

**THE CAUSES, EFFECTS AND WAY-OUT OF STUDENTS' CRISES IN HIGHER
LEARNING INSTITUTIONS**

BY

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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ABSTRACT

The objectives of this study were to examine the causes, effects and way-out of students' crises in higher learning institutions in Tanzania. The research used a simple random sampling (SRS) and purposive sampling (PS) methods. Questionnaires, interview and documentary were used as a source of information. The study information's were drawn from three institutions namely Sokoine University of Agriculture (SUA), Mzumbe University (MU) and Dar es Salaam Institute of Technology (DIT). The sample comprised 150 respondents, which included students, staffs, key informants and general public. The causes of students' crises identified were administrative aspects (48%), allowance issues (25%) and student organizations (22%). The causal factors that influenced students to participate in the striking were based on socio-economic, academic, and political factors. Nevertheless, the study found that, the level of participation in strikes by males was 75% while females were low by 5%. However, 20% of the respondents were not involved in crises. Students with direct entry qualification were more active in striking by 75% than equivalent entry students by 25%. The study showed that, the effects of students' crises led to rushed closure of institutions that affected more female students; also, the crises hindered the improvement and progress of the institutions, devaluation of institutions, workload to lecturers and students that resulted poor performance and poor relationship between management and students, wastage of resources in terms of time and money. The respondents provided the alternative solutions towards the crises by suggesting that, the institutions should practice participatory leadership and the management should improve social and academic relationship with students. Further, the Loan Board (LB) should provide adequate allowances according to the real situation, the learning environment should be improved and ordinary training to students' leadership should be provided.

DECLARATION

I, ZAKARIA E. MUYENGI do hereby declare to the Senate of Sokoine University of Agriculture that this dissertation is my original work and has never been submitted for a degree award in any other University.

Signature:  Date: 9/11/2006

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DEDICATION

This work is dedicated to my beloved parents; Ezekiel Muyengi and Ruth Ezekiel who laid a good foundation for my education.

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LIST OF SYMBOLS AND ABBREVIATIONS

%	Percent
ADE	Advanced Diploma in Engineering
B.Eng	Bachelor of Engineering
BSc.	Bachelor of Science
CADO	Chief Administrative Officer
DARUSO	Dar es Salaam University Students Organisation
DIT	Dar es Salaam Institute of Technology
DSM	Democratic Socialist Movement.
DUP	Dar es Salaam University Press
DUSO	Dar es Salaam University Students Organization
FFU	Field Force Unit
FTC	Full Technician Certificate
HEI	Higher Education Institution
HESLB	Higher Education Students Loans Board
IDM	Institute of Development Management
km	kilometres
MP	Member of Parliament
MSTHE	Ministry of Science, Technology and Higher Education
MU	Mzumbe University
MUCHS	Muhimbili University College of Health Sciences
NECTA	National Examination Council of Tanzania
NSWTI	National Social Welfare Training Institute.
NYT	New York Times
PST	Press Service Tanzania

SA	South Africa
SAUT	Saint Augustine University of Tanzania
SMC	Solomon Mahlangu Campus
SPSS	Statistical Package for Social Science
SUA	Sokoine University of Agriculture
SUASO	Sokoine University of Agriculture Students Organization
TPH	Tanzania Publishing House
TU	Tumaini University
UCLAS	University College of Lands and Architectural Studies
UDSM	University of Dar es Salaam
UE	University Examination
URT	United Republic of Tanzania
ZU	Zanzibar University

CHAPTER ONE

INTRODUCTION

1.1 Background information

Students' crises are quite common in schools, colleges and institutions in Tanzania (Mkumbo, 2002). In the context of the University, crises involve cessation or boycott of attending classes in any university. A crisis tends to create unfavourable learning environment in teaching and research processes. Therefore, Tanzanian institutions need to have sound peace, not for the sake of it but important factor for effective teaching, learning, and research processes. The phenomenon of students unrest has persisted since the inauguration of universities in the early 1960s. It has defied ideological boundaries and university size, such that each year resources are wasted due to recurrent cessation of teaching and learning, which sometimes results in the closure of universities (Omari and Mihyo, 1991). Each University had its calm before the storm. For example, University College of Nairobi, which experienced a pre-independence student strike demanding a subway on Uhuru Highway a few months before independence, enjoyed a quiet period of two years before experiencing a wave of student conflicts (Mihyo, 2000).

Tanzania has experienced a number of major and minor crises since the birth of first University (Dar es Salaam University) in 1970. The first strike was the "Akivanga Crisis" which occurred within a year of the establishment of new University. The Akivanga crisis had described as a crisis of democracy at the highest institution of learning (Kihore, 2000). Another major student crisis occurred in 1971 in which a student leader rusticated for insulting the University Vice Chancellor. This led to student boycott of classes until when the student leader reinstated. In 1978, the crisis was between students and the government,

in which students opposed the government's policy of giving special privileges to Members of Parliament (MP) and other government top officials. The students were opposing the policy on the basis that it was exploitative and not in keeping the then ideals of socialism. This crisis resulted in the closure of the university and a ban of the then student organization, Dar es Salaam University Student Organization (DUSO).

According to Kihore (2000), other students' crises include,

- 1985: Students demand new rates of book and stationery allowances and protest against corruption in various University units.
- 1989: Protest against the detention of student leaders who had attended conferences in Pyongyang, North Korea and were alleged to have said what they were not supposed to say.
- 1990: Protest against the problem of allowances.
- 1991: Protest against cost sharing measures and the expulsion of ringleaders from the faculty of Engineering.

Mutabaji (2000) reported that on 3 November 1994, undergraduate students at Muhimbili University College of Health Science (MUCHS) convened an unscheduled Baraza. No prior permission had obtained. The students resolved in that meeting that they needed to meet with the Minister for Science, Technology, and Higher Education (MSTHE) because they were unhappy with the cost sharing exercise. The Minister agreed to see them and the students resumed classes (Mutabaji, 2000).

The Guardian 2005, reported that first year students at SUA were boycotting classes to protest against examinations, which was set outside the coursework. The students were also using the strike to register their displeasure against the quality of

education at the University, which they said was substandard and irrelevant to their needs. Students' strikes within Tanzania's Universities are going on (URT, 2004).

1.2 Statement of the problem

In Tanzania higher education as a whole depend on government funding (Mahalu, 2000), Universities as social super structural institutions operate within the economic system existing in the society in which they are established (Nditi *et al.*, 2000). The economic system of the country like Tanzania could be distressed if there is no calmness and stability within the higher learning institutions. The economic situation, social structure, and political climate of the country have been the biggest determinant by the calmness of society in which the higher learning institutions are found.

Students' crisis in higher learning institutions in Tanzania has been around for several years (URT, 2004). Tanzania universities are in constant crises (Mahalu, 2000). The Probe team (2004) shows that between 1961 and 1985, higher learning institutions experienced fewer incidences of students' crises. However, the 1980s and 1990s were crises ridden years not only at UDSM and SUA, but also countrywide. This was the era of structural adjustment programmes characterized by reforms in economic, policies as well as changes in social services provision modes including education. Major student crises raised in 1990s, because of cost sharing policy. This include the 1990 crisis that led to closure of higher learning institutions for eight months following a student's boycott of classes between May 8 and 12, 1990 (Nditi *et al.*, 2000). Between 1988 and 2004 there have been many more students' crises within higher learning institutions in Tanzania. The Probe team (2004) has mention SUA as the leading institution that has been affected more by recurring student crises with an average of over one crisis per annum.

Students' crises in higher learning institutions however, interrupt yearly academic trends, time, security, quality of education, quality of graduates and also the budget of the students, parents, institutions and government and are expensive (Mkumbo, 2002).

In 2003, the Government of the United Republic of Tanzania instituted a probe team to look into the students' strikes. This study therefore analyzed the causes of existing strikes and the level of participation between male and female, direct and equivalent student's qualification, the effects, and the way-out of students' crises in higher learning institutions.

1.3 Justification of the study

Since there was no serious study that had been done at SUA and DIT to establish the causes, effects and way out of student crisis, this study would be useful to the institutions, which ought to produce skilful graduates at a time for national development. However, it would be useful to supplement new information about the students' crisis to other higher learning institutions and all stakeholders of education.

1.4 Objectives of the study

1.4.1 Main objective

The general objective of this study was to determine the causes, effects and way-out of student strikes within higher learning institutions.

1.4.2 Specific objectives

- (a) To determine the causes of the students' strike
- (b) To assess the causal factors which influence students to participate in the strikes

- (c) To assess the level of participation of female and male, direct and equivalent students in strikes
- (d) To determine the effects and way-out of students' crises.

1.4.3 Conceptual framework

Conceptual or analytical framework presents scope guiding the empirical inquiry. The conceptual framework helps to indicate the most useful research domains on which analysis and limited resources should focus. The conceptual framework below was developed to meet the information needed for the objectives and to identify the variables for data collection.

