UNIVERSITY OF EDUCATION, WINNEBA

INVESTIGATING INTO THE CAUSES AND EFFECTS OF STUDENTS' UNREST IN GHANAIAN SCHOOLS: A CASE STUDY OF ADU GYAMFI SENIOR HIGH SCHOOL IN THE SEKYERE SOUTH DISTRICT, ASHANTI REGION.

EVELYN OWUSU AGYEMANG

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IN GHANAIAN SCHOOLS: A CASE STUDY OF ADU GYAMFI SENIOR HIGH

SCHOOL IN THE SEKYERE SOUTH DISTRICT, ASHANTI REGION.

EVELYN OWUSU AGYEMANG

(7141770048)

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Education and Communication Sciences, submitted to the School of Graduate

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for the award of Master of Arts (Educational Leadership) degree.

AUGUST, 2016

DECLARATION

STUDENT'S DECLARATION

I, EVELYN OWUSU AGYEMANG, declare that this Project Report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree in the University of Education, Winneba or elsewhere.

SIGNATURE:……………...……………..…….

DATE:……………………….....…………….….

SUPERVISOR'S DECLARATION

I, hereby declare that, the preparation and presentation of this Project Report was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **DR. FRANCIS OWUSU MENSAH**

SIGNATURE:……………...…………..…….

DATE:………………………...…………………

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DEDICATION

This work is dedicated to the Almighty God who gives me life and strength.

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ABSTRACT

It is not far-fetched that schools play key role in producing effective manpower for the development of states. However, the social challenges encountered by Management in the school organization in Ghana and elsewhere have not been adequately addressed. One of the key challenges in the school organization which needs particular attention by education stakeholders in the country is students' unrest. The study sought to examine the causes and impacts of students' unrest in schools. The research methodology was descriptive survey method. It involved a sample size of thirty-seven (37) selected from the population for the collection of data. It included the head of the school, senior housemaster, 4 housemasters, the chief security, 5 teaching staff members, 5 parents and 20 students. In choosing the sample size, the researcher considered time factor and available resources at her disposure. The main instrument for data collection was interview, questionnaire and observation. Qualitative method was employed in the analysis of data. However, quantitative approach was resorted to where appropriate. All ethical issues were duly observed. Findings of the study on the causes of students' unrest were identified to include poor food supply and catering services and high fee charges. Improvement in students' welfare, government intervention and effective guidance and counselling among others have been recommended to all stakeholders in education to consider in finding solutions to students' unrest.

CHAPTER ONE

GENERAL INTRODUCTION

1.0   Introduction

This chapter of the study deals with the general introduction which revolves around the background of the study, statement of research problem, objectives of the study and research questions. It further considers the delimitation of the study, summary of methodology including ethical issues, limitation of the study and organization of the study.

1.1   Background of the Study

It is not far-fetched that schools play key role in producing effective manpower for the development of states. However, the social challenges encountered by Management in the school organization in Ghana and elsewhere have not been adequately addressed. One of the key challenges in the school organization which needs particular attention by education stakeholders in the country is students' unrest.

In developed countries as the case may be in the US, France and Portugal, students unrests have usually taken the form of strikes, protest and disturbance after drug abuse (Ojwang, 2005). The case has not been different from developing countries, including Ghana. To her, the phenomenon is a worldwide canker as in Kenya and elsewhere, students continue to wage demonstrations, riots, boycotts, arson, killing, rape, destruction of property and many other forms of portraying incorporation.

The case has not been different in the context of Nigeria education. Aluede et al (2005) asserts that "students militancy in the Nigerian Universities has come to be recognized as one of the most visible perennial problems of significance when compared

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with other social vices in Nigeria university campuses like campus cult activities, cases of examination practices, and drug abuse and addiction. Such that in the history of Nigeria, no group has established itself more in terms of frequency and intensity of such violent incidents as the student population. Hence, unrest is proving to be one of the most ubiquitous single factors characterizing these members of society".

According to Aluede et al (2005), cases of student unrest in Nigeria were reported as far back as 1945. They posit that between 1945, the West African Students Union (WASU) had agitated in pamphlets and public lectures for political reforms in all British African territories. In doing so, they aroused a fairly enthusiastic audience of the British public opinion in favour of Africa freedom. They further argue that from its inception, the National Union of Nigerian Students (NUNS) embarked upon deliberate campaigns of fostering national consciousness and inspiring a strong sense of militancy in the Nigerian people's liberation struggle.

According to Aluede et al (2005), students' union was born and nurtured in the womb of colonial protest. Hence, student unionism was more of a protest union rather than student union, which was aimed at far reaching changes in the society.

One incident of student unrest in 1960, according to Aluede et al (2005), was essentially due to students' dissatisfaction with government insensitivity to national issues, and its inability to address them appropriately. That, Nigerian students being aware of the British Government's intention to establish a military base in Nigeria and by so doing perpetuate a neo-colonial state, decided to state a protest against the proposed Anglo-Nigerian Defence pact in Lagos on November 14, 1960.

To them, another incident was students' dissatisfaction with newly introduced educational policies. That, "before independence, only mature students were admitted into few existing tertiary institutions. Although they paid minimal fees, their clothes, including bedding were laundered at government expense. At independence, and thereafter, there occurred an explosion in student population and proliferation of higher education, which brought in its train a teeming population adolescents. According Aluede et al (2005), this act of the government, in addition to withdrawal of tuition fees in all tertiary institutions in Nigeria led to the 1978 student crisis "Ali Must Go". Since these events, students have used several opportunities to express their grievances (Ibid, pg. 18).

In Ghana, this phenomenon of students' unrest has persisted since the evolution of formal education in the country and has taken root in higher educational institutions including second cycle institutions. Such incidences have usually resulted in loss of properties, lives, poor academic performance due to temporal close down of schools, etc. For example, "in 1978, students of Science and Technology in Kumasi stoned vehicles and involved themselves in hooliganism. The college was closed down following students' boycott of classes" (Ojwang, 2005).

The situation has not been different in second cycle institutions as senior high schools students continue to wage protests against school authorities. The recent incidences took the form of students' vandalism in three senior high schools in the Upper East Region of the country including The Navrongo Senior High School, Gowrie Senior High School and Sandema Senior High Technical School in 2010. According to the Ghana News Agency publications (2010), the rampage in these schools resulted in

damage to classroom blocks, School Administration block, staff accommodation, streetlights and electrical gadgets in reaction to a ban on majority of them not to enter the dining hall due to lateness and other reasons which led to a close down of the affected schools for a number of weeks.

In 2012, similar event took place at Adu Gyamfi Senior High School in the Sekyere South District of Ashanti Region and the consequences have been similar. Several other effects have been greatly felt by schools that have been affected by students' rampage.

This study is as a result undertaken to identify the remote causes and impacts of students' unrest in senior high schools in Ghana and to suggest appropriate measures to curb the menace.

1.2   Statement of Research Problem

The problem of students' unrest is one of the most pressing issues in school organizations in Ghana as its occurrences have been rampant in the recent decade and the impacts have been greatly felt by the affected schools and the state at large. In the year 2012, similar event took place at Adu Gyamfi Senior High School in the Sekyere South District of Ashanti Region and the consequences have been similar.

This study is as a result undertaken to find out the remote causes of students' unrest, the effects and more especially to suggest workable recommendations to curb the menace with reference to Adu Gyamfi Senior High School.

1.3   Purpose of the Study

The study generally sought to examine the causes and impacts of students' unrest in schools.

1.4   Objectives of the Study

Specifically, the study sought to

1. identify the remote causes of students unrest in Adu Gyamfi Senior High School.

2. ascertain the impacts of the uprising on the school.

3. make recommendations for consideration in devising appropriate solutions to the menace.

1.5   Research Questions

To achieve the above objectives, the research sought to answer the following questions:

1   What were the remote causes of students' unrest in the school?

2   In what ways has the unrest impacted the school?

3   What measures can be put in place to provide remedies in order to ensure smooth running of the school?

1.6   Delimitation

This indicates where the study was undertaken. The study was limited to the Adu Gyamfi Senior High School in the Sekyere South District of Ashanti Region, where a recent incidence of students' unrest has occurred. This organization was selected for the study because of proximity and the access to information.

To achieve the objectives of the study, the study was limited to examining the causes and impacts of students' unrest in schools although there are other areas that could be considered.

1.7 Justification of the Study

The study has the benefit of bringing out the causes and impacts of students' unrest in the Adu Gyamfi Senior High School as may happen elsewhere in the school setting. It is also expected that the outcome would guide the school's management in efforts to prevent future occurrences.

Besides, the results of the study would inform stakeholders and policymakers in the formulation and review of policies guiding the establishment and smooth operation of schools.

From academic point of view, this study presents additional evidence serving as a literature concerning the causes of students' unrest and evidence of its impacts on selected study area and across other areas, to assist any other person, organization or government who will pursue similar studies other than this.

