MANAGEMENT OF STUDENTS' CRISES IN TANZANIAN SECONDARY SCHOOLS A CASE STUDY OF DAR ES SALAAM SECONDARY SCHOOLS

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2013

CERTIFICATION

I, the undersigned hereby certifies that I have read this dissertation titled Management of Crises in Tanzanian Secondary Schools, and therefore recommends it to The Open University of Tanzania for acceptance for the Degree of Master of Education in Administration, planning and policy studies.

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Dr. Edward Bagandanshwa

(Supervisor)

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Date

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DECLARATION

I, Joram Elly Nkya, hereby declare that, this dissertation is my own original work and that it has never been submitted, and will not besubmitted to any other institution for a similar or different award.

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Signature

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Date

DEDICATION

I dedicate this thesis to my Parents, and my wife Hyasinta for their constant encouragement.

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This thesis is a product of collective efforts and support of various individuals from whom I received intellectual, material, and moral support. I wish to express my gratitude to all of them. I would like, however, to single out a few and mention them by name.

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Finally, all shortcoming or errors in this dissertation are all mine.

ABSTRACT

This study was about the management of crises in Tanzanian secondary schools. The purpose of this study was to examining the management of crises in Tanzanian secondary schools. Its objectives were to identify types of crises, causes, managing mechanisms, crisis effects and to provide suggestions on the ways for effective management of crises in Tanzanian secondary schools. The study was carried out at Azania, Tambaza, Jangwani, Kibasila and Pugu secondary schools in Dar es Salaam. The population for the study included students, teachers and educational managers. The questionnaire and the interviewing methods were adopted in collecting information for the study. The sample size for the study was179, of this 171 completed the questionnaire.8 were interviewed. The descriptive method was used in data analysis. The study revealed that, there were patterns of crises in Tanzanian secondary schools caused by administrative, social and Academic problems. The study also showed that crises that arise in Tanzania secondary schools had effects on academic, administrative, discipline and environment of the schools. The researcher recommended that crisis in Tanzanian secondary school should be stamped out. Efforts to identify them before they were a problem should be increased. Efforts to rectify the situation so as to wipe-out crises in Tanzanian secondary schools should be redoubled. Difficulties in administrative, social and academic functions as well as services in schools must be managed so as to avoid crises in schools. The bad effects of crises to schools should be minimized and controlled. They should be used as challenges and a stepping-stones to success.

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CHAPTER ONE

1.0 BACKGOUND INFORMATION

1.1 Introduction

This Chapter presents the definition of the problem. It introduces to the study. The Chapter explores the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions and the research tasks. This chapter also discusses the conceptual framework, the limitations as well as delimitations of the study.

1.2 Background to the Problem

The phenomenon of crises in Secondary Schools in Tanzania has been common since Tanzania attained Independence in 1961. Almost each year unperfected resources are being utilized in building and buying new school properties to replace those destroyed. Sometimes these crises result into closure of schools because of high damage of schools properties. Usually, teaching and learning processes cannot be carried out in damaged environment. Although in secondary schools in Tanzania has been reoccurring since 1961, most of major crises have happened in the 1970's and the 2000's (Kasusaga and Shaur, 2007).

The following secondary schools are some of government owned schools which have experienced cries:

Table 1.1 indicates examples of the schools which experienced crisis in 2008, other schools include; Tambaza in Dar es Salaam Region, Milambo in Tabora Region, Tabora Boys Secondary School in Tabora, Lyamungo in Kilimanjaro Region,

Umbwe in Kilimanjaro Region, Kantalamba in Rukwa Region, Kibiti in Coast Region, Oswald Mang'ombe in Mara Region, Tosamaganga in Iringa Region, Mkwawa High School in Iringa Region, Kigoma in Kigoma Region, Old Moshi in, Kilimanjaro Region, Karatu in Arusha Region, Galanosi l in Tanga Region, Same in Kilimanjaro Region, Pugu in Coast Region, Kwiro in Morogoro Region, Mazengo in Dodoma Region and Ihungo in Kagera Region.

Table 1.1: **Government Secondary Schools Crises**

S/n	Name of school	Date of crisis	Causes of crisis	Consequences	Steps taken
1	Azania s. s	26/02/2008	Suspension of three misbehaved students	Students crisis	Special investigation and inspection was conducted
2	Mkole s.s	27/07/2008	Head of school suspected to rape a student	Students were undermined	Special investigation and inspection conducted
3	Morogoro s.s	21/05/2008	High number of students enrolled	Lack of infrastructures	School inspection conducted
4	Kantalamba	28/04/2008	Two students died and 110 were not found	Students crisis	School was closed
5	Loleza s.s	29/04/2008	Lack of food	Students crises	Form six Students were suspended

Source: Documentary Review, 2012

Not only government secondary schools have experienced crises but also private and religious secondary schools were involved too. The below listed schools are only examples of many private schools which have experienced crises in the country:

Other schools which experienced crisis include: Nyegezi Seminary in Mwanza Region, Maua Seminary in Kilimanjaro Region, Kibosho Girls in Kilimanjaro Region, Uyui in Tabora Region, Mlama in Kilimanjaro Region, Marangu in

Kilimanjaro Region, Kibohehe in Kilimanjaro Region, and Sangu in Mbeya Region (Kusaga, 2008).

A number of Scholars have explained crises in Tanzanian secondary schools as "Students' crises". To such scholars, crises in Tanzanian secondary schools are solely due to students' factors. They are students who push schools to the extreme of disharmony (Mvungi et al 1986: Shivji, 1988). However; a number of questions can be posed regarding this position.

Table 1.2 Private Secondary Schools Crises

S/N	Name of school	Date	Causes	Consequences	Steps Taken
1	Omumwani s.s	22/02/2008	Lack of teachers	Students crisis	Employment of teachers
2	Ngarenaro s.s	03/08/2008	Poor food	Crisis of the students	Food quality improved
3	Mkumira s.s	09/04/2008	Students missed lessons	Students demonstration and crisis	Teachers Lesson aatendence improved
4	Kilimanjaro boys	27/02/2008	Poor environment	Students crisis and boycott	Inspection of school

Source: Documentary Review, 2012

For example, how can students alone push a school into crises while a school community is made of other groups like Teachers, Administrators and auxiliary staff? Is it true that such other groups in the school may not have any role in the crises at School? Or, how is it possible that students are blamed for every crisis in

the schools? Question like these necessitate a thorough study on the management of crises in Tanzanian secondary schools. Answers to such questions will increase our understanding of crises in Tanzanian secondary schools and the way they were managed. Therefore this study interested to investigate the management of students crises in Tanzanian secondary schools.

1.3   Statement of the Problem

Despite the government and schools management efforts to stamp out and control school crises, our schools are constantly facing crises which affect schools' and students' progress. Deliberate steps to alleviate the situation are usually taken. Committee and Investigation teams are usually formed to assist and guide in schools arresting the situation.

Recently many secondary school in Tanzania have experienced students' crisis for example Tambaza in Dar es Salaam Region, Milambo in Tabora Region, Tabora Boys Secondary School in Tabora, Lyamungo in Kilimanjaro Region, Umbwe in Kilimanjaro Region, Kantalamba in Rukwa Region, Kibiti in Coast Region, Oswald Mang'ombe in Mara Region, Tosamaganga in Iringa Region, Mkwawa High School in Iringa Region, Kigoma in Kigoma Region, Old Moshi in, Kilimanjaro Region, Karatu in Arusha Region, Galanosi in Tanga Region, Same in Kilimanjaro Region, Pugu in Coast Region, Kwiro in Morogoro Region, Mazengo in Dodoma Region and Ihungo in Kagera Region (Kusaga, 2008).

This indicated that students' crisis in Tanzania is a big problem and needed to be investigated.

1.4 Purpose of the Study

The purpose of this study was to examine the management of students'crises in Tanzanian secondary schools.

1.5 General Objectives of the Study

The main objective of the study was to critically examine ways used in managing students' crisis in secondary schools in Tanzania in order to find ways of eliminating this problem.

1.5.1   Specific Objectives of the Study

The objectives of the study were as follows:

(i)   To identify nature of crises in Tanzanian secondary schools

(ii) To identify causes of the identified crises in Tanzania secondary schools

(iii) To critically examine the mechanisms used to manage students' crises in Tanzanian secondary schools.

(iv) To identify the effects of students' crises in Tanzanian secondary schools performance

(v) To suggest strategies for managing students' crises in secondary schools in Tanzania.

1.6 General Research Question

What are the ways used in managing students' crisis in secondary schools in Tanzania?

1.6.1 Specific Research Questions

The following are the specific research questions developed to guide the study:

(i)   What is the nature of crises in Tanzania secondary schools?

(ii) What are the causes of these crises in Tanzanian sec schools?

(iii) How effective are the mechanisms are used in managing crises in Tanzanian secondary schools

(iv) How can these crises be managed?

1.7 Significance of the Study

The findings of this study add knowledge to what is already known about the problem of managing crises in secondary schools in Tanzanian. The finding also enables schools administrators to know causes of crises in secondary schools and how to prevent them from erupting. Also it raises awareness about crises in secondary schools in Tanzania. It is also expected that the Ministry of Education and Vocational Training empowered to design or accept effective alternative methods of eliminating secondary schools crises.

Therefore this study expected to furnish the Government and other education stakeholders to eliminate students' crisis in secondary schools in Tanzania. Generally, the study was expected:

(i)   To enable the government: The study enables thegovernment and other education authorities to eliminate students' crises in secondary schools in Tanzania.

(ii)   To add to body of knowledge: The research adds knowledge to the researcher himself, to the public (parents), public secondary schools, private secondary schools and other education stakeholders about the causes and mitigation strategy of students crises in secondary schools in Tanzania.

(iii)   To encourage other researchers: The study encourages other researchers to conduct and go for a further study about the management of students crises in Tanzania secondary schools in Tanzania.

(iv)   To encourage teachers and school owners to learn and understand about the the management of students' crises in secondary schools

(v)   To enable the researcher: The successful completion of this study enabled a researcher to be awarded with the degree of Masters of business administration corporate management.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the relevant literature. It reviews the existing information and knowledge about crises in Tanzania secondary schools and their management. Furthermore, the chapter introduces you to the knowledge gap in the management of crises in Tanzanian secondary schools.

2.2 Nature of Organizational Management

Traditional theorists conceive crises as being intrinsically bad; according to them crises are bad indicators within an organization hence the statement that "for the good of the organization, crisis must be eliminated'. With that in mind considerable attention was directed towards elimination or suppression of crises. To achieve this there has been a tendency to formulate strict rules and regulations that limit individuals within institutions to get involved in crises. This is what Onwuejeogwa (1992) terms as "Riffaff" theory based on the hypothesis that violence is an expression of the feelings of a few disgruntled elements.

For example, in Nigeria, many top government officials, Education officials and respectable citizens regard any student protest as an instrument of subversion. Such perceptions uphold the intermediate variable that explains the intensity of the state of unrest and not the genesis of the problem. Although the traditional view has lost ground, it still conforms to the outlook of many people. Important institutions in some societies emphasize the obedience to the system without questioning it.

This is evidenced by the attack on liberal students at Tehran University by Conservative vigilante, which seemed to be a sigh that Khatami was unable to fulfill students' request to expand personal freedoms, rule of law and to protect them from

(Recknage, 1999) reasoned out of the causes of crises is rarely considered to be an acceptable approach. Modern theorists on the other hand argue that organization crises are neither good nor bad (Gray and Starke, 1990). They argue that "while crises are inevitable they are not necessarily harmful'. Crises can contribute immeasurable to the health of an organization by stimulating productive competition. Modern theorists like Kweka (2003) say that, we need crises to challenge, engage and sharpen the management. While the rules of engagement need to be enhanced to stop brutal personal attacks, the issue of crises management needs respect and understanding.

(Gray and Starke, 1990), further to say that one cannot have an organization, community or society that is free from crises. Attempting to do away with crises through coercive means may end into reduced crises potentiality to curb bad behaviors within an organization, hence negate development towards crises redress. A disruptive ideal situation to them is the one in which there is a healthy level of controlled and contained crises. This means that there is an optimum level of crises, which maximizes organizational performance. Organizations with too little or no crises, miss the impetus for innovativeness and creativity.

Employees, employers, or powers that be comfortable or not concerned about improving performance, tend to pay little attention to things that might improve

performance. On the other extreme, organizational crises can be so destructive that employees or any other groups cannot proper attention to the pre-determined goals, in which case performance suffers. Education Institutions must therefore learn to manage crises and take the new realities of academic life for a positive and constructive approach in crises management.

Mkude (n.d) maintains clearly that student unrest is not a strange phenomenon in the world. Literature is full of such occurrences, at different periods of history in countries that have had a long tradition of university education. The most well known waves of student unrest are those that reverberated throughout Western Europe and USA in the 1960s. In the Asian continent, especially in Burma, Russia and India Education Institutions crises seem to act like nerve centres of agitation for social, political and economic reforms.

Another school of thought is the discontent theory whose proponents hold that deprivation, frustration and grievances are primary causes underlying individual's participation in rebellions and political action (Muller et al, 1994). Deprivation, frustration and grievances could be due to both internal and external forces. Muller et al. in their "Expected Utility Theory" contend that cost benefit calculations, resources mobilization and power politics are behind individuals' participation in political crisis. This view suggests that reward expectation is the crucial motivational force, which forces individuals to get involved in rebellion movements.

Onwuejeogwa (1992) equates rebellions and frustration to a theory employed to explain student unrest. Unlike Muller *et al.,* Onwuejeogwa goes on further to argue

that "Rebellion/ Frustration Theory" is based on the hypothesis that students in their adolescence tend to rebel against authority. It is also derived from the psychological behaviour attributed to developmental problems of adolescents from Western societies. There is no evidence that this theory can apply to African adolescents.

