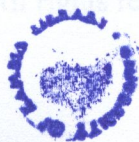


**PUPILS' RIOTS IN SELECTED HIGH SCHOOLS: THEIR CAUSES,  
EFFECTS AND IMPLICATIONS.**

THESIS  
M.ED  
KUM  
2010  
C.1

KUMWENDA GRANDMAN EVANS

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of Master of Education in Sociology of Education.



The University of Zambia

Lusaka

2010.

## COPY RIGHT DECLARATION

All copy right reserved. No part of this dissertation may be reproduced, stored in any retrieval system, translated in any form or by other means, electronic, recording, mechanical photocopying or otherwise without the permission in writing from the author.

" 0279815

© 2010 by Grandman Evans Kumwenda

All rights reserved

## DECLARATION

I, Grandman Evans Kumwenda, declare that the dissertation hereby submitted is my own work and it has not previously been submitted for any degree, diploma or other qualification at the University of Zambia or any other university.

Signature of Author..........

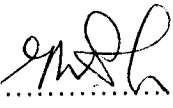
Name of Author: Grandman Evans Kumwenda

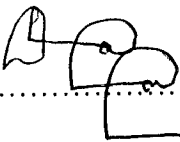
Date: 2010

CERTIFICATE OF APPROVAL

This dissertation of GRANDMAN EVANS KUMWENDA is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of Education of the University.

Examiners:

1. Signed  Date *9th July, 2010*

2. Signed  Date *9th July, 10*

3. Signed.....Date.....

# TABLE OF CONTENTS

	PAGE
Title .....	i
Copy right.....	ii
Declaration.....	iii
Certification.....	iv
Table of Contents.....	v
Dedication.....	viii
Acknowledgement.....	ix
Abstract.....	xi
List of Tables.....	xiii
List of Appendices.....	xiv
List of Acronyms.....	xiv

## CHAPTER ONE: INTRODUCTION

1.1 Background of the Study .....	1
1.2 Problem statement.....	4
1.3 Purpose of the Study .....	4

1.4 Objectives of the Study .....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	5
1.7 Limitations of the Study .....	6
1.8 Definitions of Terms.....	6
CHAPTER TWO: LITERATURE REVIEW .....	8
CHAPTER THREE: METHODOLOGY .....	21
3.0 Introduction .....	21
3.1 Research Design .....	21
3.2 Study Population.....	22
3.3 Sample Size .....	22
3.4 Sampling Procedures.....	22
3.5 Research Instruments .....	23
3.6 Data Collection .....	23
3.7 Data Analysis.....	24
3.8 Ethical Concerns .....	24

<b>CHAPTER FOUR: FINDINGS OF THE STUDY .....</b>	<b>26</b>
<b>FIVE: DISCUSSION OF THE FINDINGS .....</b>	<b>34</b>
<b>CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ....</b>	<b>44</b>
References .....	47
Appendices .....	..53

## **DEDICATION**

To my late daddy Mr. Winford E. Kumwenda, two late sisters, and mum for their encouragement and moral support.

God Bless you all

## ACKNOWLEDGEMENTS

The dissertation writing is not an individual exercise but it involves several individuals, institutions and data from different sources. For me to reach this far I am indebted and owe a lot of thanks to the following individuals and institutions.

I wish to offer of my sincere gratitude and indebtedness to my supervisor Mr. G.N. Sumbwa who worked tirelessly to guide and correct this dissertation. To him, I say thank you very much for his patience and excellent guidance. It is to Dr.O.C.Chakulimba, my lecturer that I owe a special debt for the direction I took in formulating and completing this work.

My colleagues in MED Sociology have all contributed in ways in which I hope they recognize. These include Mr.Mwanza, Mr. Mwansa, Mrs Ngoma, Ms Chirwa, Mr Mweemba, Ms Chisanga not for getting Mr Cheelo my former roommate and all others who were doing post graduate studies 2008 intake. I am grateful to them all. I wish to acknowledge the support of my brothers, sisters and all friends for their support and encouragement during my studies.

Thanks are also due to Mr. Mbewe S. W, Mr Malambo L and Mr Phiri A for their support in printing, editing and proof reading respectively.

The successful completion of my studies is owned to Mufulira and Nkrumah Colleges of Education that sponsored me to undertake graduate studies at the University of Zambia. Special thanks also go to the DEBS of Katete, DESO of Mambwe and DESO of Mufulira, the head teachers and their deputy head teachers of the four selected high schools, teachers, Parents Teachers Association (PTA) members and Pupils for their input in the study.

I further wish to extend my profound gratitude to my wife, Mary Idah Mbaio, my son and two daughters for their understanding whenever I was away from home.

Above all the Almighty God for affording me the gift of life and strength to do the research.

May Mighty God bless you all.

## ABSTRACT

Rioting by pupils has been and continues to be one of the major disciplinary problems in Zambian high schools. There have been many cases of serious rioting among pupils in high schools during the post-independence period in Zambia. A number of factors can contribute to rioting among pupils in high schools. The purpose of this study was, therefore, to find out the causes, effects and implications of pupils' riots in four selected government high schools on the Copperbelt and Eastern Provinces.

The study sought to:

- a) Find out the causes of pupils' riots in the selected high schools.
- b) Investigate the effects of pupils' riots on the teaching-learning environment and infrastructure in the selected high schools.
- c) Examine the implications of pupils' riots in the selected high schools.

The research design used in this study was descriptive survey. The sample comprised two hundred grade eleven and twelve pupils, four head teachers and their deputies, eight officials from DEBS offices, fifty-five teachers and eight PTA members. The study employed purposive sampling technique in order to select the high schools while respondents were selected using simple random sampling. Data were collected through questionnaires and semi-structured interviews. Quantitative and qualitative analysis of data were made.

The study revealed that there were many causes of pupils' riots. Among the major ones were lack of open discussions, teachers' failure to understand pupils behavior, poor communication, lack of guidance, among others. It was also found that school administration practices and operational procedures which included lack of consultation with stake holders.

The study further portrayed the effects of pupils' riots in selected high schools as being enormous in that infrastructure and the school environment were damaged. It further revealed that all the four selected high schools had poor performance in the mock examinations in 2009 academic year.

Based on the findings of the study, the following recommendations were made:

- All teachers appointed to headship/deputy headship positions in high schools should undergo high school management training before they take up such positions.
- Communication and dialogue between school authorities and pupils should be fostered, for instance through creation of high school representative councils.
- Pupils organizing riots should be given stiffer punishments to deter others from doing the same in future.
- Parent-Teacher Associations (PTA) should hold meetings regularly. This would make the stakeholders to get the feedback on how the high schools are performing both academically and pupil discipline.
- Government should improve the general school teaching–learning environment for both teachers and pupils. Go slow and strikes should be the last resort.

## LIST OF TABLES

<b>Table 1:</b> Number of Riots Experienced by the Four High Schools .....	26
<b>Table 2:</b> Officers Responsible for Causing Riots in the Selected High schools.....	27
<b>Table 3:</b> Responses from Pupils on the Causes of High School Riots.....	27
<b>Table 4:</b> Responses from Teachers on the Causes of High School Riots .....	28
<b>Table 5:</b> Effects on Infrastructure and Surrounding .....	29
<b>Table 6:</b> The Number of Days lost during the period of Pupil Rioting .....	30
<b>Table 7:</b> Performance in the PMEs in 2009.....	31
<b>Table 8:</b> Responses from Pupils on Implications of High School Riots .....	31
<b>Table 9:</b> Responses from Teachers on Implications of High School Pupils' Rioting.....	32

## LIST OF ACRONYMS

AGM	Annual General Meeting
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
ECZ	Examinations Council of Zambia
HS	High School
MoE	Ministry of Education
MUCE	Mufulira College of Education
NCE	Nkrumah College of Education
NISTCOL	National In-service Training College
PME	Provincial Mock Examinations
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
UNZA	University of Zambia
USA	United States of America
ZANIS	Zambia News and Information Service

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

The aim of this chapter is to provide an overview of the setting in which the study took place. The statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and limitations of the study are all outlined in this chapter.

In the era of globalization and rapid social change, high school authorities face complex challenges of pupil diversity. Riots have been on the increase in Zambian high schools in recent years. More than ten high schools rioted in the 2008 academic year alone. If this trend continues, Zambia could be faced with a major disciplinary crisis in learning institutions as more pupils would be edged out of the school system due to unrest complications (Times of Zambia, 2008).

Mwanakatwe (1974) points out that there were numerous riots and demonstrations by pupils in Zambian schools in the early 1970s. After independence there was need to replace expatriate teachers with local teachers. Mwanakatwe further points out that there have been “acts of serious indiscipline among pupils in Zambian high schools since independence”. This view is supported by Coombe (1970) who argues that the rapid expansion of education in Zambia led to among other things: student unrest and frustration in schools due to a number of reasons, including an increase in demand for expatriate teachers because of increased enrollment in secondary schools and significant decline in the professional quality of teachers because government reduced the duration of teacher training to two years in response to the urgent demand for teachers.

“While the problems of the education system have been attributed to financial difficulties the country may be facing” (Kelly, 1999:21). It is also important to view schools on an individual basis and look at school factors. Smith (1999) advocates the close study of the culture of the school in order to understand the causes of problems within schools. He also points out that the following are linked to how well a school performs: the quality of interaction between teachers and pupils, the degree of academic emphasis, the disciplinary climate of the school and the involvement of stakeholders.

Coser (1956) argues that collective behaviour is the cause of riots in man’s nature. He holds that conflict behaviour is not a product of individual behaviour but that it is social interaction induced either by a sense of collective grievances. He defines conflict as a struggle over values and claims, power and resources in which the aims of their opponents are to neutralize, injure, or eliminate their rivals. This school of thought defines conflict as a condition in which one identifiable group engages in conscious opposition to another group. According to some conflict theorists, conflict may have a positive social function. It may be a measure by which an exploited group may be able to assert its rights.

Bernstein (1991) argues that riots occur when crowds or even small groups of people gather to commit acts of violence and property damage, usually in reaction to a perceived grievance or out of dissent. Some claim that rioters are motivated by a rejection of or frustration with legal channels through which to air their grievances.