1.8 Limitation of the Study

It is the desire of the researcher to extend the study to other educational institutions as well, but due to constrains posed by logistics, personnel and time, the study was limited to the case study.

Again, the outcome of this research is limited only to the data gathered from the selected school, books, journal and internet that could be accessed.

1.9   Organization of the Study

The study is sectioned into five chapters. Chapter One, which is the general introduction, revolves around the background of the study, research problem statement, objectives of the study, research questions, delimitation of the study, and justification for the study, limitations, summary of methodology, theoretical framework and organization of the study.

Chapter Two presents a review of existing literatures on the subject of leadership style. Key terms in relation to the subject are defined and discussed in this chapter.

The details of the research method, which entail the research instruments, sample size and sampling techniques, method of data collection and analysis and ethical issues, are confined under Chapter Three. Chapter Four considers the presentation discussion and analysis of the collected data. Chapter Five entails the summary of findings from the study, evaluation and conclusion, recommendations for future consideration and suggested area for further studies.
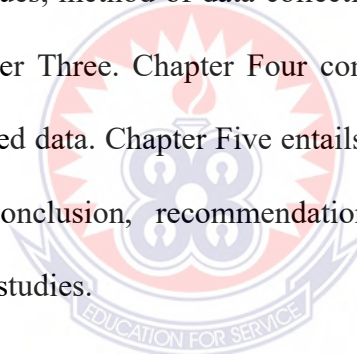
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0   Introduction

The purpose of this chapter is to provide a review of the literature relevant to the objectives of the study. The chapter is devoted to providing a wide-ranging background and other issues related to the problem. It seeks the views expressed by various authorities about the subject under discussion.

2.1   Students' Unrest Defined

The phrase *student unrest* may be used to refer to demonstrations, the occupation of campus building and even some minor riots involving students. It may also mean a state of mental disturbance caused by the continued non-achievement of expectations by students (www.answers.com). Citing Khaleduzzaman (2014), student unrest in this study generally means the "unexpected behaviour of the students and students indiscipline created by some problems of educational institutions".

2.2   Theoretical Framework

This study is adduced by the Conflict theory which has been used by other researchers in likes of Ojwang (2005) as theoretical framework in pursuance of similar studies. The conflict theory is attributed to Karl Marx when he explained in advanced that there would emerge disagreements, disharmony, disorder and many other conflicts in society if there occurred a situation of unequal economic resources. People would

struggle and wrangle over what they would consider good enough for their well-being. Such things would be wealth, prestige, influence, power, higher social status or classes and many other available opportunities. Other theorists like Max Weber (1864-1920), George Simmel (1858-1918) and Ralf Dohrendorf in 1959 made valuable contribution to Marx Webers' power and privileges by Weber. Simmel and Dahrendorf in 1959 emphasized the fact that change and conflict are part and parcel of society and societal life. It does not matter whether it takes political, social and economic or any other kind of dimension for example corporate. He explained that in all of them exists a constant power and authority struggle. He gave it a positive outlook by suggesting the corporation of the societal members to support the structures and make corrections where possible. The proponents saw the theory as a realistic one where the antagonisms were not meant to fail the system by struggles in life, which was an inevitable of any human society. The conflict theorists wanted to improve the conception of the society as had been given by the structural factionist theory; which the conflict theorists saw as a naive way of explaining the human societies.

The basic tenets identified that members of human societies did not have the same value, interests, expectations, and norms so matching of interest naturally occur according to privileges, sources of power, social status.

Competitions were inevitable aspects of human society. Some of the situations would lead to hostilities and opposition. The theory took into consideration the ever-dynamic changes in society in terms of social, economic and political status and conflicts would be an integral part of such a society.

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Application of the Theory to School Organization

In applying the conflict theory to the school organization, a leaf is taken from Ojwang (2005) who asserts that the school organization is an array of different people who also see things in diversified contexts. "They are opposed to different situations that are subjected to different types of interpretation. The students' concepts and interpretations could be manipulated to reflect a teacher's behaviour, a politician's views or peer pressure. The guide students' acceptable trends of behaviour, the elders ought to calculate what the learners could consume intentionally or accidentally" (Ojwang, 2005).

On that basis the conflict theory is used in the study to interpret possible causes of unrest in schools with indicators pointing at teachers, workers, villagers, politicians and peer influence to have contributed to unrest. Other factors would have included family upbringing of individual students, moral orientations etc. (Ibid, pg 10).

2.3   Underlying Causes of Students' Unrest

The phenomenon of students' unrest has persisted since the inception of formal education. Yet not much has been done to locate the phenomenon in its historical and social contexts with a view to evaluating its impacts on the school organisation and the entire state at large. In identifying the causes of students rampage in the school organisation, several factors come into play and these tend to vary from country to country.

A cursory look at Nigerian universities reveals that several issues precipitate student unrest in recent times. These issues include students' non-participation in decision making processes in the university. Accordingly, the degree of students' involvement in the decision making processes has been recognized to be inversely related

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to the frequency of student unrest. Hence, greater involvement of students in decision making processes may probably reduce the frequency of campus unrest (Aluede, 2001; Ojo, 1995 cited in Aluede et al, 2005).

Aluede et al (2005) posit that academic stress is another factor that precipitates student unrest in Nigerian universities, which is attributable in many direct ways to the mounting of academic pressures and stresses. To them, these stressors include overcrowded hostels and lecture halls, lecture halls and common rooms now turned (by some students who are not accommodated in the residential halls) into residential apartments.

Another causal factor of unrest in Nigerian schools and precisely in universities has been identified by Aluede et al (2005) as welfare problems brought about by lack of basic amenities. They argue that inadequate hostel accommodation; unsatisfactory supply of food and catering services; overcrowded lecture halls and hostels; lack of financial aid and poor sanitary conditions tend to make students' campus life and experience a very traumatic one. That, students studying under these dehumanizing conditions tend to lose sleep, lose concentration and as a result, may behave in manners not generally approved by authorities of their institutions.

To Animba (1993) cited in Aluede et al (2005), students in Nigerian tertiary institutions now have values that are generationally at variance with those of the adults who are in charge of the administration of campuses. That these students make demands that the socio-economic climate of the larger society cannot satisfy. In the past, the values of students were personal development, service to others, and the like. But conceivably, these values are now being discarded and replaced by those of: orientation for security,

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success at all cost, massive acquisition of wealth by any means and attainment of enviable status in the society by whatever means (Aluede et al, 2005).

According to Searle (1971), most of the presently available articles and books seeking to explain student unrest attribute the various phenomena to one or sometimes two or three causes. To him, these analyses invariably fail, if only because of their oversimplified approach. Even when they correctly fasten onto some one or two important factors they tend to exaggerate their importance and to leave out several others of equal weight. He further asserts that a little reflection and investigation are usually sufficient to reveal their inadequacy. He cites The Oedipal analysis, according to which contemporary student unrest is an Oedipal reaction of the young against father symbols, can hardly be true because the empirical evidence that has been gathered about the psychology of student radicals refutes the view that student radicals have some special hostility to their fathers or their parents. On the contrary, he argues that student radicals tend to come from very liberal families, and their views tend to be an extension of their parents' views, not a reaction against them. He therefore suggests that student revolts are extremely complicated social phenomena, and no simpleminded causal analysis is likely to explain them.

He moves on to suggest several causal factors of students' unrest in the context of universities by which the researcher figure out the most relevant ones to the study.

Affluence

Searle (1971) asserts that, the present generation of white middle-class students is the product of a period of affluence unparalleled in the history of this or the other Western democracies. They have grown to adulthood without any recollection of

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economic insecurity, with no experience of the Depression, and with no genuine understanding of the work and sacrifices that earlier generations have made to produce our present level of prosperity. They have never one hungry, and they cannot remember a time when dad was out of work. In a very real sense, they take prosperity for granted.

The Style of Upbringing

Here, Searle (1971) posits that on the basis of the prosperity and affluence described above, the present college generation has had a style of upbringing, which, again, is quite unique in American history. It is usually described as "permissive," but it might more adequately be characterized as participatory or gratificatory or self-realizing. To him, if one had to summarize in a single sentence the basic difference between this style of upbringing and earlier styles within the tradition of the Protestant ethic, one might say that the very impulses which the parents' and grandparents' generation were taught to restrain this generation has been trained to indulge. The traditional "virtues" of self-discipline, respect for authority and desire for conventional success have been replaced by spontaneity, immediate gratification, and self-fulfilment as the ultimate personal values. This change in personal values has been developing for a long time, but in the present under-twenty-five generation we see it in full flower. From the first parental admiration of his grubby childhood finger-paintings to the TV and movie glamorization of his undergraduate revolts, the young white middle-class American is taught, by the older generation, to regard form, structure, discipline, and rigor with contempt and to prize feeling, immediacy, and self.