For the purpose of this study, Muller et al (1991), theses cannot hold water mainly because they are politically biased that confine themselves to the reasons for individual participation in a rebellion's political action. This might have overlooked other dimensions especially one raised in this study like when students demonstrate or boycott classes in demand for an increase in their meal allowance.

Onwuejeogwu (1992) challenges of Muller's theories regards the "Deprivation" term as theory in itself. Davies (1962) is remembered as a proponent of the theory. The essence of the theory is that ones levels of the standard of living start to improve, peoples' level of expectations rise too. If improvements in actual conditions drop the need to revolt emerges because people tend to be frustrated. The focus is the gap between the lives people are forced to live and what they think they can achieve if things are working out properly. This theory assumes that once the deprivation is removed, a state of normalcy emerges.

Still, another theory is the "Disequilibrium Theory" put forward by Johnson (1964, 1966). This is derived from Parson's thesis of societies having self-regulating systems. Disequilibrium occurs when the main cultural values of the society and the system of economic production are dislocated as a result of major internal or external

changes, as it occurred in the nineteenth and early twentieth century's in China. According to the proponents of this thesis, when disequilibrium occurs many people become disoriented and willing to seek for new leaders who promise reforms. This theory is faulty because there is no society that is always in harmony or equilibrium.

In any case, it does not explain why disequilibrium should affect only students. However, Deng (1997) has challenged the study of social movements by arguing that:

The study of social movements has done little to illuminate movement development and outcome. Coleman (1990:169) observed that "Social Scientists have been less concerned with predicting the outcomes of revolution or even describing the course it takes than with understanding its emergence." Lichback (1994) argued that "those who have applied Collective Action theories to conflict have focused almost exclusively on the initial problem of whether anyone who is rational will actually participate in protest and rebellion. The result of such a preoccupation is firstly that almost no Collective Action theories have gone on to study the many substantive problems arising in revolts and protests.

Onwuejeogwa (1992) concludes by giving a relevant theory to a university crisis management, which is known as "Social Movement Theory" that fits in the students' crises to be studied. It is defined as a collective attempt to promote common interests, or secure a common goal through collective action outside the rules of established institutions. This study adopted the theory because it is self-explanatory, holistic, and not atomistic. It also takes all the important variables into consideration.

A comprehensive study of students' crises and strategies for their management require a more elaborate model that can adequately locate one of the dynamic natures of the causes of crises. Static frameworks like the traditional or modern approach reflect social reality. Thus Toss *et al.* (1990) have suggested that crises can be minimized if mangers understand the major phases of crises, which are antecedent conditions (crisis reactions styles, manifest stages) and post-crisis phase. Their most significant contribution was a suggestion for the inclusion of the post-crisis stage that deals with improvements on organizations' practices in order to minimize future crises. They also suggested that clarifications of super-ordinate goals, reducing ambiguities and jurisdictional disputes, improving policies,

The above approach is similar to what Mosha (2000) called the problem-solving technique whereby the causes of the crises are uncovered and remedial measures are found to prevent manifestation and escalation. Where crises manifest, problem solving involves strategies of ensuring that issues giving rise to crises are adequately tackled to avoid reoccurrences. The problem-solving techniques have much in common with win-win negotiation result.

2.3 Causes of Students' Crises in Educational Institutions

Crises in educational institution are a common phenomenon. There a number of reasons which attributed to these, including poor communication between school administration and the students, alcohol and drug abuse among students, cultural conflicts, poor relationship in school community, mass media, student governments, poor students food, political incitement and fear of examinations (Kaaya, 2008).

In the research conducted in various schools and the reports from Zonal Chief Inspector of Schools, Highland zone, findings revealed that common sources of crises in Tanzania secondary schools were; shortage of teachers in core subjects and skilled personnel; placement of unqualified teachers, lack and inadequacy of physical and social infrastructures, mishandling procedures of disciplinary cases of suspension, rustication and exclusion of students from school, leadership and management, financial constraints in schools, lack of transparency, and job dissatisfaction (Kisusange and Shauri, 2007). Economic constraints, political incitements, poor leadership and social problems these are common sources of crises in Tanzanian higher learning (Muga 2004).

2.4 Management of Students' Crises in Educational Institutions

Crises in educational institution in Tanzania have been solved through different ways but these ways which are been used to solve the crises in some instances have caused another crises. When the education institution go to crises they are always solved by sending all students back home, suspending key students leaders, changing the educational institution management, forming a committee to find the causes and recommend solutions for the crises (Kisusange and Shauri (2007).

Steps and solutions which are taken after occurence of crises in educational institution have shown a lot of weakness due to the fact that they are used when things are worse. They always use temporary and not permanent solution, this make the crises in education institution to re-occur (Kisusange and Shauri 2007). To effectively manage any crises anybody need to know the cause of the crises in order to be able to address those crises effectively (Muga, 2004).

2.5 Conceptual Framework

The term crisis has been defined differently as follows.

"People are in a state of crisis when they face an obstacle to important life goals and obstacle that is for a time, insurmountable by the use of customary methods of problem solving" Caplan, (1961). Upsent in equilibrium at the failure of one's traditional problem solving approach which results in disorganization hopelessness, sadness, confusion and panic" Lillibridge and Klukken (1978).

"Crisis is a perception or experience of an event or situation as intolerable difficulty that exceeds the person's current resources and coping mechanisms" James and Gilliland (2001).

In mental health terms, a crisis refers not necessary to a traumatic situation or even one person might be deeply affected by while another individual suffer little or not on ill effects. The Chinese word for crisis presents a good depiction of the components of crisis. The word crisis in Chinese is formed with the characters for danger and opportunity. A crisis presents an obstacle trauma, or threat, but it also presents an opportunity on handling students' crisis in secondary schools in Tanzania.

Crises happen no matter how carefully, quality conscience and integrity focused any company or organization – considers itself. And when they do, it is up to the leadership to establish a crises team and command centre quickly by following those to steps, the best will be made out of any bad situation.
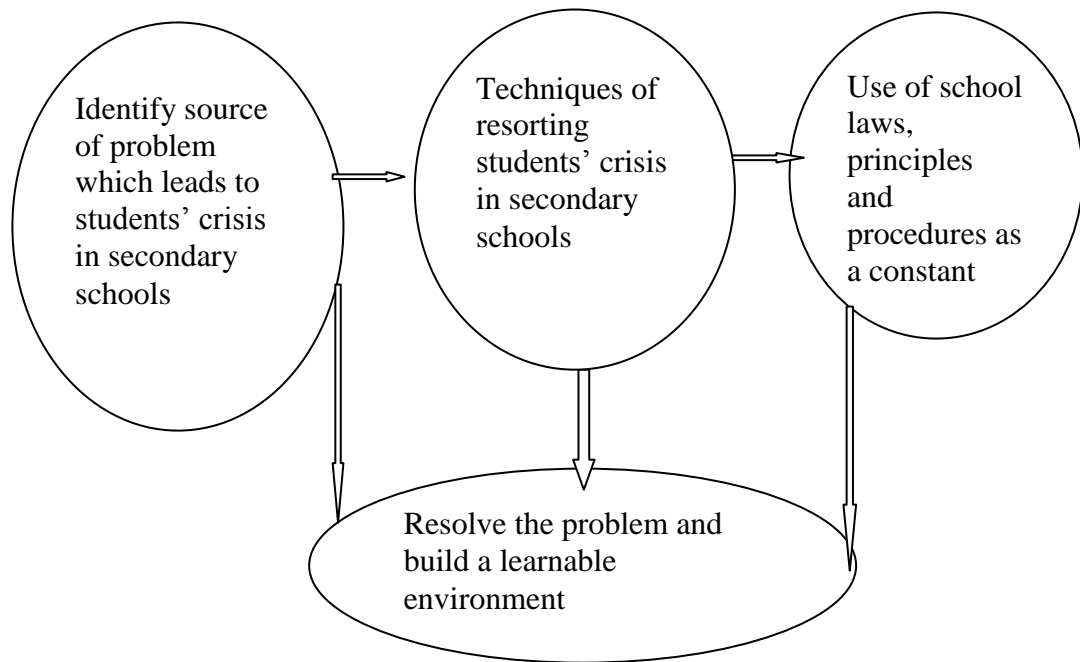
Figure 2.1 Conceptual Framework on Management of Students' Crises

Source: Researcher's modelling, (2013)

CHAPTER THREE

3.0   RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents the methodology for this study. It introduces the way the study was conducted and the way information was collected and managed. The chapter discusses the area of study, the population for this study, sampling techniques, sampling procedure, data collection instruments, and data analysis procedures.

A research methodology is the "glue" that holds all the elements in a research project together outline or plans that is used to generate answers to research problems. A research methodology can be regarded as an arrangement data in a manner aimed at combining relevance with the research purpose. It constitutes the blue print for the collection, measurement and data analysis (Cohen and Manion 1994).

Methodology in research therefore includes sampling techniques, the sampling procedure, data collection instruments, Data collection procedures data analysis and the presentation of the findings. Research methodology provides a researcher with a path to findings. It is a collection of guidelines on how to manage the fieldwork. It instills confidence and strength in the researcher as regards the problems of research in the field. The research methodology enables the researcher on how to go about conducting a research. It gives the researcher the means with which to relate fieldwork with the research problem on one hand, and the whole research with him/her on the other. Research methodology therefore gives a study an identity and particularity (Cohan & Manion 1994; Kothari 2003; Orodho, 2003). In this chapter,

the discussion of the methodology of this study is given, the chapter provides an insight on how information for this study was collected, managed and presented. In principle, the information on how the study was conducted and managed is given in this chapter.

3.2 Research Design

According to Kothari (2004), a research design is simply the framework or plan for a study used as guide in collecting and analysis of data. It is the blue print that is followed in completing the study. This study is a descriptive one because the problem is well known and the objectives are clearly specified. A descriptive research design concerns with describing the characteristics of a particular individual or of a group, which is relevant to the study.

According to Saunders (2009), a research design needs to consider the extent to which you should collect data from a research population that is unaware of the fact and so have not consented. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003). The research design of this study was a case study approach which was descriptive in nature where by five secondary schools in Dar es Salaam was used. These are Azania, Jangwani, Tambaza, Kibasila and Pugu secondary schools.

3.3 Area of the Study

The study was conducted in Dar es Salaam. Dar es Salaam was chosen for the following reasons: Firstly, many schools in Dar es Salaam region faced students' crise; secondary, the researcher also used proximity as a key to effective time and

financial management and use because Dar es Salaam has many school situared nearby. Thirdly, Dar es Salaam study area necessitated extreme budget cuts and control.

3.4 Study Population

The population of this study was purposively selected and included students, teachers, education managers and administrators who had experienced crises in Tanzanian secondary schools. Students included in this study were those who happened to experience crises in Tanzanian secondary schools during their studies and were still schooling. Teachers included in this study were those who had experienced crises in Tanzanian secondary schools.

Educational managers and administrators included in this study were only those who had experienced crises in Tanzanian secondary schools. This population was assumed to have enough knowledge and experience about crises in Tanzanian Secondary Schools. It was therefore expected to give information about these crises.

3.5 Sampling Techniques

The sampling techniques in this study included purposive and snowballing sampling as indicated hereunder.

3.5.1 Sampling of Respondents

Purposive sampling is a type of sampling which involves intentional handpicking of the case to be included in the sample on the basis of the judgment on their typicality. In this way, researcher builds up a sample that is satisfactory to the specific needs of

the study. Purposive sampling is sampling techniques which consider only information rich cases (Cohen and Manion 1994). In this study, participants were chosen on the basis of knowledge and experience in students crises. Therefore, Teachers, Educational managers and Students included in this study were those who happened to have experienced at least a crisis in Tanzanian Secondary Schools.

Purposive sampling had same advantages to this study. These are:

First, the participants selected for this study were those with needed information and experience about crises in Tanzanian Secondary Schools. Second, The Information collected from participants was the vital one because it was from the horse's mouth. Third, A lot of Information was collected because out of experience and knowledge.

Participants had much to offer. Fourth, this sampling technique saved both time and financial resources. Information was collected within a short time and at a reasonable financial cost. Although, purposive sampling also posed same threats or limitations to the study, First, It was difficult for the researcher to arrange participants in the order of rich of information rich cases.

This means that the researcher could not before hand tell who had much or less Information necessary for the study. Second, in some cases those selected had less information to provide. Third, sometimes those pre-assumed to have much Information declined to participate in the study. Those who declined gave either of the following excuses: The matter is too sensitive, my security, I don't want to be involved and I am very busy.

3.5.2 Snowballing Sampling

Snowballing sampling involves identifying a small number of Individuals who have the characteristics required in the study. These people are used as sources of information to identify others who qualifying for inclusion in the study (Patton, 1990). Snowballing therefore is the trace-match for potential participants beyond the original plan. In this study same former Students, former Teachers and former Administrators, former Education Managers were traced and included in this study. These included two education managers, five students, and one former teacher, all these were interviewed.

Snowballing sampling had the following advantages to the study: First, it enabled the researcher to expand the sampling process beyond the original plan to include Information rich cases existing outside the study population. Second, it allowed the researcher to use all the necessary sources of Information within rich together information for study. Third, The Collection of bulk information was made possible

Snowballing posed same difficulties to study: First, There was a time when the researcher was been carried away from the original plan. Under this situation, the researcher found himself chasing the proposed information rich cases around. Second, some of indicated individuals perceived themselves as the victims of crises in Tanzanian secondary schools; some of them were expelled from the Schools because they were judged to be leaders of crises, some had been relieved of the headship because they were judged to be poor Heads and therefore the sources of the crises. Others were teachers transferred from schools where they were suspected of

inciting students against the head of School. All these spoke with high emotions; the researcher faced the difficult of separating emotional claims, allegations assertions, and concerns from truth and realities.