<http://www.newworldencyclopedia.org/entry/Riot> points out that a riot typically involves vandalism and destruction of private and public property. The specific property to be targeted varies depending on the cause of the riot and the inclinations of those involved. Targets can include shops, cars, restaurants, state-owned institutions, and religious buildings. Although

“While the problems of the education system have been attributed to financial difficulties the country may be facing” (Kelly, 1999:21). It is also important to view schools on an individual basis and look at school factors. Smith (1999) advocates the close study of the culture of the school in order to understand the causes of problems within schools. He also points out that the following are linked to how well a school performs: the quality of interaction between teachers and pupils, the degree of academic emphasis, the disciplinary climate of the school and the involvement of stakeholders.

Coser (1956) argues that collective behaviour is the cause of riots in man’s nature. He holds that conflict behaviour is not a product of individual behaviour but that it is social interaction induced either by a sense of collective grievances. He defines conflict as a struggle over values and claims, power and resources in which the aims of their opponents are to neutralize, injure, or eliminate their rivals. This school of thought defines conflict as a condition in which one identifiable group engages in conscious opposition to another group. According to some conflict theorists, conflict may have a positive social function. It may be a measure by which an exploited group may be able to assert its rights.

Bernstein (1991) argues that riots occur when crowds or even small groups of people gather to commit acts of violence and property damage, usually in reaction to a perceived grievance or out of dissent. Some claim that rioters are motivated by a rejection of or frustration with legal channels through which to air their grievances.

<http://www.newworldencyclopedia.org/entry/Riot> points out that a riot typically involves vandalism and destruction of private and public property. The specific property to be targeted varies depending on the cause of the riot and the inclinations of those involved. Targets can include shops, cars, restaurants, state-owned institutions, and religious buildings. Although

the grievances that lead to riots are often justified, and the authorities are as much to blame as the mob of angry people, the use of violence to achieve these goals is problematic.

In recent years the world has seen a wave of students insurrections in which students have taken radical actions in many countries. And this international picture of students' revolts has spread to the Zambian education situation (Shana, 1974:1)

The specific issues that trigger riots vary. However, the underlying causes of many riots are similar. Many riots occur because those involved do not have an equal chance for economic, political or social advancement. Large numbers of people in such groups may feel mistreated by individuals or government agencies or organizations that strongly influence their lives. They become depressed because they feel they cannot help make major decisions that affect them and their community. People who believe their grievances are being ignored often become defiant and their feelings may erupt.

Sidhu (1996) states that pupils' unrest was a worldwide indiscipline problem in the modern era. This is in line with Kabir (1954) who says:

*Student unrest is part of the wider unrest of the contemporary world. There has in the recent years been a great deal of discussion about the problem of student unrest in India. Such discussions at times overlook that the unrest is part of the wider unrest of the contemporary world. People have lost faith in traditional values and standards of morality.*

Kochhar (2006) says that “student indiscipline has today assumed alarming dimensions. Hardly a day passes without the students of one or the other institution threatening strike or leaving classes on slightest provocation. Both inside and outside the educational institutions, pupils indulge in rowdyism.” They take the law into their own hands and dictate their terms to authorities under the threat of a riot, strike and picketing. No wonder, then, that this student unrest has become an acute national problem and has tended to throw the educational machinery out of gear. Leaders are worried, the parents are harried and the teachers are in a problem because the country needs a trained and a well disciplined youth, and not a rabble of irresponsible heads. This problem must be properly analyzed and an effective solution found, before it is too late. It was the lack of care and destruction on property by pupils, which prompted me to investigate the causes, effects and implications of riots in the selected high schools and to find ways of mitigating the problem.

## **1.2 Problem Statement**

Riots in high schools in Zambia have been a source of concern among school authorities, communities, parents and pupils. This study was prompted by riotous events in certain schools on the Copperbelt and Eastern Provinces of Zambia. It was noticed that serious high school pupil riots were becoming a common feature in some government schools and had become part of the culture in these schools. The rate of rioting by pupils in our schools have been increasing. The reasons for these riots are however not known. It is for this reason that this study was undertaken. It sought to determine the causes, effects and implications of these riots with the hope of finding a solution to the problem.

## **1.3 Purpose of the study**

The purpose of the study was to investigate the causes, effects and implications of pupils' riots in selected high schools.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

- (a) Find out the causes of riots in the selected high schools
- (b) Investigate the effects of riots on the teaching-learning environment and infrastructure in the selected high schools
- (c) Examine the implications of riots in the selected high schools

#### **1.5 Research Questions**

The study addressed the following questions:

- (a) What are the causes of riots in selected high schools?
- (b) What are the effects of riots on learning and school infrastructure in the selected high schools?
- (c) What are the implications of riots in selected high schools?

#### **1.6 Significance of the Study**

It is hoped that the findings of this study might help policy makers and school authorities to address this problem of high school pupils' riots. Furthermore, the study could contribute to the general body of knowledge on high school riots and stimulate further enquiries by other researchers.

## **1.7 Limitations of the Study**

The geographical scope of the study was confined to four selected high schools on the Copperbelt and Eastern Provinces where pupils' riots took place. These were Butondo and Kantanshi High Schools on the Copperbelt Province and Kafumbwe and Mambwe High Schools of Eastern Province.

However, the none use of interviews and focus group discussions on a few pupils and teachers could have provided more detailed, in-depth and richer data rather than through questionnaires. The study could have been more complete as it would have the feelings of the pupils and teachers, although it included the interviews of other stakeholders like parents, headteachers and officials from the district. This limitation had an effect on the findings of the study.

## **1.8 Definitions of Terms**

**Bureaucracy:** Delays in implementation of day to day activities of the school system.

**Cause:** A reason for behaving in a particular way or for feeling a particular emotion.

**Conflict:** Any form of disagreement between people or groups

**Discipline:** A code of conduct or rules of behaviour involving the relationship between the individual in which he/she lives or works and requiring the subordination of personal interests to the good of the community.

**Disruptive behaviour:** A verbal/non verbal action of pupils, which interferes with the intended learning in a school.

**Effect:** Change or impact produced by a person on property or other persons. The effect can either be positive or negative or adverse or beneficial or damaging or serious or harmful.

**Globalization:** A process of transformation of local or regional phenomena into global ones.

It can be described as a process by which the people of the world are unified into a single society and function together.

**High school:** An educational institution of learning/place of learning.

**Implication:** Meaning of something or suggesting or showing what is true about a situation or something or illegal and morally wrong in an institution like a high school.

**Indiscipline:** Misbehavior or deviance. This refers to any form of behaviour that displays disobedience to authority and failure to follow set of conduct for example fighting drug abuse, absenteeism and rioting.

**Infrastructure:** Desks, classrooms, buildings, roads, doors, locks gates, lockers, window panes, offices and dormitories.

**Pupil:** A learner who acquires knowledge from the teacher.

**Pupil unrest:** Violent behaviour by students who are protesting against something for instance poor diet in a boarding school.

**Riot:** Destructive behaviour, the purpose of which is social disorder and destruction of property.

**Social change:** A change or movement from one level to a higher level for example moving from a primitive to a more complex system for instance from grade 8 to 12.

**Strikes:** A situation whereby learners from a teaching/learning institution such as a school, college or university refuse to go to class.

**Teacher:** A person who imparts knowledge to learners

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

Literature review for this study is subdivided into three parts, namely overseas, and those of the African and Zambian experiences. The overseas and African parts focus on studies outside Zambia, while the Zambian part deals with pupil rioting occurrences in the country since the days of the colonial education.

#### 2.1 The Overseas Experience

Studies dealing with riots have shown some causes and effects of riots. Gnagney (1968) indicates that pupils misbehave because of a variety of factors among which are ignorance of school rules, frustrations and displacement. Wegmann (1976) argues that pupils especially in their first or second year at high school are usually ignorant of some school rules and unintentionally break these rules.

Bassiouni (2001) states that many social scientists classify riots into two groups. These are instrumental and expressive riots. Instrumental riots occur when groups resort to violence because of discontent over specific issues. Throughout history violence results from attempts to change certain policies or to improve certain conditions. These include labour, prison, antiwar and student riots among others. Instrumental riots often indicate that the organizations being attacked have not listened effectively to or failed to act upon grievances previously voiced through orderly channels. But most people condemn the use of violence to achieve even the most desirable goals when peaceful means of change are available.

Expressive riots occur when many people in a minority group use violence to express dissatisfaction with their living conditions. Studies of urban riots of the 1960s show that

blacks in the riot areas of Britain had many grievances including few job opportunities, bad housing and inferior schools and use of what they felt was excessive force by the police. These police actions brought large crowds into the streets in protest. The small number of police at the scene could not control them.

According to Wikipedia (2008) student riots in colleges and universities were usually political in nature, especially those that occurred in the 1960s and 1970s. There was a remarkable occurrence of riots from the 1960s to 1970s in support or disapproval of government policies. This happened on USA Campuses against the war in Vietnam. Today riots are concerned with society's socio-economic welfare. It is however important to note that student activism did not begin in the sixties. All over the world, as long as there have been students who have resisted institutional authority, the resistance flared into protest, riot and demonstration.

Gottfredson *et al's* (1989) research in six middle schools in Charleston, South Carolina, showed that a total of 7 932 learning days (which is equivalent to 44 years) in a single academic year were lost through in-school and out of school suspensions resulting from disruptive behaviour.

<http://www.Independent.co.uk>. (1992) News reports that pupils rioted at Caracas High School in Venezuela demanding the resignation of the country's president, Andres Perez. At least 5 pupils were arrested and property worth millions of dollars was destroyed. Thousands of high school pupils descended on the commercial district with brooms and garbage bays carting away refuse and scrubbing graffiti off the walls.

Tozer (2009) reports that more than 100 pupils walked out of lessons at Chester High School Britain, in protest at a ban on girls wearing short skirts. The school authorities warned the pupils that they would be forced to wear pairs of trouser instead. Scores of girls and a few boys refused to comply and organized an angry demonstration using social networking site

chanting '*if shirts go, we go!*' they began moaning about and refusing to return to lessons, with some went on rampage, swearing at teachers and disrupting examinations. The school authorities were praised by society for clamping down on disobedience and boosting results. Male teachers who were walking upstairs behind girls did not know where to look and saw their underwear. This was not appropriate behaviour from pupils.

