

**LEADERSHIP STYLES AND STUDENTS UNREST IN SELECTED  
SECONDARY SCHOOLS IN MAKINDYE  
DIVISION- KAMPALA DISTRICT**

**BY**

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## DECLARATION

I Rolvine Kirungi Twambale declare that this piece of work on the “Leadership Styles and Students’ Unrest” is my original work and has not been submitted to any other institution for any form of award whatsoever.

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## APPROVAL

This Report on the “Leadership Styles and Students Unrest in Selected Schools in Makindye Division” has been supervised by me

**Supervisor:** Mr Ochan Joseph

**Signature** .....



**Date:** .....

04/06/2010

## DEDICATION

I dedicate this report to my beloved parents Mr and Mrs Twambale for their significant contribution in my career.

## ACKNOWLEDGEMENT

My special appreciation goes to all, that contributed to the production of this work particularly my supervisor Mr. Ochan Joseph for the effort he tirelessly dedicated in supervising this work without whose help, I would not have accomplished this.

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## LIST OF ACRONYMS

BBC	British Broadcasting Corporation
GMT	Greenwich Meridian Time
CDs	Compaq Discs
Ushs	Uganda Shillings

## ABSTRACT

The study on “Leadership Styles and Students’ Unrest in Selected Schools in was carried out in Makindye Division, with specific aims of finding out the causes of students’ unrest and its impact in order to address the problem. The study was comprehended through review of literature from previous scholars who added quality to the findings of this study through an explorative research design administered on a sample of 70 respondents through an observation of qualitative and quantitative aspects.

The study findings revealed that causes of students’ unrest included poor administrative policies, dodging of classes by teachers, unexplained school fees increments, unresolved student issues, informational flows and solidarity among students. The study found out that the effect of unrest to be; strain of financial resources, destruction of lives and property, poor performance in class and expulsion of students upon which solutions such as documentaries, guidance and counselling and introducing students to discipleship as well as adjusting policy where necessary could help in curbing situation.

The study recommended strict penalties, prevention of additional offsprings, positive alternatives to keep minds busy, offenders be given responsibility to guard against offences, career advocates brought to visit schools as well as, community interaction with students in drama shows in schools.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

Unrest is a social or political situation in which people protest and act violently. Student's unrest in secondary schools has been a nagging problem for the school administrators. The rampaging students engage in wilful destruction of school properties, arson, the rejection of authority and unprecedented levels of examination malpractices and truant behaviours.

M Georgina Di-Hour (1988) stressed that different interest groups have taken stem measures to stem the problem. For example, the state gave support to the closure of schools following incidents of students strikes. Parents have been called to schools following the destruction caused by their children. They have also been expected to accompany their children to the school when it has re-opened and submit a letter of undertaking that their children would henceforth behave themselves. It was expected that these stem measures would stem the wear of misbehaviour. The incidents however have continued to occur.

The common threat being "management and administration" today people are obvious of the fact considering how desirable management or leadership is for the effective function of any school. It can be said that leadership position can only be compromised if good skills and effective management is applied.

## **1.1 Background to the Study**

In Uganda, there are student's unrest as noted from New Vision 18<sup>th</sup> 2001. Schools like Teso College, Kabalega Secondary School, Muntuyera High School, Bugema Adventist School and many others are reported to have gone into rampages due to dissatisfactions and inefficiencies in administrative and managerial skills. According to Rukundo (2009), poor leadership skills have far reaching consequences especially with the autocratic leadership practices where administrators are the sole decision makers and thus give no consideration to feedback while making decisions. This results into implementation of policies that affect subordinates because their views are not represented in the decision making process, such policies may include, delayed payment procedures, lack of motivation and respect for subordinates, lack of feedback in the communication process, this may lead to lack of cooperation and willingness of the staff to work, and would most likely lead to complaints and resentment of the existing administrative policies. It is therefore upon this background and setting that the researcher intended to examine the effectiveness of leadership styles and students unrest in secondary schools, particularly in Makindye Division, Kampala District.

## **1.2 Statement of the Problem**

The incidence of students' unrest in secondary schools is increasing in Makindye division. The obstacles that the leadership styles of Head teachers poses to unrest of students are diverse and far reaching. For instance due to poor communication between the students population and the school administration. The school as a living system must have a collateral relationship with the students' population so that they can be able to

accept any complex changes in the open environment, food, this can be inadequate quality or poor preparation by the kitchen staff, defiant, generation of the youth today, peer pressure and truancy, one is likely to be influenced by classmates, other school children and the school standards to join in the strike whether for a just cause or unfair cause. The need to change leadership and systems, misunderstanding between the children and the teachers. Globalization and the entrenchment of the effects of children's rights. Desire to initiate and cause change through violent means students' background the rich are more defiant than the peasants who are always submissive and tolerant to all circumstances poor planning.

There is no government policy on these problems the law only provides for maintenance and alimony. No community based organization has come up to deal with these problems and hence the students continue to cause strikes in secondary schools which contributes to a lot of sufferings individually.

### **1.3 Objectives of the Study**

These categorically included the general and specific objectives. The study thus lived up to accomplishing the following objectives.

#### **1.3.1 General Objectives**

To assess the relationship between head teachers' leadership styles and students unrest in the five selected secondary in Makindye division, Kampala district.



### **1.3.2 Specific Objectives**

- 1) To determine the causes of students unrest in secondary schools in Makindye division Kampala district.
- 2) To establish the consequences of students' unrest among the selected schools in Makindye division, Kampala district.
- 3) To find solutions to students unrest in secondary schools.

### **1.4 Research Questions**

- 1) What are the causes of students' unrest among the selected secondary schools in Makindye division, Kampala district?
- 2) What is the relationship between head teachers leadership styles and students unrest among selected secondary schools in Makindye division, Kampala district?
- 3) What are the possible measures to curb students in Makindye division?

### **1.5 Scope of the Study**

The study covered the five selected secondary schools in Makindye division Word Worth Secondary, Nakinyunguzi secondary school, Crane High School, St. Mbuga secondary school, St. Catherine senior Secondary school.

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

The Head teachers, Administrators and teachers may learn how to set rules and regulations that are specific and well defined and this will help to reduce on the rampant

outbreak of students strikes for example, abusing their teachers, examination multi-practice, burning schools, among others.

The out comes may assist future scholars in the in the education to appreciate the uncontrollable environment in order to seek positive views which can help practitioners to alleviate the challenges involved like control of burning schools, abusing their teachers, multi-practice, student's head teachers relationship, parent teachers relationship respects, regulation and implementation of set education policies among other problems.

In any school organization, Head teachers' leadership style is a vital aspect in determining the success or failure of the school. Therefore the result of this study are likely to bring about positive impact in secondary schools for instance, once implemented,, the results may create a harmonious relationship between teachers, head teachers, administrators and students.

This research is expected to establish a healthy and conducive climate for learning. The head teachers benefit from this study by learning how to handle students and learning process.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The study focused on reviewing existing literature with other research materials from numerous scholars in order to establish what has so far been unearthed on, leadership styles, causes of students' unrest, consequences of students' unrest and solutions to consequences encountered in students' unrest. This information was obtained from primary sources such as textbooks, internet, recorded CDs, Newspapers and Magazines as well as any other material that were available and relevant to the study.