3.6   Selection of Schools

Five Secondary Schools namely; Azania, Tambaza, Pugu, Jangwani and Kibasila in Dar es Salaam region were included in the study because they had experienced crises, these schools were selected because firstly, they had experienced or witnessed a crisis taking place. This means that they had to have personal experience of a crisis either as students, teachers or educational leaders. Second, they were to have served at the crisis Schools at least for two years. The reasons behind here was that they could have developed accumulated knowledge and information about crises in Tanzanian Secondary Schools through the word of mouth and taking to their seniors about crises at their respective schools.

The selection of students for this study was based in one criterion. They had to have been at a particulars secondary school for at least three years for ordinary Secondary School level students and two years for advance secondary schools level students by the time of this study. This means that only form three, form four and form six students were included in this study. The reasons were that this criterion assured the researcher of including participants with high knowledge and much information about crises in Tanzanian secondary schools.

3.7 Types of Data

In this study both primary and secondary data were collected.

3.7.1 Primary Data

Dixon et al (1991), defines primary data as data obtained by using observation, questionnaires and interviews. They are type of data obtained by the first hand collection by the researcher where he is going to the field and use various methods of data collection and ensure that the data or information collected is truthful and valid. These data are the one collected direct from the selected sample. In this study, Data collection instruments or tools like interview and instruments like questionnaire were used to collect this kind of information.

3.7.2 Secondary Data

Kothari (2003) defines secondary data as those data that are already available or refers to the data which have already been collected and analyzed by someone else. Secondary data include both primary data and published summaries. In this study, secondary data were obtained from various documents found within the secondary schools and other sources such as pamphlets, journals, magazines, relevant books, research reports and so on.

3.8 Data collection Instruments

The data collections instruments used in this study were questionnaires and interviewing. The researcher used more than one data collection instruments in order to collect enough data.

3.8.1 Questionnaires

A questionnaire is a written set of questions designed to tap information from participants. It is a written questions/answers communication between a researcher and the research population (Posch, Somek and Altrichter, 1993).

Questionnaires had some advantages to this study. First, they same how assured participants of their security because they did not have to indicate their names on the questionnaires schedules. Second, Participants were free from researcher's pressure when accomplish the questionnaire schedule. It is possible that these increased accuracy, genuine and confidence among participants when respond to questionnaires questions.

Third, they gave a researcher time to devote on other issues while waiting to collect completed questionnaires from participants. Forth, the minimized travel cost because the researcher was not required to travel extensively. Fifth, questionnaires provided the researcher with a variety of responses. These in turn diversified the findings.

Questionnaires also had some disadvantages to this study. First, the research had no opportunity to clarify on the questions. Therefore participants completed the questionnaire schedule through their own Perception and understanding. Second, some participants simply ignored the questionnaire in a circumstance like this, the questionnaire schedule was never returned.

Third, It was possible for participants to set together and discuss the questions while at the sometime completing the questionnaire this is because they was no one to supervise them as they completed the questionnaire. Forth, same information from the questionnaire especially the one from open-ended questions, was difficult to tabulate. This is because it was not quite specific. Instead, it contained participants self-expressions which were multiple in nature.

3.8.2 Interview Schedules

Interviewing is a face to face dialogue between the researcher and the participant. CUM-Interviewee. It is two way traffic orally communication designed to collect information for research, Interviewing involves the Oral Questioning and answering (Oakley, 2006).

Interviewing had some advantages to this study. First, the researcher had an opportunity to observe the non spoken language of the participants e.g. frowning, smiling, with drawl and hesitation: These gave a researcher anincite about the feeling of the participants towards the questions. Second, it gave the researcher an opportunity to probe for more information or clarification. Third, it gave the researcher an opportunity to clarify the questions to participants. Forth, Interviewing gave the researcher an opportunity to win over the participants. This was achieved through assuring them about the confidentiality and their Sexuality, as well as explains the purpose and objectives of the study. Fifth, Interviewing enabled the researcher to develop social relationship with participants. These social relationships like friendship were used by the researcher as a capital with which together more Information for the study. Sixth, this technique produced the bulk of Information. Seven, Interviewing gave first hand Information. Those who had physically experienced or witnessed a crisis take place were the ones Interviewed. Eighth Interviewing produced reliable information. This is because the researchers know exactly the sources of the Information. There was no room for participants consulting or seeking the second person's opinion. Ninth, Interview Information could be easily verified or cross-checked against information from the Questionnaire.

Interviewing also had some disadvantages to this Study. First, there was a danger of the researcher been carried away by participant's emotions and enticing claims, allegations, assertions and concerns as opposed to reality and truth. Second, it was possible for participants to cheat for their own reasons in such a situation the study could be damaged. Third, in some cases some participants shred away especially when they were to discuss their own roll in the crises in this circumstance the hide Information. Forth, Interview appointments sometime were not kept either the research went in Late or asked for rescheduling. One the other hand, Participants were adjoining the Interview, rescheduling it or scraping-it-off altogether. Fifth, High racking officials proved very difficult to get. They were always having excuses, and they were quick interfering researcher to their juniors. Sixth, the bulk of Information produced through Interviewing was difficult to analyze. It needed more expertise and resources to analyze. Seventh, Interviewing needed expertise to conduct. This was so cute especially when one considers the fact that researcher was just a young researcher.

3.9 Data Collection Procedure

The sample size for this study was one hundred seventy nine (179) of these; one hundred and seventy one (171) completed the questionnaire. Eight (8) were Interviewers. These Interviewers didn't complete the questionnaire. They were the ones added to the sample from the outside original plan.

A total of two hundred and fifty (250) semi-supervised questionnaire schedules were distributed in population of these, two hundred and twenty (220) = 88% were

returned. The high return of questionnaire schedules could be attributed to the following factors:

One, questionnaire was a semi-supervised type. Hence, the researcher personal kept on follow-up participants asking them to complete the questionnaire and hand it back to him. The continues presences of the researcher and his nagging-on-the-toes of the participants exerted a gentle pressure on participants to complete and hand the questionnaire.

Two, questionnaire was attractive. It was translated into Kiswahili from English so that participants could be confinable this is because Kiswahili is the language they mastered most. The questions were short but clear. They constituted both open-ended and closed-ended questions. Closed-ended questions were for tapping specific Information open-ended questions were allowing freedom of expression to participants. The language used was simple. No words with double meaning were used.

Three, the authorities backed the researcher permission to conduct the research was granted. Heads of Schools directed their Academic Masters/Mistress to give the researcher every necessary support. These were pressuring their both Teachers and Students to cooperate.

Out of two hundred and twenty (220) returned questionnaire schedule forty nine (49) = 22.2% were up to half complete these were removed from the study, and presumed un returnable these did affect the credibility and transferability of the study.

In interviewing, three types of interviews were used. These were individual, group and focused interviews. Individual's interviews were used when one particular person was interviewed. Group interviews were when more than personal was together interviewed. Focused interviews were following up interviews for the clarification of information. In all cases, participants were not given questions before hand. Instead, the researcher raised areas of concern for discussion during the interview seasons. After one topic was exhausted, then the research raised the new one. To be sure that the researcher and interviewees had a common understanding and agreement about the discussion the researchers summon Verbal summarized has impressions to the interviewers and sought their approval. Sometimes the approve was granted out rate. In the other cases, the researcher was corrected. This approach protected the trust wreathless of the interviews and the study.

A total of thirteen people were interviewed, of these, eight were from outside the original plan these didn't complete a questionnaire. The remaining five were from the original plan. To these, Interviewing was additional. They also completed the questionnaire. During interviewing, the researcher took notes. He later read the notes aloud to the interviewee for approval. Corrections made by interviewees were on the spot affected.

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3.10 Data Analysis Procedures

The researcher employed a descriptive analysis procedure to analyze the qualitative data. This involved scrutinizing data so as to get their inner meaning. Before analysis data were organized, sorted, coded, numbered and divided into small manageable portions. Scripts were developed by organizing data into stories these were later subjected to analytical analysis under which the researcher became immersed in the data. At this stage, data were critically reviewed to identify similarities and dissimilarities. Similar data were grouped together. Uncorresponing ones were removed. The corresponding data were inductively sorted so as to establish emerging themes. Data were then arranged according to themes so as to answer the specific guiding questions of the study. Themes were further analyzed to establish

their corresponding nature. At this point, data were further rearranged into their most corresponding areas. As a result of this, major themes and subthemes emerged. Data were then further organized along these subthemes and major themes. They were then coded and categorized. Major themes formed codes. Subthemes formed categories. The sub headings for both codes and categories were inductively sought from the data. Quantitative data were calculated into percentages and placed in relevant codes and categories.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This chapter presents the research of findings. In this study, the presentation of findings has adopted the thematic approach this means that findings were presented according to themes

4.2 Characteristics of the Sample Size

This study included participants with varying characteristics.

Table one below, presents the characteristics of the sample.

Table 4.1: The characteristics of the sample

Academic Qualification					Professional Qualification					With Children in Secondary School				
Participants	O-Level		A-Level		Participants	O-Level		A-Level		Participants	O-Level		A-Level	
		%		%			%		%			%		%
Students	40	37	70	63	Students	9	0	0	0	Students	0	0	6	0
Teachers	-40		55	100	Teachers	45	26	10	6	Teachers	30	17	8	4
Education Manager	0		6	100	Education Manager	-9	0	6	3	Education Manager	0		6	3
Total	40	24	131	76		45	26	16	9		30	17	14	30
GT	171		100		45		26	16	9	30		17	14	30

Source: Researcher's field data, 2012

Table 1 above shows that, the study included participants with varying characteristics and background. These were Educational managers on one hand teachers and students on the other. The table suggests that these participants had differing

experiences and knowledge about students' crises and their management in Tanzania Secondary Schools.

4.3 Students' Crises in Tanzanian Secondary Schools

The study revealed that, there were patterns of crises in Tanzanian secondary schools. These patterns seemed to be common across the educational system.

Table 2: below and the subsequent narratives presents the findings on the common crises in Tanzanian secondary schools.

Table 4.2: Common Crises in Tanzanian secondary schools

Students Demonstrations			Students Strikes			Teachers Demonstrations			Teachers Strikes		
Participants	No.	%	Participants	No.	%	Participants	No.	%	Participants	No.	%
Students	9	8	Students	80		Students	11	10	Students	10	9
Teachers	17	31	Teachers	38	69	Teachers	0	0	Teachers	0	0
Education Manager	4	67	Education Manager	2	33	Education Manager	0	0	Education Manager	0	100
GT	30	18		120	70		11	6		10	6

Source: Researcher's field data, 2012

Table 4.2 above shows that there were patterns of crises in Tanzania secondary schools. It further suggests that the crises exhibited some common crises which exist in secondary schools in Tanzania. One teacher responding to an interview said' in Tanzanian secondary schools there are different types of crises such as; students strikes, students demonstration students riots. Another Teacher while responding to an interview said; in Tanzanian secondary schools there are many types of crises but common one is: students' strikes, students' demonstration.

On the other hand the retired Headmaster while responding to an interview said, students strikes and students demonstration are more common in Tanzanian secondary schools Academic master of certain secondary school in Dar es Salam Region while responding to an interview said, student's strikes, student's demonstration, are common crises in private secondary schools.

Furthermore, the Headmistress of Jangwani secondary school while responding to an interview said, According to my experience in students' crises in secondary schools only two types crises are common in Tanzanian secondary schools these include; students strikes and students demonstration. These common crises in Tanzanian secondary schools also had common causes across the system. Behind every crisis were reasons. Table 3 below presents the causes of students' crises in Tanzanian secondary schools.

Table 4.3: The causes of crises in secondary schools

Poor School Administration			Shortage of Teachers			Poor Food, Poor Accommodation			Shortage of Teaching Learning Materials.		
Participants	No.	%	Participants	No.	%	Participants	No.	%	Participants	No.	%
Students	90	81	Students	10	9	Students	5	5	Students	5	5
Teachers	30	55	Teachers	20	36	Teachers	3	5	Teachers	2	4
Education Managers	2	33	Education Managers	3	50	Education Managers	1	17	Education Managers	0	0
GT	**122**	**71**		**33**	**19**		**9**	**6**		**7**	**4**

Source: Researcher's field data, 2012

Table 4.3 above shows that, there were specific causes of crises in Tanzanian secondary schools. The table suggests that these causes ranged from administrative to social and Academic. However, the first hand experienced of participants could be

the cause of a range of responses appearing in the table. During interview one of interviewees said" causes of crises in Tanzanian secondary schools are many but common one are; Lack of administrative skills among school administrators, Extreme shortage of Teachers, and high numbers of students in the school which does not go parallel with the school services". These lead to students crises because they influence poor services provided to the students than the expectation as a result students' go to strike or demonstrate.

On the other hand, another teacher said "causes of crises in Tanzanian secondary schools are; poor administration of schools, indiscipline among students, poor communication among staffs. Poor communication between staff and students poor feeding and embezzlement"

Furthermore, one of retired teachers said; causes of crises in Tanzania secondary schools are many but it depends on how the Heads of schools run the school and the personal relationship. If he/she has no good relationship with school community anything can cause crises, it might be food, water, or anything else which students or teachers will agree to be taken as a cause of crises simply because they want to discipline the head of school.

Another teacher while responding to an interview said, crises in Tanzanian secondary schools are caused by lack of enough Teachers at schools. Since, there are no enough teachers at school it will be very difficult to maintain school discipline. Therefore, it will be easy for students to engage themselves in evil activities which will result in crises.