Brooke (2009) reports that dozens of teenage school pupils abandoned lessons and took to the streets of Halifax, England, to riot and protest over the suspension of a mathematics teacher. Instead of simply voicing their support for the popular teacher, the pupils were said to have hurled stones and throw eggs at busses and cars, stopped traffic and frightened residents by 'acting like yobs.'

Anderson (1976) states that more than 200 school pupils went on rampage and staged a 'women lib' demonstration against a decision made by teachers to use corporal punishment at Hearton Comprehensive School in Newcastle, England. The cause of the riot was that it was announced that in future that girls would be caned as boys for some school offences. The pupils ran around the school grounds and tried to get the boys to join them in their protest by shouting but the boys stayed in class. The girls then ran to the football pitch where a game was going on and stole the ball. The boys dejectedly left the pitch. The education authorities took this decision to combat unruly pupils.

BBC News (2008) reports that more than 130 people were hurt in rioting after the United Nations took control of a court house seized by the Serbs. The rioters were high school pupils. This was a sad situation, since one Ukrainian policeman died from wounds suffered in clashes with pupils. The policeman who died was part of the UN Special Unit which had into

the courthouse, arresting more than 50 Serbs. BBC news reports that 41 UN policemen were treated for their injuries while one student who was shot in the head was in coma and fighting for his life in hospital.

Tsakiridou (2009) reports that high school pupils threw rocks at four police stations in neighborhoods of Western Athens in Greece. Hundreds of teachers, university lecturers and pupils gathered in central Athens for a rally to protest the fatal police shooting of a teenager. The death of 15-year-old Alexandros Grigoropoulos led to three nights of the worst rioting in Greece in decades. The explosion of rage had fed off months of growing discontent over the increasingly unpopular conservative government, which had been rocked by a series of scandals and had struggled to push through painful economic and educational reforms.

Al Jazeera English (2008) reports that more 1000 pupils rioted in Wengan in southwest China's Guizhou Province, accusing the police of 'cover-up' after the death of a 16 year old pupil. Things worsened when the high school teacher who was the uncle to the girl was badly beaten by police. After investigations, police said that the girl had committed suicide. The pupils and locals believed that the girl was raped and murdered by two highly ranked government officials. The rioters ransacked government buildings, local communist Party headquarters, windows smashed and several police stations and vehicles had been attacked and burnt. One person lost life and more than 300 people arrested by police.

Declan (2006) reports that pupils and students in Pakistan staged a nationwide riot over postern Muhammad cartoons controversy. A number of western businesses were burnt and destroyed by the Pakistan pupils and students during the rioting. And in 1989 there were a series of rioting by students, intellectuals and labour activists in China's Tiananmen Square in protests and demonstrations and this attracted world attention. Following the violence, the

Chinese government conducted widespread arrests to suppress rioters, protesters and their supporters and then banned the foreign press from the country and strictly controlled news coverage of events in the People's Republic of China.

Hardgrave (1965) points out that students in Tamilnad in Madras State, opposed to the imposition of Hindi language to become the official and medium of instruction in India. The students feared that the changeover to Hindi would inflict severe disabilities on non-Hindi speakers, since the most highly coveted jobs are in central government service. Students saw the change from English to Hindi as the language of administration as '*a life and death matter*'. Their mother tongue was Tamil. English was the medium of instruction in schools, colleges and universities. The India government threatened the students with '*stern action*' against rioting and demonstration.

Aussie news (2009) reports that more than 300 students rioted at Darwin Shopping Centre in Sydney, Australia. The reasons for rioting were aboriginal multicultural crime and racialism. They were simply expressing their frustration at the oppression they suffered at the hands of non-aboriginal Australians. Police called on parents to ensure that they know and see what their children were doing after school finishes. Police took no action (a zero tolerance approach after the riot).

## 2.2 The African Experience

In Africa, high school riots are mainly a feature of post-primary boarding institutions and are more common in boys' and co-educational institutions than in purely girls' institutions. (Chakulimba, 2007:69). Riots are rare in girls' high schools.

"The Soweto uprising 1976" socialistworld.net. reports that in South Africa there were a series of riots known as the "Soweto Riots or Soweto Uprising". The riots broke out because the youth were protesting against the policies of the Apartheid regime. Renbeurg explains the Soweto Riots as follows:

*These riots were fuelled by the Afrikaans Medium Decree of 1974 which forced all black students to learn the Afrikaans language and to be taught secondary school mathematics, social sciences, geography and history in that language. The decree was resented deeply by blacks as Afrikaans was widely viewed as a language of the government which enforced apartheid. The resentment grew until April 30<sup>th</sup>, 1976, when pupils at Orlando West Junior School in Soweto went on strike, refusing to go to school.*

<http://www.chinaview.cn> states that more than three hundred secondary schools staged riots in Kenya in 2008. Pupils destroyed property worth millions of Shillings in secondary schools as they complained of poor living conditions, bad management, poor quality of food, harsh rules and the delay by the Ministry of Education to disburse funds. The Kenyan authorities banned the use of mobile phones in high schools in a desperate attempt to end the series of riots which had rocked the country. It ordered the ban of mobile phones and the removal of music systems and DVDs from school buses, among other tough measures aimed at restoring

discipline in boarding schools. The authorities attributed riots in secondary schools to fear of mock examinations, weak institutional management, political and other influences, drugs and substance abuse, misuse of mobile phones and child abuse. The mobile phones had been used to coordinate the riots. Okumbe (1998) points out that culprits were able to see the close association between the undesirable behaviour and its consequences. Delays in taking action would have triggered off more misconduct from pupils because they would not have taken school authorities seriously.

Wachira (2000) reports that a Kenyan woman teacher was raped after 900 high school pupils went on the rampage claiming they were not getting enough food. The incident took place in Kericho Town 350 kilometres from Nairobi in Rift Valley Province. The pupils waited until the boarding teachers came off duty at 22 hours and then started rioting. They chased off the prefects and set the store and canteen on fire, ransacked and looted two laboratories. Those who led in the attack were said to have been drunk or drugged. The chaos left 25 pupils critically injured, including 5 girls who fought off their attackers. The girls were vulnerable to attack because they were seen as weak. Wachira (ibid) further reports that the Kenyans had not forgotten the killing of 19 school girls and the rape of 75 more during an attack by their male schoolmates in 1991 at Saint Kizito Catholic Mixed School in Eastern Province. Since the incident, most girls have enrolled in safe single sex schools. Boys were said to resent the fact that girls are treated more leniently and get better results than boys.

Moyo (2009) states that Mzingwawe High School in Matabeleland South of Zimbabwe was shut down and student sent home following violent student riots. The pupils and parents accused the headteacher of a string of allegations, including corruption and abuse of school property. There was information that the school's debt was at 6 million Zimbabwean Dollars.

Other reasons include boys whose tournament was cut short were furious, the injuries sustained as they were getting into the bus and the headteacher directed that the truck should be on its way back to school. While the pupils were getting into the school truck, one of them fell off and broke his hand. The teacher driving the school truck insisted on taking the injured pupil back to school, and not the hospital. Moyo (ibid) further explains that once the truck got back to school, the headteacher had a bust-up with the school's soccer coach, prompting an intervention from the pupils who chased the headteacher as he fled on foot. Teachers who had been at the school long before he arrived were opposed to his leadership style and accused him of exploiting school facilities for personal gain. During the riot which attracted hundreds of other pupils at the boys only boarding school broke window screen to the bus and cut the wire fence surrounding the hostels after the headteacher had locked the gates. Six window panes at the headteacher's house and the main door to the staff room were also damaged, and the estimated cost of repairs was 100 million Zimbabwean Dollars. The school was closed citing outside influence disrupting the administration of the school.

BBC (2007) reports that several thousand pupils held anti-French protests in Chad. The rioters were demanding that six French aid workers charged with child kidnapping be tried in Chad. Most of the demonstrators were high school students, wearing their school uniforms and chanting anti-French slogans. They believed that they were rescuing Darfur war orphans. Police dispersed demonstrators with tear gas in the capital N'Djamena after cars belonging to white foreigners and diplomats were attacked and damaged.

<http://www.news24.com/News24/SouthAfrica> states that student riots crystallized frustration with education cutbacks to a free student bus service in which one pupil was killed. A shortage of seats on a free school bus sparked a clash between pupils from the Omar Bongo Ondimba Technical School and pupils from a rival school. Only 65 of the 100 school buses in Libreville were operating because the government said it did not have money to carry out

repairs. If there was no school bus, pupils had to walk several kilometres to school, or pay for a bus or taxi, like most of their counterparts in Sub-Saharan Africa. But in oil-rich Gabon per capita income is 10 times higher than the average for the continent and people have got used to a more cosseted lifestyle. The cutbacks in the free bus service therefore caused an outrage and riots. Angry pupils destroyed three of the school buses that were still working and wrecked classrooms and school equipment. Some, brandishing machetes, set up roadblocks on the streets of the capital. Education experts stated that the violent outburst of anger was a symptom of deep-seated malaise in the education sector. This led to a situation in which the education system was not operating effectively due to financial problems.

### **2.3 The Zambian Experience**

Tiberondwa (1974) argues that many pupil rebellions in Zambia took place when the learners felt that there was something which was likely to stand in their way towards their main goal for instance passing examinations or getting a good job. The obstacle to success may include what the students may regard as inferior teaching, poor qualified staff, irrelevant programmes, spending too much time on non-academic matters, lack of proper books or other teaching aids, inadequate numbers of teachers, favouritism in giving grades, and inconsistent marking of exercises.

Mwanakatwe (1974) points out that there were numerous acts of serious indiscipline among pupils in Zambian high schools after independence. In a rapidly expanding educational system, difficulties in schools sometimes arise, leading to conflict between staff and pupils. Today educational opportunities are many and places in schools are no longer the privilege of the few. The growth of a disciplined school community requires, as a pre-condition, a healthy and easy relationship between staff and pupils. Mwanakatwe further points that every manifestation of insubordination, strikes, drunkenness and other anti-social forms of

behaviour by students should be deplored. Such trends defeat the function and purpose of our educational institutions.