#### **2.1 Causes of Students Unrest**

##### **2.1.1 Poor Managerial Skills**

Rukundo Bwoya Moses (2009) notes that, considering the rate of violent frequent strikes in Muntuyera High School in Kitunga, Ntungamo District, there is a problem with management. Management practices like decision making, motivation through payment to the staff members, communication and feedback, financial management, respect for subordinates and response to the grievances of the stakeholders are significant in uprisings in schools. Other factors that lead to student unrest include; indiscipline among the students, failure of the administration to involve stake holders in decision making, harsh punishments, misuse of school funds, and failure of administration to respond to

the warnings from students, perceive positive effects of the strikes, external influence or instigation among others. The psychology of the crowd also leads to peer pressure, group influence, and the tradition of striking which also leads to strikes.

### **2.1.2 Withdrawal of Subsidies in Education and Tuition Increment**

According to Ogidefa (2008) emphasises that, although students are not directly engaged in economic production, they depend on the productive sectors for their livelihood. Nonetheless, students are directly involved in the production and reproduction of knowledge although the ruling classes control the means of production and reproduction of knowledge. Thus, the conditions for the production and reproduction of knowledge, and knowledge itself become commoditized. Here, what is important is not the use value of knowledge, but rather, its exchange value. Hence, the means for the production and reproduction of knowledge are subjected to the logic of capital accumulation and strategies decided upon by the ruling class or government where at times when financial constraints are experienced some subsidies are withdrawn.

The withdrawal of the subsidies on education is particularly manifested in the underfunding of the schools from primary to university levels, in the curtailment of withdrawal of allowance to students either in the forms of scholarship or bursary or research grants and also in the increase in school fees, among others. Thus the withdrawal of the subsidies on education leads directly to the increase in the cost of education and with it, to the shifting of the burden for the provision of education to student and their parents, which most them can hardly bear/afford. This, in turn has serious negative effects on the study and living conditions of the students who end up striking (Harvey, 2008).

The above situation can be traced from the Bugema Adventist school strike as reported by the Monitor (2009), where students were unhappy that fines for losing meal tickets climbed from USh500 to USh2000 (U.S.\$1). They also said a USh 5000 fee at the school clinic was unfair, claiming such costs were already covered by general tuition, commission members learned. Investigations also revealed that students, including several from Kenya and Tanzania, claimed they were locked out of school premises for failing to pay school-related fees.

### **2.1.3 Economic Difficulties**

According to Maliyamomkono (1991), in Tanzania economic difficulties and the need for an expanded system of higher education, due to a short-lived demand makes it difficult for the institutions to be governed properly. Government interference in the day today life of academic institutions meant that academic freedom was eroded, which only increased the clashes between the students and state instruments of power. Lack of resources to provide adequate teaching materials, to build laboratories, pay adequate staff salaries, so build laboratories, pay adequate teaching staff salaries and maintaining an academic environment have created a situation of periodic unrest on most campuses. Just like one Greek philosopher emphasized “Empty minds wander”.

### **2.1.4 Teachers’ Absence in Class**

In relation to the above, The New Vision (2007) puts emphasis on the living and study conditions of the students which are worsened by the general economic crisis at school.

The crises are manifested in the mass retrenchment of teachers, the late and non-payment of staff salaries wages and allowances all of which demotivate the teachers from entering classes to teach the students. In this manner, when students are fed poorly as well as miss lessons consecutively they rise in protest. All named crises bring about misery, pauperization deprivation degradation and alienation of the both staff and students ending up in student protest.

#### **2.1.5 Failure to Improve Students Living/Study Conditions due to Corruption**

Alongside the increase in the cost of education, the authoritarianism in the educational institutions and the general misery and deprivation of the mass of the people grows the radical, militant and active protests of the students, not only to improve their living and study conditions but also to democratize the economy and politics of the wider society. The struggle of the students are further aggravated by the high level of corruption among the ruling classes and their technocrats, their ostentatious living conditions, the state marginalization and suppression of mass democratic organizations, its abuse of the people's fundamental, civil and democratic right and its subservience to the imperialist countries and international finance capital – multinational companies, the IMF and World Bank (Lindsay, 2007).

The Monitor (2009) reported a case of a strike in Bugema Seventh Day Adventist Secondary School which was closed down and all its 1,000 students sent home after a two-day strike turned violent in the wee hours of Sunday morning forcing the Police to intervene. The Unrest among students at Bugema in Luweero, Uganda, began two days

earlier when a school administrator announced a much-anticipated weekend music program as cancelled without explanation, church officials said. The students however were noted protesting poor feeding and mistreatment by teachers including use of corporal punishment by the administrators at the church-run school.

#### **2.1.6 Accessibility to Information**

According to Ogidefa (2008), students are said to have much access to information and ideas than, for instance, the workers and the peasants. The information explosion through radios, television, books, journals, magazines, newspaper and personal contact between students of one school and another and between students and other social forces in the society all these enable them to articulate their position to compare their school with other schools as well as their country with other countries to know about the struggles of other students and people to learn from these struggles to get inspiration from the later and to easily organize solidarity actions. For instance, this factor greatly contributed in fueling the Nigeria students uprising in May-June, 1986 against the killings of Ahmadu Bello University students on May 23rd, 1986.

#### **2.1.7 Generational Consciousness and a Need for Quick Advancement**

When there is a present feeling that the older generation has failed to perform, a student movement will not arise but when there is a feeling that the older generation has discredited itself and lost moral standing students will rise in protest which results into conflict generation. A conflict between the teens and teachers, “the teens in their aggressive struggle against the old are imbued with an altruistic devotion for the lowest in

the society” hence to the proponent of this view students protect, be it against the administration of the school or state, its a generational protect.

In most developing counties, and Africa in particular government represents the older generation and in many cases provides an obstacle to ambitious students leaders seeking quick advancement therefore, given the expectation of the youth of succeeding generation a strong tendency/reaction towards activities is expected (Nkunda, 2008).

### **2.1.8 External Forces**

Ogidefa (2008), emphasises that, external forces such as political influences cause students groups to strike for instance, for instance they could be influenced by teachers who are in collision with school management, politicians against government can use students to strike for instance University students, trade unionists, journalists in their reporting, foreign powers with their policies. These external forces, it said, manipulate students to protest. This is done in order for the minority to champion their selfish political motives. Students are thus used against rival political parties, particularly the incumbent government. This view according to Ogidefa is traced in Nigeria right from the colonial period to date, the various governments have virtually blamed all students protests on their political opponents imaginary or real. In 1978, for instance, the Federal Government Commission of Inquiry into students uprising posited it was caused primary by lecturers with Marxist tendencies”. This view partly informed the reason for the deportation from Nigeria of a radical Pan-African Jamaican lecturer, Dr. Patrick Francis Wilmot by the Nigerian government.