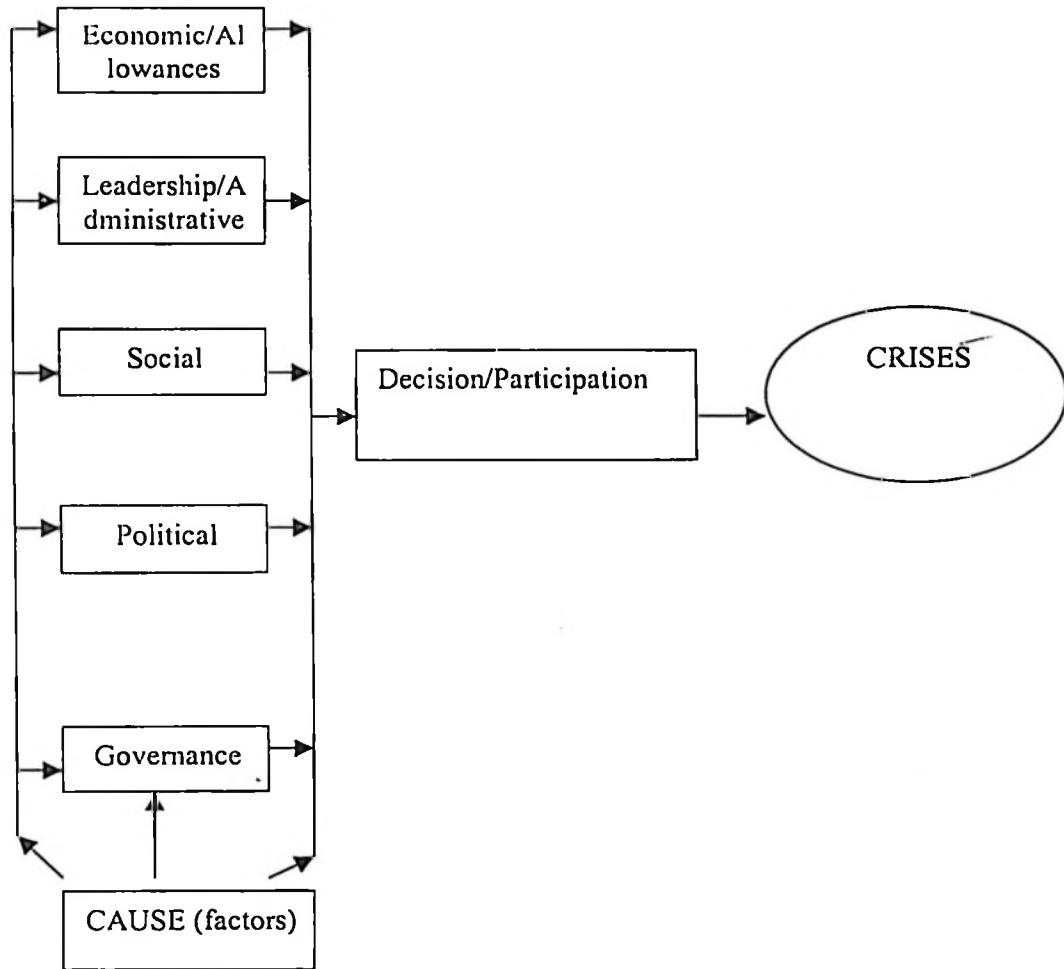


Figure 1: The conceptual framework shows the causes of students' crises in higher learning institutions in Tanzania.

1.4.4 Definition of key terms

In order to provide common understanding, the key terms, which feature frequently, has defined in the context of this study:

- (i) **Student crises:** According to Mgongofimbo (1966), in the context of the university, a crisis involves cessation or boycott of normal business of lecturers and tutoring'. In the context of this study, student crisis has the same meaning with student strikes therefore refers to stop of normal academic activities and it involves lecture boycotts, extended 'barazas' and sometimes demonstrations.

- (ii) **Institution:** According to Cowie (1989), the term institution can be defined as organization for helping people with special needs such as social welfare. In this context, it refers to centres or organizations, which have educational purposes such as schools, colleges and universities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This section mainly covers literature related to student crises within and outside Tanzania. It includes the overview of students' crises situation and management of student crises outside Africa, Africa and Tanzania.

Table 1: Establishment, age and ownership status of Higher Learning Institutions in Tanzania

Institution	Year of establishment	Age of institution	Ownership	Remarks
UDSM	1961	45	Government	Prior to July 1970, a college of the University of E. Africa
SUA	1984	22	Government	Formerly a Faculty of Agriculture, Forestry & Vet. Sciences of UDSM
MUCHS	1990	16	Government	Formerly Faculty of Medicine of UDSM
OUT	1994	12	Government	First non-residential university in Tanzania
DIT	1996	10	Government	Formerly DSM Technical college
TU	1997	9	Private	
ZU	1998	8	Private	The first university in Zanzibar
MU	2001	5	Government	Formerly IDM Mzumbe
SAUT	1998	8	Private	
UCLAS	1996	10	Government	Formerly Ardhi Institute

2.2 Overview on University students' crises

Before we embark on the origin of the students' crises in different institutions and countries, this literature strives to understand first, what University students' crises is all about. One could ask herself or himself, "Why do we have higher learning institutions?" Mosha (1986) tried to respond to the question and said that, over many past years many governments through universities have tried their best to design systems and to propagate knowledge on how to solve problems of 'poverty', social disorganization, low production, unemployment, hunger, illiteracy and disease. In Africa, Ayandele (1982) said that, an African University was expected to be the torchbearers of African values and systems of power, production, mediation and distribution.

African universities do not acquire adequate resources to enable the significant impact on the technical and technological aspects of production and services. Eisemon and Davis (1992) said that, this has reduced the capability of African countries to compete in the increasingly technological global economy. Low economic capability of most African countries however has reduced the capability of the universities to perform their targeted goals. The presence of student's crises within the higher learning institution could be another problem of hindering the target goals of universities.

2.2.1 Outside Africa

The coming of the modern era saw an increase in student activism. Students played an important role in almost every one of the major revolutions of the 19th and 20th centuries. Abeles (1969) reported the situation in developed countries by saying that, in the US, student unrest took on political overtones during the American Revolution. For example in:

2.2.1.1 United States

The 1970 student strike for peace involved 200 campuses. Police response was often violent, as in the 1970 Jackson State and Kent State killings and at the 1968 Democratic Convention in Chicago. During this same period, Europe and Japan were also scenes of massive student protests, including a nationwide strike of French students and workers (May–June, 1968). Students began protesting overcrowding and repressive conduct codes but soon moved to a critique of a society whose work and culture ethic was based on consumption. Recent U.S. student movements have protested apartheid, nuclear weapons, destruction of the environment, and cuts in funding for education.

2.2.1.2 South Korea

In South Korean student movements have staged massive protests for more equitable wages and democratic reforms, as have students in China, where many participants in the Tiananmen Square protest have been imprisoned, fled, or gone underground (Abeles, 1969). Some of the former scholars like Magaret (1968) however, remained rigid as far as the students' strikes were concerned. Mead said, students remain in guidance and that going to college is regarded as a privilege and those who do not obey the rules can be kicked out. The college is treated as an autonomous kingdom, situated on the best high ground, paying no taxes.

2.2.2 Africa

2.2.2.1 Zimbabwe

In October 1986 when the president of Mozambique, Samora Machel, died in a plane crash, the University of Zimbabwe students held a demonstration accusing South Africa of being responsible for the crash. They threw stones at the buildings of the South African Trade Mission and Air Malawi, the latter being a suspect for collaborating with the apartheid regime in South Africa. The government brought criminal charges against individuals who committed acts of violence against the foreign organization (Mihyo, 1996).

In 2001, students protested at the University of Zimbabwe after suffering major delays in receiving student grants and loans and after the suspected suicide of a female student. Police fired teargas into the crowd on the third day of the confrontation, resulting in one protester's death. Students provoked furiously over rising university costs in all areas of student life, combined with insufficient student allowances, which they say university officials have failed to distribute. In a related incident, many believed the reported suicide of a female student in March, 2001 was actually a murder committed as she was working as a prostitute. Students resort to prostitution, as well as to theft, burglary and other crimes, when the university denies them reasonable financial security, protesters claim (BBC, 2001).

2.2.2.2 Ethiopia

In Ethiopia, violent clashes between students and security forces at the University of Addis Ababa have prompted the Education Ministry to close the school indefinitely. Students had gone on strike over what they saw as repressive campus security and disagreeable

educational policies. A week culminated in an outbreak of violence as students destroyed university property and riot police responded with force. At least 39 people were killed, according to hospital officials (NYT, 2001).

2.2.2.3 Nigeria

The Democratic Socialist Movement (DSM), which deals with the situation in Nigeria, reported, "On 3 November 2004 there was a killing of one student by armed policemen who were invited by the University management, when students were trying to protest. The report again affirm that physical assault on the Vice-Chancellor and the Senate of Obafemi Awolowo University on 4 November 2004 decreed to the University to be closed indefinitely which, empowered the Vice-Chancellor to constitute a 'fact finding panel'. The terms of reference of the panel as stated in the said senate decision extract were as follows: (i) to identify the facts of the case (ii) to identify those who have a case to answer (iii) to identify the immediate and remote causes (iv) to advise on the steps to prevent further such episodes (v) to advise on the improvement of security of lives and property in the university (DSM, 2004).

2.2.2.4 Zambia

The universities of Zimbabwe and Zambia had a similar experience. The first student outburst at the University of Zambia occurred in 1971 when France sold mirage fighter jets to South Africa (SA). The students held a violent demonstration at the French Embassy throwing stones at the building. The police responded brutally and a bullet hit one student and violence spread into town. The students tried to draw the public into the conflict by showing that the President was collaborating with SA. As a result, the University closed

and student leaders expelled. When the students returned the state had changed many things (Mihyo, 1996).

In 1982 President Kaunda proposed the establishment of an Institute of Human Relations. The ruling ideology was Humanism. The students felt that this was an attempt to entrench humanism on campus. By then the government had appointed a new Principal who the students felt was much too pro-government. The students organized a boycott of the inauguration of the new institute and before the inauguration the Principal expelled a few student leaders. This led to a bigger crises and the university was closed. However, it was clear that the students and staff who supported them were angry about the increasing control of the university by the government. By the time the university reopened, two years later, it was clear the government was in control and thereafter the students concentrated on welfare issues (Mihyo, 1996).

2.2.3 Tanzania

All strikes in Tanzania can be categorized between three main groups; these groups are political, socio-economic, and academic causes.

2.2.3.1 Political crises

22 October 1966 students' demonstration against the introduction of the compulsory National Service programme was a spontaneous response to the economic and social inequities of such a programme as perceived by the students at the then University College Dar es Salaam. The students regarded the programme as an unnecessary and humiliating military torture unduly procrastinating their absorption in the labour market (URT, 2004). The demonstration was also opposing to high salaries paid to senior civil servants. They

demonstrated to State House and read a strong statement which said, "AKHERI WAKATI WA MKOLONI". The university was closed for one year only to strikes' participants by Government order and they were later recalled.