Shana (1974) identifies the causes of riotous problems in selected Lusaka Secondary Schools from 1960 to 1970 as political activism among pupils, poor diet and/or insufficient food in boarding schools as well as expulsion procedures. Both Shana (1974) and Banja (2002) identify some undesirable administrative practices and show that there was a relationship between administrative style and pupil indiscipline. Simate (1993) and Banja (2002) also record that indiscipline among pupils have been in form of aggressiveness, disruptive behaviour, acts of vandalism, drug abuse, drunkenness, riots, strikes, smoking, stealing and promiscuity.

At Mpika Boys High School, a pupils' riot resulted in the death of a pupil (Times of Zambia, 2007). School unrest cases were also taxing on law enforcement agencies and the criminal justice system time. Unfortunately, school unrest is not likely to decrease in the future unless critical measures are taken by the school and education authorities to address the problem.

The MoE (1996: 159) puts this aptly thus:

*Before everything else, the headteacher should be an instructional leader who can enthuse teachers and pupils, who can fire them with interest and satisfaction in their teaching and learning tasks, and who establishes an atmosphere that is conducive to the whole purpose of the school.*

Blum (1990) quoted by Mumba (2007) explains that effective headteachers portray learning as the most important reason for being in school. The headteacher is a visionary of the school

and as such he/she plays a critical role in the quest to improve the performance of the pupils. Balderson (1975) argues that headteachers are charged with the task of maintaining a school social environment conducive to learning. In order to accomplish this task they needed not only to acquire appropriate administrative, managerial and leadership knowledge, skills and attitudes, but also to feel satisfied with their job. He further says that as chief executives of schools, headteachers were often called upon to issue orders to members of staff.

Kelly (1999) argues that involving pupils in the total life of the school through extracurricular and co-curricular activities and the decision making process can help to promote a peaceful learning atmosphere in the school and encourage a sense of belonging and ownership in students. Pupils have rioted at different high schools in the country for various reasons at different times and situations because of lack of direction in the running of high schools.

Mwanza (2004) carried out a study on characteristics of schools with serious disruptive behaviour in Eastern Province but the study did not include and cover the views of other stakeholders such as the parents, board members, DEBS and the PEO's offices. Evidence showed that Grade 12 students were able to plot and successfully execute a riot following bureaucracy by school authorities to take quick action against them.

ZANIS (2008) reports that Police in Monze arrested 48 pupils of Monze Boarding High School for riotous behaviour and causing damage to school infrastructure and property. ZANIS also reports that the pupils also caused damage to the deputy headteacher's office, the headteacher's home and other staff houses. The pupils mobilized themselves and rioted after a Parent-Teachers Association (PTA) Annual General Meeting resolved that school fees be hiked from K420 000 to K510 000. The pupils were said to have mobilized themselves against the resolution made in the PTA meeting. It was later been discovered that most of the pupils that were involved in the riot were Grade 10 and 11.

ZANIS (2008) reports that Chikankata High School pupils in Mazabuka District of Southern Province rioted and destroyed property, before setting a teacher's house ablaze. The pupils rioted following reports that a named teacher was practicing witchcraft. ZANIS states that the riot was sparked by revelations that an admitted pupil to Chikankata Hospital was allegedly seeing a human face of the teacher in his sleep giving him flesh meat to eat. Several classrooms had their window panes broken although the cost of the damage caused could not be known.

Katongo and Chileshe (2008) report that pupils at Lusaka's Kamwala High School staged a class boycott and rioted because of lack of water at the institution. The institution had no water for four days. The school authorities refused to comment, waiting for authorization from Ministry of Education to comment on why the pupils were rioting.

And Zambia News online (1997) states that over 700 pupils at St. Marks High School in Choma, Southern Province, rioted to protest against food shortages at the institution. The pupils were particularly angered that school authorities were saying that the institution had no money for food and yet each pupil had paid K75 000 (\$50) towards the purchase of food. The angry students burnt two classrooms, damaged a storeroom and demanded that the school headteacher and boarding master, whom they accused of pocketing their contributions be removed before classes resumed.

At Zambezi High School in North-Western Province, school authorities suspended the provision of breakfast to pupils because the school could no longer afford three meals per day for the pupils. This led to pupils rioting and damaging school property worth millions of kwacha, in protest.

The Post (2009) reports that pupils at Munali Girls High School ran amok in protest against the government's failure to make teachers get back to class. The pupils were incensed by the

number of days they had stayed without learning because of the persistence of a strike by teachers. And Times of Zambia (2009) reports that Kitwe Boys High School pupils rioted and shattered window panes in protest against the continued strike action by teachers. They blocked Kuomboka Drive in Parklands.

[http:// www.lusakatimes.com](http://www.lusakatimes.com) reports that Petauke Boarding High School staged a riot and extensively damaged the school administration block, computers and the girls' dormitory. The pupils accused the school administration of not explaining the circumstances that allegedly led to the deaths of Mathematics teachers at the school every year.

The experiences from overseas, Africa and Zambia has provided useful source and valuable information about pupils' riots and the measures the authorities took to alleviate the problem. The significance of literature to the study lies in the fact that it gave an insight of the problems in Zambia. The Zambian studies are important because they provide the specific background on which the study would be based. Similarly, African and overseas studies are also important in providing additional general background and a source of comparative literature on the causes and effects of riots. Some of the issues concerning the causes of pupils' riots in different countries are also relevant to the Zambian situation. A review of the available literature that is considered to be direct relevant to the present study in order to place the investigation within the context of similar studies thereby enriching it as well as justification for it. There is a relationship between this study and the literature reviewed. The literature review has identified and demonstrated the understanding of the pertinent events of pupils' riots in high schools world over. The literature review therefore focused on the key issues of "pupils' riots, their causes and effects." The study sought to find out the causes, effects and examine the implications of pupils' riot in selected high schools. The literature may fill the gap and contribute to the body of knowledge.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter describes the manner in which this study was carried out. This includes research design, study population, sample size, research instruments, data collection and data analysis techniques.

#### 3.1 Research Design

The research design used in this study was descriptive survey. A survey technique was used because the data obtained could easily be generalized.

Mouley (1970) explains that descriptive surveys as being oriented towards the determination of the status of a given phenomenon or rather towards the isolation of causative factors. Best and Kahn (2008:121) also explain that “surveys are essentially cross-sectional, gather data from a large number of cases and are representative.” It was further explained that educational surveys were particularly versatile and practical, especially for educational authorities in that they identify present conditions and point to present requirements.

In order to obtain data for this study, both qualitative and quantitative research methodologies were used. According to Borg and Gall (1989) quantitative research methodology is a method of collecting facts and it studies the relationship of one set of facts to another. This method uses scientific techniques that are likely to produce quantified facts and, if possible generalize conclusions. Borg and Gall *ibid* further explain that qualitative research methodology is a method of collecting facts to understand individuals’ perceptions of the world phenomenon. Qualitative data was used through semi-structured interviews of DEBS, headteachers/deputy

headteachers and PTA officials, while questionnaires were used to collect data from teachers and pupils.

### **3.2 Study Population**

The population consisted of officials from the DEBS offices, headteachers, deputy headteachers, Parent-Teachers Association members, teachers and pupils of the four selected high schools on the Copperbelt and Eastern Provinces. These included two day high schools from one urban district on the Copperbelt Province and two boarding high schools from different rural districts in Eastern Province.

### **3.3 Sample Size**

The sample comprised of two hundred and seventy-nine (279) respondents divided as follows: eight (8) officials from DEBS, eight (8) headteachers/deputy headteachers, eight (8) PTA members, fifty-five (55) teachers and two hundred (200) pupils in the four selected high schools (two on the Copperbelt and the other two in Eastern Province).

### **3.4 Sampling Procedure**

Cohen *et al* (2003) explain that in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality. In this way they build up a sample that is typically satisfactory to their specific needs. Purposive sampling was used to select the high schools where pupils' riots had taken place while respondents were selected using simple random sampling. The two high schools on the Copperbelt Province were located in the urban and peri-urban, while the two in Eastern Province were both rural based. Both high schools on the Copperbelt Province were grade one, day high schools and government owned while the other two high schools in Eastern Province were rural based, grade two, boarding and government owned schools as well.

Simple random sampling technique was used in the selection of most teachers, PTA members and pupil respondents in the selected high schools. The idea was to avail each potential respondent an equal chance of being selected. High school headteachers, deputy headteachers, long serving teachers, careers and boarding masters were picked purposively as was the case with the sampled high schools.

### **3.5 Research Instruments**

The research employed two main types of instruments namely; the self-administered structured questionnaires and semi-structured interview schedules (see Appendixes A, B, C, D, and E). For the teachers and pupils, the self-administered questionnaires were used because the respondents were many. Interview schedules were used to get in depth information from the DEBS, headteachers/deputy headteachers and PTA members in addition to the structured questionnaires. Another type of data collection instrument was the researcher himself as an observer.

### **3.6 Data Collection Procedures**

Data collection was conducted in the second and third terms of 2009 academic year from 10<sup>th</sup> July to 25<sup>th</sup> September, 2009. The research took a period of slightly more than two months. The officials from DEBS office, headteachers, deputy headteachers and PTA members were interviewed using semi-structured interview schedules to get detailed information from them.

Structured questionnaires were administered to the teachers and pupils. The teachers and pupils were not required to write their names for fear of victimization, but also in order to ensure that there was confidentiality as required by research ethics.

### **3.6.1 Primary Data**

Primary data was collected from the field using self-administered questionnaires and interview schedules in the selected high schools of Copperbelt and Eastern Provinces.

### **3.6.2 Secondary Data**

Secondary data was obtained from libraries and information centres such as UNZA, DEBS offices, Nkrumah and Mufulira Colleges of Education. It was also obtained from published documentaries such as magazines, articles, black books, newspaper articles, school reports, Ministry of Education circulars, journals and text books. The internet was also used in data collection.

### **3.6.3 Observations**

The researcher physically went into the field to see the effects of riots in the four selected high schools of Copperbelt and Eastern Provinces.

## **3.7 Data Analysis**

Microsoft Office Excel (MOE) was the main statistical tool used in the analysis of quantitative data. This helped in generating charts, graphs, tables and percentages. Qualitative data collected was analyzed through arranging it according to emerging themes and then noting the results.