The Head of one secondary school in Dar es Salaam during an interview said, sometime Heads of schools causes crises at their schools by ignored educational rules, laws and regulations .For example there is my fellow head whom their students rioted against the school administration after one of students sent to police custody where coercive measures were executed on the issues that was purely disciplinary and not of court of law.

4.4 Precautions of Crises in Tanzanian Secondary Schools

The study further revealed that there were efforts to note and detect any sign of a problem and crises in any secondary Schools in a country. The study further revealed that the establishment was aware of the frequent occurrence of crises in Secondary Schools. The system was vigilant to Map, Prevent and controls any crises. Table four, Table five, Table six, Table seven and the subsequent narratives, present the findings on the mapping of crises in Tanzanian Secondary Schools. There were pre-cautions taken to ensure that there were no crises in Tanzanian Secondary Schools.

Table 4.4 below presents participants judgment on the existence of pre-cautions to prevent crises in Tanzanian Secondary Schools.

Table 4.4: The existence of precautions to prevent crises in secondary schools

There are Pre- Cautions			There are No Pre-Cautions		
Participants	No. of Participants	(%)	Participants	No. of Participants	(%)
Students	80	73	Students	30	27
Teachers	48	87	Teachers	7	13
Education Managers	5	83	Education Managers	1	17
Grand Total	**133**	**78**		**38**	**22**

Source: Researcher's field data, 2012

One of education officers responding to an interview said" There are pre-cautions which are being taken by education managers to prevent crises in Tanzanian Secondary Schools, those pre-caution include; Solving problems before they run out of control.

Listening to students and other education stakeholders to identify some causes of crises in Tanzanian Secondary Schools"

One teacher while responding to an interview said, there no serious pre cautions to prevent crises in Tanzanian secondary schools, and the real situation in many of secondary schools can cause crises at anytime it is just bombs of time. Management and leadership of many Tanzanian secondary schools are poor, For example here in my school within a period of 6 years four heads of schools were appointed leaving the school with great uncertainty of vision and frequent interference of the local authority in the school administration. Further more because of lack good leadership up to this moment there is no school board. Funds and other financial dealings are not transparent; these can cause crises to these schools at any time.

Another teacher while responding to an interview said, of course, there are pre cautions to prevent crises in Tanzanian secondary schools that are why you don't hear crises in Tanzanian secondary schools daily. Thus does not mean that there is no any problem in schools, but because of those pre cautions problems never become crises, school management works day and night to make sure that problems in schools are administered on time and effectively before it cause crises at school, so to me I can say pre cautions are there.

Table 4.5: Existing Pre-cautions to prevent crises in Secondary Schools

Pre- Caution; Discussion, Increased Participation			Precaution; Involvement of Students in Decision Making			Precaution; Expelling Trouble Makers		
Participants	No. of Participants	(%)	Participants	No. of Participants	(%)	Participants	No. of Participants	(%)
Students	70	64	Students	70	64	Students	70	64
Teachers	40	73	Teachers	40	73	Teachers	40	73
Education Managers	4	67	Education Managers	4	67	Education Managers	4	67
Grand Total	114	67	Grand Total	114	67	Grand Total	114	67

Source: Researcher's field data, 2012

Table 4.5 above reveals the mechanism used in controlling crises in Tanzanian Secondary Schools. Table five further revealed that this mechanism ranged from policy to administrative actions and administrative strategies.

Interviews revealed the participants had views on how crises could be mapped. It further reveals that they believed in the better uses of the existing mechanisms to identify a crisis before it runs out of control.

One retired education officer while responding to an interview said: "There are pre-cautions to prevent crises in Tanzanian Secondary schools these includes taking students in discussion table. (Round table). Using school baraza to reveal out some of problem and to solve them before they run out of control".

Furthermore one teacher said that, existing pre cautions to prevent crises in Tanzanian secondary schools such as expelling troublemakers, discussion, participation, involving students in decision-making should be improved so that they

can benefit the schools. But also we should make an evaluation to see if we still need the existing pre cautions or we should look for another one, since those pre cautions have been there since my childhood until today there is need to re visit them.

Another teacher while responding to an interview said, the existing pre cautions to prevent crises in Tanzanian secondary schools includes calling parents at schools to discuss about their children behavior, using school baraza to discuss with students those issues which seems to be source of crises in schools.

Academic master of certain school while responding to an interview said suggestion box is one of existing pre caution to prevent crises in Tanzanian secondary schools since by using those suggestion box properly the school management will be in position to know the problems which students are facing and if possible they can work on them before they cause crises.

4.4 Mechanisms for Managing Crises in Tanzanian Secondary Schools
Table 4.6: Mechanisms for Managing Crises in Secondary Schools

Reinforcing Schools Law and Regulations			Suspending Trouble Makers From Schools			Increased Participation		
Participants	No	%	Participants	No	%	Participants	No	%
Students	19	17	Students	2	2	Students	89	81
Teachers	10	18	Teachers	20	36	Teachers	25	45
Education Managers	2	33	Education Managers	2	17	Education Managers	3	55
Grand Total	31	18		23	14		117	68

Source: Researcher's field data, 2012

Table 4.6 above shows a variety of measures used in quelling crises in Tanzanian Secondary Schools. The table suggests that a combination of methods and approaches were being used. It further suggest that the quelling of crises in Tanzanian Secondary School was just a Legal and administrative matter. This implies that the school laws, policies, rules, and regulations are not well implemented as a result students' crises arise.

One of former deputy headmistress while responding to an Interview said "Mechanisms which used in quelling crises in Tanzanian secondary schools are many but it depends on type of crises and the time when that crises happened, for example if that crises happened during examination time or close to examination time then strong measures such as using police forces used so that to rescue situation and make the examination proceed. When the crisis has span out control, the police are called to intervene immediately to maintain peace, order and security. Sometimes, the respective school is closed, students are expelled or students stay on conditional. Terms"

Table 4.7: The appropriateness of the mechanisms used to manage crises

Very Appropriate			Appropriate			Somehow Appropriate			Not Appropriate		
Participants	No.	%	Participants	No.	%	Participants	No.	%	Participants	No.	%
Students	10	9	Students	50	45	Students	50	45	Students	0	0
Teachers	5	9	Teachers	40	73	Teachers	10	18	Teachers	0	0
Education Managers	1	17	Education Managers	5	83	Education Managers	0	0	Education Managers	0	0
Grand Total	**16**	**9%**		**95**	**56**		**60**	**60**			**0**

Source: Researcher's field data, 2012

Table 4.7 above shows participants views on the appropriateness of the mechanisms used in quailing crises in Tanzanian Secondary Schools. The table further reveals that there were mixed fillings about the appropriateness of these mechanisms.

These may explain as to why the findings are low. One retired teacher while responding to an interview said "Mechanisms used in quelling crises in Tanzanian secondary schools are not appropriate since they have failed completely in stamping out crises in Tanzanian secondary schools. Despite their application, crises have continued to take place in Schools. In other cases, crises have repeated themselves in one school success in controlling them have being short term. I think, the approach, methods and mechanism used in quelling crises in our secondary school are very far from being appropriate."

One headmaster while responding to an interview said, the mechanisms used in quelling crises in Tanzania secondary schools are very appropriate look here there was a time when this school went to crisis and it was very serious crisis ,since some students decide to demonstrate from school to ministry of education and vocational training complaining about services. But they were told to come back to school and express all they complaining to me, and then I will present those complaining to the ministry for further action. When they came back I had a long discussion with them we arrived to conclusion and they agree with me that they were supposed to address those complaining to me first instead of going direct to ministry of education and vocational training. From this example I can say that the existing mechanisms for preventing crises in Tanzanian secondary schools are very appropriate, since they have shown success.

During the interview one respondent claimed that:

...The mechanism used in managing crises in Tanzanian Schools are to a very high extent, effective since when are used had have succeeded in stopping those crises from running out of control". Mechanisms which used in quelling crises in Tanzania secondary schools are in very high extent, do you remember the crisis between Tambala high school and Azania high school? That crises had very bad effects, schools property were destroyed there were a lot of problems and misunderstanding, I remember even myself I decide not to come to school because I was afraid. But when the school owner took action to equal the crises each and everything settled...

One headmaster while responding to an interview said;

...The mechanisms used in quelling crises in Tanzania secondary schools are not effective they need to be improved, you know sometime we are getting problem when we are trying to act on certain problem. Those mechanisms in place need you to involve a lot of people before you came to decision. Those people some of them are not among of school community you need to phone them or writing a letter to them two weeks before, this delays decision, sometime they come while the problem has already span –out of control...

Another teacher responding to an interview said

…Mechanism used in quelling crises in Tanzanian secondary school is not effective since they have failed completely in solving crises in Tanzanian secondary schools...

4.6 Effects of Crises on Tanzanian Secondary Schools

The study revealed that crises in Tanzania secondary schools had effects the performance of respective schools table nine and subsequent narratives present respondents views' on the effects of these crises to schools.

Table 4.9: The Effects of crises in secondary schools

Poor Performance			Destruction of School Properties			Insecurity		
Participants	No	%	Participants	No	%	Participants	No	%
Students	51	46	Students	50	45	Students	9	
Teachers	21	56	Teachers	20	36	Teachers	4	7
Education Managers	4	67	Education Managers	2	33	Education Managers		
Grand Total	**86**	**50**		**72**	**42**		**13**	**8**

Source: Researcher's field data, 2012

Table 4.9 above suggests that crises had effects to Secondary Schools. The table further suggests that they ranged from Academic, Administrative, and Disciplinary to environmental effects. One of X − Headmaster of certain secondary school while responding to an interview said

… *"There have been consequences in Tanzanian Secondary Schools caused by crises when erupting in Tanzanian secondary schools such as; Poor performance, death among students, also death among teachers destruction of school properties, Teachers properties and even student properties"…*

In other case, some teachers and some students having sustained injuries, which in other instances have being very serious. Some victims of these crises become traumatized, develop physiological difficulties or even become disabled.

A retired education officer while responding to an interview said;

> *... the consequences of crises Tanzania secondary schools are many, I remember one time at Kantalamba secondary school in Rukwa region one student die during the crisis in that school it was sad story, because that boy decided to run away from school when police came to intervene the situation .The boy ran towards the river unfortunately he fell down to the river .Therefore crises in Tanzania secondary schools can cause a lot of problems and death included. Another Teacher while responding to an interview said; crises in Tanzania secondary schools can cause consequences to school community and Nation as well; look here young man, when schools went to crises destruction of schools property is part of the crises, desk; classes, and vehicle are been destroyed in real situation these property are belongs to Tanzanian and they have been there for many years and many Tanzanian have benefited from them by destroying them you are deny other Tanzanian to benefit from these property...*

4.7 Ways of Improving the Management of Students Crises

The study revealed that "respondents were of the view that, the mechanism for managing crises in Tanzanian secondary schools had a room for improvement. Table 4.10 below presents their views to these effects**.**

Table 4.10: Suggestions on the improvement of mechanisms

More Involvement of Students In Decision Making			More Information to Students at Right Time			Improvement of Accommodation Teacher in Number and Teaching AIDS		
Participants	No	%	Participants	No	%	Participants	No	%
Students	63	57	Students	40	36	Students	7	6
Teachers	10	18	Teachers	10	18	Teachers	35	64
Education Managers	1	17	Education Managers	1	17	Education Managers	4	66
Grand Total	**74**	**43**		**51**	**30**		**46**	**27**

Source: Researcher's field data, 2012

Table 4.10 above shows that respondents believed in making an improvement on Mechanisms used in eliminating crises in Tanzanian secondary school it further shows that respondents believed that there was always a room for improvement.

The retired education officer while respond to the interview said that "Mechanism used in quelling crises in Tanzanian secondary school need improvement so that they can be in position to completely stop crises in Tanzanian secondary schools. Therefore more participation among stakeholders is highly needed in improving that mechanism which is used right now. The use of the police and committees should be looked at if we are to have good results students must always be involved because they are main stakeholders. One head of school while responding to an interview said mechanisms used in quelling crises in Tanzania secondary schools needs to be improved; you know we want these crises to be a history. Whole stakeholders should

be involved in working for permanent solutions of crises in Tanzanian secondary schools. For me I desire   our schools to a place where mind will be sharpen, the place where our minds of young girls and boys will be feed with knowledge and skills and not a place where somebody may lost his| her life because of crises.

Furthermore, one Teacher said; the mechanisms used in managing crises in Tanzanian secondary schools needs to be improved, also the causes of crises in Tanzanian secondary schools should be addressed very well since those causes have not addressed very well that is why crises still occurring in Tanzanian secondary schools. We should work on causes effectively otherwise will continue to witness these crises in our secondary schools. This study revealed that there were common crises in Tanzanian Secondary Schools (see Table 2).

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter presents the discussions of the findings. It consists of the types of crises, causes, managing machanisms and the effects of crisis in Tanzania secondary schools. The discussion of findings based on the reseach objectives.

5.2 Types of Crisis in Tanzania Secondary Schools

A number of events influenced out come of the types of crisis in Tanzania secondary schools. First, the schools included in the study were only those which had experienced crises. Second, firsthand experience of respondents influenced responses. Third, mass media may have had an influence in participants. Crises in Tanzania Secondary Schools were being reported in news papers, magazine, over the radio and over the Televisions. Thus, Information about these crises was common public domain.

The findings about the common crises in Tanzanian Secondary Schools appear to resemble those by Mosha (1994) when he studied crises in Tanzanian secondary schools. Mosha (1994) revealed that secondary schools in Tanzania had crises taking various forms like students' strikes and student's demonstrations

However, although strikes by students in secondary school were found by Mosha (1994) to be common in some schools but were not common in some Secondary

schools in the Tanzania. Students' strikes were indicated as common by the respondents in this study simply because the study was conducted when one of the case study schools faced strike few months ago.