### **2.1.9 Unmet Demands of the Students/ Seeking of Attention**

School administration tends to divert attention from the demands of the protesting students by underestimate the intellectual integrity of the entire student body and its ability to organize and fight for its rights and interests. Finally it does not take into consideration the role of leadership in the student movement and seeks to split the rank and file of students from their leaders a situation which breaks into unrest. Striking of secondary students as a means of seeking attention or protest in Ugandan schools is becoming rampant. Hardly a term passes without a school striking and the pattern is becoming bizarre with school property being destroyed by students. On August 25th Thursday night, the day before schools' official break off for term two holidays Kisubi High School students went on rampage destroying property worth million of shillings, computers with their accessories were stolen, others destroyed, dormitory windows smashed, school bus destroyed. By the time the police from near by Kajjansi trading center arrived, the students were heading for the school administration block known as the "White House" with petrol to blaze it down. A good number was rounded up and are cooling off in Luzira. (Ogidefa, 2008).

### **2.1.10 Togetherness of Students**

According to Harvey (2008), concentration of students in the schools and the fact that they are in daily touch with one another in the classrooms, hostels, students centers, cafeterias, sports" field among others. Coupled with the above is the fact that they are friends to one another which strengthens the spirit of comradeship and solidarity amongst students' groups all these in turn make it easier for the students to organize serious

discussion on specific pressing issues and to organize mass meeting intended to take concrete decision on concrete situation. This mass atmosphere, in addition, gives the student a sense of belonging of cohesion and the feeling of collective power. It is this factor that partly makes it easier for the so-called “militant minority of a minority” to propagandize, to organize and to mobilize the “silent majority” for mass action. This is so in that when social forces or the government infringe on their rights or the rights of anyone of them. Following the Bugema Strike as reported by the Monitor (2009), it was noted from Mwebaza the Adventist Church Communication Director for Uganda that students reported that they had raised concerns and that the school administration didn't respond, but the issues they listed didn't warrant a strike”. The above situation is sign enough that the students issues are not deemed necessary and thus not put into consideration simply because they seem of no harm.

## **2.2 Consequences of Students Unrest**

### **2.2.1 Destruction of Lives and Property**

The Monitor (2009), the peaceful strike which started on Friday as a boycott of meals, turned violent when students started to smash school windows and doors. The school administration called in the police to quell the situation before the officers fired randomly and injured the two students when local police used live fire to quell a riot at a church-run secondary school in Uganda. The Inspector General of Police, Maj. Gen. Kale Kayihura, who visited the victims at Mulago Hospital, ordered for the arrest of the area District Police Commander Eddie Kulanyi and all officers who were involved in the discharge of live bullets. The New Vision (2007), Kampala also reports that five secondary schools in

Rukungiri suffered violent students' strikes within a period of one week. In all cases the students went on the rampage, destroying school property worth millions of shillings.

### **2.2.2 Poor Academic Performance and Dropouts**

According to New Vision (2005), school fires, violent strikes, ghost pupils and high dropout rate in primary schools overshadowed performance achievements in the education sector during the year 2004. With over 40 fires, the highest ever recorded in schools in a single year, new strategies have to be designed to tame this new found method students now use to air their grievances. In the news was also the big debate as to whether corporal punishment should be reintroduced in schools to instil fear in students of freely committing big offences. The poor performance and times drop out of school is blamed in the area of absence of punishments (cane) in schools which turns the students brave and ready to join rebellious acts like strikes knowing they cannot be punished.

### **2.2.3 Breakdown of Communication due to Financial Damages and Losses**

According to Lindsay (2007), it was emphasized that, in the past five years secondary schools within and around the Mbale District were experiencing violent outbreaks and strikes led by students which has led to injury of students and/or faculty, and significant property damage to the school. As a result schools have had to close for repairs of which parents have had to pay for the damages causing a breakdown in communication between students, school administrators, teachers, and parents.

#### **2.2.4 Suspension, Expulsion of Students and Imprisonment of Ringleaders**

Rukundo (2009) identifies the effects of the strikes as destruction of school property causing financial losses, suspension and expulsion of students leading to poor performance, beating up of teachers causing physical harm, imprisonment of ringleaders interfering with students' duration at school, slaughtering of school animals, closure of schools and inevitably poor academic performance among others.

The positive effects of the strike are identified as well to include changes from harsh administrative styles, better meals served and the strike acting as an eye opener for the administration.

The New Vision (2007), meanwhile reports five students of Nganwa High School in Bushenyi, suspected to be the ringleaders of a strike, as arrested and Senior six and Senior four students suspended indefinitely.

### **2.3 Solutions to Problems Caused by Students Unrest**

#### **2.3.1 Inclusive Decision Making Process**

Rukundo (2009) observed that for the strike to happen in the school there is usually a combination of disappointments on the various stakeholders and the psychology of the crowds which are all attributed to management. For this matter there is a need for inclusion of all the key stakeholders in decision making and calling even for further inquiry into the problems that arise.

### **2.3.2 Encourage Media to Carry Positive Social Messages**

Similarly, according to McAleese (2010), it may also be a good idea to create some media that carry positive social messages, such as acting selflessly instead of acting selfishly, or contributing to one's community instead of taking away from it. While the public can usually see clear through this type of propaganda that aims to curb social anxiety and unrest, it is still important to have media products like these that add hope and positivity to thwart conditions that are now perceived as negative. Things like being a good neighbor or helping someone out of jam, or productions that emphasize the innate goodness in all of us, whether wealthy or poor, should be a part of a media company's product line, albeit a subtle and limited addition to it. In other words, products like these should add to the diversity of media out there rather than be the only product the media offers.

### **2.3.3 Use of Documentary Films**

Documentary films can also help curb social unrest as well. There are still many heroes who have since passed on or who still remain unsung and have been overlooked up to this time. There may be interesting historical figures who have not been investigated as of yet as opposed to the same tired ones who are always investigated. What may not be needed is a rehashing of the same old battles that typify the same, silly cultural warfare that has been with us for some time now. The movie *Frost/Nixon*, for example, may be an interesting film, but why let old battles linger when both Frost and Nixon are both totally right and also both terribly wrong? These are unsolvable and unstable paradoxes don't really have an answer to them (McAleese, 2010).

### **2.3.4 Participative Leadership**

Participative leadership is equal to participative management where according to Mitch (2010), in a meeting, if everyone takes turns promoting a better way, a new solution, then everyone has taken turns showing leadership. All such instances of leadership are, a one-way influence attempt. Participative management means that the person in charge asks questions to draw solutions out of team members. But this is not leadership if the meaning of leadership is to actively promote a better way. In a meeting, if everyone has an equal say in the decision, then we must say that no leadership was shown or needed no matter how skilled a facilitator was the person in charge hence subordinates are in one humbled towards their leaders.

### **2.3.5 Guidance in Stress and Anger Management**

There's no question that one of the greatest threats to domestic stability is how many of us react to the stresses and strains that hard times such as these bring. Some of us may be able to react favorably to these economically-challenged times with level heads and a cool and calm rationality that promotes stability and social harmony, both on the streets and within our own families. Others, however may need a little more help as they involuntarily lash out at circumstances that they can't control. This is where psychiatry and medicines that promote psychological well-being come into play, and our world has to admit that at times of uncertainty it is important to contain the mad-gunman and howling radical within us than to let him or her run free and wild like a werewolf looking for fresh meat (Harvey, 2008).

### **2.3.6 Working of Discipleship**

Andrew Flanagan (2008), of paradigmatic solutions notes that, they working hard to instil morals through their ongoing working of discipleship and integrating what the Bible says into our lives. In this way he suggests that, schools need to find ever-improving ways to listen to students (through student council, student comment box, and open ears to students at any time) and better and better ways to respond helpfully to their concerns. Yet not everything they want is possible; or good for them. It doesn't take much to strike off violence in an African boarding school. Unfortunately civilized debate and discourse haven't gotten these people far over their history, and they haven't learned to trust discussion as a means of conflict resolution yet. In other words there is need to create a spirit of accepting resolution as way of solving conflicts.

### **2.3.7 Enforcement Measures should be Revised to Change Public Perception**

Harveys (2008), states that , what's more is that there has to be the pro-active elimination of the notion among members of a community, that the police is somehow out to get them or police is working against the general population by enforcing some laws which irritates those who really want to be left alone and don't intentionally violet the laws. This perception of law enforcement as the crooked is something that has to be eliminated to ensure that the public doesn't see the police and its local government as forces that are subtly working against them by routinely shaking down ordinary people but as peace keepers because if such a perception takes root, then it is likely that social unrest will result. So it is important that law enforcement concerns itself with the heavier cases and not the petty ones.

### **2.3.8 District Officials to Work in Conjunction with School Authorities and Police**

Eremu (2005) notes that, school district officials have continued to work in conjunction with the police department to dispel rumors and ensure the safety and well-being of students and staff. In addition, the superintendent said each school building is equipped with metal detectors, video surveillance cameras and monitors and SRO officers to add a level of security for those inside.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter described the methodology that was applied during the study. It also gave a description of the information on various methods and instruments that were used in the data collection analysis, the area of study and data collection procedures.

#### **3.1 Research Design**

The researcher employed a descriptive exploratory design to investigate on leadership skills on students' unrest by soliciting information from respondents (Students, teachers, parents, head-teachers, and Police) through use of questionnaires and interview, where both qualitative and quantitative techniques were administered in the collection and analysis of data on the specific objectives.

##### **3.1.1 Study Population**

The study population comprised of students from selected secondary schools, head teachers, teachers, parents and police in Makindye division.

#### **3.2 Sample Size**

The researcher intended to use 70 participants in the study included students (40), parents (10), teachers (10) and Head teachers (5) and Policemen (5).

### **3.2.1 Study Area**

The study was conducted in selected schools in Makindye Division in Kampala District, due to the advantage of its location and level of accessibility.

### **3.3 Sampling Procedure**

A Simple random sampling technique was used in the selection of teachers and head teachers (15) where the teachers were purposely selected because they taught and dealt with the students. Purposive sampling was used in the selection of parents (15 respondents) and the students were selected because they studied in the selected schools. Finally a stratified sampling technique was employed in the selection of students who constituted the strata of those that study in the selected schools (40) where a total of 70 respondents participated in the study.

### **3.4 Methods of Data Collection**

#### **3.4.1 Questionnaires**

The researcher developed structured and unstructured questionnaires for students and teachers in order to seek personal views to avoid leading the respondents to the answers. Due to the different forms of data, structured questionnaires were developed so as to avoid repetition since method sought personal views other than leading and its because of the different kinds of data that structured questionnaires were developed so as to avoid the satiated questions this will provide hints to the research objectives. The researcher made a pre-test of the questionnaires to eliminate any possible ambiguities that arose and to eliminate the self leading questions in order to collect qualitative data.

### **3.4.2 Interview**

The researcher administered interviews where she engaged the respondents (head teachers and parents) in a face to face conversation. The researcher ensured that the discussion was interesting enough to keep the respondents on track as suspicion was avoided in this manner.

### **3.4.3 Documentary Review**

The researcher made of different documents such as Textbooks, news letters, different publications, periodic reports and other related documents on leadership skills on student's unrest to enable her to obtain the necessary data which was qualitative in nature and was based on already existent literature.

## **3.5 Data Processing and Analysis**

The researcher explained, analyzed and presented data on the study findings by help of specific objectives as a guiding tool. Data analysis was done by summarizing the findings from conclusions and observations at the time of data collection. The processing of data was done after the collection of data in order to verify the data collected to ensure completeness and uniformity of results. This entailed editing through a thorough check for errors where the researcher eliminated the errors that may bring about biased results. Data will be presented through use of tables and graphs.

### **3.6 Ethical Consideration**

The researcher obtained a letter of introduction from the head of department Before she went to the field for data collection, authorising her to carry out the study after which she went ahead to make arrangements with the respondents to book for appointment for interview.

### **3.7 Limitations of the Study**

The researcher experienced some financial shortages due to the distances between the schools in which she conducted the research. She however managed to solve this problem by borrowing some money from a relative. The researcher also encountered some difficulties with some respondents, especially teachers who were suspicious in the beginning but she solved this by convincing them about the sole purpose of the study upon which they later on readily gave the required information.

## CHAPTER FOUR

### PRESENTATIONS, ANALYSIS AND DISCUSSIONS OF THE FINDINGS

#### 4.0 Introduction

This chapter covers the presentation, analysis and discussion of the findings focusing on the main variables of the study which are; the causes of students' unrest, relationship between head teacher's leadership styles and student unrest and the types of unrest.

#### 4.1 Demographic Distribution of the Respondents

The study sought about the differences in the demographic characteristics of the respondents and the findings were presented in Table 1 to Table 3.

##### 4.1.1 Distribution of the Respondents by Gender

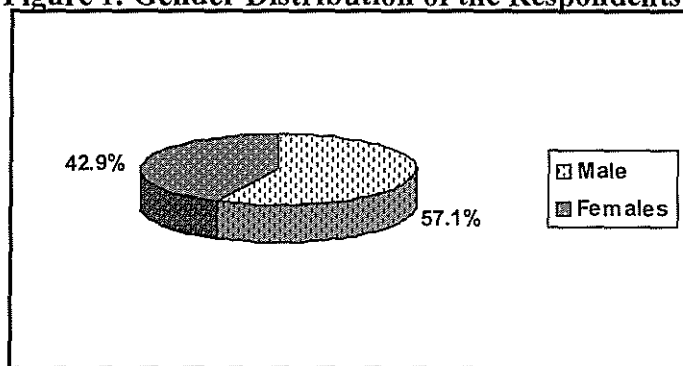
The study sought about the differences in gender of the respondents and the results of the findings were as presented in Table 1.

**Table 1: Gender Distribution of Respondents**

Sex	No of respondents	Percentage
Male	40	57.1%
Female	30	42.9%
<b>Total</b>	<b>70</b>	<b>100</b>

Source: *Field Research Findings (2010)*

**Figure 1: Gender Distribution of the Respondents**



Source: *Field Research Findings (2010)*

According to the study findings in Table 1, the males constituted of 57.1% and the females constituted of 42.9% of the total sample implying that the males dominated the sample particularly because, being more masculine their more able to participate in strikes than girls who are feminine.