## **3.8 Ethical Concerns**

All respondents involved were assured of confidentiality on the information they provided during and after the research. The questionnaires were issued to and collected from

respondents in person. Semi-structured interviews were conducted in closed rooms by the researcher himself.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

#### 4.0 Introduction

This chapter presents the findings of the study. When interpreting data, the researcher considered the most significant parts of the questionnaires and interview guides.

#### 4.1 Presentation of Findings from the Questionnaire Items

##### 4.1.1: Number of Riots Experienced by the Four Selected High Schools since their Inception.

Table 1

.n=12

High School	Frequency	%
Butondo	4	34
Kantanshi	3	25
Kafumbwe	2	16
Mambwe	3	25
<b>Total</b>	<b>12</b>	<b>100</b>

Source: (Field Data: 2009).

Table 1 above shows that the large number of riots were experienced at Butondo High School (34%), followed by Kantanshi and Mambwe High Schools with (25%) each, while the least number of riots took place at Kafumbwe High School (16%).

#### 4.1.2 Responses from Pupils on Officers Responsible for Causing Riots in the Selected High Schools.

Table 2

.n=200

Who Contributed to the High School Riots	Frequency	%
Headteachers and Deputy headteachers	120	60
Teachers	72	36
Prefects	8	4
<b>Total</b>	<b>200</b>	<b>100</b>

Source: (Field Data: 2009)

From the table above, (60%) of the respondents put the blame of pupils' riots on headteachers, (36%) blamed teachers only while (4%) specifically blamed prefects.

#### 4.1.3 Responses from Pupils on the Causes of High School Riots

Table 3

.n=200

Causes of High School Riots	Frequency	%
Lack of open discussion and poor communication	80	40
Failure to understand pupils behavior	62	31
Lack of care and delays in decision-making	52	26
Other reasons	6	3
<b>Total</b>	<b>200</b>	<b>100</b>

Source: (Field Data: 2009).

From Table 3 above, (40%) of the respondents said that the cause of riots was lack of open discussion and poor communication with stakeholders, (31%) cited failure to understand pupils' behaviour, (26%) indicated lack of care and delays in decision-making while (3%) mentioned several other reasons.

#### 4.1.4 Responses from Teachers on the Causes of Pupils' Riots in High Schools

Table 4

.n=55

<b>Causes of Pupils' Riots in High Schools</b>	<b>Frequency</b>	<b>%</b>
Poor administrative styles and management	30	55
Pupils indiscipline	15	27
Other reasons	10	18
<b>Total</b>	<b>55</b>	<b>100</b>

Source: (Field Data: 2009)

From table 4 above, (55%) of the respondents said that the major cause of riots was poor administrative style and mismanagement of high schools, (27%) cited indiscipline among pupils while (18%) mentioned other reasons.

#### 4.1.5 Effects of Pupils' Riots in terms of Cost of Vandalized/destroyed Things

##### 4.1.5.1 Costs Effects on school infrastructure, property and surroundings

Table 5:

Property affected and Surrounding	Butondo High school Cost (kwacha)	Kantanshi High school Cost (kwacha)	Kafumbwe High school Cost (kwacha)	Mambwe High school Cost (kwacha)
Windowpanes	9,000,000	3,000,000	4,570,000	2,680,000
Noise pollution, beauty and image of high school	✓	✓	✓	✓
Bore hole	6,000,000	X	X	8,900,000
Dormitory lockers	X	X	1,000,000	1,200,000
Roofs ripped off	6,000,000	8,690,000	5,700,000	12,000,000
School mattresses stolen		X	5,900,00	2,300,000
Desks and chairs	2,700,000	2,400,000	1,200,000	3,000,000
School gate and fence	3,580,000	4,800,000	5,000,000	3,600,000
Teachers' houses	4,690,000	X	5,000,000	9,000,000
Doors and locks	250,000	300,000	2,700,000	4,800,000
Food stolen	x	X	3,500,000	2,645,000
Dormitories	x	X	2,580,000	3,670,000
<b>Total cost</b>	<b>34,200,000</b>	<b>22,700,000</b>	<b>38,500,000</b>	<b>55,505,000</b>

Source: (Field Data: 2009).

Table 5 above shows various forms of property costing large sums of money as having been destroyed. It also shows that Mambwe and Kafumbwe High Schools in Eastern Province had the highest losses.

#### 4.1.5.2 Effects on Teaching-Learning Process

4.1.5.2.1 The table shows the Number of Days each of the Selected High Schools Lost during the Period of Pupil Rioting.

Table 6

Number of Riots	Butondo High School	Kantanshi High School	Kafumbwe High School	Mambwe High School
	Days lost	Days lost	Days lost	Days lost
1 <sup>st</sup>	3	4	7	2
2 <sup>nd</sup>	4	3	3	4
3 <sup>rd</sup>	3	4	x	3
4 <sup>th</sup>	3	x	x	X
<b>Total</b>	<b>13</b>	<b>11</b>	<b>10</b>	<b>9</b>

Source: (Field Data: 2009).

Table 6 above shows the number of lost days in teaching during the occurrence of pupils rioting at each of the selected high schools: Butondo lost 13 days, Kantanshi lost 11 days, Kafumbwe lost 10 days and Mambwe had 9 days.

#### 4.1.5.2.2 Performance of Grade 11 Pupils at the four selected High Schools in the the Provincial Mock Examinations in 2009.

Table 7

Performance in PMEs.	High School							
	Butondo		Kantanshi		Kafumbwe		Mambwe	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Passed	255	62	220	58	117	83	118	76
Failed	98	24	114	30	12	9	20	13
Suspended	57	14	46	12	11	8	17	11
<b>Total</b>	<b>410</b>	<b>100</b>	<b>380</b>	<b>100</b>	<b>140</b>	<b>100</b>	<b>155</b>	<b>100</b>

Source: (Field Data: 2009)

Table 7 shows that Kafumbwe and Mambwe performed better in the mock examinations than the Copperbelt high Schools although the number of lost days was not very different among the high schools.

#### 4.1.6 Responses from Pupils on Implications of High School Riots

Table 8:

.n=200

Implications of riots in the selected High Schools	Frequency	%
Poor public image of high schools	76	38
One way pupils grievances were heard	70	35
Pupils were not happy with school authorities	54	27
<b>Total</b>	<b>200</b>	<b>100</b>

Source: (Field Data: 2009).

The table above shows poor public image of the high school (38%), one way pupils grievances were heard (35%) and pupils' were unhappiness with school authorities (27%) as being the implications of pupil riots.

#### 4.1.7 Shows Responses from Teachers on Implications of High School Pupils' Rioting.

Table 9

.n=55

<b>Implications of High School Riots</b>	<b>Frequency</b>	<b>%</b>
Lack of cooperation and misunderstanding in school	21	38
Poor leadership styles	20	36
Bureaucracy in the management of school affairs	10	18
Indiscipline and violence	4	8
<b>Total</b>	<b>55</b>	<b>100</b>

Source: (Field Data: 2009).

The table above shows (38%) respondents cited lack of cooperation and misunderstanding in school, (36%) cited poor leadership styles, (18%) pointed to bureaucracy in the management of school affairs while (8%) referred to indiscipline and violence as the implications of student riots.

#### 4.2 Findings from Interviews

The interviews the author held with high school headteachers, officials from DEBS and parents yielded the following facts:

- That the causes of high school riots were because of mismanagement and bureaucracy, lack of commonsense, poor administrative styles, teachers' strikes, teacher indiscipline and government failure to adequately finance the high schools.

- That the pupils caused various degrees of damage to school property and the locality.
- That parents were made to pay for the damage by their children.
- That the effects of the riots were beyond most high schools' budget and they also contributed to disruption of the teaching-learning calendar and the social environment.
- That the riots manifested indiscipline and painted a bad image on the high schools.
- That the riots resulted in a shakeup of the school administrations, transfers of teaching staff and suspension/expulsion of pupils.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter discusses the findings of the study. Factors that were cited as causes, effects and implications of riots are clearly analyzed and discussed. All the information collected through questionnaires and interview guides are explained in this chapter.

#### **5.1 Causes of Pupils' Riots in Selected High Schools**

##### **5.1.1 Lack of Open Discussion and Poor Communication between School Authorities and Pupils**

This was the major causal factor of riots in high schools given by the pupils in the questionnaire. It had (40%) of the respondents attesting to it. They said that the headteachers and teachers were the major cause of the rioting because of lack of open discussion and transparency with stakeholders such as the PTA, pupil populace and teachers. The pupils felt that they were not consulted on matters that concerned them.

The study further revealed that the pupils' respondents to the questionnaire pointed out that teachers' poor communication still remained a challenge and concern to the day to day teaching-learning environment and smooth running of high schools.

##### **5.1.2. Poor Administrative Styles and Management**

The indication by most teachers (55%) who responded to the questionnaire was that the causes of pupils' rioting in selected high schools were poor administrative practices, poor communication between teachers and pupils, lack of consultations with different stakeholders and misunderstanding between pupils and high school authorities. Issues concerning

dilapidated toilet, poor sanitation and refusal to provide entertainment at the weekend. The study found that there was lack of communication and leadership direction from the school authorities.

The officials from the DEBS also supported the notion held by other stakeholders that the causes of riots in the four selected high schools were varied lack of communication and transparency, teachers' strikes, abuse of funds and lack of understanding pupils' grievances in the selected high schools. The misunderstanding that existed on in these high schools pertained to issues of funds, poor sanitation, the death of a teacher and entertainment. The school authorities should always understand that to manage pupils required commitment and dedication to duty. There was no transparency for instance one headteacher did not want to call for stakeholders meeting like PTA Annual General Meeting (AGM) for five years: even though there were rules and regulations on how to run the affairs of the high schools.

The PTA members interviewed from all the high schools disclosed that the causes of riots were as a result of poor administration, lack of common sense, mismanagement and bureaucracy in decision making process and poor teacher-pupil relationships in high schools. The parents felt that school administration and management should set good standards of running and managing high school. "We know that well managed, effective schools share several good characteristics. They display an orderly environment, emphasize academic achievement, set high expectations for pupil achievement and are run by headteachers who expend an enormous amount of effective teaching and encourage pupils to learn no matter what their background is" (World Bank, 1990: 57). Riotous high schools in Zambia would not display these features if an account were taken of the crucial role of the school headteachers in promoting a good school environment which stresses the importance of learning and which encourages trust, effort and mutual respect among pupils and teachers.

For this reason, high priority should be given to the professional and administrative development of school headteachers and their deputies.

### **5.1.3 Teachers' Failure to Understand Pupils' Behaviour**

The pupils' stated that teachers' failure to understand pupils' behaviour was another cause. This came from (31%) of the respondents. They further stated that pupils should be handled tactfully by the school authorities.

### **5.1.4 Lack of Guidance and Care from School Authorities**

The study established that the school authorities lacked guidance and care, and this came from (26%) of the respondents. It is unfortunate that persons holding positions of authority in the school system today are incompetent and mediocre. They have failed to provide leadership and direction to the pupil community.

The officials from DEBS further revealed that teachers' absenteeism from work also contributed to pupils' rioting. This was mainly because of the teachers' go-slow and strike. Pupils wanted to learn but teachers were not available. The pupils at the high schools argued that their parents could not be paying school fees without them learning. Though understandable, this was not a good enough reason for rioting. It was uncalled for and the behaviour by pupils was highly irresponsible. They should have been responsible enough to control themselves.

### **5.1.5 Pupil Indiscipline**

A large number of teacher respondents that is (27%) supported the notion that “pupils’ indiscipline” was a contributory factor to the causes of high school riots. Sidhu (1996) quoted Kabir (1954) saying:

*No amount of improvement and construction in education will bear fruit if schools themselves are undermined by indiscipline.*

Indisciplined pupils are a great social and national nuisance. This indiscipline is caused by loss of leadership by school authorities, lack of interest in pupils’ studies, poor teacher-pupil relationships and overcrowding in high schools. Pupils could control themselves from such indiscipline if authorities are quick to act on pupils concerns.

### **5.1.6 Exposure to Urban Life, Mass Media and Other Reasons**

During interviews, many brought out the fact that a lot of pupils were exposed to urban life and mass media. This was attested to by the fact that 68% of the pupils came from urban setup while 32% came from rural areas. The researcher was made to believe that exposure to town and urban life was one of the causes of riots in high schools. This is in line with Hutchins (1976) who argues that the influences of the mass media on children have great impact in terms of socialization and interaction with the outside world. Furthermore, administrators should be more aware of the kind of problems that could develop from different backgrounds present in the high school. According to Mr. Chanda a Public Relations Officer at the Ministry of Education Headquarters in Lusaka, riots in high schools occur as a result of misunderstandings and pupils feelings that they were grown up youths. The major causes of riots in schools were lack of discipline. He argued that indiscipline was

not common in the 1970s. He further said that pupils were coping on what they watched people rioting on the television and movies in Pakistan, Bangladesh, Iraq and Iran. He also said that sometimes pupils' riots or grievances were not clear.

The study established that the causes of pupils' riots in high schools were varied and included no access to the school bus, poor laboratory facilities, misunderstanding of the financial status of school, lack of trust in the school leadership, Grade twelve not going to sit for examinations due to poor results at grade nine. Other causes of pupil rioting were due to dilapidated toilets, teachers' strike and teachers' absenteeism from school, the introduction of Civic Education in schools and outside influence. The pupils did not like the way the administration were running the affairs of the high school. The indication by (18%) of the teacher respondents to the questionnaire that they did not often attend to pupils was regrettable. This fact was unfortunate since it robs pupils the opportunity to gain knowledge and skills which might help them improve their performance.

## **5.2.0 Effects of High School Riots**

The findings on what repercussions these riots had on high schools are discussed below:

### **5.2.1 Effects on High School Infrastructure and the Environment**

The effects of riots in selected high schools had been enormous in that property worth millions of Kwacha was either damaged or stolen. The cost of such damages/losses was K34 200 000 at Butondo, K22 700 000 at Kantanshi, K38 500 000 at Kafumbwe and K55 505 000 at Mambwe High Schools. The effects were enormous, considering the fact that the high schools had little or no proper funding as well as many needy areas. The cost of such destruction was quite colossal to government. In addition to bearing the largest part of the

cost of repairs, government continued to pay teachers even though the high schools were not running.

Riots affected parents in one way or another. To repair the damaged things all parents were often levied. The cost of replacing the damaged school property was extended to the parents who had to pay extra money for the damaged public property by their children.

The study revealed that students threw stones, damaged windows and shouted insults and threats to teachers and school authorities. They also disrupted passersby and public vehicles. Furthermore, the surroundings and beauty of the high schools was lost. The public image of these schools became negative. Some parents became reluctant to send their children to such high schools because of the bad image painted by the pupils' riots. This disturbed the conducive learning and studying environment for pupils. This should not be allowed in academic circles.

### **5.2.2 Effects on High School Teaching-Learning Process**

The study revealed that Provincial mock examinations of those schools were affected by the disruption of teaching-learning process. The effects on learning could be seen on the number of days lost, which resulted in poor performance in Provincial mock examinations. Time was lost in such activities; therefore the syllabus was not completed because of disruption of the teaching-learning process. This is in line with Gottfredson *et al* (1989) study which states that a total of 7 932 learning days were lost in a single academic year through in school suspensions resulting from disruptive behavior in the USA.

There was a psychological effect on pupils and the teaching staff at the high schools. There were also transfers of the headteachers and some teachers, and suspension of pupils involved as ring leaders. This had a sociological and psychological impact on the high schools'

community, in those teachers-pupil relationships, interactions and minds were affected negatively.

Due to inclusive decision making, all the pupils who were innocent and well-behaved were adversely affected by the disturbances through the loss of learning hours. On the other hand, many of the disruptive pupils were suspended or forced out of the high school system prematurely as their unbecoming behaviour could not continue to be entertained in the high schools.

### **5.3.0 Implications of the Riots in the Selected High Schools**

#### **5.3.1 Creation of Poor Public Image of the Pupils, Teachers and High Schools**

The pupil respondents that is (38%) said that riots created a poor public image of pupils, teachers and high schools. The high schools were now judged by their actions and failures and it was therefore an embarrassing situation. The schools lost their original image of being good schools. They earned themselves some bad reputation. It brought a lot of finger pointing among stakeholders and uncertainty within the high schools. (35%) of the pupil respondents cited that it was one way their grievances were heard, while (27%) of the pupils were not happy with the school authorities. This was not a good picture in these high schools because it dented their image. Although the pupils were trying to air their grievances, it was not right for pupils to take the law into their hands by destroying property and wasting their learning time. There were procedures through which they could have addressed their concerns while at school. As Chakulimba (2007) quoting Sowell (2006) comments, “student’s riots in Paris remind us that education at elite academic institutions is not enough to teach either high morals or basic economics, not on their side of the Atlantic or on ours.” Nevertheless, pupils’ riots will always be with us as they are weapons to fight against social injustice and a means of change in school administration and management.

The pupils behaved in this way as a reaction to mismanagement of schools affairs. This was one way of showing discontent and frustrations to the ill-administration and mismanagement of schools affairs. This also means that school authorities remained indifferent to the genuine needs, demands and grievances of pupils, until they took recourse to rioting. The pupils' needs, demands and grievances must be noticed and satisfied to prevent any ugly situations.

### **5.3.2 An Indication of Lack of Cooperation and Understanding between School Authorities and Pupils.**

The findings from the study revealed that 38% of the pupil respondents said that they were not happy due to lack of cooperation and understanding between school authorities and themselves. The headteachers who were sent to these high schools lacked leadership and managerial skills. Some headteachers who had been appointed to these high schools had no experience since most of them came from universities and colleges without having learnt such skills. This created a lot of problems in understanding school management due to lack of skills. In addition to lack of experience, all the headteachers were not inducted and oriented to manage the high schools since there was no school administration and managerial course requirement.

### **5.3.3 Bureaucracy in Management of School Affairs**

Some teacher respondents that is (18%) indicated that there was bureaucracy in the management of high school affairs. As the adage goes '*time lost is never gained*'. It was a great loss of resources and time. Furthermore pupils and parents supported this fact that headteachers were fond of wasting time and energy for the pupils since they did not provide good learning environment. There was a great dearth of really incompetent headteachers and teachers. The pupils further looked at headteachers negatively and with anger. The existence of bureaucracy among administrators was another serious implication of riots in high schools.

The respondents emphatically cited lack of commitment, seriousness and interest among many administrators. They said that many of the headteachers showed as if they were being forced to manage the high schools. They delayed decision-making in these high schools.

#### **5.3.4 Poor Leadership Styles**

The findings of the study revealed that 36% of the respondents cited poor leadership styles of the high school headteachers. “Great leaders have simulation, democratic, visionary, exhibit authority in themselves and exume confidence in their followers” (Marx and Engels, 1947:29). They were unfit to provide direction, inspiration and academic leadership to pupils. Good leadership styles help aspiring young people to behave well. Good headteachers should be wise, inspire, facilitate, organize, and have a good public relationship and a crisis resolver. Unlike the situation currently, where the some headteachers do not entertain suggestions and initiatives from subordinates and stakeholders. The poor leadership styles do not influence, inspire and motivate both the teachers and pupils’ populace

#### **5.3.5 Indiscipline and Violence**

The riots implied the existence of indiscipline and violent attitude among pupils. The parents supported this by saying that indiscipline was rampant in society at large and the school situation could not remain unaffected. The pupil picked a large number of evil ideas from the civil society around him. It was difficult for high schools to completely remove these evil effects. Cheap films and cheap literature also motivated pupils towards wrong directions, immoral conduct and disruptive behaviour. It is also important to note that peoples’ lives were also at risk during pupils rioting and disturbances.

### **5.3.6 One Way Pupils Grievances Would Be Heard**

The research findings indicate that (35%) of the pupils' respondents said that this was one way their grievances would be heard by higher authorities. The authorities remain indifferent to the genuine needs, demands and grievances of pupils unless they take recourse to agitation. Their needs, demands and grievances must be noticed and satisfied in anticipation of any riotous situation. Teachers should show understanding and imaginative sympathy towards the pupils.

### **5.3.7 Other Implications**

The views held by officials from DEBS, school headteachers and their deputies on what it meant: extra charge/levy, disturbances in teaching-learning calendar and environment, indiscipline bred and the image of the school changes negatively, shake-in the school administration, transfer of teaching staff, suspension and expulsion of pupils and psychological disturbances like fear and frustration in the school environment.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.0 Introduction

This chapter presents a summary of the study as well as the conclusions arising from the research findings. It further gives some recommendations based on the findings of the study.

#### 6.1 Conclusions of the Study

The following were the major conclusions of the study:

6.1.1 The study found the following as being the causal factors of the riots in high schools:

- a) Lack of open discussion and poor communication between school authorities and pupils.
- b) Poor administrative styles and management
- c) Teachers' failure to understand pupils' behaviour
- d) Lack of guidance and care from school authorities
- e) Pupil indiscipline

6.1.2 The study found several effects of high school riots namely:

- a) Destruction of property worth millions of Kwacha
- b) Loss of teaching-learning time
- c) Poor performance in mock examinations

### 6.1.3 The implications of the riots were that:

- a) They gave rise to poor image of pupils, teachers and the high schools concerned among the people.
- b) There was lack of cooperation and misunderstanding between school high authorities and pupils.
- c) There was bureaucracy in the management of high school affairs
- d) There was indiscipline among pupils.
- e) There was lack of conflict resolution mechanisms in place.

## 6.2 Recommendations

In view of the study findings I would like to make the following recommendations:

- 6.2.1 All teachers appointed to headship/deputy headship positions in high schools should undergo high school management training before they take up such positions. Teachers should be given courses in child behaviour to enable them understand their pupils behaviour.
- 6.2.2 Communication between school authorities and pupils should be fostered for instance through creation of high school representative councils as a way of promoting dialogue between the two. Pupils should be allowed to form pupil councils for consultations with the school authorities and enjoy their rights and privileges. All stakeholders should be involved in the consultations and running of the high schools.
- 6.2.3 Pupils organizing riots should be given stiffer punishments to deter others from doing the same in future.

6.2.4 Future research should include the use of interviews and focus group discussions so that detailed, in-depth and the feelings of the pupils and teachers since they are the major stakeholders.

## REFERENCES

- Al Jazeera English (2008) **Chinese Riot over Police 'Cover-up'**. Sunday 29, 2008.
- Anderson, D. (1976) **Schoolgirls go on Rampage. Evening Chronicles**, Newcastle Jyne 8  
January 1976
- Aussie News (2006) **Violence across the Territory**. [www.aussienewsviews.blogspot.com](http://www.aussienewsviews.blogspot.com)
- Balderson, J. H. (1975). **The Canadian Administrator: "Principal Power Bases: Some Observations"**14(7), 1-5.
- Banja, M.K. (2002). **The Relationship between School Environment and Indiscipline among Pupils in selected Government High Schools in Kitwe District**. Unpublished M Ed Dissertation, University of Zambia.
- Bassiouni, M.C. (2001). **Q-R The World Book Enclopedia**. Volume 16. Chicago: World Book Inc.
- BBC Documentary(2007). **High School Students Riots in Chad. 20 November, 2008**.
- BBC.News (2008) **UN Officer Dies after Kosovo Riot**. Tuesday, 18 2008.
- Bernstein, I. (1991). **The New York City Draft Riots: Their Significance for American Society and Politics in the Age of the Civil War**. Oxford: Oxford University Press.
- Best, J.W. and Kahn, J.V. (2008). **Research in Education**. 10<sup>th</sup> Ed. New Delhi: Prentice-Hall of India Private Limited.
- Blum, R. E. (1990). **Effective Schooling Practices: A Research Synthesis 1990 Update**. Portland, Oregon: North-West Regional Educational Laboratory.
- Borg, R. W. and Gall, D. M. (1989). **Educational Research: An introduction (5<sup>th</sup> Edition)**. New York: Longman.
- Brooke, C. (2009). **England Kids Riot in Halifax**. March 18 2009  
<http://www.centuran3worldpress.com> 2009/03/18
- Chakulimba, O.C. (2007). **Reading on Current Issues in Sociology of Education**. Lusaka: (unpublished) University of Zambia

Chakulimba, O.C. (2007). **Two Scores of Educational Research: A Collection of Abstracts of Dissertations and Theses in the University of Zambia's School of Education from 1966 to 2007.** Lusaka: (Unpublished) University of Zambia.

Cohen, H., Manion, L. and Morrison, K. (2003). **Research Methods in Education** (5<sup>th</sup> Ed). London: TJ International Limited.

Coombe, T. (1970). **The Origins of Secondary Education in Zambia Part 1: Policy in the Thirties.** London: Faber and Faber.

Coser, L.A. (1956). **The Functions of Social Conflict.** New York: Free Press.

Declan, W. (2006). Western Businesses Burn in Pakistan Riots. Guardian, February 16, 2006.

Gnagney, J. (1968). **Problems of Education Administration,** Ambala: Madhu Printers.

Gottfredson, J.M. (1989). The Quality of Schooling: Frameworks of Judgement. **British Journal of Educational Studies,** Volume 38, pp 204-233.

Hardgrave, R.L. (1965). **The Riots in Tamilnad: Problems and Prospects of India's Language Crisis.** Asian Survey, Volume 5, Number 8, pp399-407.

<http://www.lusakatimes.com/?p=13635> Accessed Date 17/03/2010

<http://www.Lusakatimes.com>

<http://www.africa.upen.edu/>

<http://www.africanhistory.about.com/library/bl/blsaJune16decree.htm> "**The 1976 Students' Revolt**". South African History Online.

<http://www.chinaview.cn>

[http://www.joburg.org.za/2006/may/may23\\_mputhistreet.stm](http://www.joburg.org.za/2006/may/may23_mputhistreet.stm)

<http://www.newworldencyclopedia.org/entry/Riot/2008/may25>

<http://www.news24.com/24/South Africa/Riot/2008 may25>

<http://www.Independent.co.uk/news/world/1992/high-school-riot-venezuela-1530469.html>

Hutchins, R.M. (1976). **The Conflict in Educational: a Democratic Society**. London: Greenwood Press.

Kabir, H. (1954). **Student Indiscipline**. Delhi: Ministry of Education.

Kangerthe, S. et al (2006). **How to Write A Winning Research Proposal**. Nairobi: English Press Limited.

Katongo, K. and Chileshe, R. (2008). **Kamwala High School Pupils Riot**. Lusaka: Zambia Daily Mail, 6<sup>th</sup> January, 2008, p2.

Kelly, M.J. (1999). **The Origins and Development of Education in Zambia: From Pre-colonial Times to 1996**. Lusaka: Image Publishers Limited.

Kochhar, S.K. (2006). **Secondary School Administration**. New Delhi: Sterling Publishers.

Marx, K. and Engels, F. (1947). **The Germany Ideology**. New York: International Publishers.

Mbiti, D. M. (1973). **Foundations of School Administration**. Nairobi: Oxford University Press.

- Ministry of Education (1996). **Educating our Future**; National Policy on Education. Lusaka: Zambia Educational Publishing House.
- Mouley, G.J. (1970). **The Science of Educational Research**. New York: Van Nostrand Reinhold Company.
- Moyo, N. (2009). **Mzingwane High School Shut down after Riots**. Accessed from <http://www.newszimbabwe.com/pages/fees30.16735.html>.
- Mumba, A. (2007). **Response of Administrators to Poor Performance in O-Level Physics Examinations: The Case of Selected High Schools of the Copperbelt Province**. Lusaka: Unpublished MEd Dissertation, UNZA.
- Mwanakatwe, J.M. (1974). **The Growth of Education in Zambia since Independence**. Lusaka: Oxford University Press.
- Mwanza, T.S. (2004). **Charateristics of Schools with Frequent student Behaviour Problems: A Zambian Case Study**. Dublin: National University of Ireland. Unpublished MA Ed Dissertation, UCD.
- Okumbe, J. A. (1998). **Education Management: Theory and Practice**. Nairobi: Nairobi University Press.
- Rensburg, F.I.J. van. "Soweto, 1976: 'n Inklusiewe herbegin 30 jaar later?" (in Afrikaans). Die Vrye Afrikaan.

- Shana, S.S. (1974). **Student Discipline in Lusaka Secondary Schools**. Lusaka. Unpublished MEd Dissertation, University of Zambia.
- Sidhu, K.S. (1996). **Methodology of Research in Education**. New Delhi: Sterling Publishers Pvt. Limited.
- Sidhu, K.S. (1996). **School Organization and Administration**. 3<sup>rd</sup> Edition New Delhi: Sterling Publishers Private Limited.
- Simate, F. (1993). **An Investigation into Relationship between Home Background and Indiscipline among Secondary School Pupils in Selected Schools in Zambia**. Lusaka: Unpublished MEd Dissertation, University of Zambia.
- Smith, E. (1999) **Do Schools Differ? Academic and Personal Development among Pupils in Second-Level Sector**. Dublin: Oak Tree Press.
- Sowell, T. (2006). **“French Student Riots”** Accessed date. 15<sup>th</sup> May 2006. Format: html. Available at URL: [http://www.reldclearpolitics.com/articles/2006/03/french\\_student\\_riots.html](http://www.reldclearpolitics.com/articles/2006/03/french_student_riots.html).
- The Post Newspaper** (2009). **Munali Girls Run Amok in Protest against Strikes**. 14 July, p5
- The Soweto uprising 1976". socialistworld.net.
- Thomas, W.L. (1995) **Sociology of Education: The study of Human Relationships**. New York: Holt, Reinehart and Winston.