The 1971 UDSM student crises were also targeted against the Government for politicizing the appointment of top leadership of the University. A change in top leadership was in fact in consonance with an earlier resolve by the Government to exercise party supremacy at the HEIs. A number of other minor nationalistic changes that culminated in the Akivaga Crisis followed this measure. These included use of Kiswahili language in graduation ceremonies and concerted covert and overt efforts to have the students union led by Tanzanians (URT, 2004). Akivanga, DUSO President presumed the ringleader was rusticated; however, he was eventually reinstated (Omari and Mihayo, 1991).

March 1978, UD student's demonstration broadens to state house. It was a political crises caused by student complaints against the increase in fringe benefits (45 000 Tsh) to Ministers, Members of Parliament and Government Officers. Demonstrated students were suspended for nine months and the rest of students (Morogoro Campus) continued with studies. However, DUSO was banned and replaced by TYL caretaker committee (Mbwette and Ishumi, 2000) and investigation showed that some lecturers instigated students (Mkumbo, 2002).

2.2.3.2 Socio-economic crises

Since the late 1980s and the beginning of the 1990s, students appear to have decided to take their welfare matters as a top priority rather than political and nationalistic demands that featured prominently during the 1960s and 1970s (URT, 2004). Beginning the 1980s,

the Government became the principal target with regard to strikes involving student's maintenance and related allowances, for their inadequacy and impromptu payment. This appears to have been the single most common underlying cause.

In 1985, students at University of Dar es Salaam were demanding for new book and stationary allowances and protested against routing of books and stationary allowance through the bookshop. Further, more, they protested against corruption in various university units. The Government promised to look into the matter and later on students provided with cash for buying books and stationary (URT, 2004). In 1986, UD students were demanding to improve cafeteria services and cost cutting measures on cafeteria services. In this saga, the joint committee between students and management was formed to look into the cafeteria budget. The committee revised the cafeteria budget and set up a new menu, which was agreed upon by both students and management (Mbwette and Ishumi, 2000).

2.2.3.3 Academic crises

On 9-11 October 1989 students at SUA boycotted lectures. The students were complaining on the inadequacy of special Faculty requirements. However, the negotiation and agreement between government and students succeeded and government granted a 25% increase in special Faculty requirement (URT, 2004).

2.4 The Government reaction against students' crisis

According to Wilson (1984), the society tends to respect students as the promising future leaders and perhaps economic saviours of the communities. This statement can be clarified

by the ultimatum letter to President Julius Nyerere from the students of University of Dar es Salaam and other colleges concerning the National service saga in 1966.

The part of student letter said that,

“This means that no efficiency will be aimed at all in all sectors of public service, in teaching, in medical service, legal services and all possible corners where students will be placed during those 18 months insisted in the White Paper. And strongly believe even our parents and relatives who regard us as the most important economic asset have and will give no moral support to these issues.”

Responding to the letter of students concerning their belief of being the important economic asset to their parents, President Nyerere in 1966 said

“I like to announce this to the public that, our government educate his children /people for the benefit of the nation and not for the benefit of their father or their mother or their uncle or their aunt as the students's claim”.

We need all children of this nation to have education for national interest and not otherwise (Nyerere, 1966).

2.4.1 Ultimatum Letter to President Nyerere

In 1966 students from various higher learning institutions and colleges demonstrated and wrote a letter to the president (Nyerere, 1966). Part of the letter said that, “We students of the National Union of Tanzania Students, Tanzania University Students Organization (Dar es Salaam), Dar es salaam Teachers College, Muhimbili Medical School, the Technical College Students Union, College of Business Education Students Association, Aga Khan's, Pupils' Own Council, Azania Secondary School, Jangwani Girls Secondary School, and other educational institutions in Dar es Salaam and up-country issue this serious ultimatum

to the Government through the office of the second Vice-President that reject the way this major and controversial issue of national importance was mishandled in public and in national assembly, in public, the VP and other leaders have distorted the information as regard our grievances as students, we strongly condemn the following points the exploitation of a small group unestablished and new to life. We feel that the president, the ministers, MPs and the top civil servants are determined to throw the burden of financing this expensive scheme on the shoulders of young and helpless students. We believe that our grief – stricken cry that we give today will affect the future generation with the same intensity (Nyerere, 1966).

The colonial period was better

In their statement to the President, the students argued that the colonial period was better. However, the President complained against the statement and said 'the University College of Dar es Salaam was not built by the colonialists but the people of Tanzania. In addition, the colonialists neither built Chang'ombe TTC nor Muhimbili Medical School but were built by the people of Tanzania. How comes students from the same institutions claim that the colonial period was better? No, there is something hidden behind (Nyerere, 1966).

Nyerere was giving an example by saying that:

' When I started teaching in 1946 after graduating at Makerere University my salary was 122.00 Tsh. But to day (1966) the minimum salary at Dar es Salaam is 180.00 per month but still the students are claiming that the colonial period was better? After my studies in Europe [M.A] I was retaking again my job of teaching in 1953 and my salary was 500.00 per month and I complained about my salary hence raised to 750.00. But to day [1966] the teachers allowance who

attend national service is 790 per month however despite all that still the college students are claiming that the colonial period was better'.

2.4.2 Examples of recent crises in Tanzania

Student protests in various higher learning institutions are going on (URT, 2004) such that it is impossible to some of the institutions to complete their academic year without a strike. The following are some recent examples of riots in various higher learning institutions.

The Daily News (2005) reported that, the Dar es Salaam Institute of Technology (DIT) were again in turmoil, after a 12-month lull. At exactly the same time last year (2004), 619 students were suspended after a display of unruly behaviour, attacking cooks and burning a food store. Problems have erupted again at one of the oldest institutions of higher learning in Tanzania. Students demanded a number of things from the management including leaving certificates and caution money.

PST (2005) reported that, the first-degree students at SUA were boycotted lectures to protest against examinations. Students said that, the examinations were set outside the syllabus. The tension at the institution was accentuated when the students, who stayed from lecture halls for the fourth day running, since last week, said they would not resume classes until 35 of their colleagues expelled for leading the boycott are recalled. The students are also using the strike to register their displeasure against the quality of education at the University, which they said was substandard and irrelevant to their needs (PST, 2005). Reached for comment, SUA authorities confirmed that the strike but declined to discuss the fate of the expelled students for inciting their colleagues to boycott classes. The University Administration had called in the anti- riot police squad, the Field Force

Unit, should the students go on the rampage. So far, there had been no reports of losses or damaged property (Guardian, 2005).

On 22 April 2004, Undergraduate students of the UD, Main Campus were suspended indefinitely, in a surprise turn of events following rioting, which ensued on 21 April 2004 (Guardian, 27 April 2004). The conflicts lead the students to be pushed back by the Field Force Unit (FFU) as they attempted to march.

2.5 Effects of students' crises

Education is a process of human capital formation and involves various levels of investment. The learner invests time, commitment, attention and his or her physical and psychological faculties in order to absorb and retain the skills transferred. The trainer invests all the energy, skills, commitment and time that the working environment can attract, reward and retain. The sponsor invests financial, infrastructure and other resources. For the trainer and learner who are more engaged in the learning processes on daily bases the process of investments is continuous. More often, they do not increase their investment depending on the private and social factors they view as either benefits or costs. It can be hypothesized that the higher the private and social benefits perceived, the higher the investments they make the vice versa. It can also be hypothesized that the higher the social costs perceived the lower the investments made in teaching and learning (Mbwette and Ishumi, 1996).

Challenging learning environment in African universities, Mihyo (1996) said that, African campuses need peace not for the sake of it but as a factor of effective learning and research. Such peace is not possible on campuses where people are spending more time

giving each other pieces of their mind than enjoying peace of mind. Although it has been established that in some cases manufacturing companies use conflict as a source of innovation, conflict has been known to pull down organizations (Argenti, 1976) and in Universities, conflict impairs learning, teaching and research processes.

2.6 Theories on crisis management

According to Mosha (1996) there are two approaches to crises, the traditional and the modern approach.

2.6.1 The Traditional Approach

Traditionalists conceived of crises as being intrinsically bad. Their presence was evidence that something was wrong within the organization. Hence, for the good of the organization, they maintained that crises must be eliminated. Because crises were conceived as bad, considerable attention was given to reducing, eliminating or suppressing them. This was done rigidly by prescribing the limits of authority so that individuals and institutions would be less likely to be involved in crises. Although it appears to be losing ground as time passes, the traditional view still describes the outlook of many people, because the outlooks of important institutions in our society emphasize obedience to the system and not questioning it. Reasoning out the causes is rarely considered an acceptable approach (Gray and Starke, 1990).

2.6.2 The modern view

Modern theorists, according to Gray and Stark (1990), argue that organizational crises are neither good nor bad per se, and that they are inevitable. Crises are inevitable and not necessarily harmful. Crises can contribute immeasurably to the health of the organization

for instance by stimulating productive competition. Hence, no matter what type of crisis, it could be managed in such a way that losses are minimized and gains maximized. Indeed, they argue that you cannot have an organization, community, or society that is free from crises. Similarly, by taking away crises, one may end up taking away the incentive to develop or excel.

The ideal situation, therefore, is one in which there is a healthy level of controlled and contained crises. Hence, there is an optimum level of crises, which maximizes organizational performance. In organization where there is too little or no crisis, impetus for innovation and creativity rarely exists. Therefore, it is self evident from the two approaches that an appropriate model for studying organizational crises must draw on strong points from each of the two approaches and try to relate them to the dynamics of the contemporary society.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Overview

This chapter briefly describes the methodology that was used in the study. It includes description of the study area, research design, population, sample size, instrumentation, questionnaires pre-testing, data collection, data processing and analysis.

3.2 Location of the study area

The study was conducted in three institutions namely SUA, DIT and MU. SUA and DIT were selected because they have some frequent strikes while MU was chosen because of not being involved in striking. Figure 1 and Figure 2 below show the location of the study areas.