An analysis of Information in the newspapers supported the findings that crises in Tanzania Secondary Schools had a common pattern in terms of their nature and organization since these patterns appeared to be quite common they were perceived and accepted as students' crises types in secondary schools in Tanzania. They therefore had specific characteristics and tendencies. For example, some were peacefully e.g. strikes some were violent and destructive e.g. riots. In other cases, some were simply non-co-operation.

5.3 Causes of Crisis in Tanzania Secondary Schools

Research findings showed that there were causes of crises in Tanzanian secondary schools (See Table 3). These causes of crises in Tanzanian Secondary Schools were found to be common across the area of study. Four reasons were attributed to this:

One, Tanzanian secondary schools included in this study were part of the Secondary education sub-sector in the country. Thus they had common characteristics and the environment was largely then some. Two, they were run using policies and operational procedures. Hence, to a greater part they faced similar challenges and difficulties. Three, they operated in the national wide culture pre-determined by the political establishment and national policies. These types of culture had a bearing on the operational environment in which these schools found themselves.

Four, Tanzanian Secondary schools operated in the similar administration and economic situation therefore, they experienced identical administrative, leadership and philosophical approaches as well as limitation in resources.

The cause of crises found in this study support findings by Mosha (1994) and Muga (1998) who studied a similar phenomenon in high education in Tanzania, especially Universities. These were there reasons for these similarities:

First, all these studies were conducted in Tanzanian. It means that they shared the geographical and operational environments. Second, they were all about managers, staffs and students in the same sector. Hence they had much in common to share e.g. rules and regulations. Third, there educational sub-sector's studied were influenced by the some economic conditions.

In 2006 the Ministry of education and vocational training published a report on crises in Tanzanian secondary school in this report the ministry argued that; the shortage of Teachers leading to lose control of students and poor teaching learning poor quality food and bad leadership were some of causes of crises in Tanzanian secondary schools. However, crises were the end-result of a long living uncontrolled and unexplained problem. Thus to any crisis in Tanzanian secondary schools there were two main causes; Laxity and Lack of communication. Laxity leads to complacence. This means that little efforts were been made to control problems before they were breeding ground for crisis. The management and leadership of the schools took things for granted. They were sticking to experience, rules regulations and culture of

"the way we do things here". Problems in secondary schools were there for time bombs ready to explode when time came. Communication was a problem in Tanzanian secondary schools. This was at two levels. Level one, regarded official documents, seculars, directives and official letters were sent and addressed to Heads of schools while at the same time stamped "confidential" they were hence a property of Heads of schools they were not for Teachers and students to see Heads of Schools kept them under locked keys while disseminating their content to Teachers and students (Bagandashwa, 1997).

Level two included problems local to respective schools. These means that the problems facing schools were not explained to respective communities. For example, students were not given reasons as to why they ate sardines and ugali throughout while they knew that on the menu were also meet and rice or students were never given an explanation as to why biology and History subjects were not taught in other instances, Teachers were not been told as to why their salaries were coming late or why some remuneration were not paid.

Lack of communication in Tanzania secondary schools made the community members like Teachers and students to look for alternative ways of get Information (Bagandashwa, IBID). These alternative ways were to fold:

First they resorted to the informal communication channels, Whispers and rumor mongering parallel the official communication channels. Second informal relationship was forged. Third, pressurization was adopted; this took three approaches, one the passive approach. This encompassed "Do what the Head of

schools wants" or limited co-operation. Two, the adaptive approach under this approach; Teachers and students pretended to support the Head of school while actually they opposed her/his approach, actions and behaviors. Three, the eruptive approach, these included active actions. It was adopted because the passive and adaptive approaches could not work. Therefore votes, strikes and demonstration characterized this approach, violence especially during riots and the use of the police force, characterized its peak.

5.4 Managing Crisis in Secondary School

The study findings suggest that; crises in Tanzanian secondary schools were being mapped so as to manage them effectively (see Table 4-8). The mapping of crises among other things, include precaution to prevent crises. Respondents were of the opinion that pre-cautions to prevent crises in Tanzanian Secondary Schools existed. They were influenced by two factors in this response.

First, there were rules and regulations in place as pre-cautionary measures to prevent crises in schools they were right on the one hand. They were wrong on the other. Rules and regulations cannot be an end in themselves. There must be other supporting factors like, the good application, appropriate and quality services, discipline respect, teamwork, satisfaction facilities, funds, responsive structures, openness and transparency just to mention some. However, rules and regulations set guidelines for operations. They set the level ground for school community members. The frequent occurrence of crises in Tanzanian Secondary Schools suggests that the rules and regulations in place were not meeting the diverse needs and realities in schools.

Pre-cautions indicated by respondents as preventing crises in Tanzanian Secondary schools were a mixture of prior crisis and post crisis steps.

There were three reasons for this:

First, was the experience that when applied crises became managed. Second, participants could not make a distraction between the necessary or vital steps before crises and those after. Third, steps to prevent crises were not being taken until such a time a crisis was quite eminent in such circumstances. When Pre-cautionary measures have failed measures too equally or containing a crises become necessary.

Respondents in this study suggested that the managing of crises in Tanzanian Secondary schools was both a legal and administrative issue. It was a legal issue because the lows of the land rules and regulations were involved. They were to be adhered to when prevent and quelling cries in a school. In other cases, the culprits were to be persecuted. It was an administrative matter because the school administration was responsible for the prevention and the quelling of crisis.

Participants could not make a clear-cut judgment on whether or not the mechanism used in quelling crises in Tanzanian Secondary schools was appropriate. There were reasons for this.

One, they were witnessing crises continue to happen regardless of the application of existing mechanisms. Two, they were witnessing crises Spanning out of control regardless of existing mechanisms. Three, they had lots of confidence in the existing mechanisms. Fourth, Good still, they were witnessing crises been managed.

The effectiveness of the mechanism used in managing crisis in Tanzanian secondary schools was not doubted by participants. However, they referred to administrative actions and not structures generally, there were no structures in place referred to by participants as being used in quelling crises in Tanzanian Secondary Schools. These shed doubt on the mechanisms lacking structures but in quelling crises. (J.J. Kaaya September, 2008), (C.L. Kisusange, S.P. Shauri) 3rd – 7th December, 2007). Crisis had a combination of effects to respective schools (see Table 9).

5.5 Effects of Crisis in Secondary School

The effects of crisis in Tanznzia secondary schools were either positive or negative. The negative one included destruction of school property, destruction of teacher's property, the harassing and beating of teachers and other school staff, stealing school property and teaching learning stoppages. Ultimately these crises affected schools activities since some schools were closed for some days as a result loosing lessons. However, Participants concentrated on visible negative effects, in other cases the crises had a hidden impact on both the school systems and country members. These were possible in four areas;

First, the relationship between students and Teachers become sour for some time. Secondary the relationship between the Head of School and section of school community e.g. Teachers, students or non-teaching staff or the entire school community become sour.

Third some teachers and some students were labeled as"stubborn" As a result, they were either neglected contained or moved to other schools. For some teachers and

some students became self-styled actors. Such individual became big headed and always posed a challenge to the respective school administration.

On the other hand, the crisis had positive effects to school; they forced schools boards', school managements and the government to re-visit operation. Sometimes, services and condition were made better.   In other instances poor leaders were relieved of their responsibilities. Generally, crises were used as catalyst for change in respective school system in other cases, the crises, made school leadership and parents to problem. It was common for example for school to summon parents of students suspected of perpetrating a crisis. Daily News published on 22 may 2008 reported about the decision which was taken by the Board of Lyamungo Secondary school to suspend all students from the school until further notes. Nipashe 4th July 2007 reported about crises at Kibiti Secondary at Coast region had a big effect in school invironment and properties which were distructed by the students.

Respondents had a chance to propose the way of eliminating crises in Tanzanian secondary schools could be improved the suggestion they gave see (Table 10) were school based.

They could not see the relationship between the school situation and education sector as whole. Experience shows that wherever a crisis took place a committee was formed. In some cases, the committee was formed by the school boards. In other situation, it was formed by higher authorities in both cases the purpose was to determine the root cause of the crisis to identify the perpetrators, purpose solutions

and produce viable report unfortunately, students were never represented on such committees. Only teachers, school board and sometimes political establishments set on these committees. As result of these justice could be perverted.

CHAPTER SIX

6.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1   Summary

The study sought to explore the management of crises in Tanzanian Secondary Schools. It aimed at:

Identifying types of crises in Tanzanian secondary schools, Identifying causes of crises in Tanzanian secondary schools, Identifying existing mechanism for managing crises in Tanzanian secondary schools, Identifying the effects of crises in Tanzanian secondary schools and suggesting ways for the effective management of crises in Tanzanian secondary schools.

The study was carried out in five selected secondary schools in Dar es Salaam Region. Interviews were used for teachers and education managers. A questionnaire was administrated to students and teachers.

The study revealed that there were common crises in Tanzanian secondary schools. These crises had common causes. Also the findings showed that there were pre-cautions to prevent crises in Tanzanian secondary schools.

Discussion, increased participation, involvement of students in decision-making, and expelling trouble makers were found to be mechanisms in place to prevent crises in Tanzanian secondary school.

The findings further revealed that mechanisms used in quelling crises in Tanzanian secondary schools were reinforcing schools laws and regulations, suspending

troublemakers from schools, and increased participation. Furthermore, the study revealed that participant's mechanisms used in quelling crises in Tanzanian secondary schools.

Lastly, the findings revealed that crises in Tanzanian secondary school had Positive and Negative effects, Negative effects included, poor performance, destruction of schools property, teachers property, and students property. Positive effects includes; crises forced schools boards, managements and the government to re-visit operation, services and condition were made better, poor leaders were relieved of their responsibilities.

6.2 Conclusions

On the bases of the findings and discussion above the following conclusion were made:

a) There were specific and common types of crises in Tanzanian secondary schools. They took various forms ranging from the passive, adaptive to eruptive. They included strikes, demonstrations riots and non co-operation.

b) There were common causes of crises in Tanzanian secondary schools. They included administrative, social, services and communication problems.

c) There existed mechanisms with which to manage crises in Tanzanian Secondary schools. They included administration, policy, Laws and strategies.

d) Crises had both negative and positive effects to schools. These effects could be seen in social, administrative and academic life at respective schools.

e) Crises in Tanzanian secondary schools were poorly managed. As a result, they continued to occur.

f) Students were not included in the committees formed in the aftermath of crisis in the schools. This was leading to unbalanced resolutions.

6.3 Recommendations

The headmaster of one school while responding to interview said, mechanisms used in quelling crises in Tanzanian secondary schools are many but the best one is reinforcing schools laws and regulations by doing so you can run the school smoothly because these laws and regulations have each and everything which somebody need to run a school .

Another Teacher responding to an interview said suspending troublemakers from school is the best way of quelling crises in Tanzania secondary schools. These troublemakers should be punished by sending them back home before they spoil others. And this action will be a lesson to others.

Furthermore the second master of certain secondary school said students should be involved in different issues in the school. Their participation will help them with information about the financial constraints, and other major problems which the school facing at that time which lead to poor services. Generally the following are the recommendations made by the study so that to be put into action by the stakeholders.

a) Crisis in Tanzanian secondary school should be stamped out. Efforts to identify them before they were a problem should be increased.

b) Efforts to rectify the situation so as to wipe-out crises in Tanzanian secondary schools should be redoubled. Difficulties in administrative, social and academic functions as well as services in schools must be managed so as to avoid crises in schools.

c) The existing mechanisms of managing crises in Tanzanian secondary schools should be strengthened and diversified for effective control of crises.

d) The bad effects of crises to schools should be minimized and controlled. They should be used as a challenge and a stepping-stone to success.

e) Efforts to map crises in Tanzanian secondary schools should be increased. These will enable authorities to detect them before they occurred; put them off before they became a problem and positively use them before they became negative.

f) All sections of school communities should be included in committees probing crises in Tanzanian secondary schools. This will ensure that all voices are heard and listened to.

g) This study should be replicated in other sectors of education as well as other service-oriented institutions. The study focused on crises in secondary schools in the country. However, its replication in other sectors of education and servise oriented institutions like hospitals will increase ower knowledge and understanding of crises in social services.

h)   In order to make mechanisms in place effective, heads of schools should be given more authority, more power to decide.

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APPENDICES

Appendix I: Questionnaire on managing crises in Tanzanian Secondary Schools

Introduction

The aim of this questionnaire is to determine the managing of crises in Tanzania secondary school. The questionnaire is divided into two parts, the background information on the participant and the information about managing crises in Tanzanian secondary schools.

However the questionnaire is intended for this purpose and not otherwise. Finally this study will help education managers, Teachers, Heads of Schools and government in large in developing means with which to properly managing crises in Tanzanian secondary schools.