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The Unresponsiveness and Obsolescence of Institutions

To Searle (1971) the upshot of the two causes so far mentioned is a type of person who might be described as a "spoiled idealist." He is not yet a revolutionary; he is by his own description an "idealist"; but he is in a hurry, and he sees no reason why change should not be instant. "Freedom now," he says, but then he has been saying "now" for the past decade. More radicalizing on him than any of the particular sacred issues, he believes, is the remarkable unresponsiveness of our institutions in coping with those issues. He asserts that sometimes the problems the institutions were designed to cope with have been solved or have become irrelevant to contemporary worries, and yet the institutions continue, though lacking much of their original purpose. He laments that moreover that Sometimes the institutions refuse to adjust to solve the problems that obsess the new generation. Sometimes, indeed, a new generation will grow to inherit a set of institutions that seem almost totally irrelevant to their experiences and constricting to their aspirations; and when there is no way to go around or avoid the institutions, they will seem oppressive and intolerable -- enemies to be fought rather than tools to be used or frames to be lived in. To him, institutional unresponsiveness is as a result, also one of the main factors leading to the general decline in respect for traditional authority. And that student hostility to (university) authorities seems to be both a manifestation of and partly a result of a much more general crisis of authority.

The Crisis of Authority

Another point which Searle considers in his paper *The Campus War* (1971) is the crisis of authority. On this note he points out that "a crisis of authority is by definition a crisis of legitimacy. He continues to cite questions that people ask, in the likes of "Why

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should I do what you tell me to do? Why should I take orders from you?" These are excellent questions, that to him, those in authority must be prepared to answer. In explaining this cause, he argues 'the trouble is that in general the authorities do not give adequate answers to this question. They tend to give the same inadequate answer'. He cites, for example, that the dean has always decided what the rules should be, the faculty has always determined the curriculum, and the regents have always had the final power over appointments. In a crisis of authority appeals to the sanctity of the status quo are inadequate, since it is precisely the sanctity of the status quo that is being challenged. Hence, contributes to students' unrest.

Another school of thought led by Omari and Mihyo (1991) identifies the causes of student struggles as a manifestation of the destruction and decline of academic authority, the weakening of state power, and the politicization of intellectuals. To them, it is easy to adduce psychological and sociological theories of alienation, rejection of parental authority, fear of adulthood, disenchantment with human societies; apprehensions about loss of comradeship, freedom, protection and identity at graduation, as causes of the unrest.

Roy (2013) reaffirms some of the causes of students' unrest in the case of India. To Roy, the reason behind unrest among Indian Students is a plethora of frustration, grievances and anxiety of the students. The inability of the authorities resolve to the grievances and demands of the students results in the indulgence of the students in the acts of violence, strikes and demonstrations. He further asserts that the students complain that the tuition fees are very high and their parents can't afford to pay such high charges. They also criticize the badly equipped libraries, improper admission facilities, overloaded

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classrooms, insufficient and incompetent, lack of vocational education and bitter teacher-student relationships are also contributory factors to students' unrest.

Ojwang (2005) also identifies students' unrest to be the result of poor administration, inadequate feeding of students, poor school facilities, internal and external politics and drug abuse in schools.

Moreover, Baffour's (1989) and Nahdi's (1987) share some of the same ideas put forward by the afore-discussed authorities and introduce yet other factors. Their surveys of African universities reveal that most of the student revolts are against real issues such as bad teaching, poor academic and social conditions in universities, unpaid scholarships, rising prices of basic goods, crumbling ivory towers, lack of concern by those in charge of universities, general deterioration of educational conditions, institutional oppression, shortage of staff, poor salaries and fringe benefits, mismanagement, and corruption in the universities. All these breed tensions that precipitate student revolts.

In sum, Omari and Mihyo (1991) have put the general causes of students' unrest into the following categories.

Political processes and issues outside the purview and physical confines of the university. These included protests against imperialism, neo-colonialism, political murders, corruption, government inadequacies, interference in university affair, and prioritization of national issues and investment paths.

Academic issues such as protests against difficult examinations, incompetence of lecturers, shortage of books, introduction of new courses, and favouritism in teaching and examinations.

Welfare matters such as bad food, congested dormitories, shoddy catering services, freedom in residential halls, and access to recreational and guidance services.

Management and allocative issues within the university, centred on administrative inadequacies, debates regarding the allocation of resources, discipline matters on the campus, and disputes on management styles. By extension, this section will also deal with management of crises.

To them these categories are obviously not mutually exclusive and are subjectively determined for analytical convenience. The process of classifying the events into these four categories itself may not adequately take into account the temporal dynamics of a given unrest.

2.4 Impacts of Students' Unrest

The impacts of the general trends of unrest in the school organisation are wanting since their impacts are greatly felt by the affected schools. To Ojwang (2005) the phenomenon is seen as detestable and harmful. Its effects are far-reaching and affect students, parents, school management, catchment area, community, school administration, teaching and non-teaching staff and infiltrated all other schools. She identifies effects of such unrest situations as, demotivating to the teaching staff, hurting the pockets of the parents, under enrolment brought by students fleeing such schools, falling standards in academics and exam performance, school dropouts especially those jailed and those expelled and causing immense suffering to the students who are punished, suspended and lack of concentration.

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According to Roy (2013) students' unrest usually results in the brutal suppression by the police officers who make students the targets of their gun and sticks. More so, it results in closure of schools and universities, gheraos of Principals and beating of teachers by the students.

Omari and Mihyo (1991) assert that apart from the damages to the university image as a source of inspiration and service, the recurrent crises have resulted in the massive destruction of university and public property; loss of life for both students and the public; increase in costs of running universities due to stoppages of instruction; creeping deprofessionalization of the academia, loss of public esteem and respect for the teaching staff; unnecessary changes in the staffing of higher education; dislocation in the planning for human resources development and deployment; loss of funding, consultancies, and intellectual contacts. To them, some universities have been closed for years and new entrants had to wait till the reopening due to the predicament.

In citing (Kulekana, Daily News, 15 May 1990), Omari and Mihyo (1991) further lament that besides the destruction of property worth millions of dollars in Zimbabwe, Zambia, Tanzania, Kenya, Nigeria, and Zaire, the political elite have found students and staff quite an irritant, and the only vocal and publicly dissenting voice. It has not hesitated, often in haste, to mobilize and unleash the forces of state repression on the students and faculty. The attitudes and views of politicians are like those of the President of Tanzania, Mr. A.H. Mwinyi, who when he sent home over 3000 students of the University of Dar-es-Salaam for seven months, after months of protracted but non-violent protest against state repression, official corruption, waste, and inefficiency in government, said: 'The University which is supposed to be the fountain of learning and

the source of wisdom in the land, turned into a citadel of hooliganism, indiscipline, and senseless acts'. Students unrest' has therefore caused lots of harm than good to the affected school, hence, the need to out stead such a predicament from the school organisation.

2.5   Measures Against Students' Unrest

According to Omari and Mihyo (1991) "while there are problems in the manner students have raised and handled their cases, it is very difficult to indict them of unbridled political posturing and irresponsibility in raising the issues they fight for. The best course of action on the part of funders and administrators is to help students play an even qualitatively more important role in the enhancement and maintenance of quality and standards in higher education". To them, the areas of interest should specifically be:

1. Student Welfare Issues

In any support given to higher education, attention should be paid to students' welfare in areas such as:

- Catering, such that quality food and services can be offered. Systems of 'buy and eat' in small cafeterias selling affordable meals will need to be established instead of mass cooking, characteristic of military barracks.

- Residence facilities, such Chat decency can be maintained. Many more students may have to stay off campus but university residences need to be good examples of decent living.

- Recreation facilities need to be built and maintained. In particular, staff should include necessary personnel such as games coaches and counsellors.

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- Regular reviews of living conditions and the financial circumstances of students need to be conducted so as to monitor the quality of life.

2. **Knowledge Expansion**

Considerati-on needs to be given to such areas as:

- Student publications with trained editorial groups. Likewise, university affairs general publications (could be monthly) need to be maintained to enlighten the public and inform other universities of what is going on.

- A student union secretariat and facilities for international and national contacts.

- Student visits, both within the region and internationally for moot courts, science exhibitions, student conferences, debates and explorations of what other universities are teaching and how student unions are organized in other universities. Some of the conditionality for funding universities should be the existence of free student unions, publications, and associations.

- Regular joint seminars or retreats for staff, students, and policy people to examine common goals and problems in higher education.

- Support for student subject associations such that there can be inter university exchange of students and, joint experiments, for example.

3. **Student Administration**

Areas of support could include:

- Training of administrators in negotiation skills and management of student crises.

- Provisions for the Dean of Students' offices.

- Training of student administration personnel such as counsellors, lawyers, and games and sports coaches.

2.6   The Case in Ghana

Student unrest is a common phenomenon in Ghana. It is needless to explain that it is a problem that runs through all the education level and affects the total education in the country. In the history of Ghana, lots of students rampage have been recorded since the inception of formal education. Several of the incidents which has occurred in the country could not be brought to light in about four decades ago which could be attributed to limited media and lack of interest in pursuing studies in such area by researchers. History has it that the early form of students' unrest occurred in the colonial era under the governorship of Sir Gerald Hallen Creasy in 1948, "where students protested in Cape Coast, in solidarity with the detained United Gold Coast Convention executives, which resulted in the expulsion of 150 students from St Augustine's College and Mfantsipim School on the recommendation of the Quashie-Idun Commission charged with investigation into the student unrest. The appointments of four teachers, three from St. Augustine's College and one from Mfantsipim School, were also revoked" (Wikipedia.org). In 1978, another rampage occurred where "students of the University of Science and Technology in Kumasi stoned vehicles and involved themselves in hooliganism. The college was closed down following students' boycott of classes" (Ojwang 2005). Several other incidences of students vandalism has taken place afterwards including the most recent ones which hit the Upper east Region of the country in 2010 involving The Navrongo Senior High School, Gowrie Senior High School and

Sandema Senior High Technical School, and Adu Gyamfi Senior High School in 2012 and Mampong Technical College of Education in 2015 in the Ashanti Region. The general effects of the rampage on the affected schools included destruction of school and staff properties, injury, and temporal closure of the affected schools.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

This chapter looks at the method used in carrying out the study. Among the areas that have been covered in this chapter, include research design, population, sample and sampling technique, research instruments, data collection and organizational profile of Adu Gyamfi Senior High School.

3.1   Research Design

The methodology for the study was mainly descriptive survey method. However, in the collection of data, an integrated approach was resorted. That is, during the research, both qualitative and quantitative research approaches were used.

Qualitative design describes and interprets phenomenon in an environment. It intends to present facts about the nature and status of a situation as it exists at the time of the study (Creswell, 1997). It involves asking the same set of questions often prepared in the form of written questionnaire or ability test of a large number of individuals either by mail, by telephone or in person. Such a study reports the way things are and draws responses from a wide range of people (Creswell, 2008).

In qualitative interpretative research, the researcher allows conditions to flow at their own, without manipulating behaviour as in the cause and effect investigation.

Moreover, qualitative research method has an advantage of enabling the researcher to draw conclusions from the study since it gives an accurate picture of events and seeks to explain people's perception and behaviour.

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However, associated with descriptive survey design is the difficulty of ensuring that the questionnaire administered is clear and not ambiguous. (Opoku Mensah, 2014).

Despite the disadvantages associated, qualitative research design was considered since the study aimed at reporting the way things are on the basis of the impressions and perceptions of the respondents of the study.

The quantitative design involves the generation of data in numbers which is subjected to thorough quantitative analysis. It deals with the measurement of numbers in which analysis is based statistical procedures (Ibid, 64). This method was employed where necessary to present facts that can be analysed using statistical procedures.

3.2   Sources of Data

The data for the study was gathered from primary and secondary sources. The researcher collected the primary data from the staff, parents and students of Adu Gyamfi Senior High School and the secondary data was gathered from both publications of the school and other existing literatures related to the subject matter under study.

3.3   Population and Sample Frame

Owusu Kwarteng et al (2011) citing Saunders, Lewis, Thornhill, (2007), define population as 'a full set of cases from which a sample is taken'. The population for the study comprised the staff, parents and students of Adu Gyamfi Senior High School. However, financial and time constraints did not permit the researcher to cover the entire population hence necessitating a choice of a representative sample, which comprises of the staff (of which some are parents and guardians of the students) and students in the school, for the study. Find below the summary of the total population used for the study in Table 3.1.

Table 3.1: Population for the Study

Response	Population
Teaching Staff	150
Non-Teaching Staff	90
Students	3147
Total	**3, 387**

Source: Field Survey, 2016

It is noteworthy that the researcher could not access detailed information on the population from the database of the school but from selected personnel hence absence of double counting is not guaranteed. As such, a total of 3387 is the target population for the study.

3.4   Sampling Size

This refers to the number of sampling units or units of analysis constituting a sample (Owusu Kwarteng et al, 2011). The study involved a sample size of thirty-seven (37) selected from the population for the collection of data. It included the head of the school, senior housemaster, 4 housemasters, the chief security, 5 teaching staff members, 5 parents and 20 students. In choosing the sample size, the researcher considered time factor and available resources at her disposure.

3.5   Sampling Technique

The study employed both probability and non-probability techniques in sampling. Non-probability (purposive sampling) technique was used in selecting a sample of the staff to respond to the interview queries. The probabilistic technique was used to select a sample of the students' leadership to respond to the questionnaires. With these approaches, the

researcher was able to access information from personnel and clients who are familiar with the environment of the school so that the objectives could be achieved.

3.6   Data Collection Instrument

The study required interview guide, questionnaire and observation as instruments for data collection. The interview guide was used to solicit for the opinions of the staff and parents of the school. The questionnaires were responded to by the students.

The questionnaire was made up of both the open and closed ended types of questions. Answers were provided for respondents to choose from in the closed ended questions, whereas in the in the open ended questions, it required that respondents provide their own answers because it is necessary that assessment of such issues be based on exactly what respondents feel about those issues. Observation was resorted to where necessary to buttress the facts and impressions that may be created by the respondents.
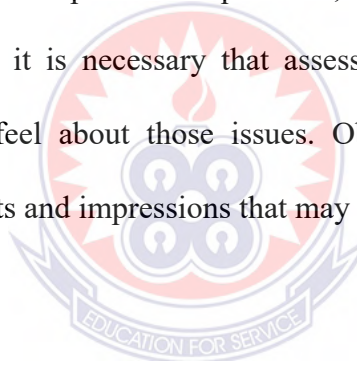
3.7   Pilot Testing

The interview guide and the questionnaire were tested with respect to systematic arrangement and clarity of the queries to improve the quality of the research instruments. This helped in obtaining the needed data by the researcher to undertake a successful study.

3.8   Method of Data Collection

The researcher obtained the primary data from the field through administration of questionnaires. The primary source was considered because such source material is always near its original form and relatively free from editing, or alteration. Secondary

data that was employed in the study consisted of a review of existing literature and relevant websites on the subject matter discussed.

3.9   Data Analysis

Both qualitative and quantitative analyses were used. The qualitative analysis presented data as obtained from the source. It gave an accurate picture of events and sought to explain people's perception and behaviour to enable the researcher to draw conclusions from the study.

Moreover, with the aid of statistical programmes like Microsoft Excel, quantitative instruments like charts, tables, and columns were generated for the illustrative representation of the data where the need arises in the analysis.

3.10   Profile of Adu Gyamfi Senior High School

Adu Gyamfi Senior High School is a renowned public second cycle institution which was established in 1968 at Jamasi in the Sekyere South District of Ashanti Region. It was started as a community school by the town with a handful of students to provide education to the dwellers and the towns and villages in the catchment area with the motto 'Always Seek the Truth'. The school has since its establishment, provided education to people all over the country and has raised to the status of a model (Grade A) school in the district and the country at large since 2004 due to several achievements that it has won for itself in both academic and co-curricular activities.   Programmes offered by the school include Business, General Arts, General Science, Home Economics and Visual Arts. Currently, the school has a student population over three thousand with a staff strength of two hundred and forty which makes it one of the biggest schools in the country.

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CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0   Introduction

This chapter concerns presentation, analysis of data gathered through the administration of interview questions and questionnaire on a "study of the causes and effects of students' unrest in Ghanaian schools. A case study of Adu Gyamfi Senior High School in the Sekyere South District, Ashanti Region. ". The chapter is organized in three sections. The first section is concerned with presentation and analysis of staff responded interview queries; the second deals with students responded questionnaire and the third section presents and analyzes responses of parents and guardians in respect of the topic under study. It also discusses the findings from the study by comparing them with the literature and also explains the findings.

4.1   Analysis of Staff Interviews

This section seeks to analyze views expressed by interviewees who were mainly staff of Adu Gyamfi Senior High School on the subjects of their demographic characteristics, its educational programmes and performance. It moreover focuses on status of stability in the school, impacts of students' unrest as well as suggested measures for curbing the challenge enumerated.

4.1.1   Demographic Characteristics of Interviewees

This subsection deals with information about the position and the number of years of service to the school by the officials.

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The Position of the Interviewees

In knowing about calibre of interviewees who responded to the queries, the respondents were asked to mention their position in the organization and the outcome was that they were mainly Head of the school, Assistant Senior Housemaster, House Staff, Security personnel and Teaching Staff. This presupposes that the interviewees have in-depth knowledge about the operations of the school.