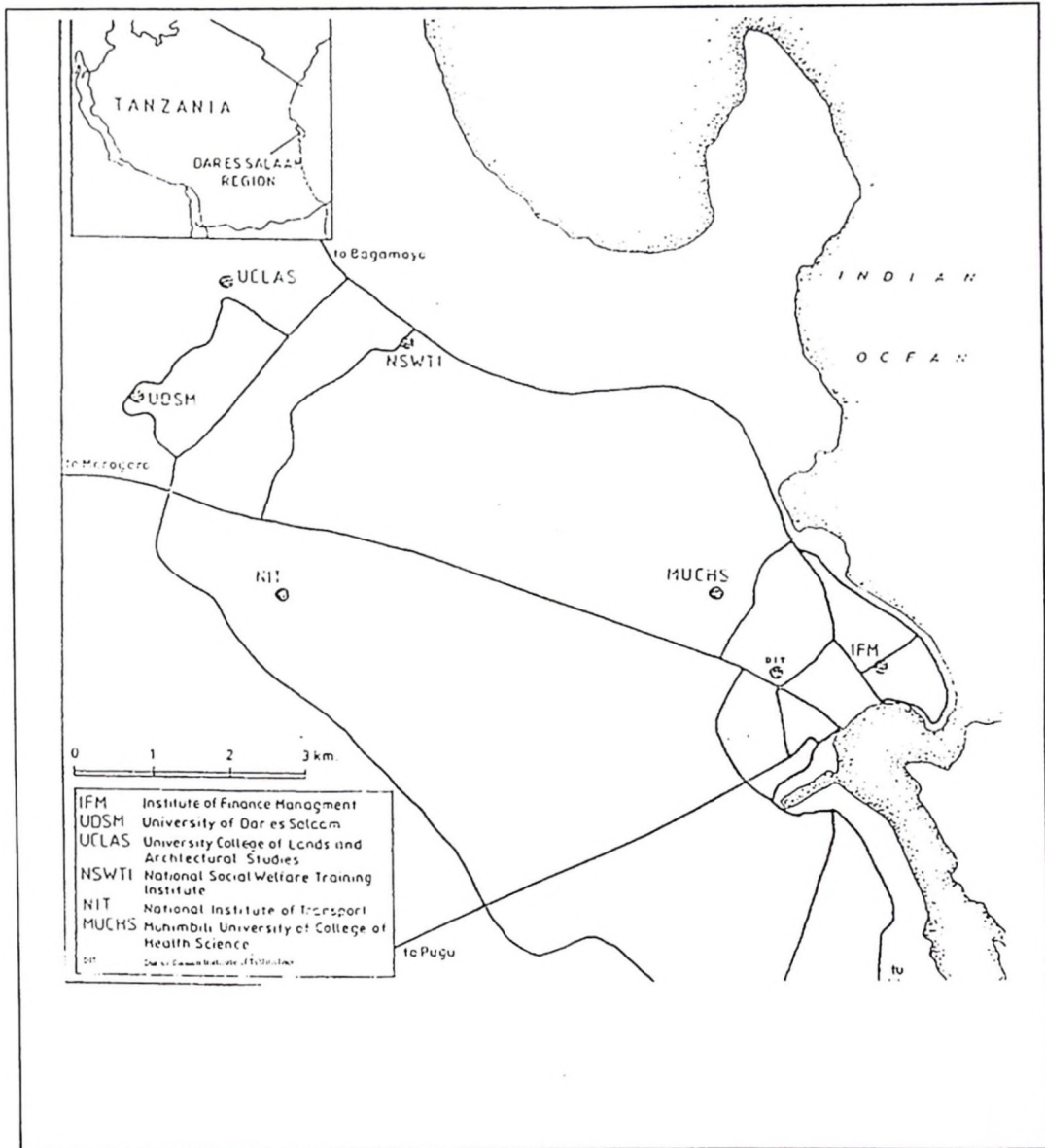


Figure 2: Dar es Salaam region: location of higher learning institutions

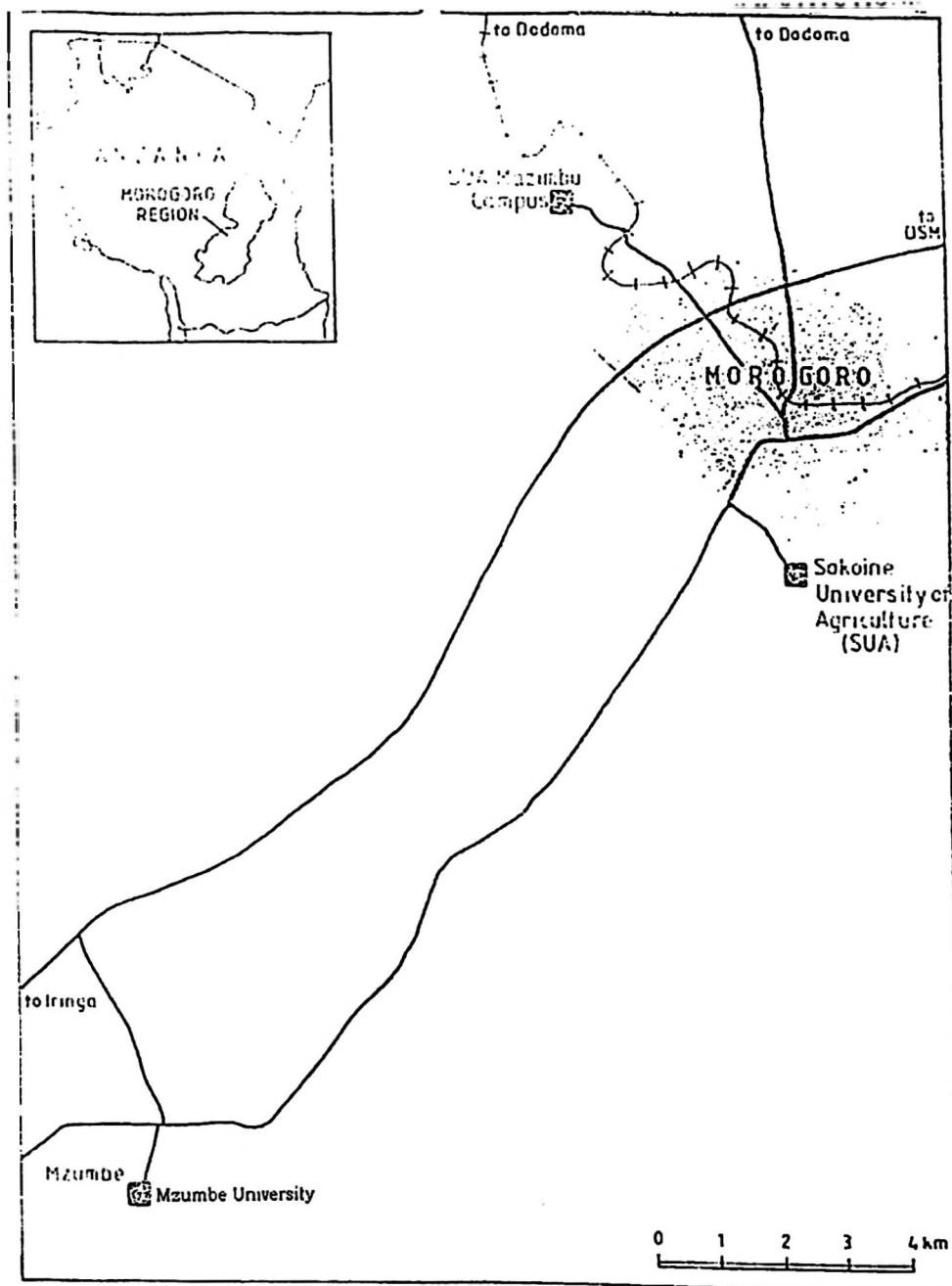


Figure 3: Morogoro region: location of higher learning institutions

3.3 Research Design and Sampling procedure

The process of selecting the sample from the target population to represent the population in the study is referred to as sampling technique. Since it was not possible for the researcher to collect relevant data from the whole population, the population sample was selected by employing simple random sampling (SRS) and purposive sampling (PS).

3.3.1 Target population

In this study, the population from which the researcher drew general conclusions regarding the causes, effects and way-out of students' crises covered four categories including students, staffs, deans of students from higher learning institutions and MSTHE.

Students were selected mainly because are the sources of crises that regularly feature in their relevant institutions. Thus, their idea and comment were valued as a reliable source of data for the study. Deans of students were selected as key informants because they were thought to have experiences on causes and effects of students' crises and that they have experiences in crises managerial. The staffs were selected mainly because some of them not only witnessing the incidence and effect of students' crises but also suffered greatly from the students' strike in their respective institutions; therefore, they were a good source of information for the study.

Nevertheless, for the officials from the Ministry of Science, Technology and Higher Education, their insertion in the population was predetermined by an assumption that, being a care for institutions it was expected to have records of all events of students' crises in institutions of higher learning. Therefore, they were considered an important source of documented data for the study.

3.3.2 Respondents

3.3.2.1 Students

Second, third, fourth and fifth year students from MU, DIT and SUA were sampled because they were thought to have long experiences on students' crises that were elements from the respective institutions. Hence, they could provide with the researcher relevant information for the study.

The number of students was large such that it was not easy to be covered by the researcher since it differed considerably from one institution to another and therefore purposive-sampling methods was used.

Table 2: The expected and studied number of Student respondents

Institutions (Strata)	Expected (n=120)	Studied (n=130)
SUA	40	50
DIT	40	30
MU	40	50

3.3.2.2 Staff

The second category comprised twelve staff from the respective institutions. In order to avoid biasness, seven staffs were females and the rest were males hence their information on the issue of strikes was reliable upon this study. A purposive sampling technique was used when the researcher conducted interviews after an appointment with the appointed lecturers due the fact that they were very busy with their obligation.

3.3.2.3 Deans of students

Deans of Students were the third category of the respondents for the study whom were selected by means of purposive sampling technique. They were included in the sample because they deal with directions and other affairs and matters pertaining to students. However, they were considered to have handled several cases related to students' crises in their respective institutions at different times. Hence, they were relevant sources of information.

3.3.2.4 Public perspectives

The last category in the sample included the public. The purposive sampling technique was widely employed to select the respondents. The respondents included ex-students of higher learning institutions, parents and other personalities in Morogoro and Dar es Salaam, ranging from civil servants to religious leaders. The sampling units were composed of students, lecturers/staffs, Deans of Students and public. The sample size was as shown below.