PART1: Background information on participants

1.   Name of school ………………………………………………

2.   Gender (Tick which is applicable)

      (a) Male   (   )

      (a) Female   (   )

3.   What is your occupation?………….…………………………………….

4.   Marital status (tick which is applicable)

Single ( )

Engaged ( )

Married ( )

Separated ( )

Divorced ( )

Widow ( )

5. Do you have children in secondary education?...

6. What is your highest academic qualification?...

7. What is your highest professional qualification? ………………………………..

8. What is your title?………………………………………………………………..

9. Your age (tick which is applicable)

(a) 12 – 20 ( )

(b) 21 – 30 ( )

(c) 31 – onwards ( )

PART II: The information about managing crises in Tanzanian Secondary Schools

10. Indicate the most common type of crises in Tanzania Secondary Schools (tick the most appropriate)

(a) Students demonstrations ( )

(b) Students strikes ( )

(c) Students riots ( )

(d)   Teachers demonstrations   (   )

(e)   Teachers strikes   (   )

(f)   Teachers riots   (   )

(g)   Supporting staff demonstrations (   )

(h)   Supporting staff strikes   (   )

(i)   Supporting staff riots   (   )

(j)   Schools community antagonism   (   )

(k)   Schools community fight   (   )

Tick the most appropriate

11.   Are there pre-cautions to prevent crises in Tanzanian Secondary Schools?

YES	NO

12.   List the pre – cautions usually taken to avoid crises in Tanzanian secondary

school

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

13.   List the mechanism Instruments which are usually used in quelling crises in

Tanzanian secondary schools

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

14. To what extend are these instruments effective? (tick the most appropriate)

   (a)   Every high extent   (   )

   (b)   High extent   (   )

   (c)   Low extent   (   )

   (d)   Very low extent   (   )

15. How appropriate are the instruments used in quelling crises in Tanzanian

   Secondary schools (tick the most appropriate)

   (a)   Very appropriate   (   )

   (b)   Appropriate   (   )

   (c)   Somehow appropriate   (   )

   (d)   Not appropriate   (   )

16. List the causes of crises in Tanzanian secondary schools

   …………………………………………………………………………………………

   …………………………………………………………………………………………

17. Of the listed causes of crises, which is prominent?

   …………………………………………………………………………………………

   …………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

18. How these crises are usually quelled in Tanzanian secondary schools?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

19. What do you think are the consequences of crises in Tanzanian secondary schools?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

20. Suggest the means with which to identify the possible causes of crises in Tanzanian secondary schools.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

21.   What methods do you believe can be used in quailing crises in Tanzanian

secondary schools?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

22.   If any, what improvement should be made in the instruments used in quailing

crises in Tanzanian secondary schools?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

APPPENDIX II: Interview Questions

1.   Which types of crises founding in Tanzanian Secondary Schools?

     (a)…………………………………………………………………………

     (b)…………………………………………………………………………

     (c)…………………………………………………………………………

     (d)…………………………………………………………………………

2.   Which methods used to resolve crises in Tanzanian Secondary Schools?

     (a)…………………………………………………………………………

     (b)…………………………………………………………………………

     (c)…………………………………………………………………………

     (d)…………………………………………………………………………

3.   Which methods used to prevent crises in Tanzanian Secondary Schools?

     (a)…………………………………………………………………………

     (b)…………………………………………………………………………

     (c)…………………………………………………………………………

     (d)…………………………………………………………………………

4.   Which measures should be taken to avoid crises in Tanzanian Secondary

     Schools?

     (a)…………………………………………………………………………

     (b)…………………………………………………………………………

     (c)…………………………………………………………………………

     (d)…………………………………………………………………………

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APPENDIX III: Madodoso ya udhibiti   migogoro katika shule za sekondary Tanzania.

Utangulizi.

Kusudio la madodosa haya ni kuangalia jinsi migogoro inavyodhibitiwa katika shule za Sekoondari nchini Tanzania. Madodoso haya yamegawanyika katika sehemu kuu mbili nazo ni:

Maelezo binafsi ya mshiriki, sehemu ya pili ni taarifa za namna migogora inavyodhibitiwa katika shule za sekondari nchini Tanzania.

Kwa upande mwingine taarifa za madodoso haya zitatumika kwa malengo yaliyokusudiwa tu na si vinginevyo, utafiti huu utasaidia watawala, wakuu wa shule, waalimu na serikali kwa ujumla katika kubuni mbinu za kudhibiti migogoro kwenye shule za sekondari nchini Tanzania.

Sehemu ya kwanza.

Maelezo binafsi.

   1. Jina la shule

   …………………………………………………………………………

   2. Jinsia (weka alama ya vema panapostahili)

         a) Mwanaume   (   )

         b) Mwanamke   (   )

3. Kazi yako

………………………………………………………………………………

4. Hali ya ndoa (weka alama ya vema panapostahili)

   a) Nimeolewa   (   )

   b) Nimeoa   (   )

   c) Sijaoa   (   )

   d) Sijaolewa   (   )

   e) Nimechumbiwa   (   )

   f) Nimechumbia   (   )

   g) Nimetengana   (   )

   h) Mgane   (   )

   i) Mjane   (   )

5. Je una mtoto/watoto/anayesoma/wanaosoma Sekondari? (Weka alama ya

   vema panapostahili)   Ndiyo (   ) Hapana (   )

6. Kiwango chako elimu

   ………………………………………………………………….

7. Ni nini kiwango chako cha juu kitaaluma

   …………………………………………………………………

8. Cheo

…………………………………………………………………………………………

9. Umri wako (weka alama ya vema panapostahili)

    a) Kati ya miaka 12 – 20   (   )

    b) Kati ya miaka 21 – 30   (   )

    c) Kati ya miaka 31 na zaidi   (   )

Sehemu ya pili: Taarifa kuhusu migogoro inavyodhibitiwa katika shule za sekondari nchini Tanzania.

10. Weka alama ya vema mbele ya aina ya mgogoro ambao unatokea mara nyingi katika shule za sekondari hapa nchini.

    a) Maandamano ya wanafunzi   (   )

    b) Migomo ya wanafunzi   (   )

    c) Fujo za wanafunzi   (   )

    d) Maandamano ya waalimu   (   )

    e) Migomo ya waalimu   (   )

    f) Fujo za waalimu   (   )

    g) Maandamano ya wafanyakazi wa shule wasio waalimu   (   )

    h) Migomo ya wafanyakazi wa shule wasio waalimu   (   )

    i) Fujo za wafanyakazi wa shule wasio waalimu   (   )

j) Mapigano kati ya wanafunzi na wanajamii wanaozunguka shule   (   )

k) Uhasama kati ya wanafunzi na wanajamii wanaoizunguka shule   (   )

11. Taja visababishi vya migogoro katika shule za sekondari nchini Tanzania.

………………………………………………………………

………………………………………………………………

……………………………………………………………….

12. Kati ya visababishi vya migogoro vilivyotajwa ni kipi hasa hujitokeza mara kwa mara katika kusababisha migogoro kwenye shule za sekondari nchini?

…………………………………………………………………..

……………………………………………………………………

…………………………………………………………………..

13. Ni namna gani migogoro inavyomalizwa katika shule za sekondari nchini?

……………………………………………………………………….

……………………………………………………………………….

……………………………………………………………………….

14. Je? Kuna tahadhali zozote zinazochukuliwa kuzuia kutokea kwa migogoro katika shule za secondary nchini Tanzania (weka alama ya vema panapostahili)

NDIYO	HAPANA

15. Taja tahadhari zinazochukuliwa na mamlaka husika ili kuzuia migogoro

kutokea katika shule za shule nchini Tanzania.

………………………………………………………………………………….

………………………………………………………………………………….

………………………………………………………………………………….

16. Taja mbinu ambazo hutumiwa katika kumaliza migogoro katika shule za

sekondari nchini Tanzania.

…………………………………………………………………………..

…………………………………………………………………………

…………………………………………………………………………

17. Ni kiasi gani mbinu hizo zinafanikisha katika kumaliza migogoro katika

shule za sekondari nchini Tanzania (weka alama ya vema panapostahili)

a) Kwa kiasi cha juu sana   (   )

b) Kwa kiasi cha juu   (   )

c) Kwa kiasi kidogo   (   )

d) Kwa kiasi kidogo sana   (   )

18. Je mbinu zinzotumika katika kumaliza migogoro kwenye shule za sekondari

zinafaa? (weka alama ya vema panapostahili)

a) Ndiyo zinafaa sana   (   )

b) Ndiyo zinafaa   (   )

c) Kwa kiasi Fulani zinafaa   (   )

d) Hazifai kabisa   (   )

19. Je? ni nini athari za migogoro katika shule za sekondari nchini Tanzania?

………………………………………………………………………....

……………………………………………………………………………

……………………………………………………………………………

20. Pendekeza njia za kubaini chanzo cha migogoro kwenye shule za sekondari

nchini Tanzania.

………………………………………………………………………….

……………………………………………………………………………..

……………………………………………………………………………..

21. Orodhesha mambo ambayo unafikiri yanaweza kutumika katika kumaliza

migogoro katika shule za sekondari nchini Tanzania

……………………………………………………………………………..

……………………………………………………………………………

…………………………………………………………………………….

22. Kwa mtazamo wako unafikiri nini kifanyike ili kuboresha mbinu

zinazotumika kudhibiti migogoro katika shule za sekondari.

………………………………………………………………………….

………………………………………………………………………….

……………………………………………………………………………..

APPENDIX IV: Maswali ya mahojiano

1.   Kuna aina ngapi za migogoro katika shule za sekondari nchini Tanzania?

(a)………………………………………………………………………….

(b)………………………………………………………………………….

(c)………………………………………………………………………….

2.   Ni mbinu gani zinazotumiwa kumaliza migogoro hiyo?

(a)………………………………………………………………………….

(b)………………………………………………………………………….

(c)………………………………………………………………………….

3.   Ni mbinu gani zinazotumiwa kudhibiti migogoro hiyo?

(a)………………………………………………………………………….

(b)………………………………………………………………………….

(c)………………………………………………………………………….

4.   Nini kifanyike ili kuepuka migogoro katika shule za sekondari nchini

Tanzania?

(a)………………………………………………………………………….

(b)………………………………………………………………………….

(c)………………………………………………………………………….

APPENDIX V: Taarifa za kuchoma moto, vurugu na migomo shule za

sekondari Tanzania.

1. **JINA LA SHULE:** MALANGALI

   TUKIO: vurugu usiku wa tarehe 19/ 8/2008

   UKAGUZI: Ukaguzi ulifanyika tarehe 26 – 27/8/2008

<u>YALIYOJITOKEZA KATIKA UKAGUZI</u>

Kulikuwa na sababu za muda mrefu na muda mfupi, ambazo ni

- Utovu mkubwa wa nidhamu kwa wanafunzi ambao ulitokana na kutowajibika ipasavyo kwa walimu.

- Ukosefu wa huduma ya umeme tangu Julai.

- Kuzidiwa kwa miundo mbinu katika mabweni, upungufu wa maji na kuziba kwa vyoo na mabafu kutokana na mlundikano wa wanafunzi.

- Baadhi ya walimu kutoingia darasani.

- Kutokuwepo kwa Baraza la shule wala vikao vya madarasa tangu Januari 2008.

- Mkuu wa shule kutokuwa na utaratibu wa kujibu hoja za wanafunzi.

- Walimu kutozingatia maoni ya viongozi wa wanafunzi.

- Chakula kibaya.

Vurugu zilisababisha uharibifu wa baadhi ya majengo ya shule, nyumba ya makamu mkuu wa shule, uharibifu na wizi wa chakula kilichokuwa stoo.

Gharama ya majengo na vifaa vilivyoharibiwa ilikadiriwa kuwa tshs. 2,704,995/= na thamani ya chakula ilikuwa tshs. 5,764,600/=

2. **JINA LA SHULE:** KIWANGWA

   TUKIO: Kuchomwa moto bweni la wasichana tarehe 18/10/2008

   UKAGUZI: Ziara ilifanywa na NWEMU tarehe 19/10/2008

YALIYOJITOKEZA KATIKA UKAGUZI

- Bweni 1 la wasichana liliungua na kuteketeza vifaa vyote vilivyokuwa ndani yake.

- Bweni 1 la wasichana lililokuwa zima (Twiga)lilikuwa na vitanda 20 kwa kila chumba, hali ilionyesha kuwepo kwa msongamano.

- Wananchi na wanafunzi watuhumiwa wa janga la moto wachukuliwe hatua za kisheria.

- Mkuu wa shule aliagizwa kuitisha bodi ili kuidhinisha adhabu ya wanafunzi waliofukuzwa kabla ya janga la moto.

- Shule haitafungwa, wanafunzi waliounguliwa bweni kutumia chumba kimoja cha darasa cha kidato cha sita kama bweni la muda.

- MES aliagizwa kupeleka walimu wa kike shuleni.

- Ukaguzi wa jumla kufanywa ili kubaini idadi halisi ya wanafunzi kulingana na uwezo wa shule.

3. **JINA LA SHULE:** NTUCHI

TUKIO: Matukio ya kishirikina katika nyumba za walimu na hosteli za

Wasichana

UKAGUZI: Ukaguzi ulifanyika tarehe 25 – 26/8/2008

YALIYOJITOKEZA KATIKA UKAGUZI

Ni kweli kulikuwa na matukio ya kishirikina shuleni hapo kama yafuatayo;

- Mke na motto wa mkuu wa shule kuchapwa viboko nyakati za usiku

- Nyama iliyokuwa ikipikwa nyumbani kwa mwl. Mmoja kuliwa na kwisha na mtu asiyeonekana.

- Nyoka mkubwa kutokea na kupotea kimiujiza katika mazingira ya shule, milango ya bweni la wasichana kugongwa na watu wasiojulikana usiku

- Maharage yaliyokuwa yakipikwa nyumbani kwa mkuu wa shule kumwagwa sakafuni

- Kutupwa na kusambaza chini nguo za familia ya mkuu wa shule

  Uongozi wa kijiji ulifanya mikutano kujadili matatizo yanayojitokeza shuleni hapo

- Mtu mmoja aliyejitambulisha kwa jina la Shabani, alisema chanzo cha matatizo ni majini ambayo yalihitaji kutambikiwa.

- Mtu huyo alidai yupo tayari kuyatuliza majini hayo kwa kupewa shs elfu moja, mbuzi mweupe, kuku mweupe na kitambaa cheupe. Aidha majini hayo yalikuwepo kabla ya shule kujengwa.