#### 4.1.2 Distribution of the Respondents by Age

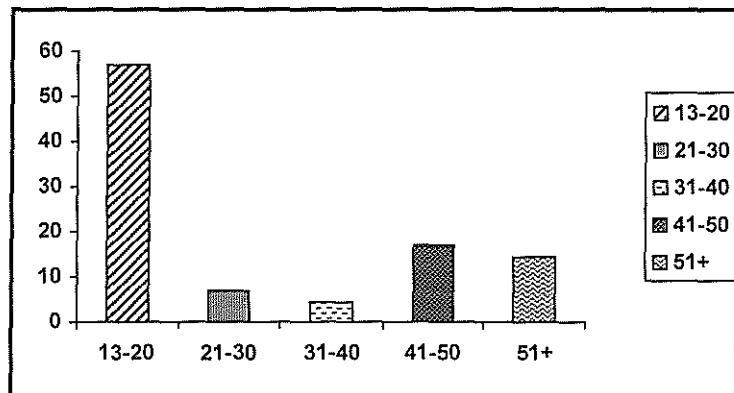
The study sought information about the age distribution of the respondents and the findings were as presented in table 2.

**Table 2: Age Distribution of the Respondents**

Age group	Frequency	Percentage (%)
13- 20	40	57.1%
21-30	5	7.1%
31-40	3	4.3%
41-50	12	17.1%
51+	10	14.3%
<b>Total</b>	<b>70</b>	<b>100%</b>

Source: *Field Research Findings (2010)*

**Figure 2: Age Distribution of the Respondents**



*Source: Field Research Findings (2010)*

According to the study to findings it was revealed that, age group 13-20 constituted of 57.1%, the 21-30 age group was represented by 7.1%, 31-40 constituted 4.3%, the 41 – 50 age group had a representation of 17.1% and the 51+ was represented by 14.3%. However the sample was dominated by 13-20 age group purposely because as students, they were the major study elements.

**4.1.3 Religious Affiliation of the Respondents**

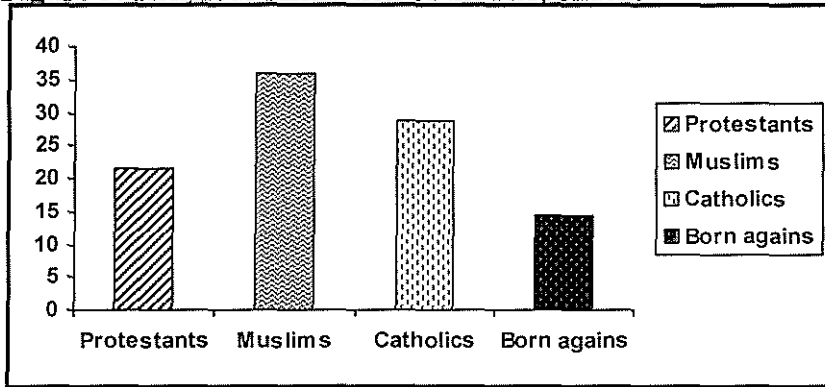
The study also sought information about the religious affiliations of the respondents and their religious sects were as represented in table 3;

**Table 3: Religious Affiliation of the Respondents**

Religion	Total	Percentage (%)
Protestant	15	21.4%
Muslims	25	35.7%
Catholics	20	28.6%
Born again Christians	10	14.3%
<b>Total</b>	<b>70</b>	<b>100%</b>

*Source: Field Research Findings (2010)*

**Figure 3: Religious Affiliation of the Respondent**



Source: Field Data (2010)

Protestants comprised of 21.4%, the Muslims were 35.7%, the Catholics were represented by 28.6% whereas the born again Christians were 14.3% of the total sample. This implies that the sample was dominated by Moslems and the least represented religion was the born again Christians probably because they a lot more humbled and may less likely be willing to participate in strikes unlike the other religions.

#### 4.2 Cause of Students' Unrest

The study aimed at identifying the causes of students' unrest and findings were as presented in Table 4;

**Table 4: Causes of Student Unrest**

Factor	Agree	Disagree	Total Frequency	Total Percentage
Poor administrative techniques	67(95.7%)	3(4.3%)	70	100
Information flows	59 (84.3%)	11 (15.7%)	70	100
Dodging of lessons by teachers	62 (88.6%)	8 (11.4%)	70	100
Unexplained school increments	65(92.9%)	5 (7.1%)	70	100
Solidarity of students	42(60%)	28 (40%)	70	100
Unresolved student issues	60(85.7%)	10 (14.3%)	70	100

Source: Field Research Findings (2010)



According to table 4, it was noted from the respondents that child abuse was affecting children retention in school and that factors leading to child abuse included poor administrative techniques represented by 95.7%, unexplained increments in school fees was represented by 92.9%, dodging of lessons by teachers 88.6%, unresolved students issues 85.7%, information flows 84.3% and solidarity of students was the least proposed cause of students' unrest as represented by 60% of the total sample.

It was established from the respondents that, poor administrative techniques were part of the influential factors in students' unrests. It was claimed by respondents, that some schools tend to take up inapplicable policies and decisions which oppress the students and staff without taking second thought of what the likely outcome would be, which keeps the students and staff bitter and raging for policy change. This was clearly emphasised by some teachers in an interview as;

*".... Before it is called school policy, it should really be a policy. It should cover the majority needs, not individual administrative needs. Schools are social organisations not businesses so dictatorship policy should not reign. Student's almost burned down the school last year, when we resumed third term programme. But thank God one born again student managed to so wisely report this and the petrol was seized before the mission was accomplished."*

*"Administration is not easy, especially in our private schools, where you have to work with a board of governors all of whom are strictly businesses*

*people. You can never be part of the policy implementers. Before they take a sitting, they will come with their issues already raised for you to implement even when you explain what is on the ground. They strictly have a profit oriented drive. This is especially bad with delayed teachers' salary. We almost had one at the beginning of the year when teachers went on sit-down strike for two weeks yet schools dues had been hiked. Students almost killed the headmaster, but thank God the Police was on time."*

This was earlier emphasized by Rukundo (2009) on how rate of strikes was geared by problems in management when they delay teacher's salary and also when they refuse to focus on a two-way communication. The same situation is held in Ma Maliyamomkono (1991), on how inapplicable interferences in school decision making brings about clashes, and when the entire school loses hope, the empty minds will wander about, for appropriate solutions. This was also complemented by Bank Lindsay (2007) on students mistreatment by teachers and use of corporal punishment by the administrators at the church-run school.

This is analysed as true by the researcher, especially when administration takes up dictatorship policies and forgets about school as a social unit. This implies that private schools especially those owned by people who don't belong to the education profession and public administration can not influence effective policies because they lack the techniques. This is not a good ruling system because without feedback, you can never tell

what your position is, with those that you work with. You could be unknowingly working with a mob which is awaiting a trigger or a spark to kick off a complete revolution.

It was also noted that hiking of school fees without explanation was a contributory factor to students' unrest. This was reportedly true in some two schools where school dues were hiked at the beginning of the year, and yet teacher's salaries were not cleared for the last three to four months simply because the directors had withdrawn funds to construct a school library, and to renovate the dormitories. Teachers laid down the tools and students demanded for an explanation which could not be given.