Table 3: Sample size

Number of student sample	Number of Staff sample	Key informants (Deans)	General Public	Total
130	12	3	5	150

3.4 Instrumentation of data collection

3.4.1 Validation of instruments

The questionnaires were pre-tested before their actual use. This was necessary to check validity and reliability of the instruments. Questionnaires (shown in appendices 1 and 2 and the checklist shown in appendices 3 and 4) and structured interviews were pre-tested at

SUA in September 2005. After the pre-test the gaps and discrepancies were filled and cleared.

3.4.2 Data collection

In order to tap the required information in finding out the causes of students' strikes three instruments were employed: questionnaires, interviews and documentary reviews.

3.4.2.1 Questionnaires

Questionnaires (shown in appendices 1 and 2 and the checklists are shown in appendices 3 and 4) were administered to students, staff and key informants. This instrument was chosen because through it a lot of information was collected it enabled the researcher to have access to almost all respondents in the sample within a reasonable period. The questionnaires sent to the field between October and December 2005.

3.4.2.2 Interviews

Structured interviews were used to collect data from lecturers, deans of students, ministerial officials. The instrument was chosen because it could enable the researcher to get supplementary information about the study and ascertain the data derived from the questionnaires and documentary reviews.

3.4.2.3 Primary and secondary data

Primary data in this study included the data collected by questionnaire and interviews also announcements by student's administration and other association like letters from students to administration or from one student to another. On the other hand, secondary data

consisted of published and unpublished literature such as books, journals, newspapers, Internet, paper presentations and thesis.

3.5 Data processing and Analysis

Data from the respondents were compiled, coded according to the variables and analyzed by using SPSS programme. Most of the data generated from open-ended questions. The data collected as to the close-ended questions were tallied, tabulated and converted into frequency and percentage for easy interpretation.

3.6 Limitations

The study was faced with some limitations such as university staffs reluctant to fill the questionnaires. In addition, some respondents responded only to some of the questions and nobody could compel them to fulfil the assignment as required by the researcher. Difficulty was also experienced to obtain the documented data. For example, The Dean of Students from SUA was urged not to provide some documented information concerned crises issues at the University and he gave no reason. Bureaucracy in admittance for researching within the institutions was also another problem. However, the mentioned limitations did not prevent the researcher from carrying out the task.

Table 6: Distribution of student respondents at Mzumbe University in 2005 by age, sex, marital status and entry qualification (n=50)

Age	Sex		Marital status					Entry qualification	
	M	F	Single	Marricd	Divorce	Separate	Widow	Direct	Equivalent
<20	0	6	6	0	0	0	0	6	0
20-30	24	13	36	1	0	0	0	26	11
31-40	5	1	0	5	0	1	0	4	2
41-50	1	0	0	1	0	0	0	0	1
>50	0	0	0	0	0	0	0	0	0

The response from the students group that constituted the sample is summarized in Table 7, which reflects the distribution, by sex of the enthusiastic in strike association

Table 7: Sex distribution in strikes at SUA, DIT (n=80)

Respondents	Frequency	Percent
Female	17	21
Male	63	79
Total	80	100

4.2.2 Sex enormity

In Table 8, the respondents shows their suggestions on 'what they thoughts would be the factors that influencing strikes between the two sexes. The frequency column represents the sex numbers of respondents that affiliated them more into strikes while the percentage column shows the percentage in relation to the total sample of 80 student's respondents. However, to control biasness between female and male the ratios of 1:2 were used during an interview.

Table 8 : Factors that influencing strike characteristics among the two sexes at DIT and SUA (n=80)

Factors	Male	Female	Freq.	%
Historical, Sociological & Biological Nature of two sexes	Male dominance, High level of confidence, Positive in Conflict, Proud to crash their egos, Need to be famous	Security seeking, Better in human relations, Recognizing emotional overtones in others, Negative in Conflict	24	30
Rights	Fearless, Once they get exposure of their rights became active	Fear even for their rights, with inferiority complex, Afraid of discontinued due to strike issues	17	21
Population	Many in number and Most are leaders	Very Few within Higher Learning Institutions	12	15
Unity	Believe unity with female	Believe injury to one is injury to all	11	13
Missing			16	21
Total			80	100

The data (Table 7) show that male students were more enthusiastic, organizing and leading to the strikes at SUA and DIT while the female students remained apathetic, however the respondents were asked to bring about the reasons that were concerned with differences in zest of strike's participation between male and female students and the results were as follows.

4.2.2.1 Historical, sociological and biological nature of two sexes

Respondents at DIT and SUA mentioned that, the nature of two sexes (male and female students) was a factor that brought about differences in strike involvement. The results revealed that males were in a positive conflict sphere compared to female students who were securities seeking and most of them were not interested in strikes issues. Renato (1997) has also observed that aside from external anatomical, primary, and secondary

sexual differences, there are many other subtle differences in the way the brains from men and women process language, information, emotion, cognition, etc. Edward (1992) has mentioned some differences of two sexes by signifying that women are better than men in human relations, recognizing emotional overtones in others and in language, emotional, artistic expressiveness, and esthetical appreciation. The results shows that 31% of respondents agreed that human females tend to be higher than males in apathy, and security seeking and that is why they tend to show negative response in strikes engagement while men tend to be higher in independence, dominance, rank-related aggression and that is why male students tend to be strikes aggressive.

4.2.2.2 Student awareness

Student's rights were among the factors mentioned by the respondents and that Male students were aware of their rights compared to female. *"Once male students are exposed to their rights they tend to become more active in such a way that they have to strike,"* said female respondent from SUA. However, the study shows that once the requested demand being successful all sexes benefited. *"We always sacrifice ourselves for benefit of all students although these girls hide themselves in hostels/dormitories once we call Baraza for strikes"* said male respondents from DIT.

Moreover, this study revealed that, some male and female did not attend the meeting but the violence was directed mostly to female students and this gender conflict could be explained in terms of cultural sensitivities and gender stereotype. Table 8 shows that male students did not fear anything once the issue of demanding their rights was put forward while it was contrary for female students. Probably that is why male students were root causes of the strikes compared to female students who mostly acted as a 'receptor'.

4.2.2.4 Unity of the students

As reflected in Table 8, about 14 % of respondents said that, there was a unity during strike period among the male and female students. They said that unity was a shield behind their success once the strike commences. As one male respondent said

'The injury for one is the injury for all therefore once we decide rioting to get our rights from Management, we always make sure that all of us (male and female) participate fully'.

This study however, evidenced that some of the students were reluctant to striking. As one third year student from SUA said, *'Always male student forced us (female) to unite during Kunji (Strike)*. Then, she narrated more that:

'The last Kunji in August 2005, I tried to hide my self in Library and being busy studying. I was unfortunate by the day when they found me in the Library, where I was moved out by corporal punishment and started to morsel on me. There is no way indeed, I joined the riot's mass although later on I escaped and returned back to my room and I started to cry'.

Table 10: Distribution of marital status at DIT and SUA (n=80)

Name of Institution	Marital status										Total
	Single	%	Married	%	Widow	%	Divorce	%	Separate	%	
SUA	36	(72)	13	(26)	0	(0)	0	(0)	1	(2)	50(100)
DIT	21	(70)	8	(26)	0	(0)	0	(1)	1	(3)	30(100)
Total/Average	57	71	21	26	0	0	0	0.5	2	2.5	80

Note: Number in bracket indicates marital status percentage in each institute and numbers in *italic* shows marital status average percentage of the two institutions.

4.3 Marital status

The data (Table 10) reveals that single students comprised a large part (71%) and followed by students who are married (26%) and the separated students were 2.5%, however, widow (0.5%) was interviewed and the interesting thing is to divorced respondents (0%), this reflects how much married students are very much careful with their couple. Moreover, the study noted the relationship between a single status and students' strikes as one of the respondents said;

"Most of Single students are still dependants to their parents, guardians and other relatives. The time when they are at university they depend more on Government sponsorship and it should be clear that a large number are coming from poor families, therefore the only income to them is the 'Government boom' and if it happens any impediment of the Government boom is where the issue of strikes starts to be discussed then to be implemented soon".

Another respondents said that *'I'm a single student, I remember at one time of the strikes.... oh, I think was last two month ago now (August 2005), the one married man come to me and advised me not to join the strike because we can be expelled, but I told him that I'm fearless to be expelled from the university further more, I don't have any family depending on me, then I have to keep on striking.'*

The survey showed that, the large number by 76% of single students within the higher learning institutions do not have their own income but depend on the allowances from the government through loan board, therefore once their allowances delay they tend to introduce crises as a quick mechanism for getting the allowance or what they need and this is contrary to married students, as one of married respondents quoted by saying

'We as married students, have families, and most of us are working, so it is not vital for us to initiate or to discuss about strike issues because to us the strike means wastage of time and we need to return back to our working station and meet with our families in near future'.

4.4 Entry qualification

Table 11: Distribution of entry qualification

Institute	Entry qualification				Total
	Direct	%	Equivalent	%	
SUA	32	40	18	22.5	50
DIT	24	30	6	7.5	30
Total	56	70.0	24	30.0	80

Seventy percent of 80 student respondents were under direct entry qualification while 30% were under equivalent qualification (Table 11) and therefore this had made a large number of a group of students in the higher learning institutions. The researcher noted that, the domination of direct entry students could be among other reasons of strikes. This result was also supported by Biswalo (2000) who pointed out that, Direct entry students are mostly still in their adolescence, especially given that Tanzania's educational system keeps the young people in boarding Universities with restrictive rules and regulations until they graduate. The whole spectrum of young people at the higher learning institutions carries the less mature reasoning when the issue of strikes gets nearer. However, it was noted by the researcher that, equivalent students used defence mechanisms to hide from reality. Some joined the Universities from the job due to low income they got in their jobs, so they tended to use University to supplement their income and when it happens that the allowance delays they set off strike.

4.5 The main causes of students strikes in higher learning institution

Table 12 presents the main causes of strikes in higher learning institutions in Tanzania. The respondents were solicited to say what could be the main causes of strikes within Higher Learning Institutions in Tanzania. The researcher categorized them into three namely administrative causes, allowance causes and students' organizations causes.