- Uongozi wa kijiji ulitimiza masharti ya mtu huyo.

- Usiku wa tarehe 26/8/2008 Mkuu wa mkoa wa Rukwa aliongozana na viongozi wa madhehebu mbalimbali ya dini kwenda shuleni hapo.

- Tarehe 28/8/2008 baada ya tunguli za ndugu Shabani kutekelezwa, matukio ya kishirikina yaliendelea kupamba moto, hivyo kuwalazimu walimu wote kujikusanya na kuishi katika nyumba moja wakikesha kwa sala na maombi.

- Tarehe 2/9/2008 walimu wote waliandamana hadi kwa Afisa Elimu wa mkoa wakiomba kuhamishwa shuleni hapo.

- Uongozi wa mkoa ulimwagiza Mwenyekiti wa Bodi ya shule kuwarudisha wanafunzi nyumbani kwao kwa muda hadi hapo ufumbuzi wa tatizo hilo utakapopatikana.

- Aidha waliomba walimu watafute hifadhi sehemu yoyote nje ya shule yao wakati wakisubiri ufumbuzi wa tatizo hilo.
  Wakaguzi wa shule wamependekeza wanakijiji wa Ntuchi na kata ya Isale waelimishwe kuhusu umuhimu wa Elimu kwa ajili ya maendeleo yao wenyewe.

4. **JINA LA SHULE:** HAPPY SKILLFUL

TUKIO: Tuhuma dhidi ya uongozi wa shule

UKAGUZI: Ukaguzi ulifanyika tarehe 15 na 18/8/2008

YALIYOJITOKEZA KATIKA UKAGUZI

- Ni kweli ufundishaji wa masomo ya sayansi kwa vitendo haufanyiki ipasavyo

- Mwenye shule (Ndugu Omary Mussa) alikiri kuwa ni kweli alimjibu mzazi mmoja kwa hasira baada ya mzazi huyo aliyejitambulisha kama Engineer Kipande kumtuhumu kuwa yeye ni tapeli.

5. **JINA LA SHULE:** LUGOBA

   TUKIO: Kuchomwa moto bweni la wasichana tarehe 1/9/2008

   UKAGUZI: Ziara ilifanywa na NWEMU tarehe 19/10/2008

<u>YALIYOJITOKEZA KATIKA UKAGUZI</u>

- Tarehe 1/9/2008 saa moja na nusu usiku chumba kimoja cha bweni la wasichana kilishika moto na kuteketeza samani na mali zote za wanafunzi

- Aidha tarehe 2/9/2008 bweni jingine la wasichana lenye uwezo wa kulala wanafunzi 120 liliungua moto na kuteketeza mali zote za shule na wanafunzi

- Hapakuwa na mwanafunzi aliyejeruhiwa bali wanafunzi 32 (wasichana 23 na wavulana 9) walipelekwa hospitali baada ya kupata mshituko.

- Kulikuwa na mgawanyiko wa walimu kati ya waliokuwa karibu na mkuu wa shule aliyehama na Yule wa sasa. Aidha mwalimu mmoja wa Fizikia na Kemia na mwingine wa Jiografia na Hisabati walikuwa na migogoro.

- Kulikuwepo na madai ya wanafunzi yaliyohusu kukataa kula kande, kutaka muda wa masaa ya kujisomea jioni kuendelea kwa masaa wanayotaka na wapewe ruhusasiku za mapumziko ya wiki kwenda mjini wote bila kujali jinsia.

- Mkuu wa shule aliyehama kutokabithi shule kimaandishi pia kuwa na ushirikiano wa karibu na mwalimu aliyemteua kuwa mhasibu pamoja na boharia wa shule hiyo katika kutaka kuhujumu mapato ya shule.

NWEMU aliagiza yafuatayo;

- Bodi ya shule ikutane mara kwa mara
- Uchunguzi uendelee na wanafunzi watakaobainika kuhusika na uchomaji wa bweni la shule waondolewe.
- Walimu watakaobainika kuhusiana na mpasuko/mgawanyiko ikiwa ni pamoja na walewalioshirikiana na mkuu wa shule aliyehama kuhujumu fedha za shule wahamishwe.
- Utaratibu uliopo wa ruhusa za kwenda mjini siku za mapumziko uendelee
- Shule ifungwe kwa muda wa wiki tatu kuanzia tarehe 3/9/2008 ili kuruhusu uchunguzi ufanyike.
- Mkuu wa shule aliyehama akabidhi shule kimaandishi.

6. **JINA LA SHULE:** CHEMCHEM

   TUKIO: Mauaji ya mwalimu Rajabu I. Mae, Tarehe 21/8/2008

   UKAGUZI: Uchunguzi ulifanyika tarehe 27/8/2008

YALIYOJITOKEZAKATIKA UKAGUZI

- Uchunguzi umebaini ni kweli Mwl. Rajabu I. Mae aliuawa kwa kuchomwa kisu na bisibisi
- Watuhumiwa wa mauaji hayo ni wanafunzi wanne, aidha watuhumiwa

hao wamekamatwa na kuwekwa mahabusu.

- Chanzo cha mauaji ni wanafunzi hao kukidhiri kwa utovu wa nidhamu hivyo kutaka kumkomoa/kumwondoa mwl. Huyo ambaye alikuwa wa nidhamu. Aidga kabla ya tukio mtuhumiwa mmojawapo alikuwa amesimamishwa masomo kwa wiki 2.

- Uchunguzi umebaini kuwa watuhumiwa walikuwa na utovu wa nidhamu shuleni na uraiani na hawakuwa na sifa za kuendelea kuwa wanafunzi. Aidha asilimia 40 ya wanafunzi shuleni hapo walikuwa na utovu wa nidhamu wa mara kwa mara.

- Asilimia 40 ya wanafunzi shuleni hapo wanaishi na mzazi mmoja au mlezi, 2% ni yatima na 54% wamepanga kijijini na hawana ulinzi/udhibiti wa kimaadili

Hapakuwa na ushirikiano wa karibu kati ya wazazi/walezi, bodi ya shule, kamati ya nidhamu, mwl mwandamizi malezi, nidhamu na walimu kwa ujumla katika kushughulikia suala la nidhamu ya wanafunzi

- Mkuu wa shule atakiwa kufanya vikao vya kamati ya nidhamu na bodi ya shule ili wanafunzi watakaobainika kuwa na mienendo kama ya watuhumiwa wa mauaji wachukuliwe hatua za kinidhamu, aidha ahakikishe sheria za shule zinabandikwa kwenye mbao za matangazo

- Mkuu wa shule ahakikishe vikao vye bodi ya shule, kamati ya nidhamu na walimu vinafanyika mara kwa mara, vilevile iundwe kamati ya ushauri nasaha na unasihi

- Mkurugenzi mtendaji wa Halimashauri ya Iramba ashauriwe kujenga hostel shuleni hapo.

7. **JINA LA SHULE:** MUSOMA UFUNDI

TUKIO: Vurugu tarehe 10/8/2008 na mgomo tarehe 11/8/2008

UKAGUZI: Ukaguzi ulifanyika tarehe 12/8/2008

<u>YALIYIJITOKEZA KATIKA UKAGUZI</u>

- Tarehe 10/8/2008 baadhi ya wanafunzi walihusika na vurugu za kuwapiga wananchi jirani na shule na kupelekea wanafunzi wanne kukamatwa na polisi na kuwekwa rumande

- Tukio la wanafunzi hao kuwekwa rumande liliwafanya wanafunzi wote kugoma kula chakula, kuingia madarasani na kutoa vitisho vya kuangamiza shule tarehe 11/8/2008. Aidha walikataa kutii maagizo ya viongozi wa mkoa wakishinikiza wenzao warejeshwe shuleni kwanza.

- Kutokana na msimamo huo mkuu wa wilaya ya Musoma mjini aliagiza shule kufungwa siku hiyohiyo saa 9 alasiri.

- Bodi ya shule ilikutana tarehe 12/8/2008 na kuagiza kamati ya uendeshaji shule kukutana na kufanya yafuatayo;
  Kufanya ulizi imara shuleni, Kufanya uchambuzi wa wanafunzi waliokwenda kufanya vurugu na waliongoza mgomo, kupendekeza muda wa kufungua shule na masharti ya kufuatwa kabla ya kurejea shuleni

8. **JINA LA SHULE:** BWIRU WAVULANA

TUKIO: Mgomo wa wanafunzi tarehe 15/8/2008

UKAGUZI:

YALIYOJITOKEZA KATIKA UKAGUZI

Tarehe 15/8/2008 saa 7 usiku wanafunzi wote waliandamana kwenda nyumbani kwa mkuu wa mkoa wa Mwanza wakidai kuwa hawamtaki mkuu wa shule wala makamu wake kwa sababu zifuatazo;

- Tatizo sugu la ukosefu wa maji na kukidhiri kwa uchafu
- Taaluma isiyoridhisha kutokana na upungufu wa walimu, vitabu, vyumba vya madarasa na vifaa vya maabara
- Kukidhiri kwa adhabu ya viboko na ukubwa wa adhabu nyingine nje ya viboko
- "Suspension" zisizo na msingi
- Chakula duni na kisichotosha
- Uongozi wa shule kutokuwa wazi juu ya mapato na matumizi ya fedha za shule
- Upungufu wa mabweni uliopelekea mrundikano mabwenini kiasi cha baadhi ya wanafunzi kushirikiana vitanda
- Mahudhurio duni ya walimu madarasani
- Mkuu wa shule kutumia fedha za miradi na zile zinazotolewa na wafadhili kwa manufaa yake binafsi

Tarehe 16/8/2008 uongozi wa mkoa ulitembelea shule na kufanya vikao viwili, cha kwanza na uongozi wa shule na cha pili na wanafunzi.

Katika kikao hiki mkuu wa shule alitoa sababu zifuatazo; Ukosefu wa maji unatokana na "pump" inayotegemewa kuharibika, uchochozi kutoka kwa baadhi ya walimu, mrundikano wa wanafunzi mabwenini na upungufu wa walimu hususani wa 'A' level.

Mkuu wa mkoa aliwahakikishia wanafunzi kuwa kero zao zinafanyiwa kazi na kuwataka kuendelea na taratibu za kawaida za shule na wanafunzi wakaonesha kuridhika.

Tarehe 17/8/2008 mwalimu wa zamu alitoa taarifa kuwa wanafunzi baada ya kunywa uji asubuhi waliamua kukutana nyuma ya mabweni. Bila kufanya usafi wowote shuleni.

Mkuu wa shule alidadisi na kugundua kuwa kuna walimu wanaowashawishi wanafunzi, kwahiyo aliwasiliana na mkuu wa mkoa.

MKuu wa mkoa alimwagiza mkuu wa polisi kuonana na wanafunzi na walimu ili awaonye juu ya athari zinazoweza kutokea shuleni hapo.

Vikao vya mkuu wa polisi havukusaidia kwani usiku mkuu wa shule alidokezwa kuwa kuna mpango wa kumshambulia nyumbani kwake yeye na makamu wake. Kwahiyo ilibidi kwenda kujificha porini yeye na familia yake hadi asubuhi.

Tarehe 18/8/2008 asubuhi wanafunzi hawakufanya usafi, baada ya kunywa uji badala ya kwenda madarasani walikusanyika uwanjani. Mkuu wa shule aliujulisha uongozi wa wilaya. Uongozi wa mkoa walikubaliana mkuu wa shule, makamu na mhasibu kukuaa pembeni ili iwe rahisi kuchukua hatua za kuirudisha shule katika hali ya kawaida.

Tarehe 19/8/2008 mwalimu wa zamu alitoa taarifa kuwa shule imetulia na wanafunzi wako madarasani

Baada ya mkuu wa shule na makamu wake kuagizwa kukaa pembeni uongozi wa shule ulibaki mikononi mwa mwalimu wa zamu na wa nidhamu.

Kutokana na hali iliyopo, hata baada ya uchunguzi itakuwa vigumu kwa mkuu wa shule wa sasa kuendelea na uongozi hapa kwa ufanisi. Ingekuwa vema kama wizara ingepeleka mkuu wa shule mwingine.

9. **JINA LA SHULE:** IMALILO

TUKIO: Kuchomwa moto Tarehe 14/8/2008

UKAGUZI: Ziara ya mkuu wa mkoa tarehe 16/8/2008.

<u>YALIYOJITOKEZA KATIKA UKAGUZI</u>

Tarehe 14/8/2008 usiku shule ilichomwa moto na wanaosadikiwa kuwa wanafunzi wa shule hiyo. Kilichotokea wanafunzi kufanya uhalifu huo ni;

- Matumizi ya adhabu ya viboko bila utaratibu
- Kutorejeshwa kwa fedha za michango ambazo mkuu wa shule aliagiza zirejeshwe kwa waliochangia
- Adhabu kutolewa wakati wa masomo
- Uongozi wa shule kukataza huduma ya chai nje ya eneo la shule na kuagiza itolewe ndani ya shule kwenye eneo chafu
- Uchochezi kutoka kwa mwl. Wa kujitolea Ndugu Lucas Charles
- Tetesi juu ya baadhi ya walimu wa kiume kufanya mapenzi na wanafunzi wa kike

Uharibifu uliotokana na vurugu hizo;

- Kuteketezwa kwa vyumba 4 vya madarasa pamoja na samani ya madawati 226 na viti vyake

- Kuvunjwa kwa vioo vye madirisha ya nyumba 7 za walimu

- Mlinzi wa shule kuumizwa jicho la kulia

Maagizo ya mkuu wa mkoa

- Uongozi wa kata ukutanishe wananchi na kujadili tukio hili

- Uwekwe utaratibu wa kurudisha vyotevilivyoteketea kabla ya mwezi Desemba

- Polisi wakamilishe uchunguzi mapema

- Mwl. Lucas Charles asimamishwe kazi ila asiondoke eneo la shule hadi upelelezi ukamilike.