Number of Years of Service to the School by the Staff

To confirm further on how informed the interviewees are with respect to the operations of the school, it was demanded that the officials point out the number of years they have served in the school. This demanded was reinforced by the assertion that "the number years spent within a particular locality is partly a determinant of how informed one would be about everyday life in that particular locality" (Owusu Kwarteng, Odame & Oppong, 2011 cited in Opoku Mensah, 2014). The outcome was a range of 1-15 years working experience in the school.

4.1.2   The Education Programmes and Performance of Adu Gyamfi SHS

The aim of this subsection was to bring to fore the specific education courses or programmes run by the school and the school's performance in curricular activities.

Educational Programmes Provided

Interviewees were asked to indicate the kind programmes run by the school to enable the researcher have an in-depth knowledge about the school. They generally indicated five programmes including General Science, General Arts, Business Studies

and comprising Home Economics and Visual Arts with several subject combinations of which General Arts dominates as shown by **Table 4.1**.

Table 4.1: Programmes and Subjects Combinations

Response	Subjects
General Science	Physics, Chemistry, Biology, Geography, Further Mathematics (Elective)
General Arts	Government, Economics, Geography, Christian Religious Studies, History, Elective French, Elective Asante Twi, Elective ICT, Literature in English,
Business Studies	Financial Accounting, Economics, Cost Accounting, Business Management, Further Mathematics
Home Economics	Foods and Nutrition, Management in Living, General Knowledge in Art, Chemistry, Biology, Clothing and Textiles
Visual Arts	Sculpture, Leather Work, Graphic Design, General Knowledge in Art, Economics, Further mathematics

Source: Field Survey, 2016

From Table 4.1, it can be discerned that the school is one of the largest schools in the country that offer diverse programmes of study to students.

Performance of the School

On the subject of the level of academic performance of the school, the outcome was that 9% of the interviewees indicated satisfactory performance, 36% expressed that the performance was good and 55% majority indicated a very good academic

performance. One of them remarked*" the school has realized improvement in the academic performance over the years as majority of the students who pass out every year are able to access tertiary education with their grades with six passes or more both in core and elective subjects"*. Another also added *"the General Science Department has participated in several Science and Mathematics quizzes organized for Second Cycle Schools in the Region and have most often placed first runner up. That, the school is determined to place first in subsequent ones"*.

They however lamented over the declining performance. For example, it was remarked by one of them that *"the school realized a decline in their academic performance in the year 2014 as about 40% of students who passed out could not obtain six passes in both core and elective subjects but had to re-sit for some papers before they could access tertiary education"*.

To that effect, a respondent emphasized that measures have been put in place to revamp the performance in their final examinations. This confirms that the school has very good academic records.

4.1.3   Cases of Students' Unrest in the School

This subsection revolves around whether the school has experienced students' uprising before or not, the internal and external causes of the uprising, cases of students' unrest in sister schools and causes identified for the rampage, if any.

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Whether the School Has Experienced Students' Uprising Before or Not

The respondents were asked about the experience of students' uprising by the school and all the respondents constituting 100% gave the affirmative 'yes' to indicate that there has been student uprising before as shown in **Table 4.2**.

Table 4.2: Whether the School Has Experienced Students' Uprising Before or Not

Response	Frequency	Percentage (%)
Yes	11	100
No	0	00
Total	**11**	**100**

Source: Field Survey, 2016

The outcome shown by **Table 4.2** reaffirms the crisis of students' unrest in Ghanaian schools and the need to adopt appropriate solutions to it.
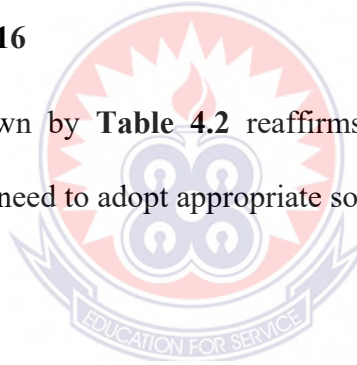
Causes of the Uprising

Causes of the uprising refer to the various factors that influence the students to engage in demonstrations and strikes that create instability in the school setting. The researcher has categorized it into internal – factors from within the school setting and external – those from outside the four corners of the school that contribute to the uprising.

Internal

The researcher requested from the interviewees to identify some factors from within the school that influence students to engage in demonstration. In respect of this, it was pointed out that internal causes can be attributed to protest against academic

freedom, lack of effective communication, poor food served, school head being uncompromising, undue punishments, drug abuse and politics among teachers. The frequency of these have been represented by **Figure 4.1.**
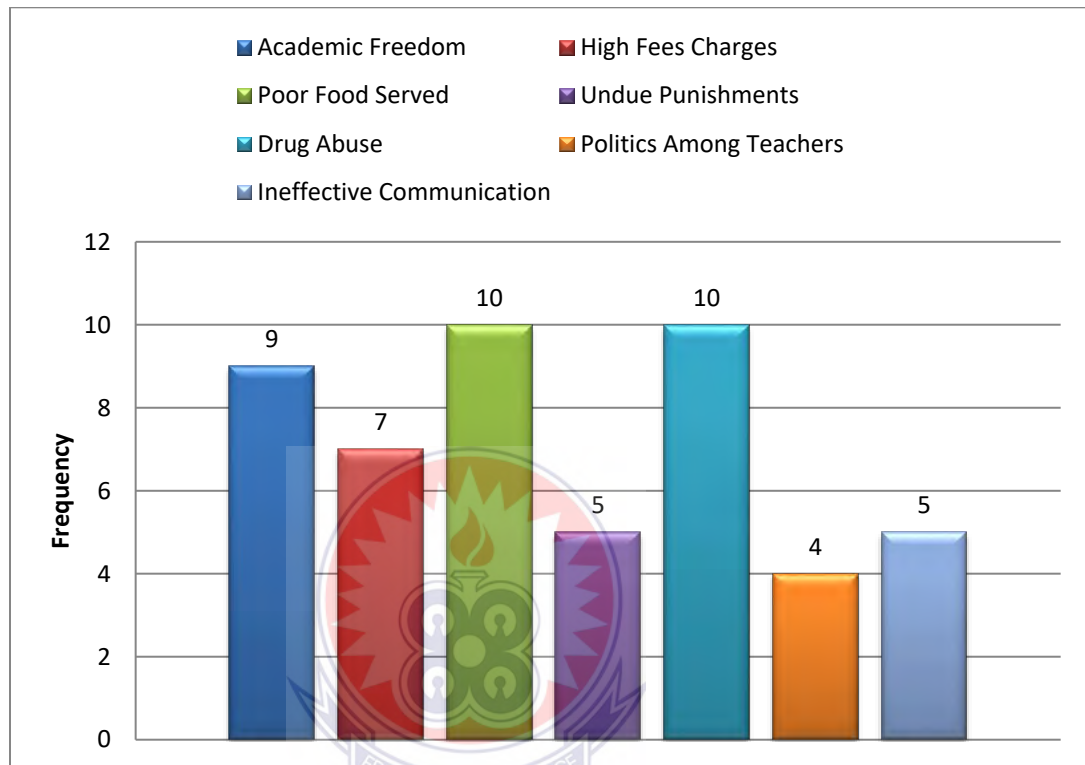
Figure 4.1: Interviewees' Views on the Internal Causes of Students' Unrest (Source: Field Survey, 2016)

The data displayed by **Figure 4.1** indicates that among the internal causes, poor food served, drug abuse and protest against academic freedom are very influential. This notwithstanding, the influence of high fees charges, lack of effective communication and undue punishments cannot be overlooked as they all have high propensity of triggering students' violence in the school.

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External

Regarding the external causes of students' uprising, the responses were not many as respondents could not identify several of them. Their responses generally revolved around influence of town folks, parents, and peers from other schools, cases of unrest in other schools and the nature of the upbringing of the students.

On the town folks' factor, the interviewees expressed that, once the people in the community see the head of the school as uncompromising, they tag him to be radical and corrupt and find all means possible to create problems for him or her thereby using students as tools against his authority. For example, a respondent commented *"that, in the case of the school, the town folks accused the head of the school as corrupt; that he had amassed the school's wealth enrich himself. That, he never considered the opinions of the town folks and condemned them as not the source of his authority as head of the school and for that reason had no right to criticise him"*. This reaffirms Searle's (1971) crisis of authority. That a crisis of authority is a crisis of legitimacy. He asserts that in crisis of authority, appeals to the sanctity of the status quo are inadequate, since it is precisely the sanctity of the status quo that is being challenged, hence contributes to students' unrest.

Again, parents of the students were not left out as some of them were criticized for always supporting the deeds of the wards – whether good or bad. To them, some parents, come to the school in anger to throw words of insults at some staff members who may be tagged by them (the parents) as bad at the sight of their wards, without condemning their wards for the mess caused. Others also emphasized that some parents also threatened the life of some staff members who they tagged as bad.

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Besides, peers from other schools may influence students to take certain actions against authorities as they do in their outfit and this motivates students to engage in all forms of conducts, as the interviewees asserted.

Further, nature of upbringing of the students was also pointed out on grounds that some of the students could not get good counsels in their homes in their upbringing therefore they cannot distinguish between right and wrong – they use every means possible to achieve their aims regardless of the consequences. This is buttressed by Seale's (1971) assertion that 'the very impulses which the parents' and grandparents' generation were taught to restrain this generation has been trained to indulge. The traditional "virtues" of self-discipline, respect for authority and desire for conventional success have been replaced by spontaneity, immediate gratification, and self-fulfillment as the ultimate personal values. This change in personal values which has been developing for a long time has resulted frequent unrests by the under-twenty-five generation in recent times.

Others too are from rich homes therefore little inconveniency becomes a problem and they are not able to cope overlooking the fact that life at home is different from life at school. Searle (1971) gives them the descriptions as '…they have grown to adulthood without any recollection of economic insecurity, with no experience of the depression, and with no genuine understanding of the work and sacrifices that earlier generations have made to produce our present level of prosperity. They have never gone hungry, and they cannot remember a time when dad was out of work. In a very real sense, they take prosperity for granted. This influence students from rich homes to strike when they experience little inconvenience when they are out for school.

Awareness of Cases of Students' Unrest in other Schools

Interviewees were asked whether they were are of similar cases in other schools or not and the result was that all of them constituting 100% gave the affirmative 'yes' to indicate that they were aware of students' unrest in other schools.

The researcher further demanded from the interviewees some of the schools that have been hit by unrest. Among the schools mentioned were Okomfo Anokye Senior High School, Mampong Technical College of Education, Gowrie Senior High School, Sandema Senior High Technical School and Navrongo Senior High School.

To the interviewees, the cases of students' vandalism in Okomfo Anokye Senior High School and Mampong Technical College of Education were as a result of revolts against restrictions in examinations – academic freedom. To a respondent, *"the students of Okomfo Anokye Senior High School revolted against the West African Examination Council authorities when they decided to change the centre for their external examinations due to malpractice"*. The other schools suffered the riots due to a reaction to a ban on majority of the students not to enter the dining hall as a result of lateness. One of the respondents remarked that *"the students of Gowrie engaged in uprising when a section of them were prevented from entering the dining hall due to arrears in fees"*.

4.1.4   Impacts of Students' Unrest

To find out how detrimental students' unrest has been and can be on the affected schools, the interviewees were further asked to mention the main effects of the students' uprising on the school and in general. These have been outlined under the broad headings of administrative acumen, teaching and learning situation and others.

Administrative Acumen

On the subject of administrative acumen, the reactions were that, students' uprising can cause the force transfer of certain officials such as the head of the school, bursar (in terms of monetary issues), and even senior housemaster.

Again, the interviewees generally assert that it results in undue interference in administration by opinion leaders and other influential people and groups like old students associations in the community.

Furthermore, they pointed out that the school may be closed down temporarily. In the case of the case study, the school was closed down for a period of one week due to insecurity.

Also, negative financial implications, was identified as a negative resultant effect, as the school spends more funds in managing breakages. To the head, the financial burden of the school has increased since the incidence occurred as she was not the then head but has come to inherit financial crisis in ensuring repairs of breakages. That though students were levied cost of breakages, the maximum amount has not been realized as the school has not been able to retrieve the debts; most of the then students completed with debts unsettled, she asserted.

Teaching and Learning Situation

Here, the interviewees generally asserted that it results in poor academic performance due a break in teacher-student relations that foster teaching and learning and temporal closure of the school.

Other Impacts

Other effects pointed out by the interviewees were intimidation of staff by parents, destruction of school properties, loss of students and staff properties due to theft in the course of the vandalism, injuries, death in serious cases, voluntary withdrawal of students by some parents, fear and insecurity. In the case of the school, though no death case was recorded, the other consequences were realized.

The interviewees failed to admit any positive effect of students' unrest as no mentioning was made in respect of that. That, students' unrest has no positive effect as response to their demands does not resolve the mess caused. That, there are other alternatives to unrest that are more appropriate, including petition writing and dialogue.

From the submissions made by the staff on the impacts of students' unrest, it can be surmised that several challenges of phenomenon pose threats to the survival and functioning of the school and as such effective measures should be adopted to curb the menace.
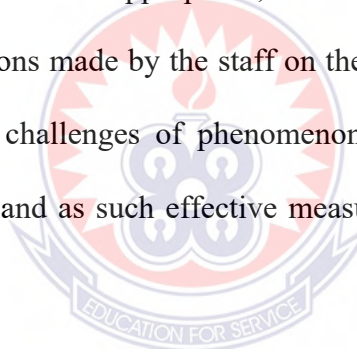
4.1.5   Solutions to the Challenges

The interviewees were asked to point out ways of managing students' unrest in efforts to avoid future occurrences among which they mentioned severe punishment of culprits, timely intervention of security forces when upon sensing uprising after all efforts have proven futile, timely intervention in addressing students' grievances. Moreover, mention was made regarding engaging the students in dialogue to discuss their challenges, and proper guidance and counselling, eradicating drug abuse and proper upbringing at homes.

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4.2   Analysis of Students-Responded Questionnaires

This section also examines the responses of the students of Adu Gyamfi Senior High School to the demands of the questionnaires regarding their demographic characteristics, students' unrest causes, effects and solutions to managing the phenomenon.

4.2.1   Demographic Characteristics of Respondents

This subsection of the chapter deals with the personal data of the respondents regarding their gender, age, and form or grade at school.

Gender

The respondents were asked to indicate their gender and the results revealed that out of the 20 respondents, 13 of them who represent 65 percent were males and the remaining 7 respondents representing 35 percent were females. This is shown in **Figure 4.2** below.
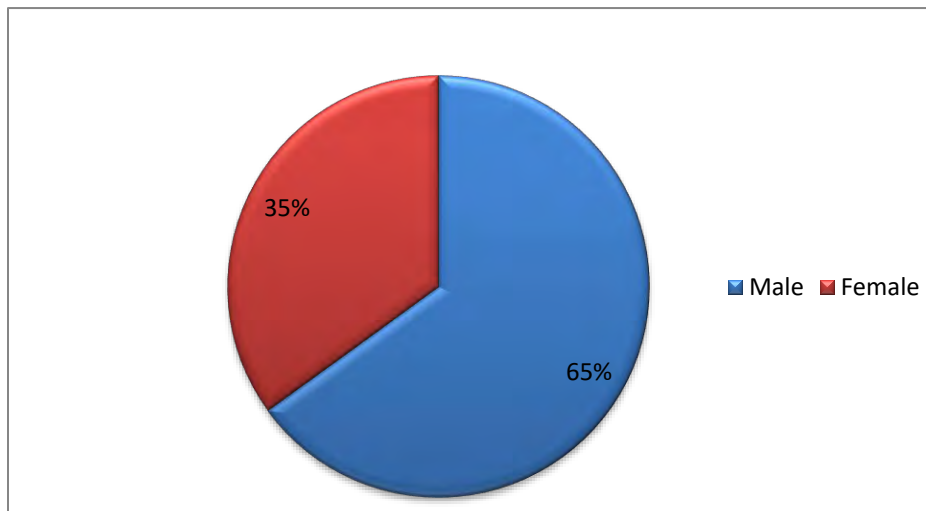
Figure 4.2: Gender of Student Respondents

Source: Field Survey, 2016

From **Figure 4.2**, it shows that the number of male respondents to the questionnaire was 30% more than the number of females indicating that there are more male students than there are female students in the selected school.

Age of Respondents

The inclusion of age was necessary because Opoku-Mensah, (2014) citing Owusu Kwarteng, Odame and Oppong (2011) argue that age influences every aspect of life. Against this background, the respondents were asked to indicate their age group and the outcome based on the number of recurrence was that, out of the 20 (100%) respondents, 5 (25%) of them were 19 years, 9 (45%) were 18 years, 2 (10%) were 17 years, 3 (15%) others 16 years and the remaining 1 (5%) respondent was found to be 15 years of age as shown in **Figure 4.3.**
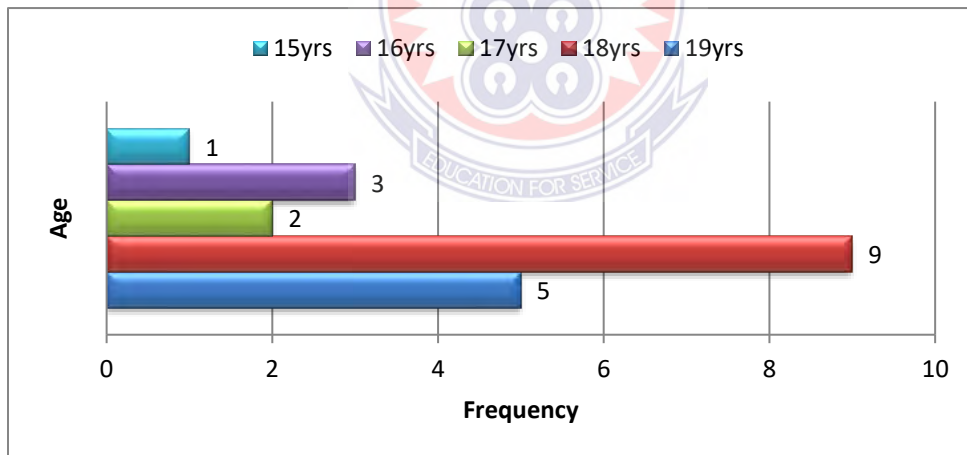
Figure 4.3: Age of Respondents

Source: Field Survey, 2016

The data displayed by **Figure 4.3** indicates that all the students' ages fall within the school-going age range at the senior high level. It moreover indicates that all the students form part of the youth category presupposing that they are radical by nature, hence aggressive, anxious and less conservative in approaching issues.