Table 12: The main cause of student's crises in Higher Learning Institutions (n=130)

	Frequency	Percentage	Crises causes
	63	48.0	Administrative aspect (Institutes, Government)
	32	25.0	Allowance
	28	22.0	Students Organization
	7	5.0	Others
Total	130	100.0	

4.5.1 Administrative aspects

The study shows that in spite of student representation in the main decision making organs, procedural rigidities and inflexibility of the government and in some extent of the management institutions in dealing with student problems contributed, greatly and rather frequently, to breakdown in communication that precipitated student unrest. This study was supported by various crisis occurrences as follows: In October 2000, the Government suspended all students of DIT and SUA students for four months. This was due to the students' attempt to stop the implementation of the third phase of cost sharing by MSTHE and students' request for the increase of accommodation, meal, stationary, book and training allowances.

Data in Table 12 shows the percentages that the respondents provided to the main issues that contributing to the occurrences of crises within higher learning institutions. The data

reveal that, the administrative aspects were contributing as high as 48% in student's unrest. The study disclosed that poor communication between managements/government and students contributed about 60 % of the outbreak of the crisis. The respondents pointed out that, there was improper communication between students and their institutional management at one hand and students and government at another hand. The Key informants interviewed responded that, the administrators and managements of higher leaning institutions and government were not involving students into crucial and important decision making which touched student affairs.

However, the observations showed that, in May 2005 the DIT was again entered into turmoil due to the management rigidities on the issue of students identification certificates .The observations showed that in June, 2004 at DIT, there were students crisis problem where by the students demanded their certificates to be released and recognized by the Institute instead of NECTA. However, there were no effectiveness measurements taken to the issue and about 619 students were suspended. The managerial dilemma also observed at SUA where by at 22 Feb, 2005 the first degree students were boycotting classes to protest against administration decisions on examinations setup; students complained that, the examination were set outside the coursework, and that they would not resume classes until 35 of their colleagues expelled for leading the boycott were recalled.

The accumulations of problems and disgruntled among the students eventually leads to strikes outburst. This finding is related to the studies in the literature review in which Mtabaji (2000), URT (2004), The Daily News (Wednesday, 2005), emphasized that the poor communication between students and the administrations and government on the other hand opens the door wide for students' crises.

4.5.2 Allowances

The analysis of the findings obtained from the student respondents (25%) reveal that allowances was behind the occurrences of students' crises within Public Institutions. This was supported by Aduda and Muiruri (1996), Luhanga (1997), URT (2004). The Daily News (Tuesday, 18 October 2005), Guardian (Wednesday, 26 October, 2005) asserted that meal, book, stationary, accommodation and field practical allowances were not only insufficient but also their availability on time. The following remarks can be deduced from the findings:

First, the strikes that were concerned with money were either 'the money was late' or 'the money was not enough'. The following observation cases in various institutions hold true by the statements.

On 7-8, 27 April, 5 May 1993, the SUA students boycotted lecturers due to a delayed payment of maintenance allowances. However, the successful payment reinstated students into classes. On 14 -22 November 1994, there was class boycott at UCLAS due to delay of book and stationery allowances. The students suspended for one year and subsequently allowed conditionally back on caution, however the MSTHE promised to increase allowances.

On November 1995, the UDSM students strike as they protested against the delaying of allowances and demanded the increase of book allowance. However, in this saga the management intervened by advancing students 5 000.00 Tsh to meet essential expenses as a top up waiting for their allowances. On 28 October 2000, DIT students strike due to little amount of accommodation, meals, stationery, book and industrial training allowances.

After successful negotiation between management and students, all students were reinstated conditionally except for eight students who were suspended for six months.

Second, the insufficiency of allowances was beyond individual institutions' administrations, as it had nothing to do with money that comes from the Government. For example, the observations shows that 16-27 of October 2000 most of the higher learning institutions were closed due to students' strikes. Students at DIT, SUA, UDSM, UCLAS, joined to demand from the Government an increase of student meals and accommodation allowances to rise from 1 500 to 3 000 Tsh. The crisis occurred close to the national general election based on 30 October 2000. The dialogue between the students and the Government failed as students refused Government offer of reviewing the rate in the next financial year (2001). The Government however, suspended all students in the participating institutions for four months although later the meals and accommodation allowances were raised from 1 500 to 2 500 Tshs.

Third, irresponsibility, unaccountability and negligence by institutional administrators owe many delays of student's allowances as they consulted sponsors on student's affairs before hand. The entire Institutes' staff and Deans of students said that allowances were a serious determinant of student's crises in higher learning institutions. They pointed out that, the small budget allocated to education was the principal source of the most occurrences of student's crises in the institutions, as the resources allocated to the education could not sufficiently meet the institutions necessary requirements.

Case study 1

The Chairman of the Higher Education Student Loans Board (HESLB) was forced to intervene and bring to an end a strike by University students who had planned to stage a peaceful demonstration to the Prime Minister's Office. This follows various demands by the students among others including payment of practical training allowances that were abolished for private sponsored students, delay of payment of orientation allowances for first year students and insufficient meal and accommodation allowances.

The Government replied to the students that she had no funds to meet all of their demands, hence an earlier decision made by the students to meet and discuss. The Chairman met the students at Nkrumah Hall and promised to sort out some of the major demands including the issue of practical allowances and that others will be considered during the next financial year. The Chairman also told the students that, the President had directed the Ministry of Higher Learning, Science, Technology, and HESLB to improve the student's meal and accommodation allowances in the next budget. The students demanded 5 000 shillings per day for both meal and accommodation. After listening from the Board Chairman, the student's speaker argued his fellow students to stop striking.

4.5.3 Students organizations

About 22% of respondents said that student's organizations caused the strikes in higher learning institutions. During this study, one respondent from SUA said:

"I remember when I was at the 3rd semester, in one of presidential campaign, I heard several students asking one of the competitor for presidential post that; Tell us how many Kunjis (strikes) have you participated."

The researcher noted, to be a famous in strike association was the straight factor of winning the presidential post within students' organizations and that to become a leader in any position in Students' Organization a student with a good record in strike was more likely to be considered.

When a researcher asked if the student's leaders were active enough to solve their problems they said that, their leaders were not active enough to solve their problems and that students government was not stable as it lacks confidence to the institutional management and was not well familiar with the constitution. Commenting on leadership Mayer (2000) said that, leadership requires a minimum amount of power to get tasks done and goals of an organization realized. Nevertheless, this study found that the Student Government within Higher Learning Institutions was deficient in convincing the majority, had insufficient information to students and hence students' governments fail to overcome resistance from the dissenting groups.

4.5.4 Other issues that lead to student crises

The study shows that besides of managerial, monetary and students Organizations to play a role on crises contribution within Higher learning Institutions however there were other factors that in one way or another contributed into crises outbreak. The researcher grouped these factors into two categories namely, Academic issues and Organ responsibilities as follows:

4.5.4.1 Academic issues such as examination and its regulations

The study shows that before university examinations and after the results of university examinations strikes tend to take place. About 40% of the interviewed students at

SUA mentioned examinations results as a most contributing factor towards the strikes. Furthermore, the researcher noted that the request of study break week/s contributed about 2% of student's strikes at SUA. About 25% of respondents were disquieting on the confusion of the prospectus and complaining against the '*General University Examination Regulations*' under semester system of progress from year to year. He regulation part 12.6 under section 12.0 in prospectus 2005/2006, said that:

' A candidate who fails in an examination, which is required to make the minimum credit after three attempts, shall be discontinued from studies'.

Moreover, the study shows that two strikes among five that occurred in the year 2005 at SUA were against the prospectus section 12.6.

4.5.4.2 Organ responsibilities

The study shows that the majority of the students in higher learning institutions were not aware which organ is responsible for solving their problems. For example, the cause of the student's crises that occurred in late May 2005 at DIT was due to the claim of Advanced Diploma in Engineering (ADE) students to the institutes' management on upgrading the courses to Bachelors Degree. However, this study discovered that, the organ that was responsible for upgrading the courses to Bachelors Degree level was NECTA and MSTHE, not DIT management.

The study discovered that, at this saga, students demanded the inclusion in Bachelor of Engineering Course (B.Eng) of DIT, which started in 2004/2005 academic year, but the management disagreed upon the students' proposal because the entry qualification and level of competence in ADE and Bachelor in engineering were different.

4.6 Factors that influencing students to participate in crises

The researcher organized the causal factors, which influence students to participate in striking into various categories. These categories include, social and economic factors, academic and political factors.

4.6.1 Economic

One of the major factors causing crises within higher learning institutions includes the question of finance. In this study the researcher sorted out the following financial matters as economic factor, these includes inadequacy of special faculty requirements and other allowances, introduction of cost sharing, delayed payment of allowances and other issues concerned with money.

4.6.2 Social

The researcher built up the following as social factors: Any kind of conflict between students, management, and government. Other social issues include problems in water, health and accommodations within the higher learning institutions.

4.6.3 Administrative

Issues mostly concern this management with the university mode of decisions. For example, the removal of the Dean of students as it was emerging at DIT in November 2002.

4.6.4 Academic

Academic factors concern with all academic issues, learning environment, which happened within the higher learning institutions.

4.6.5 Political

The examples of political issues that the researcher categorized include the following, students stipulate for the lessening of education fee rates of secondary school, colleges and universities, revision of national policy and university regulations.

The Table 13 and Appendix 5 show causal factors of student crises, which are categorized into political, socio-economic, academic, and administrative, and its solutions at DIT and SUA.