10. **JINA LA SHULE:** KANTALAMBA

   CHANZO/SABABU ZA VURUGU/MGOMO: Vurugu baada ya michezo

   TAREHE YA UKAGUZI: 28/4/2008

   ATHARI ZILIZOJITOKEZA: - Wanafunzi 02 walikufa

   -Wanafunzi 110 hawakujulikana walipo

   -Rollcall haikuitwa siku hiyo

   HATUA ZILIZOCHUKULIWA: Shule ilifungwa tarehe 29/04/2008 na kuondoka

   Shuleni tarehe 30/04/2008

11. **JINA LA SHULE:** LOLEZA

CHANZO/SABABU ZA VURUGU/MIGOMO: Fujo zilifanywa na kidato cha 06, Baada ya wenzao kukosa chakula

TAREHE YA UKAGUZI: 26/04/2008

ATHARI ZILIZOJITOKEZA: Walivunja vioo vya madirisha

HATUA ZILIZOCHUKULIWA: Walisimamishwa masomo

12. **JINA LA SHULE:** ISIMILA

CHANZO/SABABU ZA VURUGU/MIGOMO: -Barua ya mzazi kuhusu mwanafunzi kufukuzwa shule bila taarifa kwa bodi ya shule

- Mwanafunzi Moses Mpembele kutuhumiwa ulevi, uvutaji bangi, wizi na utoro

TAREHE YA UKAGUZI: 28/04/2008

ATHARI ZILIZOJITOKEZA: Mwanafunzi kukosa masomo

HATUA ZILIZOCHUKULIWA: UKK1 kufanya ukaguzi maalum

13. **JINA LA SHULE:** J.J. MUNGAI

CHANZO/SABABU ZA VURUGU/MGOMO: Malalamiko ya wanafunzi dhidi ya uongozi kutembea na wanafunzi na mkuu wa shule kuwachungulia wanafunzi bwenini

TAREHE YA UKAGUZI: 30/05/2008

ATHARI ZILIZOJITOKEZA: Wanafunzi kudhalilika

HATUA ZILIZOCHUKULIWA: UKK1 kufanya ukaguzi maalum

14. **JINA LA SHULE:** KIBACHA

   CHANZO/SABABU ZA VUUGU/MGOMO: Wanafunzi kufukuzwa shule

   TAREHE YA UKAGUZI: 15/04/2008

   ATHARI ZILIZOJITOKEZA: Wanafunzi kukosa masomo

   HATUA ZILIZOCHUKULIWA: UKK1 kufanya ukaguzi maalum

15. **JINA LA SHULE:** KIFARU

   CHANZO/SABABU ZA VURUGU/MGOMO: Vurugu baada ya wanafunzi kushikishwa kinyesi na Mwalimu, vyoo vimejaa

   TAREHE YA UKAGUZI: 13/04/2008

   ATHARI ZILIZOJITOKEZA: WAnafunzi kukosa masomo

   HATUA ZILIZOCHUKULIWA: MES alipewa taarifa

16. **JINA LA SHULE:** RUNGWE

   CHANZO/SABABU ZA VURUGU/MGOMO: Shule kufungwa kwa kukosa chakula

   TAREHE YA UKAGUZI: 12/07/2008

   ATHARI ZILIZOJITOKEZA: Shule ilifungwa

   HATUA ZILIZOCHUKULIWA: Taarifa kwa MES

17. **JINA LA SHULE:** MLIMBA

   CHANZO/SABABU ZA VURUGU /MGOMO: Wanafunzi kutongozwa

   TAREHE YA UKAGUZI: 06/07/2008

ATHARI ZILIZOJITOKEZA: Wanafunzi

HATUA ZILIZOCHUKULIWA: UKK1 kufanya uchunguzi.

18. **JINA LA SHULE:** KWEMARAMBA

CHANZO/SABABU ZA VURUGU/MGOMO: Wanafunzi kufanyishwa

mtihani kwa malipo ya shs. 1000.

TAREHE YA UKAGUZI: 28/06/2008.

ATHARI ZILIZOJITOKEZA: Wanafunzi kushindwa kufanya mtihani.

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

19. **JINA LA SHULE:** MKOLE

CHANZO/SABABU ZA VURUGU/MGOMO: Mkuu wa shule

kusingiziwa kumbaka mwanafunzi

TAREHE YA UKAGUZI: 27/ 7/2008

ATHARI ZILIZOJITOKEZA: Wanafunzi kudhalilishwa

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

20. **JINA LA SHULE:** MOROGORO

CHANZO/SABABU ZA VURUGU/MGOMO: Msongamano wa

wanafunzi

TAREHE YA UKAGUZI: 21/05/2008

ATHARI ZILIZOJITOKEZA: Uhaba wa miundombinu ya shule kukidhi

idadi ya wanafunzi waliopo

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

21. **JINA LA SHULE:** MUSOMA

   CHANZO/SABABU ZA VURUGU/MGOMO: Mgomo na kutaka kuchoma shule moto.

   TAREHE YA UKAGUZI: 11/08/2008.

   ATHARI ZILIZOJITOKEZA: Shule ilifungwa tarehe 12/08/2008.

   HATUA ZILIZOCHUKULIWA: UKK1 Kutuma flash report

22. **JINA LA SHULE:** BWIRU BOYS

   CHANZO/SABABU ZA VURUGU/MGOMO: Mgomo na maandamano kwa RC kukataa Mkuu wa shule

   TAREHE YA UKAGUZI: 18/08/2008

   ATHARI ZILIZOJITOKEZA: Wanafunzi kugomea masomo

   HATUA ZILIZOJITOKEZA: Mkuu wa shule alihamishwa

23. **JINA LA SHULE:** MNYEZI

   CHANZO/SABABU ZA VURUGU/MGOMO: Mkuu wa shule kuchangisha michango mingi – mgomo

   TAREHE YA UCHAGUZI: 18/02/2008

   HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

24. **JINA LA SHULE:** KIWANJA CHA NDEGE

   CHANZO/SABABU ZA MGOMO/VURUGU: Mhasibu kutoelewana na Mkuu wa shule

TAREHE YA UKAGUZI: 11/08/2008

ATHARI ZILIZOJITOKEZA: Staff kugawanyika

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

25. **JINA LA SHULE:** SANDUVALE

  CHANZO/SABABU ZA MGOMO/VURUGU:Wanafunzi kufukuzwa shule

26. **JINA LA SHULE:** KIKATITI

  CHANZO/SABABU ZA MGOMO/VURUGU: Mabweni 06 yaliungua moto kutokana na hitilafu ya umeme

  TAREHE YA UKAGUZI: 13/08/2008

  ATHARI ZILIZOJITOKEZA: Hasara ya mali mil. 3 na vifaa mil. 22

  HATUA ZILIZOCHUKULIWA: Shule ilihitaji msaada

27. **JINA LA SHULE:** OLORIELI

  CHANZO/SABABU ZA MGOMO/VURUGU: Mkuu wa shule kutukana walimu

  TAREHE YA UKAGUZI: 17/07/2008

  ATHARI ZILIZOJITOKEZA: Staff kutoelewana

  HATUA ZILIZOCHUKULIWA: Mkuu wa shule kuhamishiwa shule nyingine

28. **JINA LA SHULE:** VUNTA

CHANZO/SABAU ZA MGOMO/VURUGU: Mkuu wa shule kuchangisha michango mingi

TAREHE YA UKAGUZI: 30/07/2008

ATHARI ZILIZOJITOKEZA: Wazazi kulalamika

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

29. **JINA LA SHULE:** SHIKULA

CHANZO/SABABU ZA MGOMO/VURUGU: Wanafunzi 05 kufukuzwa shule kwa kutokuimba wimbo wa Taifa

TAREHE YA UKAGUZI: 16/10/2008

ATHARI ZILIZOJITOKEZA: Wanafunzi kukosa masomo

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

30. **JINA LA SHULE:** SIUYU

CHANZO/SABABU ZA MGOMO/VURUGU: Mkuu wa shule kuchangisha michango mingi

TAREHE YA UKAGUZI: 09/09/2008

ATHARI ZILIZOJITOKEZA: Uhusiano mbaya na wadau

HATUA ZILIZOCHUKULIWA: Mkuu wa shule avuliwe madaraka

31. **JINA LA SHULE:** SOGESCA

CHANZO/SABABU ZA MGOMO/VURUGU: Uongozi mbaya

TAREHE YA UKAGUZI: 22/08/2008

ATHARI ZILIZOJITOKEZA: Uhusiano mbaya na wadau

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi

32. **JINA LA SHULE:** AZANIA

CHANZO/SABABU ZA MGOMO/VURUGU: Wanafunzi 03 kusimamishwa masomo kwa kosa la kuchochea mgomo wa kukataa mitihani

TAREHE YA UKAGUZI: 26/02/2008

ATHARI ZILIZOJITOKEZA: Kuwepo kwa vurugu shuleni

HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

33. **JINA LA SHULE:** FUKA

CHANZO/SABABU ZA MGOMO/VURUGU: Mkuu wa shule kutembea na wanafunzi na walimu

TAREHE YA UKAGUZI: 10/11/2008

ATHARI ZILIZOJITOKEZA: Mahusiano mabaya shuleni

HATUA ZILIZOCHUKULIWA: Mkuu wa shule kuvuliwa madaraka na kuhamishwa kituo cha kazi

34. **JINA LA SHULE:** MAHINDA

CHANZO/SABABU ZA MGOMO/VURUGU: Mkuu wa shule kutukana walimu

TAREHE YA UKAGUZI: 19/09/2008

ATHARI ZILIZOJITOKEZA: Mahusiano mabaya shuleni

HATUA ZILIZOCHUKULIWA: Mkuu wa shule kuhamishwa kituo

35. **JINA LA SHULE:** LUKULEDI

   CHANZO/SABABU ZA MGOMO/VURUGU: Uongozi mbaya wa Mkuu wa shule

   TAREHE YA UKAGUZI: 25/10/2008

   ATHARI ZILIZOJITOKEZA: Mahusiano mabaya shuleni

   HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

36. **JINA LA SHULE:** OLDADAI

   CHANZO/SABABU ZA MGOMO/VURUGU: Mgomo wa walimu

   TAREHE YA UKAGUZI: 27/01/2009

   ATHARI ZILIZOJITOKEZA: Mahusiano mabaya shuleni

   HATUA ZILIZOCHUKULIWA: UKK1 Kufanya ukaguzi maalum

37. **JINA LA SHULE:** KISINGIRWA

   CHANZO/SABABU ZA MGOMO/VURUGU: Uongozi mbaya wa Mkuu wa shule

   TAREHE YA UKAGUZI: 24/01/2009

   **ATHARI ZILIZOJITOKEZA:** Mahusiano mabaya shuleni

   HATUA ZILIZOCHUKULIWA: UKK1 kufanya ukaguzi maalum

   Source: Ministry of Education and Vocational Training

APPENDIX VI: CLEARANCE LETTER FROM MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

Cable: "ELIMU" DAR ES SALAAM
Telex: 41742 Elimu Tz.
Telephone: 2121287, 2110146
Fax: 2127763
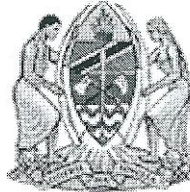
Post Office Box 9121
DAR ES SALAAM

In reply please quote:

Ref. ED/EP/ERC/VOLII/ 140

Date: Wednesday, October 7th, 2009

The Director,
School Inspectorate Department-MoEVT

RE: RESEARCH CLEARANCE FOR MR. JORAM ELLY NKYA:

The captioned matter above refers. The mentioned is bonafide student of **Open University of Tanzania** who is conducting research titled **"Crisis Management in Tanzania Secondary Schools."** as part of his course programme for the award of Master of Education.

The researcher needs to collect data and necessary information from your office which related to the research topic.

In line with the above information you are being requested to provide the needed assistance that will enable him to complete this task successfully.

The period by which this permission has been granted is from **7th to 20th October, 2009.**

By copy of this letter, **Mr. Joram Elly Nkya** is required to submit a copy of the report (or part of it) to *the Permanent Secretary, Ministry of Education and Vocational Training* for documentation and reference.

Yours truly,

Abdallah S. Ngodu
For Permanent Secretary

CC: Joram Elly Nkya

APPENDIX VII: CLEARANCE LETTER FROM THE OPEN UNIVERSITY

OF TANZANIA.

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, POSTGRADUATE STUDIES AND CONSULTANCY

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

HD/E/260/T.07
Dar es Salam Regional Commissioner,
P.O. Box ....,
DAR ES SALAAM.

01st October, 2009.

RE: UNIVERSITY STUDENT RESEARCH CLEARANCE

The Open University of Tanzania was established by University Charter of 2007, which became operational on 1st January, 2007. One of the mission objectives of the University is to generate and apply knowledge through research. For this reason the staff and students undertake research activities from time to time.

To facilitate the research function the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staff and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you **Mr.Joram Elly Nkya** student of the Open University of Tanzania. By this letter has been granted clearance to conduct research in the country. The title of the research in question is: **"Crisis Management in Tanzania Secondary Schools|"**

The period for which this permission has been granted is from September 2009 to September, 2010. The research will cover the following areas/institutions/offices: **Ministry of Education and Vocational Training.**

Should some of these areas/institutions/offices be restricted, you are requested to kindly advice the researcher(s) on alternative areas/institutions/offices which could be visited. In case you may require further information on the researcher, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. S. Mbogo
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA