoral Commission organises and interview the contestants of various UASO positions, electoral processes and release of final results. The whole process is guided by the dean of students and sponsor who is coming from the academic staff.

### **3.4.6 Motivation of University of Arusha Student Organisation**

The University of Arusha Students Organisation is motivated through various ways including; sitting allowances given during two regular meetings per year, monthly allowance and obtaining leadership experiences. The secretariat gets higher allowances than other University of Arusha Students Organisation members. The major source of this student government fund is from student contributions included in the school fees, university contribution and sponsors.

### **3.5 Ethical Issues to be Considered**

The researcher made a deliberate effort to ensure top confidentiality and protection of rights of all participants. Most importantly, the ethical considerations were based on the principle of voluntary participation of the respondents thus nobody was coerced into participating in the research. Secondly, closely related to the

participant's voluntary participation was that, effort were made to create awareness on the significance of research, and this yielded informed consent, particularly among the university administrators and staff. This implied that prospective research participants were fully informed about the procedures and risks involved in research based on its requirements for the fulfillment of PhD studies to enable the participants to give their consent and goodwill to participate.

The researcher also guaranteed participants in the introduction letter from the Open University of Tanzania that information gathered would be for academic research purpose only and ensure not to disclose the participants' details such as name, phone numbers, job identification details etc. In addition the participants were assured that no information received in the findings would be made available to anyone who was not directly involved in the study. The questionnaires were also not be marked in a way to provide marks of identify such as numbers or dates required.

### **3.6 Selection of Population**

The study did not employ selected population due to necessity for the use of key informants in the cases of students unrest selected. However, a total number of 24 informants were interviewed. The informants comprised of students, students leaders and administrators who directly/indirectly involved in the selected unrests. The list of informants is in appendix 5.

### **3.6 Sample Selection and Sample Size**

A sample is a small proportion of a population selected for observations and analysis. Non probability sampling was used to get key informant who participated

directly or indirectly in the unrests selected. Purposive or strategic sampling was used. Twenty four most relevant informants to the study were selected for interviewed.

### **3.8 Instrumentation for Data Collection**

Two main methods were used to collect information. These were documentary analysis and interview. Documentary analysis involved university documents as minutes of various meetings, confidential reports, commission reports and official letters. Documents used are listed in appendix 4.

#### **3.8.1 Documentary Analysis**

The documentary review was revealed through two sources, namely; classified materials and open sources. The classified material provided information under special fixtures with the university administration. The open sources comprised the minutes of conducted meetings, committees and special founded commission reports. In the documentary review five categories of causes of students unrest were discovered. These were; political, academic, welfare, managerial, allocative and religious.

##### **3.8.1.1 University Documents**

Documentary analysis involves materials or evidences or sources which gave a record of or report on the facts about something especially by using recordings of people involved. The critical analysis of documents of the selected cases was done. These documents included commission reports, minutes of various meetings,

confidential reports and documents and open correspondences as letters and open announcements. The key documents reviewed are in appendix 5.

### **3.8.2 Structured Interviews**

Structured interviews were used. Structured interview is whereby the interviewer follows a well defined structure of questions resembling the format of an objective questionnaire to allow clarification and elaborations within narrow limits. It tends to be factually oriented, aimed at specific information, and relatively brief. Structured interviews were suitable for accurate and complete information from all respondents was needed when the type of information sought fits readily into structured inquiry (Omari, 2011).

Interviews have significant advantages. Interviews allow researchers the opportunity to question areas of inquiry. Interviews permit greater depth of responsiveness and allow the researcher to get information concerning feelings and emotions in relation to certain questions. However, interviews have disadvantages. Interviews are costly, time consuming and inconvenient. If the researcher takes advantage of the interview's adaptability, he introduces the problem of subjectivity and personal bias.

The researcher personally conducted the interviews. He explained the purpose of the research and ensured that all the respondents had the required understanding of each item. The researcher interviewed the key informants. These were students leaders of the University of Arusha Students' Organisation (UASO), University management and strategic informants. The strategic informants included students and staff

directly or indirectly involved in the selected cases. The list of the informants interviewed is in appendix 5. and interview guide is contained in appendix 3.

### **3.9 Conceptualising Incidents of Students Unrest**

The central part of this research was to find out the nature, causes, aftermath and management of students unrest at the University of Arusha in Tanzania. The causes for students unrest were grouped into five major categories namely managerial and allocative, academic, political, students' welfare and religious causes. This Study was purely qualitative in nature. It largely employed interviews and documentary review to clarify structural issues as nature, development, causes and aftermath and management of the unrests.

#### **3.9.1 Conceptualising an Incidents of Students Unrest**

The Oxford Advanced Learner's Dictionary (2010), defines a case study as a detailed account of the development of a person, a group of people or situation over a period of time. A case study is different from other research methods because it focuses on the specific unit of interest and has character and boundaries, is something deemed worthy of close watch. Best and Kahn (1992), defined a case study as the analysis in depth and is a way for organising social data for the purpose of viewing social reality. It examines a social unit as a whole as a social institution.

Carefulness is needed in the selection of the subject of the case study in order to assure that he or she is typical of those to whom we wish to generalise. In case study the researcher examines an individual or unit in greater depth. This is done to



achieve detailed description of phenomena of interest to develop possible explanations of the phenomenon of interest, and to evaluate the phenomena of interest. The purposes of case studies are to explore new areas and issues where little theory is available or measurement is unclear to describe process or the effects of an event or an intervention especially when such events affect many different parties and to explain a complex phenomenon, Best and Khan (1992). They added that the case study is a useful method of organising research, but certain precautions should be considered. These are that; the researcher must be familiar with the field for inquiry and skillful in isolating the significant variables from many that are irrelevant. Subject bias can be a threat and effects may be wrongly attributed to factors that are merely associated, rather than cause and effect related.

### **3.10 The Criteria Used in Selection of Sample Students' Unrests**

In these case studies, five criteria were developed (Mkumbo, 2002) and used to analyse the episodes in students' unrest. The five identified Criteria were;

1. *Availability of documentary evidence.* This criteria is related to the presence of documented information about the selected cases. The information included commission and committee reports, minutes of meetings and correspondences which provided valid evidences of the cases.
2. *Significance of the unrest.* This means the attraction of peoples attention within and outside the University environment. Inside the University include; students and staff. Outside, include government, parents and general public.
3. *Intensity of the unrest.* Intensity of the unrest involves class boycotts, violence or demonstrations. It also involves destruction of property and

programme instability.

4. *Involvement of many students.* The focus of this study was on students unrest, the selected case must have involved many students rather than individuals. In this case individual unrests were not selected.

5. *Potential for recurrence.* Another criteria was the recurrence of the unrest and its potential elements in the university setting.

These Criteria determined the selection of students' unrests are presented in Table 3.5.

**Table 3.5: Criteria for Selection of Unrests for Analysis**

UNREST	YEAR	Aftermath of the Unrest	Criteria for selection
01	2007	The Involvement of UoASA in fundraising which split the government to two factions.	-Significance of the Unrest. - Intensity of the unrest. -Documentary Evidence. - Involvement of many students
02	2008	Students demonstration and class boycotts due to a combination of reasons	-Documentary evidence -Significance of the unrest -Involvement of many students -Intensity of the unrest
03	2009	DVC Academic Refusal to attend to students Academic concerns and students poor services. The crisis led to violence and the removal of DVC Academics.	- Intensity of the unrest - Significance of the Unrest - Documentary Evidence - Involvement of many students. - Recurrence of the Unrest
04	2012	Students Loan beneficiaries marched due to the delay of Loans for meals and Accomodation from HESLB. The students met under the sycamore tree and conducted the so called ' <i>unauthorised</i> ' meeting	- Significance of the Unrest - Intensity of the unrest - Involvement of many students - Recurrence of the Unrest

**Source:** From Field Data, 2011

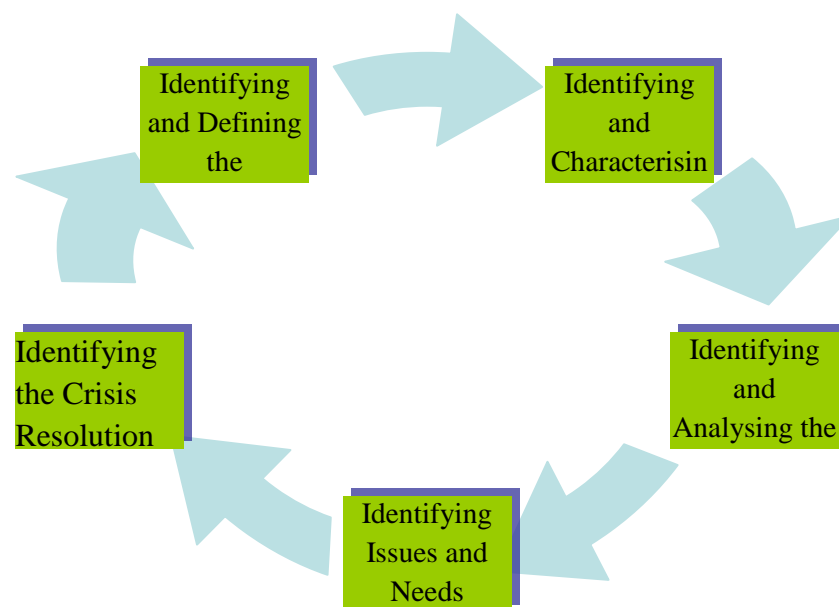
### 3.11 Approach for the Analysis of Students' Unrests

Kimberly and Crosling (2005) Identified two approaches which can be applied in case studies, namely Analytical and Problem Oriented Approaches. According to Kimberly and Crosling (2005) the case study is analysed to identify solutions to the problems. Analyse is made of a real life situation where existing problems need to be solved. Wehr (1990) and Ergen (1976) as applied by Mkumbo (2002), also analysed two models known as Conflic Analysis Models. After Critical analysis and evaluation of those theories a combined one was developed as it is graphically presented in Figure 3.3. It has the following analytical steps;

1. *Identifying and defining the causes of the unrest.* In this step the analysis of the unrest was done and presented concisely and comprehensively. Critical questions asked are; (a) What was the unrest all about? (b) What were the factors led to the unrest? (c) When did the crisis occur? (d) How long did the unrest take place? (e) Why did the crisis occur?
2. *Characterisation of the unrest.* At this stage the characterisation in the unrest are identified and the role played to bring about the university unrest analysed and critical questions included such as; (i) who were involved in the unrest (ii) What role did each group play in the unrest (iii) Who prevented or activated the unrest? (iv) What strategies were used in attempt to resolve the unrest
3. *Identifying the events led to the unrest.* This step identified history and major events of the unrest. The chronology of the events leading to crisis; pre-unrest, the outbreak and the actual unrest phase and overt attempt to end the unrest. The following key questions were asked; (a) What were the events that

took place before, during and after unrest (b) What were the steps taken to overcome the unrest

4. *Identifying issues that required resolution.* This is the stage where the causes of the Crisis are identified and analysed. It is at this stage where issues and needs of students had to be met. Questions involved in this stage were; (a) What were the real issues that led to unrest and needed attention? (b) What were the needs and wants engineered by the unrest?
  5. *Identifying the crisis resolution mechanisms used.* Here the solution mechanisms to the unrest are analysed. The following key questions were asked; (a) What were the strategies employed to prevent, manage and resolve the unrest? (b) How successful were the strategies used to resolve the unrest?
- The Approach for conducting case studies was then employed in the analysis of each of the four case studies.



**Figure 3.3: Approach for the Analysis of the Incidents of Students' Unrest**

**Source:** Mkumbo (2002)

## CHAPTER FOUR

### 4.0 PRESENTATION AND ANALYSIS OF FINDINGS

#### 4.1 Introduction

Since its accreditation in 2006, The University of Arusha has experienced students unrests every year. Four occurrences of students unrest were selected. The causes of students unrest were grouped into five categories namely; academic, managerial and allocative, students' welfare, political and religious factors. The students' unrest analysed were those of 2007 caused by managerial and allocative, Students' welfare issues and religious factors.

**Table 4.1: The incidents of Students' Unrest at the University 2007- 2012**

YEAR	CATEGORY OF UNREST	CAUSES OF UNREST
2007	1. Managerial	Allegations of corruption of raised fund, lack of financial transparency, undemocratic management, unmet promises to students demands such as clean water and intra management conflict.
	2. Allocative	Lack of infrastructure and basic facilities such as examination papers.
	3. Students' Welfare	Congestion in the classrooms and hostels
	4. Religious	Allegations of strict spiritual bylaws and low spiritual standards
2008	1. Managerial	Slowness of the management in solving students' problems
	2. Allocative	Lack of library facilities
	3. Academic	Lack of library books, lack of lecturers
	4. Students' Welfare	Chancellors refusal to address students, hatred to education students by the management
	5. Religious	Allegations on university strict religious bylaws
2009	1. Academic	Grievances on grading system, demand for the removal of Deputy Vice Chancellor Academics
	2. Allocative	Lack of infrastructure

YEAR	CATEGORY OF UNREST	CAUSES OF UNREST
	3. Students' Welfare	Congestions in the lecture halls and hostels, lack of students' property safety
2010	1. Students' welfare	Delay of meals and accommodation allowances from HESLB, Insufficient meals and accommodation allowances, rise of internet and library fees
2011	1. Students' Welfare	Delay of meals and accommodation allowances from HESLB, rise of library and internet fees.
2012	1. Academic	Many supplimentaries (about 240 students) in the 2011/12 academic year
	2. Political	A group of one political party was influenced by fellow teaching staff against the delay of loans.
	3. Students' Welfare	Congestions in the classrooms and hostels
	4. Allocative	Lack of furniture in the classrooms and hostels

**Source:** From Field Data, 2012

The 2008students' unrest was characterised by a mixture of causes, namely, managerial and allocative, academic, religious and students' welfare. The unrest of 2009 was caused by mainly academic matters, allocative and students' welfare were the catalysts. In 2012the unrest was influenced by managerial and allocative, academic and students' welfare and some indicators of political factors. Table 4.1 hereunder are the findings of the occurances of students' unrest at the University of Arusha.

#### **4.2 Approach to Analysis of Students' Unrest**

This study used approach derived from Kimberly and Crosling (2005), Wehr (1990) and Ergin (1976) and as applied by Mkumbo (2002) known as Conflict Analysis Model. This model has five analytical steps. These are; identifying and defining the

unrest, characterisation of the unrest, analysis of events led to unrest, identifying issues and needs that needed resolution, and analysis of mechanisms to resolve the unrest. Each selected unrest employed the five steps to cut across the events of students unrests.

#### **4.2.1 Students' Unrest 1: Managerial, Allocative, Students' Welfare and Religious Issues and Students' Unrest**

##### **4.2.1.1 Identifying and Defining The Unrest**

Documentary analysis and interviews indicated that managerial , allocative and students' welfare were the factors escalated for the unrest at the University of Arusha. In four selected cases from 200– 2012, all the four unrests were largely contributed by students'welfare and managerial factors. The students' unrest of 2007 reached its climax on 25/09/2007. The catalyst of 2007 students' unrest was the allegations of corruption of the students leadership commonly known as “The University of Arusha Students Association”(UoASA) who involved in the fundraising for university's constructions. The plan for fundraising started on 16 February, 2007 and concluded on 27/05/2007. The chronology and details of the 2007 unrest is in appendix 3a.

The involvement of student government in the fundraising was not supported by some staff and members of University of Arusha Students Association (UoASA). On 10/04/2007 the votes of no confidence of UoASA was conducted during the General Assembly led by the Dean of Students. The Students government and Staff was divided into two factions. Three months after the fundraising, there was students

violence and the division of student government took place. The group of students opposed the University of Arusha Students Association President made allegations of corruption and incompetence of their government. The intervention of Usa-River policemen took place. The unrest reached its new form when an unauthorised meeting was held on 25/09/2007 when the group of rebels conducted a meeting which was scattered by Usa-River Policemen. The intervention of the police increased the anger of the revolting group. This unauthorised meeting was reported by the students' association to the police station on 14/09/2007. The consequences of the unrest ended with the resignation of the Vice Chancellor and restructuring of the University of Arusha administration in 2008.

#### **4.2.1.2 Characterisation in the Unrest**

The fundraising exercise aimed at the construction of university infrastructure. The University of Arusha Students' Association led by its President initiated the idea which was supported by the administrative board. The minutes of the Board of 19 February, 2007 indicated that the University of Arusha Students' Association president and the Deputy Vice Chancellor Finance were appointed to arrange for guest of honour and fundraiser from Dar-es-Salaam. The process of fundraising brought dissatisfactions to the students and staff as their leaders were participating in the move. The divided student government and staff found involved in the unrest. The leading were the Students from the School of Education and Faculty of Theology and Religious Studies.

The university community, staff and students got divided into three factions. The first group comprised of students who were supported by some staff and some



administrators opposed the exercise from the beginning and the second group of students, staff and administrators who supported fundraising from its inaugural point.

The analysis indicated that the Dean of Students who was a member of the administration board supported the rebellious group. This is evidenced when he conducted a General Assembly on 10 April, 2007 and supervised the casting of votes of no confidence over the existing UoASA government. According to UoASA Constitution 2006 and revised in 2011 the function of having no confidence of the Students government is entrusted to the President of the University of Arusha Students' Association or the speaker who considers all procedures of resignation (UASO Constitution, 2006/2011, article 11.3).

The allegations of corruption and unfaithfulness of the collected fund widened the gap between two groups. The Crisis continued and led to violence of 25 September, 2007 when rebellious group conducted a meeting which was dispersed by policemen from USA-River police post. The police intervention, divided students and university administration and activated the unrest which took place almost for the whole year.

Some confidential letters written to the chancellor by some students and staff dated 12 June 2007 and 8 July, 2007 respectively. According to University of Arusha Charter (2011), the chancellor of the University is the bishop of Seventh-day Adventist Church in Tanzania. The Chancellor of the university was convinced to

take steps. On 17 July, 2007 a probe committee of five people sat at the University of Arusha campus to find out the escalating factors led to university unrest for months. The probe committee gave its report on 20 July, 2007. The report indicated that inadequate infrastructure, disunity, indiscipline, weak leadership of the university of Arusha, weak UoASA government, poor involvement of workers and students in the decision making, undemocratic management, low spiritual standards and lack of financial transparency were the major contributing factors of the university students' unrest.

The Probe Committee gave its report in July 2007 and the university unrest continued until the 25th September 2007 when the students crisis took place. The delay to take steps by the university administration gave a loop-hole for students crisis take place after two months.

#### **4.2.1.3 The Analysis of Events Leading to Crisis**

Documentary analysis and interview revealed that lack of adequate infrastructure, poor involvement of students and staff in the decision making and poor services caused the unrest. Precisely, the 25 September, 2007 unrest was contributed by the dissatisfaction of some students and workers to involve UoASA in fundraising and allegations of corruption after the fundraising.

##### **4.2.1.3.1 The Dissatisfaction over the Involvement of Student Government in Fundraising**

The General Assembly of 10 April, 2007 under the Dean of Students conducted a vote of no confidence over the existing University of Arusha Students' Association

government. The government was alleged to be incapable, weak and did not fulfil duties not assigned to it. This attempt couldn't remove the government but it continued with the fundraising plan of 27 May 2007. In this case, the students' government was already divided.

#### **4.2.1.3.2 Allegations of Corruption**

The fundraising was done on 27 May 2007 as planned. The fundraising was led by one of the government officials from Dar-es-Salaam. The report of fundraising appeared on the appreciation letters of 19 June, 2007 to the guest of honour and participants, indicated that cash collected was Tshs. 53,935,000 and pledges 90,850,000. The plan was to collect Tshs. 1,053,000,000.

The divided groups of students and staff questioned about the mode of collection and expenditures which were not transparent to them. Confidential letters written to the chancellor showed the dissatisfactions of fund raising and allegations of theft of the money collected (Letters dated 12 June 2007 and 8 July 2007).

#### **4.2.1.3.3 Chronology of Events led to Crisis**

*General Assembly meeting:* The General Assembly meeting held on 10 April 2007 conducted with a view of casting votes of no confidence with students' government. The ballots were designed and distributed under the Dean of Students Office. The students were divided into two factions. The University of Arusha Students' Government continued with its duties because other university administrators were not informed and could not support the move. The plan of fundraising continued despite the dissatisfactions and oppositions.

*Fund raisin:* Fund raising for the university infrastructure was conducted on 27 May, 2007. It was led by one of the government officials from Dar-es-Salaam. Formalities of collections and reporting brought doubts to some students and staff. Hence, allegations of corruption and theft.

*Meeting of rebellious group and police intervention on 25 September, 2007.* The divided government of April 10, 2007 convened unauthorized meeting. This meeting was reported to USA-River police station by president of students association on 14 September, 2007 to stop them because planned to bring violence at the University. The policemen from USA-River Intervened the meeting and tear gase applied and meeting students dispersed. On the following day class boycott and stoning of buildings took place. Two days classes stopped.

*Intervention by DVC Academics and Lecturers:* The class boycott stopped after the intervention of DVC academics and lecturers in a meeting of 27 September 2007. A promise was given to work out on their concern immediately. Classes were resumed and no injuries reported.

*Restructuring of the University of Arusha management:* In January 2008, the University of Arusha Council resolved to restructure the university administration which was effected in August 2008. The period between was the time for reorganisation of the university before August, 2008.

#### **4.2.1.5 Identifying Issues and Needs that Required Resolutions**

The analysis of probe committee formulated by the University Chancellor sat on 17 July 2007 came out with the root causes of crisis that was augmented by

fundraising event. The purpose for fundraising was to get fund for the construction of offices, assembly hall, lecture halls just to mention a few. The commission reported that the university had weak leadership, weak student government, corruption, and poor student's services as inadequate lecture halls, water and lack of qualified personnel.

The Tanzania Commission for Universities (T.C.U) investigative commission founded on 19 March, 2008 reported its findings on 15 April, 2008 that University of Arusha had inadequate lecturer halls, library facilities, lecturers, freedom of worship, weak governance, infrastructure, academic delivery and students' welfare (T.C.U's Probe Report 15 April, 2008). According to documentary review, students crisis was caused by two major causes namely; students demands for conducive learning environment and slowness of the university of Arusha administration to act in solving students' demands.

*Students demands for conducive learning environment:* The Report of the probe committee (July, 2007) discovered that students had their genuine demands which were not met. The fundraising aimed at solving some of the students' demands including learning facilities and infrastructure. The students demanded for qualified lecturers, books and learning equipments.

*Expansion of students enrollment:* The student's demands included the spacious facilities of lecture halls, accommodations and library. This has largely been contributed by the rapid expansion of student's enrolment. As indicated on table 3,

there was a tendency of rapid expansion of students enrollment while the facilities remained the same. In the academic year 2006/07, University of Arusha had 850 students and in 2012/13 the number increased to 2142 (UoA, 2012)

*Crisis resolution mechanism used:* This students unrest was resolved through three major ways. These were formulation of commission of inquiry, negotiation and restructuring the university administration.

Negotiations, force and reconciliation: On 27 September 2007, DVC Academics and lecturers used diplomatic methods to sit with the students and ended up the unrest. The students through discussion and negotiations agreed to resume classes while their issues were dealt in accordingly. The interview conducted by the researcher to some Theology and Religious Studies Students showed that the Dean of Students in some of his meetings had used abusive language to them. Reconciliation was done as it was one of the factors led them to support the group of UoASA which conducted the fundraising. The interview indicated that threats and the use of police were employed in the beginning of unrest.

*Restructuring the University Administration:* The reports made by the chancellor's Probe Committee of July 2007 and TCU's Commission of March, 2008 and the University council of January and May 2008, had major impact on the University of Arusha administrative structure. The University top leaders were removed and replaced by new leadership team effective August, 2008.

#### **4.2.2 Students' Unrest 2: Managerial, Allocative, Academic, Students' Welfare, and Religious Causes of Students Unrest**

Some of the students unrests at the University of Arusha were caused by a combination of reasons. The students unrest at UoA on 15 April, 2008 is one of these categories. It had a combination of reasons namely managerial, allocative, academic, students' welfare and religious factors. The April, 2008 student unrest took place one week after the open announcement posted around the university notice boards on 7 April, 2008. The announcement indicated reasons which called students to boycott classes. These were; poor leadership, lack of lecturers, lack of lecture halls, lack of books, students were forced to attend worship services, termination of lecturers illegally, chancellors refusal to talk to students, and hatred to education students. The students demonstrated from the Assembly hall to the Administration block singing patriotic songs and shouting. The demonstrators boycotted classes for two days. The analysis of this crisis followed five analytical steps as indicated in the conflict analysis model as here under.

##### **4.2.2.1 Identifying and Defining the Unrest**

The 7 April, 2008, student unrest took place as an accumulation of a number of reasons. The students were dissatisfied with the university of Arusha management of not attending to their demands. The unrest started on 07–08 April, 2008. Classes were resumed on 09 April, 2008. The students under the leadership of UASO had twelve reasons of boycotting classes. The Open announcement whose writer was not known threatened that whosoever would not participate in the boycott would be sacrificed.

The twelve reasons posted on the notice board on 7<sup>th</sup> April, 2008 were; poor leadership, lack of expertise, lack of lecture halls, lack of books, students forced to attend worship services, Low salaries to lecturers, corruption, religious segregation, termination of lecturers illegally, Chancellor's refusal to talk to students and hatred to education students. The class boycott, demonstration and chaos started in the afternoon of 7<sup>th</sup> April, 2008. Most of the posted reasons became the catalyst of unrest. The question of religion was related to the University Philosophy, Vision and Mission. The UoA is run and owned by the SDA Church, which is governed by its Education philosophy, Mission and Vision. The University bylaws, require the whole community adhere and avail in all meetings including spiritual gatherings. In a report given by the TCU probe team, spelt that there was infringement of freedom to worship by all students being required to attend S.D.A worship services and/or practices.

Another root cause of Unrest was a result of the rise of tuition fee, medical and examination fee in the academic year 2008/09. On 20 May 2008 the V.C posted announcement on the rise of tuition fees and other contributions. On 21 May, 2008 UASO held a meeting and opposed it. In the beginning of the semester 2008/09 UASO posted announcement to boycott registration. On 1 October, 2008 students boycotted registration.

#### **4.2.2.2 Characterisation of the Unrest**

The unrest of April, 2008 was organized by UASO government. The school of Education, being the largest department fell in the frontline and was supported by



few students from other faculties of Business Administration and Theology and Religious Studies. In 2008 the enrolments in the School of Education was 708, Business 217, Theology 91 and Nursing 10. In this case most students were involved in this University Unrest. No evidence found whether the staffs were behind the scene.

The afternoon of 7<sup>th</sup> April was characterized by shouting, singing and demonstrations. Workers in their offices closed and went off as the students were stonning the administration building. Students meetings continued and on 08 April, 2008 the Vice Chancellor and the Dean of Students calmed down the situation through negotiations. The students pointed out their grievances and he promised immediate and long term solutions. Finally, the University mamagement postponed the rise.

#### **4.2.2.3 Analysis of Events Leading to Unrest**

Documentary review and interviews indicated that student's grievances had started long time back before 7<sup>th</sup> April Crisis. The steps to resolve the students concerns were not strong enough to eradicate them. As a result of that the following;

Information sent to T.C.U; the T.C.U, in giving the terms of reference to the investigative team, indicated that some UoA students and some staff had sent confidential reports about the academic and managerial malpractices of the institution. Hence the formation of of investigative commission on 19 March, 2008 which submitted its report on 15 April, 2008. This provides evidence that the students' casesand allegations were already externalised to T.C.U administration.

*Open announcement:* In the morning of Monday 07<sup>th</sup> April, 2008, the announcement on the university notice boards made student boycott classes. In the afternoon the adhoc meeting addressed by the UASO leadership was held. The resolution was to continue with the boycott, matched to the administration block to force the VC and his team talk to students about their concerns already known to his office.

In the Tuesday 08 April, 2008 meeting, the Vice Chancellor and the Dean of Students met the students government and later the General Assembly was held. Diplomacy was used and students were calmed down and requested to be patient while their issues were being dealt with. Classes resumed the following day Wednesday 9<sup>th</sup> April, 2008.

#### **4.2.2.4 Issues and Needs that Required to be Resolved**

Two issues were relevant to this unrest. These are the expansion of students enrollment and timely attendance to student's grievances.

*Expansion of students enrollment.* The enrollment of students at UoA has been increasing annually since 2006. In the Academic year 2006/2007 UoA enrolled 850 students and in 2007/08 the enrollment was 1108 students. This was an increase of 30 percent. The increasing number of enrollment meant more lecturers, books, Lecture halls, hostels and the like. The expansion of students, led to the establishment of centralized time table to solve the shortage of infrastructure as students' services remained the same.

Timely attendance to students demands became apparent during documentary reviews. The findings indicated that there were recurrence and repetitions of students demands. This has resulted to the involvement of TCU in dealing with the student demands which could be dealt internally by the university administration. The delay led to the intervention and TCU report of 15/04/2008 which stipulated areas of weaknesses needed attention.

#### **4.2.2.5 Identifying the Crisis Resolution Mechanisms Used**

The crisis resolution mechanism used included negotiations, bargaining and subjugation after the failure of threats to UASO leaders.

*Diplomacy:* A meeting of 8<sup>th</sup> April 2008 addressed by the Vice Chancellor assisted by the Dean of Students gave room to students to air their grievances. Diplomatic method calmed down students and became patient.

*Subjugation:* Documentary, observation and interviews were evident and revealed that in August, 2008 the UoA administration was restructured.

#### **4.2.3 Students' Unrest 3: Managerial, Allocative, Academic and Students' Welfare Issues**

The 2009 students' unrest was contributed by managerial, allocative, academic and students welfare. A combination of the root causes were found in the students unrest of 2009. The rise of fee structure, unequal grading systems touched affiliated programs, students safety stayed off campus due to lack of accommodation and delay of meals and accommodation allowances from HESLB were the causes of the

University of Arusha students' unrests. The chronology of 2009 unrest is in appendix 4c. Five approaches were used for the analysis of the case studies.

#### **4.2.3.1 Identifying and Defining the Unrest**

The unrest of 2009 at the UoA was caused by the rise of fee structure and contributed by academic issues related to grading system, students safety staying off campus and allocative issues connected to meals and accommodation allowances from Higher Education Students Loans Board (HESLB). The chronology of the 2009 unrest is in appendix 4c.

On 16 February, 2009 University of Arusha Student Organisation President wrote an open letter to the Vice Chancellor complaining about high increment of the fees structure and contributions for the new academic year. The letter stressed the failures of negotiation since the previous semester of 2008. The University of Arusha Students' Organisation Government complained that the students government was not involved in the decision making and the rise was too high for the students to afford. Tables 5 and 6 show the fee structure which increased by 17 percent per one credit hour from 2008 to 2009.

Tables 5 and 6 indicate that medical fee rose from Tshs. 50,000 in 2008 to 100,000 in 2009. This was an increase of 100 percent. The room fee increased from Tshs. 65,000 to 75,000 per semester or five months. This increase was 15 percent. Boarding and tuition fees rose from Tshs 465,000 in 2008 to 525,000 in 2009. The boarding and tuition fees had an increase of 13 percent. Apart from the increase, another new contribution was introduced for internet which amounted to Tshs.

31,000.

**Table 4.2: Undergraduate Fee Structure of 2007-2009 at UOA**

	RESIDENT STUDENTS			NON-RESIDENT STUDENTS		
	SEMESTER			SEMESTER		
	First	Second	Total	First	Second	Total
	TSHS	TSHS	TSHS	USD	USD	USD
Tuition 18 cr@27,000	630,000	630,000	1,260,000	630.00	630.00	1260.00
Medical Insurance	50,000	0	50	50.00	0	50.00
Development Fee	62500	0	62,500	62.50	0	62.50
<b>TOTAL TUITION &amp; FEES</b>	<b>742,500</b>	<b>630,000</b>	<b>1,372,000</b>	<b>742.50</b>	<b>630.00</b>	<b>1,372.00</b>
Room Fees 5 Months@13,000	65,000	65,000	130,000	65.00	65.00	130.00
Boarding Fees 5 Months@80000	400,000	400,000	800,000	400.00	400.00	800.00
Room & Boarding Fees	465,000	465,000	930,000	465.00	465.00	930.00

Total Tuition& Fees	RESIDENT STUDENTS			NON-RESIDENT STUDENTS		
	1,207,50 0	1,095,000	2,302,50 0	1207.5 0	1,095.00	2,302.5 0

Source: University of Arusha Academic Bulletin 2007 – 2009

**Table 4.3: Undergraduate Fee Structure of 2009- 2012 at the University of Arusha**

Degree Students	RESIDENT STUDENTS			NON-RESIDENT STUDENTS		
	SEMESTER			SEMESTER		
	First	Second	Total	First	Second	Total
	TSHS	TSHS	TSHS	US\$	US\$	US\$
Tuition(23 credits@31,500)	724,500	724,500	1,449,000	724.50	724.50	1,449.00
Medical Deposit	100,000	0	100,000	100.00	0	100.00
Library Fee	62,000	62,000	124,000	62.00	62.00	124.00
Internet Fee	31,000	31,000	62,000	31.00	31.00	62.00
Examination Fee	20,000	20,000	40,000	20.00	20.00	40.00
Caution Money	40,000	0	40,000	40.00	0	40.00
Development Fee	62,500	0	62,500	62.50	0	62.50
Identity Card	5,000	0	5,000	5.00	0	5.00
Total Tuition& Fees	1,050,000	842,500	1,892,500	1,050.00	842.50	1,892.50
Room Fee 5 Months@15000	75,000	75,000	150,000	75.00	75.00	150.00
Boarding Fee 5 Months@90,000	450,000	450,000	900,000	450.00	450.00	900.00
Rooms& Boarding Fees	525,000	525,000	1,050,000	525.00	525.00	1,050.00
<b>Total Tuition Fees</b>	<b>1,575,000</b>	<b>1,367,500</b>	<b>2,942,500</b>	<b>1,575.00</b>	<b>1,367.50</b>	<b>2,942.50</b>

Source: University of Arusha Academic Bulletin 2009 - 2012

*Academic dissatisfaction:* Another root cause of 2009 Students' unrest was academic dissatisfaction among the students. The University of Arusha affiliated some course programmes namely; Theology, Education and Business with the University of East Africa Baraton in 2004 (UoA/UEAB Memorandum of Understanding, 2004). Most courses under two programs UEAB and UoA are similar. Lecturers mixed students from two programs and taught them together but with two different systems of grading. Table 4.4 indicates the two programs with different grading systems.

**Table 4.4: Grading Systems During the 2009 Unrest at the University of Arusha**  
**UoA**

<b>MARKS(%)</b>	<b>GRADE</b>
70 – 100	A
60 – 69	B+
50 – 59	B
40 – 49	C
30 – 39	D
00 – 29	E
<b>UEAB</b>	
<b>MARKS</b>	<b>GRADE</b>
92 – 100	A+
89 – 91	A-
85 – 88	B+
80 – 84	B

75 – 79	B-
70 – 74	C+
65 – 69	C
60 – 64	C-
50 – 59	D
00 – 49	F

**Source:** UOA, 2009

In the meeting conducted on Friday 27, 2009 at the chapel ground, had the following agenda items; Opening of the meeting, Adoption of Agenda, Report on Effecting of Grade Adjustment, Plan of Action, AoB and Closing the meeting. The meeting which was attended by all UEAB Program Pursuers resolved the following;

- i. Hold a meeting with Deputy Vice Chancellor Academics on Tuesday 3rd March, 2009 asking him to assign UEAB Academic issues to another Academic Dean for UEAB only.
- ii. Choose six delegates to see the Vice Chancellor on Monday March 2, 2009 for the final solution.
- iii. Other delegates be chosen to go to UEAB (Kenya) if the Vice Chancellor fails to give workable solutions of Grade adjustments.
- iv. Seek legal advice from competent Lawyer
- v. Serve the University Community with letters of action at every step as reached
- vi. UEAB students to make contributions as the delegates budget will necessitate in any step as will be communicated.



Documentary review and interviews revealed that the 2009 crisis also was caused by the delay of meals and accomodation allowances from HESLB. In the morning of 16 October, 2009, loan beneficiaries marched from assembly hall to the administration block asking for their meals and accomodation money from HESLB. There was one day class boycott. In the evening the Vice Chancellor, Deputy Vice Chancellor Finance and Dean of Students calmed down the students by promising that they would make followups to HESLB and give feedback. On Friday 22, 2009 the students received their meals and accomodation allowances through the University of Arusha finance department.

#### **4.2.3.2 Characterisation of the Crisis**

In the 2009 crisis, the University of Arusha Students' Organisation Government was in the frontline to mobilise students crisis for their dissatisfactions. In the 2008, the students government government posted announcement on 30 September to order all the students to boycott registration. The letter which was written to the Vice Chancellor commented that increament of the fees was too high and other contribution were irrelevant because University services to students were still poor. The administration postponed the change. The students' government which was still continuing, opposed the increament in an open letter by the Students President to the Vice Chancellor complaining about the attempt to effect 2008 fee structure case. The students from all schools and faculties stood firm to oppose the change.

Another students unrest touched the students under University of Eastern Africa Baraton Program Pursuers (UEABPP) affiliated program. The students were against

different grading system in combined classes with the University of Arusha students. The two grading system were indicated in Table 4.1. Some courses from two Academic programs were combined under the same lecturers. The University of East African Baraton program pursuers were against the Deputy Vice Chancellor Academics whom they thought had neglected their demands. In their meeting of 27 February, 2009 demanded the removal of DVC Academics because he failed to solve University's academics crisis. The newly appointed students president in his inaugural speech on 1 March, 2009 addressed the students challenges at the University of Arusha and urged Unity.

On 20 March, 2009, the University of East Africa Baraton program pursuers met and demanded the same grading as University of Arusha students in combined classes. In their meetings of 24 March and 7 April, 2009 they urged the Vice Chancellor to remove the DVC Academics for being incompetent in dealing with students academics and welfare matters. Another issue which demanded administrative attention was students security. On 2 June, 2009 University Africa Students Organisation held a General Assembly, which invited the DVC Academics to come and address the students on their mixed grievances including academics.

The DVC Academics did not turn up, and from the assembly hall students demonstrated to the administration block, shouting and throwing stones to buildings and cars found in the University campus. Staff in the administration building either locked themselves in or ran away in fear of students violence. On 3 June, 2009 the Vice Chancellor intervened and held a General Assembly and the DVC Academics

was available but not allowed to say anything. Different media and press were there while the Vice Chancellor was addressing students and the case was known publicly. For two days students boycotted classes on 2 June and 3 June, 2009. Classes were resumed on 4 June, 2009. On 9 June, 2009 University of Arusha Administrative Board sat and the main agenda was the fate of the DVC Academics. The Agenda was entitled '*Stepping Down from DVC Academics.*' The DVC Academic was recommended to be removed from his position and ordered to leave the University Premises.

On 16 June, 2009, another General Assembly was held by University of Arusha Students Organisation and the issue of meals and accommodation allowances from HESLB was discussed. Students marched to the Administration block to see the Vice Chancellor for clarification of the said Loan. On that day classes could not take place. On the following day the allowances were released by the University of Arusha finance office.

#### **4.2.3.3 Analysis of the Events that Led to the Unrest**

The students' unrest of 2009 could be attributed to four major factors namely the Rise of tuition fee and contributions, students safety, grading system and the delay of meals and accommodation allowances from HESLB.

Open Letter and General Assembly: The June unrest was engineered by UASO letters and General Assembly meetings held by UASO. The Open letter of 16 February, 2009 by the UASO president about the rise of tuition fees and other

contributions and 7 April, 2009 asking for the removal of the DVC Academics. The General Assembly of 27 February, 2009 dealt with the UEAB Grading grievances, 2 – 3 June 2009 led to students intolerance, class boycott and violence. The major effect of this unrest was the removal of the DVC Academics from his position but most of the grievances continued as before. The Vice Chancellor promised the students before the media and press that the issues of academics, students services and infrastructure would be eradicated. The students were calmed with trust in the Vice Chancellor's promises.

#### **4.2.3.4 Issues and Needs that Required Resolution**

The issues that needed resolution in the 2009 unrest can be grouped into three; Analysis of the combined University of Arusha and University of East African Baraton Curriculum, attending students grievances on time and team work in resolving students challenges.

*Analysis of the combined curriculum:* The issue of grading system of the combined classes, immediate resolutions was to hold a meeting between University of East African Baraton students and all deans from the affected programmes.

*Attending students grievances on time.* The students demands seemed to emerge repeatedly. The documentary and interviews showed that the issues took longer time to get feedbacks, when tolerance expired among the students, then active reaction followed.

*Team work in resolving students challenges.* The scenario of dealing with students affairs indicated that there was no linkage of different officers and committees in solving students matters. One office worked alone and carried the burdens of all. The interview witnessed the continuation of intra management conflicts at UoA.

Mechanism used to Manage and Resolve The Unrest Crisis resolution mechanism included threats, negotiations, bargaining and subjugation.

*Threats:* The University of Arusha administration threatened the University of Arusha Students Organisation that they would be expelled from their studies if continue with their movement. This was not done by the university administration.

*Negotiations:* This involved a number of meetings. The meeting between Adcom and UASO government before the general assembly on 3 June, 2009. Also negotiations about UEAB issue was negotiated through meetings of faculty deans and UEAB representatives. These diplomatic approaches calmed the students impatience.

*Subjugation:* On 3 June, 2009, the DVC Academics was asked to leave the Assembly Hall peacefully before the end of negotiations. On 9 June, 2009, The DVC was suspended from his position by the Administrative Committee (ADCOM) sat for that course.

#### **4.2.4 Students' Unrest 4: Allocative, Students' Welfare, Academic and Political Issues**

This case combined four categories of causes of Students Unrest. The first root cause

was connected to the loan granted by HESLB to the students of Higher Learning Institutions. The University of Arusha is one of the private owned University whose students benefit from the Loans Board. HESLB has set guidelines of which students benefit from this service. However, there are many complaints from the non and partial beneficiaries of loans. Students who do not benefit from HESLB showed dissatisfactions of why some qualified candidates do not get loans. The documentary review indicated that students organisations of the University of Arusha and Tanzania Higher Learning Students Organisation (TAHLISO) have evidences of favouritism in providing loans to the students of the higher Learning. In a joint meeting between HESLB and TAHLISO on 29 November, 2008, the students showed dissatisfaction, and expressed concerns about lateness and favouritism in the remittance of loans from HESLB. The students who are beneficiaries complained bitterly on the delay of loans or very low percentage given to them. In a letter dated 19 August, 2011 by the University of Arusha Dean of Students wrote to HESLB Executive director about the delay of loan disbursement for students field Practice.

The March 2012, Students Crisis at the University of Arusha was caused by students' welfare causes, mainly the delay of meals and accomodation allowances from HESLB. This unrest resulted to suspension of three students. Two students out of the three went to court to sue the University of Arusha. The students won the case and the university was ordered to reinstate the students. The University of Arusha decided to appeal. The analysis of this unrest followed the five analytical steps stipulated in the crisis analysis model as follows;

#### **4.2.4.1 Identifying and Defining the Unrest**

The immediate cause of the March 2012, unrest was the delay of meals and accomodation allowances from HESLB. The loan beneficiaries and non beneficiaries met in the morning of 9 March, 2012. The interview indicated that there were other causes of the under the sycamore tree meeting including academic grievances. In the academic year 2011/2012 there were about 240 supplimentaries which led to dissatisfactions of the affected students. However, the documentary review showed that the academic grievances were the catalyst but the root cause was the delay of meals and accomodation allowances.

The so called '*Unauthorised*' meeting of students was sensed when an open announcement was posted on the University of Arusha notice boards dated 8 March, 2012 which invited all undergraduate students to meet under the sycamore tree commonly known as '*Mdigirii*.' The main Agenda was the delay of meals and accomodation and the shocking number of supplimentaries for 2011/12 Academic year. In the morning of 9 March 2012, students met under the tree led by their appointed leaders. Shouting and singing were heard before the meeting started. The counselling from the Dean of Students could not help to stop the meeting, for the whole day the University was not calm. Classes stopped but no violence was experienced.

#### **4.2.4.2 Characterisation of the Unrest**

The 9 March, 2012 unrest involved first, second and third year students. Loan beneficiaries were in the front line supported by non loan beneficiaries. The meeting

was led by unauthorised leaders who were accepted by the multitude of students. The main agenda was discussed despite the intervention of the Dean of Students who counselled them about the consequences of unauthorised meetings. Nobody succeeded to stop the meeting. The University of Arusha Students Organisation government could not participate in the meeting. The interview discovered that the meeting resolved that a delegation of three students go to the finance department and inquire about the fate of their meals and accomodation allowances. The documentary review showed that the students leadership could not take immediate steps of students grievances. The unrest took place during the transitional period for students new government to start new leadership.

#### **4.2.4.3 Analysis of Events Leading to Unrest**

From documentary reviews and Interviews the first event was the Open announcement posted on the notice boards on 8 March, 2012 inviting all undergraduate students to meet under the tree.

*Unauthorised meeting of students:* The meeting event of 9 March, 2012 led to the university students' unrest and one day class boycott. The main agenda was the delay of meals and accomodation allowances from Loans Board (HESLB) which was awaited for so long. The interview indicated that the outgoing student leaders were informed about the grievances but steps were not taken or feedback was not given. The Dean of Students' counsels to intervene the unrest was unsuccessful. Despite the warnings given, the meeting continued and resulted in to university unrest and the suspension of three students. After three days, 12 March, 2012, the



UoA Finance Department provided meals and accomodation allowances to students who deserved payment.

#### **4.2.4.4 Issues and Needs that Required Resolution**

Interview and documentary analysis, revealed that two main issues surrounded the March 2012 crisis. These included communication about the disbursement of meals and accomodation allowances and the involvement of staff in the crisis. The two are discusses hereunder.

*Communication on the disbursement of fund:* The interviews conducted revealed that there was no clear information from the university administration and HESLB about when the disbursement of meals and accomodation allowances would be effected. The loan beneficiaries were dissatisfied with the delay of the students' government in dealing with the issue of Loans which sustained their university life.

*The involvement of staff in the unrest:* The Probe team established by the University Council to investigate the possible staff involvement, implicated one member of the academic staff. The interview also indicated that, the member of academic staff had the same political affiliation with the ring leaders of the unauthorised movement started under the tree. It was revealed that the students were backed by getting counsels which added them strength to the extent of legal steps.

#### **4.2.4.5 The Crisis Resolution Mechanisms Used**

The March, 2012 unrest, employed three main mechanisms to solve the unrest.

These were counselling, punishment and court case.

*Counselling:* On 9 March, 2012 when the students were gathering for the unauthorised meeting under the sycamore tree, the Dean of Students intervened. The counsels given to them was to stop the meeting and follow channels of forwarding their grievances. The interview with the three students and the Dean of Students, revealed that the counselling strategy could not help but the meeting continued as planned. On 2 April, 2012 the University Administrative Committee, recommended to the University Council, the suspension of three students who were the ring leaders of the unrest. The documentary and interview analyses indicated that on 13 April, 2012 the three students wrote appeal letters to the chairperson of the University Council complaining about the injustices made upon them. On 30 April, 2012, the Appeal Hearing Committee of the University Council met the suspended students and one pleaded guilty and asked for forgiveness. On 2 May, 2012, the emergency University Council met and ordered the students to vacate the university premises.

On 4 May, 2012, the students' president wrote a letter to the University Chancellor entitled "*Verdict on students*", showing dissatisfaction of his government over the three students. Another University Council sat on 28 May 2012, and the student who pleaded guilty was forgiven and the other two were required to continue with their sentence of one academic year suspension.

*Court Case.* The University Council suspended two students for two semesters or one academic year. The two students went to court against the decisions reached by

the University Council in June, 2012. The University of Arusha lost the case and asked to reinstate the students but decided to appeal. Up to the writing of report, the case was still continuing

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

The study aimed at finding out the nature, causes, aftermaths and strategies to manage and resolve students unrest in a higher learning institution. The study focused on the causes and management of students unrest at the University of Arusha, a private owned Institution of Higher Learning, which provided the setting of the study. Five research elements were analysed, these were namely; defining the type of the unrest, characterisation of the unrest, analysis of events leading to unrest, needs requiring resolution and crisis mechanism employed to solve the unrest. Five criteria were developed and used to analyse students' unrest. The five identified criteria were: intensity of the unrest, availability of documentary evidence, significance of the unrest, involvement of many students, and potential for recurrence.

#### **5.2 Theories of Nature and Nurture in Students' Aggression**

Literature review has analysed theories of genetics (nature) and environment (nurture) according to Baron and Byrne (1997). These theories are categorised in five areas which explain the nature and causes of aggression. These are instinctual theory, biological theory, drive theory, social learning theory, drive theories, social learning theory and cognitive theory. The theories of nature claim the following important elements related to students' aggression in university setting;

- i. People behave the way they behave because it is their nature. The inside

pressure of a person must find an outlet to get relief. An outlet can be found in another creature of the same specie. According to this theory, aggression is natural and not necessarily for a person to have clear reason of aggressiveness. Baron and Byrne( *ibid*) compared this tendency with Darwinist theory of survival of the fittest whereby the fittest survive in expense of the weaker ones. In this case students aggression is part and parcel of life and will not cease.

- ii. Another element related to inside of a person is connected to the way the endocrine system is made. The brain is created ready to act aggressively to special stimuli. Scientists argue that biological point of view is not enough to justify aggression but it is a result of interactions between nature and nurture.
- iii. The third element is that external conditions which affects negatively, will lead to a strong motive of aggression. Myers (1990), called this tendency, frustration aggression axis. In the university setting students' unrest can happen if somebody or something interferes with the attainment of goals. That is why students' unrests may be accompanied with harm to people or objects in order to minimise frustration which biologists in this aspect called the inside pressure which must find an outlet.
- iv. Aggression is a learnt experience and people learn from others. They can also learn about the people who block the attainment of their expected goals. This tendency can be compared with conspiracy theory which believes that external influence is the one which causes problems.

### **5.2.1 The relevancy of Nature and Nurture Theories to the Causes of Students' Unrest at the University of Arusha**

Renee Grinnel (2007) viewed that frustration or failure to reach a certain desired goal due to circumstance, often leads to aggression, or behaviour which intends harm. The hypothesis that frustration leads to aggressive behaviour is obvious. Frustration develops when an aggressor is unable to attain a goal. Aggression is usually directed towards the cause of frustration, but if this is not possible, the aggression may be displaced on to another persons or object. All the selected students' unrests at the University of Arusha i.e. 2007, 2008, 2009 and 2012 caused frustrations to the students. In the September 2007 unrest, the student faced frustrations of poor academic, social services and allegations of corruption. The students viewed those challenges as frustration towards the achievement of their goal to graduate.

The frustrating factors that led students to boycott classes were lack of teachers, dissatisfaction over university religious bylaws, poor social services as clean water and lack of library books. In 2009, the major frustrating factor was academic matters led by University of East Africa Baraton Program Pursuers students. The frustrating factor was the unequal grading system in combined classes with the University of Arusha pursuers. This was the academic and managerial case. The management seemed to take slow steps because some of the demands repeated in the unrest of 2009.

In the unrest of 2007, the management seemed not united and characterised by intra management conflict. The probe committees namely Chancellor's formulated and

TCU Probe Commissions indicated great disunity among the administrators which led to the split of students government and students. In the selected case of 2012, it was observed that the counselling of the Dean of Students could not help. It seems that the students were not used to counselling as one of the best way of resolving conflict. In all the selected unrest, the interference of the goal attainment, made the students to act aggressively.

### **5.3 Social Psychological Theories and Causes of Students' Unrest at the University of Arusha**

Social psychological theories as analysed in the literature review, were grouped into two aspects namely; theories related to interactions of organisms and environment and those related to deprivations of needs. Theories related to interactions involved conspiracy theory, campus ecology theory, riff raff theory, structural theory, and interaction frustration theory.

Collectively, the interaction theories were related to how organisms interact with their environment and the way they affect each other. These theories are relevant to the findings of the causes escalated to students' unrests at the University of Arusha. The following elements were identified;

- i. Break down in communication between students and university management
- ii. Allegations about strict religious bylaws
- iii. Lack of involvement of workers and students in decision making
- iv. Allegations of corruptions
- v. Lack of transparency

- vi. Unmet promises to students' demands
- vii. Intra management conflict
- viii. Slowness of management in solving students problems
- ix. Lack of students' property safety

The causes of students' unrest were as a result of how the university community was related with each other and the way they affected each other.

### **5.3.1 Break down in Communication Between Students and University Management**

Documentary review and interviews conducted, revealed that communication break down led to many effects which could be prevented. In the 2007 unrest, the students demanded to meet the chancellor because had serious grievances. Interviewed students and management reported that the Chancellor didn't turn up. The students added that action of the Chancellor as one of the reasons for boycotting. In the list of the finding of causes of students' unrest at the University of Arusha, the chancellor's refusal to address students became the catalyst of students' unrest. In the unrest of 2012, for instance, there was a break down of communication as to why loan beneficiaries were not getting their meals and accommodation allowances on time. The university management and HESLB were silent until the students demonstrated. The issue of communication is very essential in any setting including university setting.

### **5.3.2 Allegations About Strict Religious Bylaws**

The findings from university documents such as academic bulletin and the charter showed that the institution has a philosophy. The philosophy employed by the



university belongs to the Seventh-day Adventist Church. In the documents visited, it is stipulated that the whole university community should adhere to all meetings including religious gatherings. Interviews made to students and administrators, showed that student were not in favour of such bylaws. They felt that it was a kind of religious intolerance because the university was comprised of different religious denominations.

### **5.3.3 Lack of Involvement of Workers and Students in Decision Making**

It was evident from interviews with students and management that there was poor involvement of workers and students in decision making. In the 2007 unrest, the arrangement of fund raising seemed to involve the Administrative Board and the president of UOASA. The Administration Board minutes no.001/2007 of 7 January, 2007 indicated that the idea began and continued in several Administrative meetings without direct involvement of workers and students. Lack of involvement in decision making led to intra management conflict. Documentary analysis indicated some written memos from university administrators blaming each other on the matters of disunity.

Lack of involvement in decision making split the University Management and Students' Government. This disunity led to the unrest of September, 2007.

### **5.3.4 Allegations of Corruption**

Documentation and confidential reports showed that the fund raising conducted on 27 May, 2007, planned to collect Tshs. 1,053,000,000. Cash collected amounted to

Tshs 53,935,000 and pledges reached 90,850,000. Part of administration, staff and students questioned about the modalities of collection and expenditures. The question was not clear due to lack of transparency, which resulted to dissatisfactions and students, unrest.

#### **5.3.5 Lack of Transparency**

Lack of transparency touched all matters regarding university life. Students' demands needed communication and transparency. The unrest of 2007 and the fund raising matter were to be addressed and give awareness to the staff and students. Likewise, the academic dissatisfaction about grading system of 2009 was not well communicated. There was no evidence which indicated meetings and reports of finances and university plans known to students and staff.

#### **5.3.6 Unmet Promises and Slowness of Management to Students' Demands**

The findings in Table 4.1. indicate repeated demands related to lack of infrastructure, facilities and rise of internet and library fees. Interviews conducted showed that the university management made many unfulfilled promises to the students. Few of the fulfilled promises were done slowly and took longer period of time. For example, the demand of furniture in the classrooms was solved after five years of demand and the unrest of 2012.

The second part of the social psychological theories were related to deprivations of needs. These theories are deprivation-frustration theory, human needs theory, cognitive dissonance theory and relative deprivation theory. In the list of demands in

Table 4.1 indicate deprivations of needs required by students for their survival. These deprivations led to students' unrest in all the selected unrests of 2007, 2008, 2009 and 2012. The factors related to deprivations were; inadequate infrastructure and facilities, congestions in the classrooms and hostels, lack of lecturers, inadequate, delay and denial of loans from HESLB, lack of furniture in the classrooms and hostels, lack of students' property safety.

#### **5.3.6.1 Inadequate Infrastructure, Basic Facilities and Students' Congestion**

This demand repeated in all the selected students' unrest of 2007, 2008, 2009 and 2012. The rapid growth of students enrollment increased the problem. In 2012 the enrollment rose to 2142 but infrastructure remained the same as when the university had enrolled 850 students. Despite the increase in enrolment, the number of buildings for classrooms, library, dormitories and offices remained the same. The situation led to congestions which resulted to complaints and thereafter students' unrests. Spacious and more buildings were needed to accomodate the rapid growth of students enrollment. Another important service demanded in the 2007 unrest, was clean and safe water. Interviews with students and university administrators indicated that the demand was very genuine and affects the whole university community. Up to the time of writing this report, the university administration is still struggling to solve the crisis of water.

#### **5.3.6.2 Inadequate, Delay or Denial of Loans from HESLB**

The interview conducted with loan beneficiaries, showed that the students who benefitted from HESLB had two major demands. These were delay of meals and

accommodation allowances and inadequate allowances which are not proportion to the changing inflation in Tanzania. The students who were not loan beneficiaries were dissatisfied because they felt that there is favouritism in the selection of loan beneficiaries by HESLB. The students interviewed indicated that both groups had dissatisfaction concerning with loans. In the unrest of 2012, five orphans were interviewed and complained that they were denied despite their qualifications apart from being orphans. This complaint touches the government and its organ dealing with students loans. The University of Arusha involved in the loan cases because it facilitates the proces of disbursement of allowances to students from HESLB.

#### **5.3.6.3 Lack of Students' Property Safety**

The safety of students in and off campus is very essential. The question of students who may wish to stay off campus belongs to students, parents and guardians but the university cannot stay aloof without its concern. The letter dated 29 April, 2009, written by UASO Prime Minister via Dean of Students to the village where UoA is, reported that students stay off campus are not safe and their properties stolen. UASO suggested that a police post should be established to maintain students security. Before this letter some cases of theft and house breaking were reported. Those cases happened on 21 January, 2009, and 28 April, 2009.

Another letter was written by the Defence and Security Chairperson on 9 April, 2009 to ask the support of the University in establishing sub- police post near the University of Arusha. On 11 May, 2009 UoA administration allowed UASO to continue with the process of establishing the sub-police post. The involvement of the university administration was indirect but the matter was left to UASO government.

No violence experienced.

#### **5.3.6.4 Involvement of Staff in Student' Unrest**

In the unrest of 2012, there was involvement of staff who was behind the student' unrest. Interview conducted, indicated that the common interest which made the staff to act behind the students' movement, was political affiliation. The ring leaders of the unrest were guided and counselled even in legal matters. After the unrest, that staff member was terminated from his employment. The involvement of staff in students' unrest can make crisis more complicated than students involving themselves in their movements.

#### **5.3.7 Management, Prevention and Characterisation of Students' Unrests**

In managing students unrest, the university of Arusha employed threats, police intervention to students and suspensions to ring leaders of the unrests. When these techniques failed, the university management opted for negotiation, bargaining and problem solving approaches. In the students' unrest of 2007, police intervention worsened the unrest. In the students' unrest of 2012, the university administration suspended two students who were the ring leaders of the unrest. Another management strategy was court case. Two suspended students in the unrest of 2012, went to court and the University of Arusha lost the case and asked to reinstate the students. The university wrote an appeal and the case was continuing up to the time of preparing this report.

Alternative theory which could be used in conflict management and resolution is Interest Based Relation which respects individual differences in resolving conflicts

(Ramsbothan *et al.* 2011). The strategy respects relationships, keeps people and problems separate and pays attention to the interest that are presented by listening carefully. Interest based approach helps to prevent antagonism and dislike which so often cause conflict to spin out of control.

Dennis(2008) pointed out three important steps in dealing with conflict. The first one is to understand the deep rooted causes of the conflict, second is the use of intervention approach to preventing or ending the conflict and third is resolving and transforming the conflict. According to Mosha (1994) the first step is to acknowledge the existence of the conflict, second diagnosing it and third using appropriate techniques for resolving the differences. Through the techniques suggested by Mosha (1994) and Dennis (2008), conflict resolution leads to harmony and understanding of the conflicting parties. The primary characters in managing and resolving of the students unrest at the higher Learning institutions were the university, students and administration. The government, community and sponsors played a secondary role especially in the privately owned institutions.

In the university setting, the role of making conducive environment for learning falls in the hands of university management, staff and students.

### **5.3.8 The Role of University Administration in Managing and Resolving Students Unrest**

According to Mayer (2000) conflict has three dimensions namely; cognitive, emotional and behavioural. The role of the university administration in managing and resolving students unrest touches all aspects as narrated by Mayer. The

management seemed to take slow steps because some of the students' demands repeated in the unrests of 2010 and 2011.

In the unrest of 2007, there was intra-management conflict. The probe commission namely Chancellor's Commission(2007), and TCU Probe Team(2008), it was evident that the management was disunited. The disunity in the management contributed to the disunity and split of university students' government and students. In the selected case of 2012, the students couldn't accept the counsels from the Dean which indicates that they were not used with counselling as one of the best ways for managing unrests.

### **5.3.9 The Role of Students in Managing and Resolving Students' Unrest**

The documentary review indicated that the intervention of TCU probe team was as a result of students report sent. The externalisation of the crisis was the lack of following procedures. It seems that the students with their University of Arusha Students' Organisation (UASO) government were not educated on more participatory democracy and procedures for lodging claims and forwarding complaints. The use of available internal machinery was not practiced in the case of 2008.

The powerlessness of the students' government increased tension as were not able to solve students grievances. In all the selected cases, the students seemed to be impatient. In the June 2009, the students meetings such as the UEABPP resulted to the embarrassment and removal of DVC Academics from his position, which was accompanied with violence. Another element of students role was the tendency of

conditioning. The experience showed that when students boycotted classes or demonstrated, their cases could be attended. In this tendency, therefore, students developed impatient behaviour bore fruits on their side. The students' crises of 2009 on academic and 2012 on the delay of meals and accomodation were attended after their involvement in the crises. The University of Arusha experienced unrests since its establishment in 2007 to 2012.

#### **5.3.10 The Role of the Government in Managing and Resolving Students Unrest**

One of the root causes of students unrest in the higher learning institutions is managerial, students' welfare and allocative (Omari & Mihyo, 1991). Interviews and documentary review at the University of Arusha, showed that there were conditions which delayed students who expected direct finances with regard to meals and accomodation allowances. This cause was specifically categorised as students' welfare. The March 2012, students unrest was escalated by the delay of meals and accomodation allowances from HESLB. The anticipated delays were not communicated to the students concerned. HESLB is a government organ dealing with students' loans.

The interview made between two groups of students namely *Loan Beneficiaries and Nonloan Beneficiaries* observed the dissatisfaction of both groups. The Tanzanian government is also underfunding the institutions of higher learning (Omari, 1991).



## **CHAPTER SIX**

### **6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This study analysed the causes and management of student unrest in the higher Learning Institutions. The University of Arusha provided a case study. The study analysed the nature, causes and aftermaths of the students' Unrest. Furthermore, it examined, the strategies employed to manage and prevent the unrests. The techniques used to collect data and information were mainly documentary analysis and interviews to the key informants.

#### **6.2 Summary**

The study employed qualitative methods in analysing and explaining the results.

The analysis made in the related literature review indicated that there were five types of causes of students unrest. These are namely; political, scademic, Students' welfare, managerial and allocative and religious. Most of the students' unrests were caused by political factors.

In the findings it was revealed that most unrests were caused by a combination of different types of causes and students' welfare dominated all the selected unrests at the university of Arusha. The study discovered a total number of nine unrests evolved at the University of Arusha from 2007 to 2012. Out of the nine, four occurances were selected and analysed. The criteria used for the selection were;thehe availability of documentary evidence, the significance of the unrest, the involvement of many students in the unrest, the intensity and recurrence of the Unrest.

In the data collection, the study got information mainly from documentary review and interviews with the key informants. A five step analytical model was adopted from Kimberly & Crosling (2005) and Mkumbo, (2002). It had five steps namely; defining the unrest, characterisation of the unrest, analysis of the events led to the unrest, needs that required resolution and the resolution mechanisms used. After the analysis of the selected unrests, the findings indicated that the causes of students' unrests included unsatisfactory academic and social services, lack of information or disinformation, lack of early warning mechanisms to detect student problems, lack of transparency, lack of opportunity to make free choice in religious matters, lack of autonomy, lack of crisis management machinery, students problems not dealt with fast enough, conditions which deny or delay student expected direct finances with regard to meals and accommodation allowances, lack of democracy, ineffective communication between students and management, impatience of students and indiscipline, students conditioning and militant behaviour. Other causes were the intra management conflict, which divided workers and students, unmet promises by the management, weak students government, and externalisation of students cases before failure of internal efforts. These causes touched the students, university management, parents and the government.

The study also revealed that the students frustrations and thirsty of goal achievement augmented the crises. Furthermore, the study revealed that three parties had roles to play in managing and resolving the Students unrests. These are namely; university management, government and students body. The University Management for instance took slow steps in dealing with students grievances. The documentary

review indicated that the management was not united and due to that, the disunity among the students emerged and resulted to the unrest of September, 2007 and June, 2009 at the University of Arusha.

In managing and resolving students' unrest, the University of Arusha employed threats and coercive strategies before unrests became worse. When the situation changed to violence, university administration used negotiation, diplomatic and reconciliatory techniques.

The government has a role to play in the stability of students and higher learning institutions at large. The delay or denial of students allowances as meals and accommodation allowances from HESLB was the government role. The delays were not communicated earlier and this led to the unrest of March, 2012 at University of Arusha. Likewise, the government and the university management had a role to play. Interviews and documentary review revealed that students were impatient, militant, conditioned with violence before getting their rights. The powerlessness of the students' organisation also opened the room for unrest such as 2007 unrest when the split of students' government took place.

### **6.2.1 Summary of Major Findings**

- i. The major components affected the nature and development of students' unrest at the University of Arusha were related to laxity of management and scarcity of resources. Other factors were the absence of effective channels of communication, guidance and counseling services, early warning mechanism

and late and delay in dealing with students demands, unmet promises made by the management and less involvement in decision making. Moreover, there were inadequacy, lateness and deny of students allowances from Higher Education Students Loans Board scheme.

- ii. The root causes of students unrests were due to factors related to managerial and allocative, students' welfare, academic stresses, political and religious issues as indicated in Table 4.1. in this study. Precipitating factors included frustration, aggression, instigation, and managerial failures.
- iii. Students' unrest had negative and positive effects. Disrupted academic programmes, destroyed property, led to punishments to students and staff, and partly put pressure to university administration consider and solve some students demands.
- iv. The strategies used by the university administration to manage and resolve students' unrest included authoritative techniques such as threats, coercive tactics, formulation of commissions of inquiry and disciplinary committees. Democratic ways were used but not regularly. Effective communication between management and students, early warning system and the creation of guidance and counselling services are some of the best ways for the management of students' unrest.
- v. Alternative management of students' unrest included the participative leadership, adequate funding and timely by the sponsors. The crisis resolution included negotiation, bargaining, mediation, arbitration and

reconciliation.

### **6.3 Conclusion**

This study has revealed that the student unrests in higher learning institutions is the common phenomenon. It is something to be dealt upon. The cases selected indicated that all cases had negative consequences to the university administration and students. All the cases involved class boycotts, which affected the institutional academic routine, students disciplinary suspensions, removal of management, loss of properties and unnecessary expenses in the process of curbing the unrests. Furthermore, regular unrests lead to loss of the future and credibility of the institutions.

The study has also indicated that the root causes of student unrest was due to accumulation of the unsolved issues. A combination of causes and the recurrence of these cases have contributed to students impatience. The analysis model used showed that in managing and resolving students' unrest, the involvement of university management, government and students body is pertinent. The lack of early warning mechanism to detect problems and take immediate steps as soon as the symptoms of students unrest emerged caught the university unaware of what would happen. The absence of guidance and counselling services widened the possibility of university crises, such kind of issues is part and parcel of management.

### **6.4 Recommendations**

In this regard, two sets of recommendations can be made. These are namely; managing and resolving students unrest in the higher learning institutions and

recommendations for further studies and research.

#### **6.4.1 Managing and Resolving Students Unrest**

1. The administration should improve the level of involvement of staff and students in the decision making process and other university affairs and respecting staff and students interests and rights.
2. Management, government and sponsors should honour their promises to students. If there are anticipated delays, should be put explicitly to those concern. If there are changes in policy, these should be articulated in advance.
3. There is a need to improve communication system between the Students' Organisation, students and the university administration. The Students Organisation can be asked to write regular reports on students concerns so that can be given priority by the administration. The administration can conduct seminars and orientations to students, students and faculties to ensure forum and open discussions. Sponsors and trainers should communicate frequently and exchange notes on students issues.
4. The management should educate the students on procedures to follow when they want to forward their concerns. Internal machinery strategies of resolving problems seem to be more effective than externalisation.
5. Putting in place mechanism for identifying factors which may precipitate unrest. Offices such as the Dean of Students could handle such responsibilities very seriously and be accountable for such.
6. Institutionalising an early-warning system. This could be attained

saturating the university community with students who could keep the system informed of what goes on beyond classroom. They must produce a monthly report. As of now there seem to be no such system.

6. Putting in place achievable strategies to improve learning environment. There is a need to provide adequate learning materials and conducive environment. Lecturers should be transparent and give frequent feedback to students about their academic progress and examinations.
7. The Administration should stand as one and be resolute. Decisions should not be made without appropriate investigation. This calls for an efficient administration and effective communication among other ingredients that go into a decisionmaking.
8. The University needs to establish and strengthen a student guidance and counselling services on the campus. The office should provide counselling to the university community to minimise possibilities of unrests.
9. The relevant authorities should look and see to it that they carry out their responsibilities in time and avoid unnecessary accumulation of long standing students problems.
10. The University needs to revisit and implement many recommendation raised by special probe commissions such as *Chancellor's Probe Commission* of 2007 and *TCU Probe Team* of 2008.

#### **6.4.2 Further Research**

This research was centered on the cause of students unrest in one of the higher learning institutions. The types of causes identified for the unrest were academic,

managerial, political, allocative, welfare and religious. The study focused on a group of university students. It is recommended that there should be further studies on

1. Teaching and non teaching staff unrests in universities
2. Political unrests in universities
3. Intra management unrests



## REFERENCES

- Adeyemi, T., Adejuwon, K. & Alonge, H. (2010). Managing Students Crises in Tertiary Institutions in Nigeria *Journal of Research in National Development*, Vol.8, No. 1, pp. 37-38
- Aiyede, R. E. (2006). *Theories in Conflict Management*. Lagos. NOUN
- Albert, I. O. (1999). *New Direction in the Management of Community Conflicts*. In Nigeria. Ibadan: Spectrum Books.
- Altbach, P. G. (1999). Students: Politics and Revolution. *International Higher Education*. 1999, Number 17, pp. 2-3.
- Amstrong, M. (2003). *A Handbook of Human Resource Management Practice* (10th ed.) London: Kogan page.
- Applegate, R. (1992). *Riot Control: Material and Techniques*, Paladin Press.
- Ashby, E. (1966). *Universities: British, Indian, African*. Cambridge. Harvard University Press.
- Bandura, A. (1977). *Social Learning Theory*. New Jersey: Prentice Hall, Inc.
- Beene, Capt. C. (2006); *Riot Prevention and Control: A Police Officer's Guide to Managing Violent and Nonviolent Crowds*. Paladin Press.
- Benyon, J. & Solomon, J. (1987). *The Roots of Urban Unrest*. Oxford. Pergamon Press.
- Berne, E. (1964). *Games People Play. The Psychology of Human Relationships*. Middlesex, England. Penguin Books.
- Bessel, R. E. (2000); *Patterns of Provocation: Police and Public Disorder*, Berghahn Books.

- Best, J. and Khan, J. (1992). *Research in Education*. (6<sup>th</sup> Ed.). Englewood Cliffs. Prentice Hall International.
- Bloome, C. (2003); *Violent London: 2000 Years of Riots, Rebels and Revolts*. London: Sidgwick & Jackson.
- Bryce R. (1960); The Dilemmas of Education in Ceylon, *Comparative Education Review*, Vol.4, No. 2.
- Bybee, R. and Gee, E. (1982). *Violence Values and Justice in Schools*. Boston. Allyn & Bacon, Inc.
- Callahan, B. S and Fleenor, C. P. (1988). *Managing Human Relations*. Columbia: MacwillPublishing Company.
- Catalano & Hawkins (2009, October). The Social Development Model. *Journal of Counseling Psychology*. 56 (4).
- Cronk, K. A. (1987). *Teacher – Pupil – Conflict in Secondary Schools*. Basingstoke. PalmerPress.
- David C.; (1990); *Strikes and Bargaining: A Survey of the Recent Empirical Literature*. Boston. Alln & Bacon
- Davis, K. and Newstrom, J. (1999). *Human Behaviour at Work*. New York. McGraw Hill International.
- Day & A. Fernandez and T. Hauge & J. Moller (Eds). *The Life and Work of Teachers: International perspectives in changing times* London: Falmer Press.
- Druikers, R. (1982). *Psychology in The Classroom. Manual for Teachers*. New York. Harper & Row.

D'souza, A. (2008). *Leadership: Trilogy on Leadership and Effective Management*.

Limuru:Kolbe Press

Filley, A. C. (1975). *Interpersonal Conflict Resolution*. Illinois: Scott Foresman & Co.

Fischer, J. (1963); Universities in Southeast Asia, op. cit. Minerva, Vol. 2, No. 1.

Fischer, loc. cit. 9 The 1962 riots are described in J. Silverstein and J. Wohl, "University and Politics in Burma," Pacific Affairs, Vol. 37, No. 1.

Fisher et al (2000). *Working With Conflict*. London: Zed Books.

Fisher, R. and Brown, W. (1989). *Getting to Say Yes*. New York. Harvard Business School.

Garba, A. B. (1999). An Analysis of Factors Contributing to College Students' Unrest in Developing Countries. *The Quarterly Journal of the International Association of Universities* Vol. 40, pp.868-875

George M., "Student Strike at an Asian University-A Case History," AA UP Bulletin, Vol. 43, No. 2 (June 1957), pp. 249-262.

George, Z. B. (1964).Bereday, Comparative Method in Education, Ch. 3, "Education and Indoctrination in Poland," New York: Holt, Rinehart and Winston.

George, Z. B. (1966).Student Unrest on Four Continents: Montreal, Ibadan, Warsaw and Rangoon Comparative Education Review,Vol. 10, No. 2, *Special Issue on Student*.

George, Z. B. and Lauwerys, J. A. (1959). *Higher Education: The Year Book of Education*. New York: Havard Business School

Gray, J.L. & Starke, F.A. (1990). *Organisational Behaviour: Concepts and Applications*. Columbus: CharlesE. Merrill.

- Harris, T. A. (1981). *I'm O.k. You're O.k.* London: Pan Books.
- Hernon, I. (2006); *Riot: Civil Insurrection from Peterloo to the Present Day*, Pluto Press.
- Hugh H. S. (1958), *Disturbances at University College*, Ibadan, School and Society, Vol. 86, No. 2130, Smythe and Smythe, op. cit.
- Hugh H. S. and Mabel M. S. (1980); *The New Nigerian Elite*, Stanford: Stanford University Press, Saunders, University College, Ibadan, Cambridge: Cambridge University Press.
- Imobighe, T. (2003). *The UOA (AU) and OAS in Regional Conflict Management: A Comparative Assessment*. Ibadan: Spectrum Books.
- James S. C. (1980), *Nigeria, Background to Nationalism*, Berkeley and Los Angeles: University of California Press.
- Jeffery J. (2012). Reaching the "Millennial" generation, *The Journal of Adventist Education*. October/November, 14.
- Johannsen, M (2008). *Different Types of Leadership Style*. Retrieved 28th Jan, 2010.
- Jones, R.C, Jones, L. J. (1985). *Responsible Classroom Discipline. Creating Positive Learning Environment and Solving Problems*. Boston. Allyn & Bacon.
- Joseph F. (1964); *Universities and the Political Process in South-east Asia*," Vol. 36, No. 1, Pacific Affairs.
- Joseph F. (2000); *Universities in Southeast Asia, An Essay on Comparison and Development*, Columbus, Ohio: Ohio State University Press, Kappa Delta Pi *International Education Monographs*, No. 6. P.11

- Joseph Fischer, "*Education and Political Modernization in Burma and Indonesia*,"  
Com-parative Education Review, Vol. 9, No. 3 (October 1965), p. 286.
- Kabigi, J. (2012), January 12). Outside Joined Rioting Case. *Daily News*. P.5
- Kenneth M. (1988); *The Birth of Nigeria's University*, London: Methuen.
- Kultura I. S., (1992); *Culture and Society*, Vol. 1, No. 4, New York Times.
- Labovitz, C. E. in Gilbertson, D. W. and Stone, R. J. (1985).*Human Resource Management*. Sydney: Cases Readings. McGraw Hill.
- Lenganasa, S. (1996).Cited in Mbwete & Ishumi (eds.). *Managing University Crises*.Dsm. DUP
- Lewin, K. (1936). *Principles of Topological Psychology*. New York: Mc Graw-Hill.
- Longman (2003). *Longman Dictionary of Contemporary English*. The Living Dictionary. Longman.
- Lucian W. P. (1999).*Politics, Personality and Nation Building, Burma's Search for Identity*. London: Yale University Press.
- Marzano J.R, et.al (2003). *Classroom Management that works: Research Based Strategies for Every Teacher*. Alexandria, Virginia USA; Association for Supervision and Curriculum Development.
- Meyer, J.P & Allen N. J. (1991). A Three Part Conceptualization Commitment. *Human Resource Management Review* 1.
- Mastenbroek, W. F. (1987).*Conflict Management and Organisational Development*. Chichester. John Willey & Sons.
- Mbwete T.S & Ishumi, A.G (eds.).(1996). *Managing University Crises*. Dsm. DUP
- Mkumbo, K. (2002). *Management and Resolution of Violent Intra Students Conflicts in Institutions of Higher Learning in Tanzania*. Dar-es-Salaam

MA Dissertation.

Moos, R. and Tricket, E. (1976). *Classroom Environment Scale Manual*. Palo Alto, California: Consulting Psychologist Press.

Morris, G. S (1978). *Parent Involvement in the Home, School and Community*. Columbus, OH: Chas. E. Merrill.

Mosha, H. J. (1994). Cited in Mbwete & Ishumi (eds.). *Managing University Crises*. Dsm. DUP.

Mosha, H. J. (1995). "University Governance and Organisational Effectiveness: Reflection of a Former Dean" a paper presented at a Workshop to Mark the University of Dares Salaam Silver Jubilee, Bushtrekker Hotel, Dsm, June 28' 1995.

Muga, P. (2004). *Students Crises Management at the University of Dar-es-Salaam*. Dar-es-Salaam UDSM MA Dissertation.

Myung J. (2002). *Holistic Education in Teacher- Student Relationships. Christ in the Classroom*. Adventist approaches integration of Faith and Learning 30, 164-165.

Ochoro, J. B. O. & Oduol, T. (2009). *School Strikes: beneath the Surface*. Elimu News; A News letter of the Ministry of Education January – April (4).

Okumbe J. A (1999). *Educational management: Theory and Practice*. Nairobi; Nairobi University Press.

Ola, R. & Oyibo, E. (2000). *Administrative Theories and Their Applications*. Ibadan. Lagos: Amfitop Books.

Omari, I. (2011). *Concepts and Methods in Educational Research*. Dsm. OUP

- Omari, I. (1991). *Higher Education at Crossroads in Africa*. Nairobi. Man Graphics Ltd.
- Omari, I. & Mihyo, P. (1991). *The Roots of Student Unrest in African Universities*. Nairobi. Man Graphics Ltd.
- Onigu, O. & Albert, O.(eds.). (1999). *Community Conflict in Nigeria: Management Resolution and Transformation*. Ibadan: Spectrum Books.
- Oxford (2010). *Oxford Advanced Learner's Dictionary (8th ed)*. New Delhi. Shanghai. Oxford University Press.
- Paker, J. (1974). *Some Ideas About Working With People Individually and in Groups*, Ohio: Ohio Coporate Extension Service.
- Paul N. (1961); Quality and Equality in Canadian Education, *Comparative Education Review*, Vol. 5, No. 2.
- Pollard, A. "Ethnographic Analysis of Classroom Conflict." In Tathan D. (1986). *Management Disruptive Pupil Behaviour in Schools*. London. John Willey & Sons.
- Ramsbothan et al. (2011). *Contemporary Conflict Resolution*. (3<sup>rd</sup> ed.) Malden. Polity Press.
- Robbinson, S. P (1983). *Organisational Behaviour Concepts Controversies and Application*. New Jersey: Prentice Hall.
- Roger P. M. (1963); Secular Trends in French Canadian Education, *Comparative Education Review*, Vol. 7, No. 1.
- Sambo, W. L. (1997). *Determinants of Frequent Students' Crises in Educational Institutions of Higher Learning in Tanzania*. MA (Ed.) Dissertation University of Dar es Salaam.

- Sergioranni T.J (2009). *The Principal ship.A Reflective Practice Perspective*. Boston, New York: Pearson Education Inc.
- Seymour M. L. and Philip G. A. (2001); Student Politics and Higher Education in the United States, *Comparative Education Review*.
- Sichei S. M. (2005). Perceptions of the cause of Indiscipline among secondary school students in Mount Elgon. Eldoret; Moy University Press.
- Stefan N. (1997); Social Attitudes of Warsaw Students, *The Polish Sociological Bulletin*, No. 1-2 (3-4).
- Stefan N., (1999); Egalitarian Attitudes of Warsaw Students, *American Sociological Re-view*, Vol. 25, No. 2. P. 29
- Stephenson, G. M. (1981). Intergroup Bargaining and Negotiation In Turner, J. C and Giles, H. *Intergrated Behaviour*. London: Basil. Blackwell.
- Swindle, P. G. (1976). *The Management of Power*. New Jersey: Lawrence Erlbaum Associates, Inc.
- UNESCO (1995). *Policy Paper for Change and Development in Higher Education*. Paris. UNESCO
- Waddington, P. A. J. (1991); *The Strong Arm of the Law: Armed and Public Order Policing*, Clarendon Press.
- Walsh, W. B. (1973). *Theories of Person- Environment Interactiona; aimPLICATIONS for the College Students*. The American College Testing Program.
- Witold J. and Klub K. K., (1963); *The Club of the Crooked Wheel*. Paris: Institute Literacki.
- Zakaria, T. (2012). March 22. *Daily News*. P.7



Zartman, I. (1989). *Ripe for Resolution Conflict and Intervention in Africa*. (2<sup>nd</sup> ed.).

Oxford. Oxford University Press

## APPENDICES

## Appendix 1: Research Clearance

**THE OPEN UNIVERSITY OF TANZANIA**

***DIRECTORATE OF RESEARCH, PUBLICATIONS, POSTGRADUATE  
STUDIES AND CONSULTANCY SERVICES***

P.O. Box 23409



Tel: 255-22-2668992/2668445  
ext.2101

Ref. No. HD/E/456/T.10

14th August, 2012

The Vice Chancellor,  
University of Arusha,  
P.O. Box 7,  
**USA RIVER, ARUSHA**

**RE: RESEARCH CLEARANCE**

This is to certify that the bearer of this letter, **Mr. Mashauri Mwangasha Mjema**, is a PhD candidate at the Open University of Tanzania with Registration No. HD/E/456/T.10 in the Faculty of Education. The candidate has presented his research proposal to the Faculty, and wants to proceed with data collection..

You are hereby kindly requested to allow **Mr. Mjema** to conduct his research in your Institution on the topic: **“The Causes and Management of Students’ Unrest at the University of Arusha, Tanzania:** The field study will take two months, from 15<sup>th</sup> August to 20<sup>th</sup> October, 2012.

Thanking you in advance,  
Yours faithfully,

**THE OPEN UNIVERSITY OF TANZANIA**

Dr. John P.A. Msindai

**For DIRECTOR - DIRECTORATE OF RESEARCH, PUBLICATIONS AND  
POSTGRADUATE STUDIES**

## **Appendix 2: Interview Guides to Students and Administration**

### **Introduction**

My name is Mashauri Mjema, a Ph.D student at the Open University of Tanzania.

The area of my specialisation is Education Psychology . The topic of my thesis is

**“The Causes and Management of Students’ Unrest at the University of Arusha in Tanzania.”**

The study analysed the nature, causes, aftermaths and strategies in managing students’ unrests at the higher learning institutions in Tanzania.

The purpose of the study is to find out the root causes, effects and how to manage unrest in the higher learning institutions.

These interview questions aimed at collecting data for supplementing information gathered from documentary analysis.

The interview involved key informants who played key roles in the selected unrests of students at the University of Arusha.

Please be free to participate because confidentiality is highly assured.

Thank you.

### **A. The Vice Chancellor University of Arusha 2012**

1. Do you have any information about any students’ unrest from the time when the University of Arusha was accredited? When?

---



---



---

2. In your own view what could be the possible causes of students' unrest at the university of Arusha?

---

---

---

---

3. How the University of Arusha managed and resolved students unrest when they occurred?

---

---

---

---

4. What were the consequences of students' unrest to the university?

---

---

5. What was the role of Students' Government in the students' unrest occurred at the university?

---

---

---

6. What were the roles played by students and staff from different faculties in the unrest occurred at the University of Arusha?

---

---

7. What would you advice in order to avoid future students crises at UoA?

---



---

**B. Former D.V.C. Academics during 2009 Crisis**

1. Do you remember any students' unrest occurred during your stay at the University of Arusha? When?

---



---



---



---

2. What factors led to students' unrest at the University of Arusha during those unrest?

---



---



---

3. How did those unrests relateb to academics?

---



---



---

4. What role did the UASO play in students' unrest during your time as DVC Academics?

---



---

5. What were the consequences of students' unrest at the University of

Arusha? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. How were the students' unrests managed and

resolved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**C. Former Dean of Students before 2007 and Acting D.V.C Academics**

**2012-2013**

1. When did you experience students' unrest during your time as Dean of

Students? \_\_\_\_\_  
 \_\_\_\_\_

2. What were the origins of students' unrests occurred at the University of

Arusha? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. What were the root causes of students' unrest you have experienced?

\_\_\_\_\_  
 \_\_\_\_\_

- 
- 
4. What would you suggest in order to avoid future crises at the university?

---

---

---

---

**D. Former UASO President During the 2009 Crisis**

1. How many students' unrest did you experience during your time as UASO president?

---

---

---

---

---

2. What were the root causes of such students' unrests?

---

---

---

---

3. Why did many times students opt for violence instead of diplomatic methods?

---

---

- 
- 
4. What were the consequences of students' unrest at the University of Arusha? \_\_\_\_\_
- 
- 
5. What was the role played by Students' Government in the students' unrests at the University?

---

---

What would you suggest in order to avoid future students' unrest at University of Arusha?

---

---

---

**E. Dean of Students, from 2008 to the Time of this Research.**

1. Have you ever experienced any students' unrest during your stay at the University of Arusha? When?

---

---



---

---

What was the role of guidance and counselling in managing students' unrest at the University of Arusha?\_\_\_\_\_

---

---

---

2. What were the major causes of students unrests at the University of Arusha?

---

---

---

---

---

3. What were the methods used to manage and resolve students' unrests?

---

---

---

---

4. What is your opinion regarding the approaches used by the University of Arusha in managing and resolving students' unrests?

---

---

---

---

---

**F. Former Human Resource Officer to 2011**

1. During your time as HRO did you experience any students' unrest? What were the role of staff in students' unrest at UOA?

---

---

---

---

2. In your own view, why do you think some staff members decide to support students' unrest? \_\_\_\_\_

---

---

---

3. What steps did you take in case a staff was found instigating students to riot?

---

---

---

---

What is the role of HRO in Managing students' unrests?

---

---

---

---

**G. Suspended students during the March, 2012 Students Crisis.**

1. Why did you lead the meeting under the tree instead of following the channels of solving students' grievances?

---

---

---

---

What was the role of teaching staff in the 2012 unrest?

---

---

---

---

What were the root causes of the March, 2012 unrest?

---

---

---

---

What were the consequences of the March 2012 unrest?

---

---

---

- 
- 
2. What would you suggest about the services given by HESLB to students in the higher learning institutions?

---

---

---

---

---

3. Why did you decide to go to court following the suspension given to you and other two students?

---

---

---

---

**H. Five orphans denied Loans from HESLB.**

1. Did you apply for loans from HESLB and follow all the procedures?

---

---

---

---

---

2. How can you assess the performance and fairness of HESLB in selecting and Issuance of loans to students in the Higher Learning Institutions?

---

---

---

---

---

3. In your own opinion what would you suggest on how the HESLB would do its duty perfectly?

---

---

---

---

---

4. What is the role of HESLB towards the students' unrests at the universities?

---

---

---

---

---

### Appendix 3a:

#### The Incidents of the 2007 Students Unrest at the University of Arusha by Dates, Nature, Causes and the Aftermaths

Dates	Nature/Causes/Aftermath
16/2/2007	The idea of fund-raising for the construction of assembly hall, lecture halls, offices and playing fields came out from Students Association(UoASA) in collaboration with the University administration
19/2/2007	The formation of sub-committee for fund-raising
26/2/2007	The university administrative Committee(ADCOM) authorised the Deputy Vice Chancellor for Finance& Administration (DFA) and the UoASA president to travel to Dsm on 28/2/2007 to meet the fund-raiser(guest of honor) who was a government officer
10/4/2007	General Assembly held by the dean of students met and votes of no confidence with the existing UoASA government was conducted using the forms entitled, "SA Evaluation Form"
27/42007	Letters for fund-raising were written by the DFA to all invitees
27/5/2007	Fund raising exercise was conducted by the guest of honor. It was not successfull because some administrators were divided on the matter, division of UoASA and students body. There was students violence and students government divided into two factions
12/6/2007	A confidential letter was written to the University Chancellor about the failures of the fund raising and suggested the removal of the Vice Chancellor and some administrators due to allegations of theft of the raised money
15/6/2007	The V.C wrote a confidential letter to the D.F.A explaining about the growing gap between them
19/6/2007	The D.F.A wrote appreciation letter to the guest of honor and reported the collection of cash Tshs. 53,935,000 and pledges 90,850,000
8/7/2007	Another confidential letter written to chancellor explaining why the fund-raising failed and suggested the removal of the V.C and some

<b>Dates</b>	<b>Nature/Causes/Aftermath</b>
	administrators due to allegations of corruption
9/7/2007	V.C wrote a letter asking the chancellor for permanent return to United Kingdom
12/7/2007	V.C wrote a letter to nullify that one of 9/7, instead asked for annual leave effective 19/7- 31/8/2007
20/7/2007	The formation of probe committee comprised of five people and found that the university had ;weak leadership, poor involvement of workers and students in decision making, weak UoASA government, inadequate infrastucture, low spiritual standards, lack of financial transparency
14/9/2007	UoASA president wrote a letter to Usa River police post requesting police security force because the divided government(rebels) wanted to conduct unauthorised meeting and organise violence on 25/9/2007 before the authorised one on 27/9/2007
25/9/2007	Police intervention to stop the unauthorised students meeting led by the rebels against the UoASA government. There were class boycotts,violence, demonstrations for two days. Lecturers and D.V.C Academics helped to calm the situation and classes were resumed on 27/9/2007

### Appendix 3b:

#### The Incidents of the 2008 Students Unrest at University of Arusha by Dates, Nature, Causes and Aftermath

Dates	Nature/ Causes/ Aftermath
19/3/2008	The establishment of investigative commission by T.C.U to deal with what was called, "The Malpractices at the University of Arusha," with 12 terms of reference. Allegations reported by students and staff.
15/4/2008	The confidential report was given to T.C.U by special appointed commission of four professors on the malpractices on Academic and Management at the University of Arusha.
07/4/2008	Open announcement on the notice board was posted to order all students to boycott classes. The announcement outlined 12 reasons for boycotting classes including; poor leadership, lack of expertise, lack of lecture halls, lack of books, students forced to attend worship services, Low salaries to lecturers, corruption, religious segregation, termination of lecturers unprocedurally, chancellors refusal to talk to students, hatred to education students because they demand their rights. Class boycott began in the afternoon.
08/4/2008	Students demonstrations from assembly hall to administration block. Class boycott continued. Intervention was done by the V.C and Dean of Students and classes resumed on the following day. The students were promised that their concerns were to be dealt with.
20/5/2008	V.C. posted announcement on the noticeboard about the rise of tuition, medical and examination fees for new academic year 2008/9.
21/5/2008	UASO government held a meeting and opposed the new fee structure, medical and examination fees
30/9/2008	UASO posted announcement on the notice board to order all students to boycott registration
1/10/2008	Students boycotted registration. Education students led demonstrations from the assembly hall to administration building. The V.C put announcement that the Loans Board authorised the increase



<b>Dates</b>	<b>Nature/ Causes/ Aftermath</b>
	of fees.After two days the administration postponed the new fee structure and students resumed registration
12/10/2008	UASO Leadership gave their concern about the delay of students academic grades to the administration. They also demanded the postage of their grades on line instead of old system of hard copies. The D.V.C Academics promised to work out on student academic demands

### Appendix 3c:

#### The Incident of the 2009 Students Unrest at University of Arusha by Dates, Nature, Causes and Aftermath

16/2/2009	UASO wrote an open letter to the V.C to complain about the rise of school fees and other contributions
27/2/2009	A meeting of University of Eastern Africa Baraton(UEAB) affiliated students met and complained about different grading system of UEAB and UoA combined classes. They were against DVC Academics who failed to solve this academic crisis
1/3/2009	Newly UASO president gave his inaugural speech and addressed students challenges at UoA and urged unity from all students
20/3/2009	UEAB students met and demanded the same grading system as UoA system
24/3/2009	UEAB students met and urged the UoA V.C to remove the DVC Academics for being inefficient in dealing with students welfare
7/4/2009	UASO wrote a letter to the Chancellor on behalf of the General Assembly asking him to remove the D.V.C Academics from his position due to his failures to solve student academic concerns and disrespecting UEABPP students
9/4/2009	UASO met to discuss about thefts of students properties who lived off campus due to lack of accommodation in the campus. The prime minister of UASO wrote a letter to the administration to be allowed to communicate with the Usa River police station to establish police post near the university.
28/4/2009	Theft of students properties from one house hired by some male students in the village
11/5/2009	Adcom allowed UASO to begin the process of establishing a police sub station near UoA

2/6/2009	UASO held a General Assembly and invited the DVC Academics to address the students about their problems. He couldn't come. Class boycott, Demonstrations, patriotic songs began and throwing of stones to buildings and cars. People in the offices either ran away or locked themselves in fear of students violence.
3/6/2009	The V.C held a meeting of all students and staff. The DVC Academic was not allowed to say anything but embarrassed and asked to leave the assembly hall while the students were shouting at him. The media people were there and reported the case to public. The class boycott ended after getting promises by the V.C of solving students problems.
9/6/2009	Adcom sat and the main agenda was the fate of the DVC Academics. The agenda was entitled," Stepping Down from DVC Academics."The DVC Academics was removed from his position and ordered to leave the University premises.
16/6/2009	The General Assembly meeting to discuss about the delay of meals and accomodation from the loans board. The students demonstrated to the administration building and one day class boycott took place. The administration worked out and the money was released on the following day.

### Appendix 3d:

#### The Incidents of the 2010 Student Unrest at University of Arusha by Dates, Nature and Aftermath

18/3/2010	First year loan beneficiaries met and complained about the delay of meals and accomodation allowance from loans board. The University administration told them that the contract was between the students and loans board
20/3/2010	The first year loan beneficiaries marched to the main road to make the public know their concern because the university didn't care for them. They blocked the Usa River- Arusha national Park road with big stones and tree logs. The police force intervened by applying tear gas to scatter the demonstrating students. Classes stopped and the campus was unrest. A good number of student were captured, detained and left free after two days. Classes were resumed.  After one week meals and accomodation allowance were given to students.
10/4/2010	Open announcement to all students by UASO president against internet and library fee because services are not given. The letter was written to DVC Finance to stop charging the students. A series of meetings between UASO and V.C and DFA continued.
20/6/2010	Another meeting between the UASO and the V.C took place. UASO demanded the removal of internet and library fee
5/7/2010	The V.C met the students government and promised to improve the

	services. The UASO was not satisfied.
8/7/2010	UASO wrote a letter to the V.C informing him that library and internet fee would only be paid after the improvement of services
24/10/2010	The meeting between UASO, V.C and the company for internet connection. UASO gave ultimatum of 14 days to have services in place otherwise students would boycott classes and stop the fees
9/11/2010	UASO met to evaluate the promises given in the previous meeting and found that there was little improvement. The students struggles continued.

### Appendix 3e

#### **The Incidents of the 2011 Students Unrest at the UoA by Dates, Nature, Causes and Aftermath**

Date	Nature/ Cause/ Aftermath
8/11/2011	Students General Assembly meeting resolved to boycott the library and internet fees because of poor services provided by the University
11/11/2011	Open announcement wrote by the UASO prime minister to all students to stop internet and library fee. One day Class boycott took place
12/11/2011	The administration stopped library and internet fees and classes were resumed

### Appendix 3f:

#### The Incidents of the 2012 at the University of Arusha by Dates, Nature, Cause and Aftermath

Date	Nature/Cause/ Aftermath
8/3/2012	Open announcement on the notice board by unknown student to invite all undergraduate students to meet under the sycamore tree(mdigrii). The main agenda were the delay of meals and accomodation allowances from loans board and dissatisfaction of many supplimentaries of first semester 2011/12 examinations
9/3/2012	Students met under the sycamore tree singing patriotic songs and conducted their meeting under unathorised leadership. The dean of students warned the students about this unauthorised meeting but it continued as planned. It was believed that there was influence of politics and teaching staff. Class boycott took place.
12/3/2012	The release of meals and accomodation allowance from the loans board through the university finance department. Classes were resumed.
13-21/3/2012	Investigation commettees worked. Adcom and UASO meetings were conducted to deal with the case
22/3/2012	The U.o.A disciplinary commettee met to hear the indiscipline case of 9/3/2012.
2/4/2012	The UoA Adcom suspended three students who were the ring leders of the student movement.

<b>Date</b>	<b>Nature/Cause/ Aftermath</b>
13/4/2012	Appeal letters were written by the suspended students to the chairperson of the University council showing their dissatisfaction over Adcom and discipline committee decisions
30/4/2012	Appeal hearing committee of the University council met the suspended students and one pleaded guilty and asked for forgiveness
2/5/2012	The emergency university council meeting met and ordered the students to vacate the university premises.
4/5/2012	UASO leadership under its president, wrote a letter to the university chancellor entitled, "Verdict on Students." The letter showed dissatisfaction of UASO over the decisions made by the university council and that legal procedures were not followed.
28/5/2012	The university council met and one student who pleaded guilty was forgiven and the other two required to continue with their suspension of two semesters. The two students were dissatisfied and went to court.



#### **Appendix4**

##### **LIST OF DOCUMENTS ANALYSED**

1. TCU. 15 April, 2008. Probe on Malpractices at the University of Arusha by Prof. Shemweta, Prof. Irina, Prof. Ikungira, Prof. L.X. Mbunda.
2. HESLB. (2011). Guidelines and Criteria for Issuance of Students Loans for 2011/12 Academic Year.
3. HESLB. 12-14 March, 2009. Report From HSLB Students Representatives to TAHLISO Geneal Assembly Meeting Held in Mbeya from 12th – 14 March 2009.
4. TAHLISO. 7 – 8 October, 2011. Maazimio ya TAHLISO kwa Wizara ya Elimu ya Juu Iliotolewa Katika Kikao Kilichofanyika Chuo Kikuu Kishiriki cha Tumaini KCMC.
5. MOEVT.(2011/12). Taarifa ya Umma Kuhusu Ugharimiaji, Utoaji na Urejeshaji wa Mikopo ya Elimu ya Juu.
6. UOA. Minutes of the General Assembly Held on 14th May, 2009 in the University Chapel Opened at 9:05 a.m Under President of UASO, J. Onyango.
7. HESLB (30 September, 2008). The Higher Education Students' Loans Board Act, CAP 178 by J. Mwanyika- Attorney General.
8. UASO. 9th April, 2009. A Report of UASO to UOA Administration about Theft and Need to Establish Sub-police Station.
9. UEABPP. (27 February, 2009). Minutes for the Meeting of University of Eastern Africa Baraton Programme Persuers.
10. UOA. (30 September, 2012). V.C Report for the Period Ending 30 September,

2012.

11. UOA. (22 March, 2012). Interview Proceedings Between the Jury ( UOA) Discipline Committee and the Defendant.
12. UOA. (1st March ,2009). Hotuba ya Raisi wa UASO kwa Uzinduzi wa Bunge (UASO).
13. MOEVT.( 11 October,2011). Majibu ya Hoja za TAHLISO Zilizowakilishwa Wizarani Tarehe 14 September,2011)
14. SDA. (20 July, 2007). Probe Team Investigation Report Presented to the UOA Chancellor.
15. UOA.(7 January,2008). Administrative Board Minutes no. 001/2007 and 002/2007.
16. UOASA. (8 July, 2007). Report on Students Fundraising on 28th May, 2007 at Ngurdoto Mountain Lodge

**Appendix 5: List of People Interviewed**

1. The Vice Chancellor, University of Arusha
2. Acting Deputy Vice Chancellor Academics, University of Arusha
3. Dean of Students, University of Arusha
4. Deputy Vice Chancellor Academics during 2009 crisis
5. Human Resource officer, 2009 - 2011 at the University of Arusha
6. Former UASO president during 2009 student unrest
7. Former UASO President during 2012 students' unrest
8. Suspended students during 2012 students' unrest
9. Orphans denied loan allowances from HESLB