Table 13: Major student crises and their causal factors at DIT

Date /Duration	Causal factor	Resolution
26/10/2000 to 31/10/2000	<p><u>Socio-economic</u> Students are attempt to stop the implementation of the 3 phase of cost sharing by MSTHE</p> <p>Students demand for an increase of accommodation, meal, stationery, books and industrial training allowances</p> <p><u>Political</u> Students demand for the reduction of education fee rates of secondary school, colleges and universities in Tanzania</p>	<p>Students had to apply for reinstatement.</p> <p>All students were reinstated conditionally except for eight (8) students (instigators) who were suspended for six (6) months</p>
	<p><u>Academic</u> Students demand for conducive learning environment at all levels of education.</p>	
5/11/2002 to 8/11/2002	<p><u>Administrative</u> Student demand for the removal of the Dean of students without proper reasons</p>	<p>One student was dismissed from the Institute.</p> <p>Eleven students were suspended for 6– 12 months</p>
16/5/2004	<p><u>Academic</u> Students demand upgrading the courses to degree level</p>	<p>Students reinstated conditionally</p>
18/5/2005	<p><u>Academic</u> Students demand upgrading the courses to degree level</p>	<p>All students were reinstated conditionally after four months</p>

The causal factors of crises and how to solve is stipulated in detail in Table 13 and Appendix 5. However, there were no students crises reported at MU since its establishment in 2001, nonetheless its predecessor, i.e. IDM, Mzumbe had no serious student crises over the many years.

Table 14: The summary of the frequency of the causal factor between 1987-2005

Institute	Causal factor	Frequency	Percentage
MU	N/A	0	0.0
DIT	Socio-economic	1	16.6
	Political	1	16.0
	Academic	3	50.0
	Administrative	1	16.0
Total		6	100.0
SUA	Socio-economic	17	77.0
	Political	1	4.0
	Academic	4	18.0
Total		22	100.0

Table 14 shows that most of the students' crises at DIT (50%) were due to academic issues and 16% of the crises were due to socio-economic, administrative and political factors each. At SUA, most of the factors which led to strike were socio-economic (77%) followed by academic issues (18%) and 4% of political issues.

4.7 The level of participation in crises

The researcher also identified that, although the female students participated in the strikes though at a low level, 58% of female participants were doing so without their will while 42% of female students participated willingly. The researcher asked the respondents to say whether the strikes that they participated in were due to *their will* or *not*.

Mkumbo (2002) reported on *willingness* by saying, students of higher learning institutions are expected to be mindful of the basic principles of humanity, as they are part of their daily intellectual discourses. In addition, this study supported with the patent crisis which occurred on 23 November 1996 (UDSM) when a crowd of male students stormed in hall three, a residence for female students, and used force in an attempt to get female students out to attend a student BARAZA. According to a report of the then Acting Dean of Students, submitted to CADO on 25 November 1996, titled "Report on Student BARAZA Proceedings," the conflict resulted from poor attendance of students in the BARAZA. On seeing that the BARAZA was poorly attended, the DARUSO Minister for Internal Affairs called upon those who attended to go out and bracket the halls of residence, classrooms, and the library in order to bring more students to attend the BARAZA. However, the group of males to rack and provide the students from halls, classrooms and library went directly to hall three only. In this hall, the male students armed with sticks and stones, forced themselves into the women rooms to get them out. In the process, seven doors and a number of louvers were broken where the female students' privacy were seriously interfered and physically assaulted. This was clearly a case of sexual assault as no doors of male students were approached and forced to open.

Moreover, the researcher was assessing the level of participation in strikes between direct student and equivalent students. The percentage marks criteria was used to determine the level of participation of the two groups. The more percentage scored by the group reflected more participation in strikes. The respondents were asked to estimate the level of participation in strikes between the direct entry students and equivalent entry students within higher learning institutions.

The results in Table 15 reveal that the level of participation in strikes of the direct students was 75% and that of the equivalent students was 5 %. However, 20% of respondents showed that both direct and Equivalent students did not participate in strikes.

Table 15: The level of participation in strikes of direct and equivalent entry qualification

Entry status	Percentage
Direct	75.0
Equivalent	5.0
None	20.0
Total	100.0

In the course of the study, respondents were asked to give reasons of the differences in strikes' participations between direct and equivalent entry students. Their responses were summarized as follows,

4.7.1 Direct students

- Most of them do not have salary; they have low financial support with low income.
- Mostly they depend on government allowances.
- Most of them are young person who think that it is only strikes which is the solution for getting their rights.
- They are many in number by 75%.

4.7.2 Equivalent students

- Most of them are mature persons with parental status.
- They do not like striking disturbances because to them the chance of studying at university is an opportunity to be effectively utilized.
- Most of them are employed so they do not affected with any allowances delay.

- They are few in number by 25%
- Most of them are under private sponsorship.

4.8 Effects and way-out of crises

The study has verified that, the impact and effect of students' crises within higher learning institution is diverse. However, the researcher made the following remarks from the data.

- The respondents of DIT and SUA greatly suffered from frequent occurrence of students' crises. Between 2004 and 2005, DIT students spent about 180 days out of class due to crises while in 2000 the SUA students spent about four months (from October 2000-January 2001) out of class due to crises.
- The data revealed that by disparity, female students performed less following the academically occurrences of students' crises by 58% of female who participated in strikes at DIT and SUA without their will compared to 30% of male students.
- The study showed that, students' crises were more destructive as on Monday, 16th, May 2005 the DIT were students attacked cooks and burning a food store. Poor academic performance for example, following the introduction of crash programme on January 2001 at SUA after the October 2000 strikes, the University examination (UE) results were poorer compared to the previous year before the crash programme. According to the results stipulated by the Senate in July 2001 to the first year Food Science and Technology course, 35 out of 68 students supplemented their examinations while four students repeated a year and seven discontinued. However, it was discovered that in 1999/2000 there were no discontinued students to the first year of the same course.

- The respondents pointed out that, poor relationship, and safety troubles as some could be beaten, property destruction ,wastage of institutions and government resources, loss of hostility among students, loss of public respect, suspension and rustication, loss of confidence in the government were among the effect associated to strikes.

Omari (1994) asserted that, every year resources wasted because of disrupted schedules and sometimes closures of the universities. This would tend to suggest wastage of resources in terms of time, salaries and other expenditures incurred during class interruptions, and property destruction.

On the other hand, some impacts were constructive and achievement of organizational goals. They include all which hastened changes such as those, which challenge institutions and people to accountability manner. As Malachi (1996) alleged that for the management and leaders to who crises are invariably directed at crises all for improved management of the fundamentals of institutions, for setting new directions and for restructuring to meet new challenges. However, from the analysis of the results, it would seem to unveil the fact that the destructive side outweighs the positive one.

4.8.1 Way-out of students' crises

The respondents were asked to suggest what they thought would be an appropriate method(s) for the government, management and students of students' crises, which were also aimed at reducing or minimizing the students crises at higher learning institutions (Table 16).

Data in Table 16 also shows that 50% of the respondents suggested that participative leadership is a solution criterion of students' crises. The respondents indicate that, students should be treated as adults, given an opportunity to involve themselves in dialogue while their problems are subjected to critical examination. About 21% of respondents pointed out that inadequate funding and untimely disbursement of student allowances were other sources of crises and that many crises tend to be related to allowances either as the key issue or as an immediate issue through which the underlying factors are to be presented.

About 11% of the interviewed respondents proposed an establishment of a special organ, which should purposely deal with the problems within higher learning institutions. However, 7.1% of respondents pointed out that student' leaders should be trained on how to lodge their demands in harmony rather than a rioting.

Table 16: The way-out opinion for students' crises (n=140)

Opinion	Frequency	Percentage
Participative leadership: This was expressed in a resemblance of various headings, including: Good communication between students and Management, Management should solve students' problem at a time, MSTHE and Management be periodically meet with students, Involve independence counsellors.	70	50
Adequate loan funding and timely disbursement of student allowances	40	28.6
Establishment organ to oversee the problem of institution of higher learning	15	10.7
Educate students and their leaders on how to lodge demands and commence leadership courses	10	7.1
Others e.g. Availability of laboratory equipment, class facilities, library services	5	3.6

The causal factors of crises and how to solve is stipulated in detail in Table 13 and Appendix 5. However, there were no students crises reported at MU since its establishment in 2001, nonetheless its predecessor, i.e. IDM, Mzumbe had no serious student crises over the many years.

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Moreover, the researcher was assessing the level of participation in strikes between direct student and equivalent students. The percentage marks criteria was used to determine the level of participation of the two groups. The more percentage scored by the group reflected more participation in strikes. The respondents were asked to estimate the level of participation in strikes between the direct entry students and equivalent entry students within higher learning institutions.

the study showed that students with direct entry qualification involved themselves in crises at high level (75%) compared to the equivalent entry students who scored 25% as the level of participation.

In addition, the study has shown that students with direct entry qualification financially depend on government (under government loan scheme) while students with equivalent entry qualification mostly are employed and already had their salaries; most of them are mature person with their families and are time bounded.

5.3.3 Effects of students' crises

The findings showed that the effect of students' crises is both constructive and destructive. Constructive crises include the advantages that obtained by the concern part that is by stimulating accountability, efficiency, responsibility and competence of the counterpart. Destructive crises covered all collision that created disharmony and overdue or hindered completely the accomplishment of individuals and institutions' objective perhaps because every incident led to wastage of resources in terms of time, cash, peace, property and so on. However, the destructive crises outweigh the constructive crises.

5.3.4 Way-out of students' crises

The study reflects that many strikes can be avoidable if the managements reduce their rigidity and accept reconciliation. The managements and government therefore is advised to:

- Improve relations between the students and institute top management including full participation in decision-making process.
- Arrangements for periodic solutions pertaining to students' matters.

- Increase in accommodation and meal allowances and timely provision of students' requirements
- Educating students and other institutional stakeholders on new policies before they are implemented.

However, the student associations and organizations are requested to choose their leaders that should provide good avenue for communication between managements, government and the students. As members of the institution community, the top managements, academicians, staffs, workers and students should aim at creating a sound democratic learning environment in which every member will thrive.

5.4 Recommendations

- (i) Government should provide an elaborate system on how student's grievances and allowance matters need to be handled.
- (ii) Establish new manner of top leader's appointment based on contracts and performance.
- (iii) Appoint Dean of students with capacity, skills, and commitment to handle student's matters.
- (iv) Commercialize catering services in DIT and students to be provided with food allowances and provision of cooking places in hostels of at SUA or ensure that there is competition among catering service providers.
- (v) Establishment of regulatory organs that bond students and parent, ministry and also students and institute managements.
- (vi) Establishment of students' website, which link top managements of the institutions, MSTHE and students.

- (vii) Loan board should review on the amount of allowances that provided to student and provisional modality of that allowances to students
- (viii) Increase budgetary allocation to higher learning institutions.