- Tiberondwa, A.K. (1974) *UNIP Youth Magazine Vol. 1*, No.3: Lusaka.
- Times of Zambia (2007). **Mpika Boys High School Riot. 20 July, p3**
- Times of Zambia (2009) **Kitwe Boys High School Pupils Riot**, 13 June 2009, p2
- Times of Zambia (2008). **Kafumbwe High School Pupils Stage a Riot and Destroy Property**. July 25, 2008, p2.
- Tozer, J. (2009). **100 Pupils Walk out of High School in Protest at a Ban on Short Shirts**.  
<http://www.dailymail.co.uk/news/article-1193890/>
- Tsakiridou, K. (2008) **Riots Rock Greece**.<http://www.reuters.com/article/idUSTRE4B601720081209>. Athens.
- Wachira, K. (2000). **Teacher Raped in School Riot. Nairobi: TES**
- Wegmann, J.S. (1976). "Arguments for and Against Education Discipline in USA."  
**American Journal of Educational Research**, Volume 23, Number 4,  
pp23-30.
- White, C.J. (2005). **Research: A Practical Guide**. Pretoria: Ithuthuko Investment.
- Wikipedia Free Online Encyclopedia (2008) May 1968 Access date 25<sup>th</sup> November 2008.
- World Bank (1990). **Training of School Headmasters on Managing Education Institutions**. Washington: World Bank.
- Zambia News Online (1997) – (23), 7/21/97.mht
- ZANIS (2008). **police in Monze Arrested 48 pupils from Monze Boarding High School**
- ZANIS (2008). **Chikankata High School Pupils in Mazabuka Rioted and Destroyed Property**

**APPENDIX A**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL AND SOCIOLOGY  
OF EDUCATION**

**Title of Research: Pupils Riots in Selected High Schools: Their Causes, Effects and  
Implications.**

**QUESTIONNAIRE FOR TEACHERS**

Dear teacher,

This questionnaire given to you is part of a research for Masters of Education in Sociology of Education from the Department of Educational Psychology, Sociology and Special Education to find out the causes, effects of high school riots and the implications of riots in selected high schools. As a respondent, please fill in the questionnaire truthfully and independently. Your responses will be used for academic purposes only.

1. Name of school.....
2. Grade of School.....
3. District.....
4. Sex.....
5. Number of years in teaching service.....

6. Has your school experienced pupil riots in recent years?

.....

7. How many times has your school experienced pupil riots?

.....

8. Which pupils were involved in rioting?

Boys [ ] Girls [ ] Both boys and girls [ ]

9. What factor/factors led to those riots?

.....  
.....  
.....

10. Where do your pupils at your school come from?

Urban areas [ ] Rural areas [ ] both rural and urban areas [ ]

11. How do pupils who were involved in rioting perform academically?

.....  
.....

12. What effects did the riots have on school teaching-learning process, if any?

.....  
.....

13. (i) Did the riots have any effects on infrastructure? (ii) If so what were these?

(i).....  
.....

(ii).....  
.....

14. What implications arose from those riots?

.....  
.....

15. Suggest ways you think pupils' riots can be prevent riots in high schools.

.....  
.....

**The end of the interview.**

**Thank you very much for your time and co-operation.**

**APPENDIX B**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL AND SOCIOLOGY  
OF EDUCATION**

**Title of Research: Pupils Riots in Selected High Schools: Their Causes, Effects and  
Implications.**

**QUESTIONNAIRE FOR PUPILS**

Dear Pupil,

I am a student of Sociology of Education at the University of Zambia conducting a study to establish the causes, effects and implications of riots in high schools. You are kindly requested to answer all the questions in the questionnaire. Tick in the box against the answer you have chosen or write a few lines as required.

Name of school.....

1. Grade.....

2. Sex: Male [ ] Female [ ]

3. Age.....

4. Home background: rural setup [ ] urban setup [ ]

5. How often do you watch television/films/movies?

Frequently [ ] Sometimes [ ] Not at all [ ]

6. If your relationship with teachers at your school is either poor or very poor, this is because of:

a) The failure by some teachers to understand the behaviour of pupils [ ]

b) Unnecessary strictness by some teachers [ ]

c) Lack of opportunity for open discussions with teachers [ ]

d) Favouritisms by some teachers [ ]

e) Poor diet [ ]

f) Any other specify

.....  
.....

7. Which of the following people do you think are mainly responsible for causing riots and why?

a) The head teacher [ ]

b) The deputy head teacher [ ]

c) Teachers [ ]

d) Prefects [ ]

- e) Boarding master [ ]
- f) Workers [ ]
- g) The pupils themselves [ ]
- h) Any other cause specify

.....

(ii) Because of the following:

.....

.....

8. How is the relationship between teachers and pupils at your school?

- a) Very poor
- b) Poor
- c) Good
- d) Very good
- e) Excellent

9. If you think teachers are responsible for most of the riots at your school in which way are they responsible?

- a) Favouritism towards certain pupils [ ]
- b) Absenteeism from work [ ]
- c) They are harsh/cruel towards pupils [ ]

- d) They use sarcastic language towards pupils [ ]
- e) Delays in decision making (bureaucracy) [ ]
- f) Not concerned with pupils welfare [ ]

10. Which of these do you think contribute to pupil riots?

- a) Teachers ' poor communication [ ]
- b) Break down of social system [ ]
- c) Lack of guidance and neglect from school authorities [ ]
- d) Injustice, corruption and general discontent [ ]
- e) Poor diet [ ]
- f) No care from teachers [ ]
- g) Unfair treatment by teachers [ ]
- h) Ignorance of schools rules [ ]
- i) teachers' threats and abusive language [ ]
- j) Indifference to students' grievances [ ]
- k) conflict of generations [ ]

Any other specify

.....  
.....

11. What are the effects of pupil riots on your learning performance and school infrastructure?

.....  
.....

12. What are some of the things the head teacher/deputy head teacher do which cause riots in your school?

.....  
.....

13. What do these riots mean to you?

.....  
.....

14. Suggest ways you think pupil's riots can be prevented.

.....  
.....  
.....

15. The blank space below is for you to write any other comments you may have concerning riots at your school.

.....  
.....  
.....

**The end of the interview.**

**Thank you very much for your time and co-operation**

**APPENDIX C**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL AND SOCIOLOGY  
OF EDUCATION**

**Title of Research: Pupils Riots in Selected High Schools: Their Causes, Effects and Implications.**

**Semi-structured interview guide for head teachers' and deputy head teachers'.**

School

.....

Sex: Male [ ] Female [ ]

Position.....

1. Have you experienced any riots during the period you have been at this school?
2. In your opinion, what causes riots at your school?
3. What is the relationship between pupils and members of staff at your school?
4. How can you describe the behaviour of members of staff towards pupils at your school?
5. What channels of communication are available to a pupil who has a complaint against a member of staff?

6. What are the effects of riots on the school teaching-learning process and infrastructure?
7. What implications arose from those riots that have taken place at your school?
8. How can these riots be prevented from happening at your school?

**The end of the interview.**

**Thank you very much for your time and co-operation.**

**APPENDIX D**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL AND SOCIOLOGY  
OF EDUCATION**

**Title of Research: Pupils Riots in Selected High Schools: Their Causes, Effects and  
Implications.**

**INTERVIEW GUIDE FOR DEBS OFFICERS**

Semi-structured interview schedule guide.

1. Sex:     Male [    ]   Female [    ]
  
2. Position.....
  
3. For how long have you been in this office?
  
4. How many riots have occurred at this/that school?
  
5. What are the causes of riots at this particular school?
  
6. What are the effects of riots on the school teaching-learning process and  
infrastructure?
  
7. How do you resolve disciplinary problems school in schools?
  
8. What implications arose from those riots?
  
9. Do conduct capacity building in the area of discipline?

10. How often do you hold each of the above?

11. How can these riots be prevented from happening in high schools?

**The end of the interview.**

**Thank you very much for your time and co-operation.**

**APPENDIX E**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SPECIAL AND SOCIOLOGY  
OF EDUCATION**

**Title of Research: Pupils Riots in Selected High Schools: Their Causes, Effects and Implications.**

**Interview guide for PTA members**

1. Area of residence.....
2. District.....
3. How long have you been a PTA member? .....
4. How many times has the school experienced pupil riots?
5. What do you think are the main causes of riots in the high school?
6. What are the major effects of rioting in high schools?
7. How many times do you hold PTA meetings at this school?
8. Do parents whose children are in this school fully participate in the affairs of their children?
9. What does this rioting situation mean to you as a parent?
10. How can these riots be prevented from happening in high schools?

**The end of the interview.**

**Thank you very much for your co operation and time.**

APPENDIX F



THE UNIVERSITY OF ZAMBIA

Telephone: 291777/291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-253952

02, 04, 09

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

The bearer *Kamunda S.E* holding a computer number *528001365* is a bonafide student of this Institution. He ~~She~~ is currently pursuing *MASTER 4 EDUCATION IN SOCIOLOGY OF EDUCATION* programme and would like to utilize your Institutional facility for the purpose relating to his/her studies.

However, further explanation pertaining to the student's request would be met by the bearer him~~herself~~.

Your assistance and co-operation would be very much treasured.

Yours faithfully,  
O. C Chakulimbar, PhD  
HEAD - DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION

Stamp: DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION  
UNIVERSITY OF ZAMBIA  
LUSAKA  
21 APR 2009



THE UNIVERSITY OF ZAMBIA

Telephone 291777/291381  
Telegram UNZALUSAKA  
Telex UNZALU ZA 41370

PO Box 32379  
Lusaka, Zambia  
Fax: +26041-253952

DS II DS

Dear Sir/Madam,

TO WHOM IT MAY CONCERN

The bearer KUMWENDA G E holding a computer number 328601365 is a bonafide student of this Institution. He ~~She~~ is currently pursuing M. Education SOCIOLOGY programme and would like to utilize your Institutional facility for the purpose relating to his ~~her~~ studies.

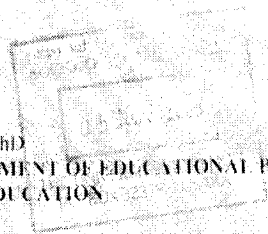
However, further explanation pertaining to the student's request would be met by the bearer him/herself

Your assistance and co-operation would be very much treasured.

Yours faithfully,

*Handwritten initials/signature*

O. C Chakulimba, PhD  
HEAD - DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY  
AND SPECIAL EDUCATION





THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

22<sup>nd</sup> September, 2009

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter M/Ms. *KUMWENDA S. EVANS* Computer number *528001365* is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/

Yours faithfully

Sophie Kasonde-Ngandu (Dr.)  
ACTING ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