*"This almost set the school ablaze, but luck lay in poor timing of effecting what was planned. It was bootered anyway, but the same would occur if changes don't take place",* commented one respondent.

This is in contention with Ogidefa (2008) who raised an issue on commoditizing of knowledge to recognise its exchange value and also Harvey (2008), on how withdrawn subsidies on education lead to increased costs.

This to the researcher implies that, when the burden rests entirely on the students, teachers, and parents, they are demotivated, which can lead to the forming of a union by the oppressed to fight the system, hence the unrest in the schools.

Dodging of lessons by teachers was yet another cause of students unrest, it was noted that some teachers had a tendency of dodging classes, and yet present in the staffroom purposely due to unmet salaries as explained above. This was reported to irk the students,

because they come to school to study and whatever the case may be, that is administrative and a non issue to them. All they want is to see the teacher in the classroom whether paid or not, is not their issue to resolve.

One student was thus quoted;

*We are less concerned, about whether they have been paid or not. All we need is being taught, after all they hiked school fees and we managed pay. They should pay our parents back by teaching us.*

This same situation was earlier on envisaged by The New Vision (2007) on study conditions of the students and crises manifested in the mass retrenchment of teachers and their pay.

According to the researcher's view, this implies that, at whatever costs or in disregard of whatever situation is taking place in the school, the students expect a teacher at a blackboard side if it is time to study. If this cannot be effected they feel obliged to fight for their rights as school fees payers.

Unresolved student issues, was yet another cause of student's unrest in schools. It was established from the respondents that when students raise their issues of concern and no action seems to be taken, or when administration goes silent about their raised concerned, they feel that the administration only wants to encroach on their money without giving them prior consideration as money payers which results in unrest. One respondent noted that;

*When we raise our concerns, we are not given consideration. Why? Anyway that is why students almost burned the headmasters office and school library with petrol, if it were not for the police and trust me, we were not giving a damn how much impact it was going to cause or how much loss they were to encounter, they would use the balance of our school fees to reconstruct”*

This corresponds with Ogidefa (2008) on how school administration diverts attention from the demands of the students when it underestimates their intellectual integrity and ability to organize and fight for its rights and interests. The same view is held by New Vision (2007) on how if students are fed poorly and miss lessons consecutively they rise in protest. This is supplemented by Linsay (2007) on concerns on increased costs and authoritarianism as a general misery and deprivation,

This implies that when students' issues come up, no consideration or response is given but the rule of authoritarianism is left to reign, this makes students to easily perceive that they are just being taken advantage of, by having them pay school fees and that's it and nothing else seems to matter anymore. This attitude to should be changed, even if a response cannot be taken up let it be explained to sell opinion.

Solidarity among the students was yet another issue to raise, it was noted that students when aggrieved be it by beneficial or non beneficial issues, easily organise and come up in protest which at times erupts into destruction of school property.

The is seen to hold by Harvey (2008), on how the association of students in school can strengthen the spirit of comradeship such that when specific pressing issues arise, immediate action can be aroused although some of these actions may not warrant a strike as stated by Monitor (2009).

The above situation is sign enough that the students issues are not deemed necessary and thus not put into consideration simply because they seem of no harm. Which makes it right for the researcher to assert that at times administrators underestimate the likelihood of students.

Lastly it was noted that some unrests are driven by through information moving one school to another, especially when schools have been experiencing the same problems. When one school erupts into a strike the school suffering the same situation is also likely to follow suit and also when they learn about what changes are being laid underway by the administration and are likely to affect their position and peace.

This was clearly pointed by Ogidefa (2008), on how students have much access to information and ideas from explosions through media and personal contact between students of one school and another.

This implies that unrests can be generated through the availability of information from different schools concerning same raised issues which can lead to general resentment in schools and thus ends up in strikes when it appears a general cause and seems more justified as a massive cause.

### 4.3 Effects of Child Abuse on School Dropout

The study aimed at establishing the possible effects of leadership styles on student unrest the findings were as established in table 5;

**Table 5: Effects of Leadership Style on Unrest**

Effect of Leadership Style	Agree	Disagree	Frequency	Total
Personal injuries and death	65(92.9%)	5 (7.1%)	70	100
Suspension from school	63(90%)	7 (10%)	70	100
Financial constraints	65( 92.6%)	5(7.1%)	70	100
Poor academic results	30(42.9%)	40 (57.1%)	70	100

**Source:** Field Research Findings (2010)

According to the study findings in table 5 various effects were established to be associated with leadership style and students' unrest and these are personal injuries and death (92.9%), suspension from school 90%, financial constraints 92.6% and lastly was the poor academic results that could be yielded in the end (42.9%).

According to the respondents, it was established that unrests lead to poor academic performance of the students. This was reportedly true in that when the students strike they destruct a lot of property including school library which is supposed to contribute to their resourcefulness. This leads to a setback in the overall general performance and also on expulsion the time spent at home leads to a general academic decline when it comes to the final assessment.

This is reportedly true, as noted from one teacher;

*Students don't to forget, that a strike means school closure, and catching up with the rest of the schools who continued with a general programme may not be that easy.*

However, this is in line with the New Vision (2005), on how violent strikes can overshadow performance achievements.

From the researcher's point of view this implies that, the likely effect of the strike to students is most likely to be manifested at the end of the assessments when students' performance declines due to the lost time.

Personal injuries and death was yet another established effect of school unrests on leadership styles. The study established that when students go on strike they tend to spoil whatever they come across , they break classroom windows where some of them even experience deep cuts as they jump of the windows, and throw stuff all over. This destructs both school property and wounds the students as well. It was also noted that it is dangerous when police intervenes and students don't calm, they may be forced to shoot at them. Rukundo (2009) confirms this when he states that strikes lead to destruction of property, beating up of teachers causing physical harm, and imprisonment of ringleaders. This is in complement with the New Vision (2007), and how students went on rampage, destroying school property worth millions of shillings.

According to the researcher, the situation is such that, when a strike erupts students don't remember about how much impact they are likely to cause for instance when they gang



up on teachers, it could accidentally lead to loss of lives. This opinion is also shared from the Monitor (2009), on how during the Bugema strike, school administration called in the police and officers fired randomly and injured two student.

Financial constraint was another effect reported to arise from unrests. It was established from the respondents, that when students go on strike, they tend to spoil each and every thing that they come across, which leaves the schools resources damaged and thus need for replacement arises. This financially strains the school resources when administration drains the treasury to replace what has been damaged and was unplanned for as noted from one headmaster in an interview;

*“Strikes can be a great loss to the school, it leaves the school completely out of resources and funds. Schools end up in debts trying to survive to end the term.”*

This was envisaged by Lindsay (2007), on how schools experiencing violent outbreaks and strikes lead to significant property damage to the school upon which schools close for repairs.

According to the researcher, this implies that school do feel great impact financially when school property is damaged, because they cannot do without it and thus have to replace it at any cost whether it means school closure to repair, then so it shall be done.