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APPENDICES

Appendix 1: Structured questionnaire for students

Name of institute.....

Year of study.....

Date.....

Serial no.....

SECTION A: STUDENT BACKGROUND

1. Sex

(1) Female ()

(2) Male ()

2. Indicate your age (please tick-√one)

(1) Below 20 ()

(2) 20-30 ()

(3) 31-40 ()

(4) 41-50 ()

(5) 60+ ()

3. What is your marital status (please tick √one)

1) Married ()

2) Single ()

3) Widowed ()

4) Divorced ()

4. Please indicate your entry qualification in this Institution/University (please tick one)

1) Direct entry with

Form VI ()

Advanced Diploma ()

Diploma ()

FTC ()

2) Equivalent entry programme with

Form VI ()

Advanced Diploma ()

Diploma ()

FTC ()

3) Others (specify).....

SECTION B: INFORMATION ON STUDENT CRISES

(If the space provided is not enough use a separate sheet of paper)

1. Are you aware of any students strike in your institution/University?

1) Yes ()

2) No ()

2. If yes, what do you think was the cause of the strike/s?

.....

3. On your opinion what do you think are main causes of student strikes in higher learning institutions in Tanzania?

4. Please rank 'the frequent student's strike institute' you think (1=highest 2=higher 3=Mid 4=Low 5=Lowest)

Institute	Rank/Score
Mzumbe University (MU)	
Sokoine University(SUA)	
University of Dar es Salaam (UDSM)	
D I T	

5. For your opinion why does some University experience a few or no cases of student strikes comparing to other higher learning institutions in Tanzania?

6. Once the strikes commence whom do you think are more active between male and female students?

- 1) Males ()
- 2) Females ()
- 3) Both ()
- 4) None ()

Please give reason/s

7. Do you think there is any fairness in strikes participation between male and female?

- 1) Yes ()
- 2) No ()

Please explain

8. Please estimate the level of student participation in strikes of the following student groups at your institute (estimate by using percentage %)

Group	Estimated level of participation (in %) of student strike	Reason/s
Male students		
Female students		
Equivalent students		
Direct students		
Under government sponsorship students		
Under private sponsorship Student		

9. For your opinion which category is more active during student strikes and participation between the direct entries qualified students and Equivalent entries qualified students (Please tick the category you think is more active during student strikes?)

- 1) Equivalent ()
- 2) Direct ()
- 3) Both ()

Why?

Reason/s

.....
.....

10. Have you participated or involved in any student strike this year?

- 1) Yes ()
- 2) No ()

If Yes, was it on your

- 1) own will ()
- 2) not own will () [Please tick one]

Explain.....
.....

11. Suggest any measures that should be taken to help students who are not interested with strikes

.....
.....

12. Do you think what could be the effect/s of the student strikes?

.....
.....

13. For your opinion how do socio-economic issues could influence student strikes at your institute?

.....
.....

SECTION C: SPONSORSHIP INFORMATION

14. Who is your sponsor in this institute/university?

- 1. Government ()
- 2. Private ()
- 3. Others (Specify).....

15. What is the responsibility of your sponsor to you?

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

16. Do you experience any problem with your sponsor?

- 1. Yes ()
- 2. No ()

If Yes, Do you think what are the problems of your sponsor?

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

17 Do you think Government sponsor could contribute to student's strike?

- 1 Yes ()
- 2 No ()

18 Do you think Private sponsor could contribute to student's strike?

- 1 Yes ()
- 2 No ()

How?

.....
Do you think a government loan could be a solution to reduce student strikes within higher learning institutions in Tanzania?

- 1 Yes ()
- 2 No ()

Explain

.....

20. Does the money you given by your sponsor satisfies your daily needs at this college ?

- 1 Yes ()
- 2 No ()

21. Please estimate your expenditure (in terms of money) per day at this university/college.
Tsh.....

SECTION D: OPINION AND COMMENTS

22. For your opinion what should be done so as to avoid student strikes at your institute?

.....

23. Please give any comments as far as student strikes is concern in higher learning institutions

.....
.....

Thank you

Appendix 2: Structured questionnaire for Dean, key informant and staffs

Name of:

Institution/University.....

Department.....

Employed as

Administrative staff ()

Academicians ()

Other/s (specify).....

1. Are you aware of any students strikes in your institution/university ?(Please tick one)

Yes ()

No ()

2. If yes, what do you think was the cause of the student riots in your institute/university

.....
.....

3. May you please mention some factors, which may lead student to strike

.....
.....

4 Please grade an academic relationship between you and students in terms of, either teaching, lecturing, or any assistance and general supports as far as academic issues are concern.

Excellent ()

Very good ()

Good ()

Poor ()

Very poor ()

5 If the answer is (very) poor (at question 4) please tell what is reason behind?

.....
.....

6. Once the student riots happened in your university what you normally do.

.....
.....

7. Do you think what are measures should be taken by your institution to avoid the student strike?

.....
.....

8 For your own opinion, what are measures should be taken by your institution/university to avoid student strikes in future.

.....
.....

9 What the government should do so as to hinder student crises in your institutions and universities.

.....
.....

10 What is your opinion to higher learning institution students as far as student crises is concerned.

.....
.....

Thank you

Appendix 3: Check list for deans, key informants and staffs

Name of institute.....

1. Mention student's crisis you remember at your institute.
2. What was the cause of strike
3. What factors influence students to strike
4. Why there are frequent student strikes in public higher learning institutions
5. Do you think who are more active in strike participation among the following: male, female, equivalent entry students and direct entry students
6. Why do some higher learning institution experience few or no cases of student strikes
7. What are the effects of student's strikes at you institute
8. What should be done in order to avoid strikes at your institute

Appendix 4: Check list for Students

Name of institute.....

- 1 In which year are you
2. Are you aware with student strikes
3. Did you participated in any strikes
4. What was the cause of strike
5. What factors influence you to strike
5. Do you think who are more active in strike participation among the following: male, female, equivalent entry students and direct entry students
6. Does the money you given by your sponsor satisfies your daily needs at this college
7. What are the effects of student's strikes at you institute
8. What should be done in order to avoid strikes in higher learning institution

Thank you

Appendix 5: The major student crises and their causal factors at SUA

Date/Duration	Causal factor	Resolution
April, 1987	<u>Social factor</u> Students strikes against water shortage and overgrown grass on the campus	<ul style="list-style-type: none"> • Successful dialogue between students and Management
9-11 October 1989	<u>Economic factor</u> • Inadequacy of special Faculty Requirements	<ul style="list-style-type: none"> • Successful negotiation between Government and students. • Government granted a 25% increase on Special Faculty Requirements.
14-17 April 1990	<u>Economic factor</u> Class boycott due to the introduction of cost sharing also students demand for increased allowances	<ul style="list-style-type: none"> • Successful negotiation between students and Management contained the strike
April 1991	<u>Social factor</u> Students strikes against mis-management of the Cafeteria and unsatisfactory services in the cafeteria.	<ul style="list-style-type: none"> • Successful negotiation between Management and students. • Culprit was held accountable
17-18 November 1991	<u>Economic factor</u> Students' claim of funds/stocks embezzlement by deans of students	<ul style="list-style-type: none"> • Successful negotiation between Management and students
11-13 February 1992	<u>Political factor</u> In sympathy with UDSM Students demonstration against cost sharing policy	<ul style="list-style-type: none"> • Successful negotiation between Management and students.
22 October 1992	<u>Economic factor</u> Demand for increase in maintenance allowance.	<ul style="list-style-type: none"> • Successful negotiation between Management and students
7-8, 13-27 April 5 May 1993	<u>Economic factor</u> Delayed payment of maintenance allowance	<ul style="list-style-type: none"> • Successful negotiation between Management and students. • Eviction of students by Council

9 February 1994	<u>Economic</u> Field practical for First year Students.	Meeting with Management
26-27 October 1994	<u>Economic</u> Demand for Transport maintenance allowance to those, sitting for supplementary Examinations.	Management rejected the demand as the demand was a policy matter which is a mandate of the Government.
3-6 January 1995	<u>Economic</u> Demand for increase in allowances and reduce food in the cafeteria	<ul style="list-style-type: none"> • MSTHE promised to increase maintenance, Books and stationery allowances
11 April 1997	<u>Social</u> SMC Students' complaint against water shortage and overgrown grass on campus	Successful negotiation between Management and students
6-10 October 1997	<u>Economic</u> Delayed payment of maintenance and supplementary allowances, <u>Academic</u> Demand revision of Term system	<p>Management paid the allowances</p> <p>Claims rejected by Management</p> <ul style="list-style-type: none"> • Explained to be a government Policy which cannot be reversed.
8 June 1998	<u>Academic</u> Against end-of semester exams, - Course assessment and Release of results	Management took administrative action on the defaulting officers.
6 October 1999	<u>Social</u> Poor condition of facilities and services	

28October-2Nov. 1999	<u>Economic</u> Delayed paid of students maintenance and Books and Stationery allowances, - Opposed to the introduction of a fee in respect of appeal against exam results, - Demand for direct payment of special project funds.	MSTHE issued a cheque on Oct. 28 covering their normal allowances <ul style="list-style-type: none"> • Demand granted by management • Demand granted by management.
24-31October 2000	<u>Economic</u> Demand for increase of loan and other allowances	<ul style="list-style-type: none"> • Dialogue between students and Government failed as students refused Government offer of reviewing the rate in the next financial year. • The Council suspended all students. • Crisis ringleaders were rusticated for 8 month.
2-5December 2002	<u>Economic</u> Against the Council decision to channel Books & Stationery Allowances through the Bookshop	The Council suspended all students except finalist. <ul style="list-style-type: none"> • Council directed management not to implement the decision until all the preparations are successfully complete.
23May 2003	<u>Academic</u> Demand for elongation of study break period (Main campus students only)	Management granted the request
11-12June 2003	<u>Economic</u> B.Sc. (Agri. Eng.) Years 1&2 students demanded Field Practicals for 8 weeks instead of 6 weeks	Management granted the request
22February 2005	<u>Academic</u> Students protest against examination	Successful discussion between management and student

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