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Level of Education of Students

The respondents were asked to indicate their form or grade at school. This was to ascertain the number of years spent by the students in the school in line with how informed they are the dailies as the demande was reinforced by the assertion that "the number years spent within a particular locality is partly a determinant of how informed one would be about everyday life in that particular locality" (Owusu Kwarteng, Odame & Oppong, 2011 cited in Opoku Mensah, 2014). It was unveiled that 11 of them constituting 55% were form three students (final years), respondents in form two were 7 (35%), and the remaining 2 respondents constituting 10% belonged to the lower class as Table 4.3 specifies.

Table 4.3: Level of Education of Students

Response	Frequency	Percentage (%)
Form 3	11	55
Form 2	7	35
Form 1	2	10
Total	**20**	**100**

Source: Field Survey, 2016

The results in **Table 4.3**, it imply that majority of the respondents (total of 90%) were in the upper class indicating their adequate knowledge about the school.

4.2.2   Students' Experience of Cases of Students' Unrest

The respondents were asked to indicate whether they have staged any demonstration before, the number of cases recorded and whether they were successful or not.

Whether the Current Students have Planned or Staged Demonstration before or not

In responds, 15 of them representing 75% gave a 'yes' affirmation, 2 others constituting 10% gave a 'no' affirmation and the remaining 3 respondents constituting a significant 15% were not certain as shown by Table 4.4.

Table 4.4: Whether or Not Respondents have Staged Demonstration Before

Response	Frequency	Percentage (%)
Yes	15	75
No	2	10
Not Certain	3	15
Total	**20**	**100**

Source: Field Survey, 2016

Frequency and Nature of the Unrest

With regards to the number of times, the respondents said they had done so on one occasion where the final year students were peeved by the fees charged for their last term enrolment which was deemed to be too much coupled with poor meals they were served at dining. The decision and action by a large section of the finalists was therefore to protest against the authorities on these grounds by boycotting classes and dining.

Intervention

Regarding the intervention, the 15 (75%) respondents who were aware of the incidence generally expressed that their action was mild and unsuccessful as they did not gain adequate support of the student leadership and their colleagues who feared to suffer punishment prior to their final examination.

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Moreover, headmistress of the school upon sensing it organized emergency meeting with the finalists to explain the details of their fees bill to their understanding and reasons for unsatisfactory supply of food to them as well as the consequences of the proposed action to deter them. This presupposes that there is a possibility of another occurrence of students' uprising in the school.

Awareness of Respondents about Other Cases of Students' Unrest

To enable the researcher ascertain the awareness of the students in the study area on cases of students' uprising, it was demanded that respondents indicate whether or not they are aware of any school that students staged demonstrations. On this request, as many as 19 of the total respondents representing 95% gave the affirmative 'yes' whereas one remaining respondent constituting 5% gave the affirmative 'no' to indicate his ignorance of cases of students' unrest. **Table 4.5** indicates this.

Table 4.5: Students Awareness of Cases of Students' Unrest

Response	Frequency	Percentage (%)
Yes	19	95
No	1	5
Total	**20**	**100**

Source: Field Survey, 2016

From **Table 4.5** it presupposes that most of the students in the study area are well aware of cases of students' unrest in the country as a supermajority (95%) of the respondents confirmed it.

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Affected schools

The respondents were further asked to specify the particular schools hit by students' unrests apart from the case study. Among such schools mentioned were mainly Navrongo Senior High School and Gowrie Senior High School. Little did they make mention of Sandema Senior High Technical School and Juaben Senior High School to have experienced students' unrest.

4.2.3 Students' View on the General Causes of Students' Unrest

Here, the respondents were asked to give reasons why students engage in demonstrations. These were categorized into internal and external factors by the researcher.

Internal factors

On the subject of the internal causes of the unrest, several of them were unveiled by the study through the responses of the students according. The main causes were identified according to their number of occurrences in the responses. This is represented by **Figure 4.4**.
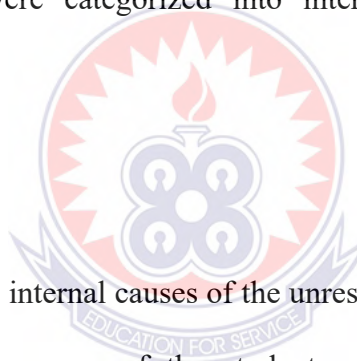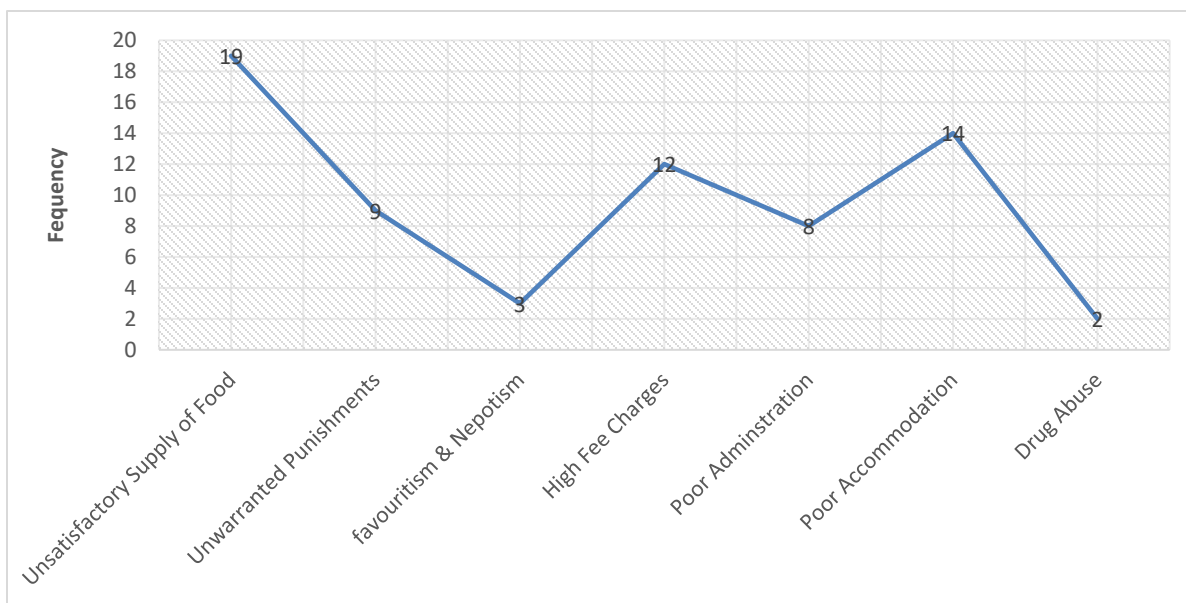
Figure 4.4: Students' View on the Causes of Students' Unrest

Source: Field Survey, 2016

The implication of outcome shown by **Figure 4.4** is that, though there are several causes of students' unrest in school, the major causes have been poor students' welfare and, administrative lapses. To most of the students, the modal internal cause has been unsatisfactory food supplied to students in terms of quality and quantity as well as poor accommodation resulting from overcrowding and non-attendance to pest control such as bedbugs in the dormitories. A significant number of them, notwithstanding, emphasised on high fees charges as the cause of students uprising as they felt that their parents are being overburdened, especially in cases of undue charges.

Moreover, another factor that usually triggers uprising is repetitive unwarranted punishments suffered by the students and drug abuse. Unwarranted punishments as well as nepotism and favouritism may be identified here as institutional oppression which according to Baffour (1989) and Nahdi (1987), breeds tensions that precipitate student revolts.

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Poor administration was found to be a remote cause yet escaped many of them as a major cause. This is because obsolescence and unresponsiveness, which according to Searle (1971) are a cause of unrest are results of poor administration.