Lastly strikes lead to suspension from school which is of significant impact to students' performance. It was established that when a student is suspended from school they definitely loose out in terms of time and wasted time can never be regained.

*It takes a student of great intellectual ability to catch up with the time they are out of school and others are learning,* commented one headmaster.

This is indicative of the fact that its hard to compensate for all the lost lessons to be in position to effectively compete with those that have been attending lessons.

#### 4.4. Solutions to Students' Unrest

The study sought to find out possible intervention that curb students' unrests and these were established as presented in table 6.

**Table 6: Solutions to Unrest**

	Agree	Disagree	Frequency	Total
Inclusive decision making processes	61(87.1%)	9(12.9%)	70	100
Guidance	32 (45.7%)	38 (54.3%)	70	100
Discipleship	65(92.9%)	5 (7.1%)	70	100
Revising policy mechanisms	42(60%)	28 (40%)	70	100
Using documentary movies	32(45.7%)	38 (54.3%)	70	100

Source: *Field Research Findings (2010)*

The researcher noted from the respondents that there is a need to devise possible means to curb possibilities of unrest and among the identified solutions included; inclusive decision making processes 87.1%, guidance 45.7%, Discipleship 92.9%, revision of policy 60% and lastly was the use of documentaries as represented by 45.7%.

The study established the need for participatory decision making procedures, this was particularly so because, it was argued that schools should be viewed as strictly social

enterprises and not business or profit oriented businesses. In so doing, this calls for participatory measures to cater for massive concerns to reduce protests and resentments among the subordinates. The same situation was held by Rukundo (2009) on how strikes can be a combination of disappointments by various stakeholders and the psychology of the crowds. Mitch (2010) also addresses the same situation when he comments that, participative leadership is equal to participative management and thus everyone takes turns promoting a common cause for the better.

This implies that before policies are drawn, the stakeholders should compound different concerns to cover what should have otherwise been oppressive and unworkable in the future.

It was further noted that unrests can be curbed through use of documentary movies in schools to help in giving a clear picture of what actually could be the end result from the original perception of the intending protestor and the picture they had in mind. This could evoke a different attitude towards strikes when the likely dangers are experienced before such a union can be thought off.

*“ Documentaries could divert their way of thinking to a more rational method of solving problems. Other than jumping from a frying pan to fire.”*. commented one of the teachers.

This same view is pointed out by Mc Aleese (2010) on how documentary films can curb social unrest when they show how those who thought were heroes are overlooked and still criticized and blamed even presently. Implying that, when students watch and realise

that strikes would not make them heroes but a center of criticism and rebuke by those that they regard highly, then they will not be motivated to take a step ahead.

.It was further noted that there is a need to allow a wide range of coverage in different schools by media on condoning practices of unrests. When it is looked at as a general rebuke, then nobody would be willing to participate. This was earlier held by Mental Health: Surgeon General report (1999), that immediate intervention before problem comes up brings about restoration.

This implies that the earlier the problem is addressed the lesser, the likely chances for it to occur.

It was further held that schools should rely on trained counselors or career programmes on the curricular to guide students as well as teachers in stress and anger management. When anger is managed before it is late, it limits the chances of likely occurrences of unrests. Harvey (2008) consents with this when he says there is no question that one of the greatest threats to domestic stability is how many of us react to the stresses and strains.

This implies that if that rightful counseling and guidance provided, then the students or staff are more likely to adjust on their reactions.

It was further noted that spirit of discipleship should be encouraged, by building the morals of students not only in schools but right from home. A child is well groomed was reported to be less likely to participate in destructive activities. This is pointed out in Flanagan (2008) on how, instilling morals can bring about discipleship.

To the researcher this implies that by becoming a disciple one is humbled from such aggressive activities or mobs as one learns to be tolerant of circumstances whatever they may be, there will be acceptance and understanding and thus less chances for strikes to occur.

It was further established that there is need to revise the policy implementation and mechanisms in the schools. Since schools have now become unruly. Children are now generally unruly compared to past situations, the trend of thinking patterns has changed with technology and thus students seek to advance as fast as technology is advancing. To control the likely behaviors that are likely to come up in regard to strikes, school policy needs to be changed for instance a police department be set at a school, where school has to contribute something small in terms of welfare to keep schools free from attacks.

This corresponded with Harvey's (2008), view that police should be present at school and thus should not wait for unlawfulness to occur in order for them to surface.

This implies that to change people's perception about policy, especially that of police, it should always be in the vicinity to control such occurrence not to wait until they occur then they turn up to shoot as discussed in the case of Bugema above. This is similar with Eremu (2005) who emphasized on school district officials working in conjunction with the police department to dispel rumors and ensure the safety and well-being of students and staff.

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter covers the summary, conclusions and recommendations of the study findings on the three major variables.

#### 5.1 Summary of the Findings

According to the findings it was revealed that there were various causes of students' unrest which came about as a result of leadership skills to which possible interventions were developed to help in addressing the problem of unrest.

##### 5.1.1 Causes of Students' Unrest

The study established that the causes of students' unrest involved poor administrative techniques which oppressed both students and staff to a point of no tolerance, unexplained increments in school fees and at the same time students are not attended to in class. In this case when they raise their issues, which yield no response, students can carry out informational flows and discussions to enforce administration to meet their demands through solidarity.

##### 5.1.2 Effects of Leadership Style on Students Unrest

It was established during the research that unrests can financially strain the school when it happens to have to meet a lot of reparations from the destructions encountered. This

further leads to decline in performance when school is called off and lost time can never be compensated. At times it goes as far as loss of lives in addition to property and thus needs to be controlled from taking place.

### **5.1.3 Solutions to Child Abuse**

The study further established that such practices of unrest can be curbed when students view documentaries and are shown into the right picture of what a strike would mean if carried out in addition to which, students morals need to be built. Guidance and counselling would help to reduce anger and divert students from holding strikes but this should be hand in hand with review of policies implemented.

## **5.2 Conclusion**

### **5.2.1 Causes of Students Unrest**

The study concludes that there should always be feedback in communicating and designing policy for the school to avoid unrests. If there are to be changes such withdrawn subsidies, delays in salaries, this should be communicated to give hope because this will keep the teachers motivated and ready to attend to their classes and a watchful eye should be kept on the abilities of the student to evoke unrest by identifying and controlling those capable of driving others into the protests.

### **5.2.2 Effects of Students' Unrest**

The study concluded that although strikes may be a positive effect to influence change of decisions, they financially retard the school when they leave it in debts which is direct

ticket to declined performance because teachers' salaries will be diverted to repairs and thus wont be motivated to teach. In this way students should find a better way to express their problems than cutting into their academic programmes by analysing how strikes can affect both the school and student and administration should always solve its problems before they get out of hand.

### **5.2.3 Solutions to Students' Unrest**

The study concluded that unrests can be curbed if concerns of the majority are covered by the policy and if students are always sensitized into the needless action of strikes by documentaries showing how the public perceives strikes and problems should be addressed before they get out of hand or before they actually come up for restoration purposes and where the study called for a review of policy implementation in that police should also be involved in the day to day maintenance of law and order in schools to humble students.

## **5.3 Recommendations**

On summarizing the findings and drawing conclusions of the findings, the researcher made the following recommendations to the international community, concerned agencies, government and community.

### **5.3.1 International Community**

The international community should work towards addressing the issue of crime prevention in schools by revising the existing policy to do with student crime by instilling



tougher but appropriate means from swift to counter possible gains from criminal behaviour at school. More prisons and stiffer criminal laws with greater penalties for offenders are the best solutions to unrest crime.

There is a need to prevent crime by preventing additional offsprings in case problem is traced to come from home because this would end the genetically criminal cycle. This can be done through research to find the gene responsible for crime will allow medical science to turn off the gene in question once located.

### **5.3.2 The Government**

Government should ensure that positive alternatives to divert students' actions away from criminal activities are designed and implemented this can be done through ensuring that in a school policy, every particular hour is accorded an activity with strict observation and participation of all students, be it in extra curricular activities to create a sense of belonging and competence as well as empowerment. In this case social programmes that change the cultural and social conditions thought to lead people into crime are the best solution.

There is need for the government to increasing the educational capacity by investing in surveys throughout the striking and non-striking school districts to counter the problem.

### **5.3.3 Schools Administration, NGOs and Other Concerned Agencies\**

Student offenders should be punished and there after accorded the responsibility and ability to change their own behaviours as well as that of others. In this way they should be given the duty to monitor for such cases, in that without monitoring, they are held responsible for such acts.

Students should invite strangers, on a routinely organised basis to meet and talk to the students about their careers and how they careers can be affected in case of misconduct. These people can be from the community, ministry of education and other recognised institution.

#### **5.3.4 To the Community**

The community leaders should provide opportunities for positive interaction of students with society to enable the criminals (student offenders) or would be criminal, to choose productive and lawful behaviours to their meet their school needs or conditions.

Condoning of unrest practices should be done through organised community drama groups invited to the school in which parents should participate. Upon which, particular behaviours that lead to unrest should be acted and the negative thoughts expressed therein for students to know that the practice if carried out would be condoned both at the school and in the community by their own parents.

Religious institutions with the help of families, need to be part of the services offered in addressed unrest by planning get together talks with students in holidays after church, or in the mosques for the case of moslems to help in combating ability to commit crime.

Overall morality enforcing practices should relax, and thus should not only relieve stress and strain but also attract people into churches, synagogues, and mosques who may genuinely need the help and services they offer to escape from the negative effects that the diminishing laws would yield. This would mean no alcohol, sex, and minor drug use would ease strain more than compound it.

#### **5.4 Suggestion for Future Research**

This study looked at students' unrest as a result of leadership styles and thus the researcher suggests that more studies should be conducted on student's unrest as a result of parenting styles.

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## APPENDIX (I)

### QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am Rolvine Kirungi Twambale, a student from Kampala International University pursuing a Bachelors degree Education. Am here to conduct a research on “the Effect Teachers Leadership Styles on student unrest”, which research is part of the requirements of the award of the Degree. I therefore kindly request you, to spare some time in filling this questionnaire as honest as possible. All the information provided will be treated with maximum confidentiality

#### INSTRUCTION: PLEASE TICK WHERE APPROPRIATE

##### Section A: Biographical Information.

1) What is your sex?

a) Male  b)Female

2) Which of the following is your age group?

A) 15-25 years  B) 25-35 years  C) 35-45  C) 45 & plus

3) What is your education level?

A) Certificate  B) Diploma  C) Bachelors

D)Others (specify).....

4) What is your marital status?

A) Single  B) Married  C) Widowed  D) Divorced

**Section B: Causes of Students Unrest**

5) What is student's unrest according to your own opinion?

.....  
.....

6) What do you think are the causes of student unrest in your school?

.....  
.....

7) Have teacher's leadership styles in any way prompted student unrest?

a) Yes       b) No

b) If yes, state how.

.....  
.....

**Section C: Consequences of Students Unrest**

7) Do these unrests affect students in any way?

a) Yes       b) No

8) How have students' unrest affected performance of secondary school students?

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

**Section D: Challenges Encountered Solutions to Problems Caused by Students**

**Unrest**

9. What steps have you taken to curb these unrest?

.....  
.....

10. Do you think the steps are effective in curbing these unrests?

a) Yes       b)No

If yes/No state

.....  
.....

11. Are there any possible solutions that you can suggest to challenges encountered in instil discipline?

a) Yes

b) No

which are they?

.....  
.....

**Thanks for your Response**



## APPENDIX (II)

### QUESTIONNAIRE FOR PARENTS

Dear Respondent, I am Rolvine Kirungi Twambale,, a student from Kampala International University pursuing a Bachelors degree Education. Am here to conduct a research on “the Effect Teachers Leadership Styles on student unrest”, which research is part of the requirements of the award of the Degree. I therefore kindly request you, to spare some time in filling this questionnaire as honest as possible. All the information provided will be treated with maximum confidentiality

#### INSTRUCTION: PLEASE TICK WHERE APPROPRIATE

##### Section A: Biographical Information.

1) What is your sex?

b) Male  b)Female

2) Which of the following is your age group?

A) 15-25 years  B) 25-35 years  C) 35-45  C) 45 & plus

3) What is your education level?

A) Certificate  B) Diploma  C) Bachelors

D) if other (specify).....

4) What is your marital status?

A) Single  B) Married  C) Widowed  D) Divorced

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**Section B: Causes of Students Unrest**

9) What is student's unrest according to your own opinion?

.....  
.....

10) What do you think are the causes of student unrest in schools in your community?

.....  
.....

7) Do you think the teachers' leadership is responsible for inciting strikes in schools?

b) Yes       b)No

b) If yes, state how.

.....  
.....

**Section C: Consequences of Students Unrest**

11) Do these unrests affect your children in any way?

a) Yes       b) No

12) If yes have students' unrest affected the performance of your children?

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

**Section D: Solutions to solve problems of student Unrest**

10. What steps have you taken to help school administration in curbing of these unrests?

.....  
.....

10. Do you think the steps are effective in curbing these unrests?

b) Yes       b)No

If yes/No state

.....  
.....

12. Are there any possible solutions that you can suggest to challenges encountered in instil discipline?

a) Yes

b) No

which are they?

.....  
.....

**Thanks for your Response**

## APPENDIX (III)

### INTERVIEW GUIDE FOR PROVINCIAL FOREST OFFICER AND COMMUNITY MEMBERS

#### IDENTIFYING INFORMATION

A) Kirungi Twambale Rolvine. Interviewing Date:.....

B) Interview number 1 - 3

C) Survey Interview

D) Despite the different leadership styles that teachers take to instil discipline in order to keep the learning environment and calm and effective for studying, students unrests are still persistent in schools and affecting the learner's environment thereby reducing their performance, it is for this purpose that there is realized need to find out the causes of these unrests in order to come up with solutions to curb the unrests to create a better learning environment.

#### Guiding areas

- What is meant by the phrase student unrest?
- What are the causes of student's unrest?
- What are the different types of leadership styles that you know of
- Of what effect are student unrests to school performance?
- What are the possible solutions that can be implemented to curb student unrest in schools?