These predicaments in the school re-echo what Ojwang (2005); Roy (2013) have asserted in the cases of Kenya and India that students engage in riots partly because they complain that tuition fees are very high and their parents can't afford to pay such high charges. They also criticize the badly equipped libraries, improper admission facilities, overloaded classrooms, poor food and catering services and bitter teacher-student relationships are also contributory factors to students' unrest.

External factors

To enable the researcher establish other factors that can influence students to stage demonstration in the school setting, the respondents were asked confirm if factors outside the school influence students' uprising. With this demand, as many as 18 respondents representing 90% of the total gave a 'yes' affirmation whereas the remaining 2 respondents representing 10% gave the affirmative 'no'. This implies that students' unrest is not a sole cause by factors within the school as **Table 4.6** indicates.

Table 4.6: Whether or Not Factors Outside the School can Cause Students' Unrest

Response	Frequency	Percentage (%)
Yes	18	90
No	2	10
Total	**20**	**100**

Source: Field Survey, 2016

Upon confirmation of the possibility, the respondents were moreover asked to mention those external factors responsible and the outcome included parents' incitement, influence of town folks, cases of uprising in other schools, and friends from other schools and homes.

4.2.4 Effects of the Unrest

The students were demanded by the researcher to further outline the impacts, both positive and negative usually felt by them as a result of their uprisings. To these requests, the following responses were given in the positive and negative directions.

Positive

In respect of the positive impacts of students' uprising, the students generally expressed that it makes them feel justified. That, engaging in uprising is a satisfactory feeling of retaliating negativities against them – psychological satisfaction. "We feel justified when we engage in unrest as we do not see the negative actions of the authorities as appropriate", they asserted.

Again, it arouses attention of the school management to give quick response to their demands. On this they expressed that "the fear of the consequences of students uprising causes the school authorities to find appropriate and immediate solutions to their

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challenges". Moreover, they expressed that "it calls government attention to certain canker in the school that has not been attended to by school management and that may not be in the known to the other education stakeholders" (Field Survey, 2016).

Negative

Despite the positivity of students' uprising, the respondents outlined the other side it which were deemed intolerable, upon request by the researcher in gaining more insight of the impacts of the phenomenon. For one, they expressed that destruction of properties which causes the school to retrogress in terms of infrastructural development was the main negative impact. They explained that in the course of the chaos, they cause damages to school properties like vehicles, office fittings, street lights, classroom furniture, and so on, usually beyond repairs. In the case of the school, mention was made by the respondents in respect of these damages that have been asserted. "Our predecessors, stoned wind screens of vehicles, louver blades, street and classroom bulbs; they destroyed welded meshes at the various windows and broke into locked classrooms that they could access to destroy chairs and electrical fittings", the students declared.

Again, increase in administrative expenses. That, the damages caused usually call for repairs and replacements which causes the school management and the government to incur more cost. "We were addressed by the school head at assembly that the school does not have funds to replace all the damaged properties caused by the uprising of our predecessors in the short run as the school does not have adequate funds to do so when we complained about challenges we face with respect to spoilt electrical fittings, welded meshes and chairs", some of the students asserted.

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Further, it increases financial burdens of parents as their bills go up. The respondents emphasized that the parents are usually levied the cost incurred in maintenance of the destroyed properties and cases of medical bills and these overburden them financially.

Also, students' unrest was found to create an atmosphere of fear and panic and threatens the security of both staff and students. This also destroys the good relations between teachers and students and do not ensure harmonious living.

They moreover identified injury and death as other negative effects of uprising. The students pointed out that both the students and staff suffers injuries and in serious cases, death as the action involves hooliganism by both the students and security forces that called to intervene.

4.2.5   Suggested Remedies

To prevent future occurrences of students uprising and its resultant effects and to ensure smooth and effective administration of the school system, the students were asked to identify possible remedies to the menace. Among the solutions given are rapid response to students' demands by the school management, improvement in students' welfare, identification and punishment of culprits to deter others from staging demonstration, and effective dialogue between students and staff and abolition of high charges of fees.

4.3   Analysis of Parents-Responded Interview Queries

This section also concerns an examination of the responses of the sample representing the parents and guardians to the students of the school regarding their experience of students' unrest, its causes, and effects of the unrest on them as parents as well as their suggestions in finding solutions menace.

4.3.1 Parents Experience of Students' Unrest

In the quest to know whether or not parents are aware of students' unrest in the schools attended by their wards, it was demanded by the researcher that they specify whether their wards have being to a school hit by students' demonstration. Of the five parents who were interviewed constituting a hundred percent (100%), four (4) of them representing 80% majority gave the affirmative 'yes' whereas the remaining one (1) representing 20% minority gave the affirmative 'no' indicating that she was ignorant of any uprising that has taken place in the school . This is shown by **Table 4.7**.

Table 4.7: Parents Experience of Students' Unrest

Response	Frequency	Percentage (%)
Yes	4	80
No	1	20
Total	**5**	**100**

Source: Field Survey, 2016

The outcome from **Table 4.7** presupposes that most of the parents have aware of students' uprising in senior high schools in one way or the other.

4.3.2 Parents' Views on the Causes of Students' Unrest

From the parents point of view the following were identified as the main causes of students' unrest based on their number recurrences as **Fig. 4.5** indicates.

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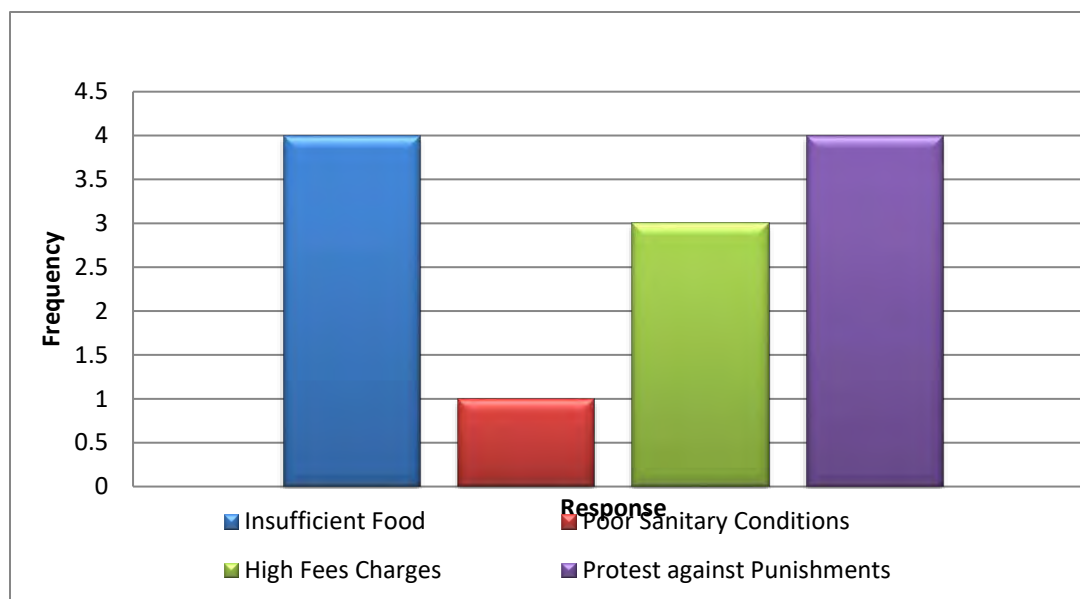
Figure 4.5: Parents' Views on the Causes of Students' Unrest

Source: Field Survey, 2016

The outcome of **Figure 4.5** indicates that of the several causes of students' uprising in school, the commonest ones are insufficient food and students protest against punishments, especially unwarranted punishments as expressed by some parents. Other causes that need equal attention in curbing the menace include high fees charges and poor sanitary conditions in schools. These reaffirm the general causes outline by staff and students of the school. Moreover, it is a buttress to Ojwang (2005); Omari and Mihyo (1991) findings in their various studies that students' unrest could be the result of poor administration, inadequate feeding of students, poor school facilities, internal and external politics and drug abuse in schools.

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Other causes

The researcher further inquired from parents whether town folks in and around the environment of the school have a hand in students uprising. The response was generally that the influence of town folks in students' uprising cannot be overlooked. That, town folks are also stakeholders in education especially in community schools. Therefore, they mount pressure on school authorities when they suspect misappropriation of funds and tag the head of the school as rigid and influence or provide assistance to students in diverse ways to rebel against the authorities.

4.3.3   Effects of Students' Unrest on the Parent

Effects of the unrest on the parents here refers to the main impacts of the unrest on the parents and the reactions of the parents to the incidence.

Impact on Parents

On the subject of the impacts of the unrest, respondents were asked to indicate whether or not they were affected by the students' demonstration or not. Of the four (4) respondents who had experienced students' demonstration before as unveiled, two (2) of them representing 50% expressed that they had were affected by the action as some of their children were schooling in the era of the unrest but the other two (2) (50%) respondents said otherwise.

To those parents who were affected, their reasons were that, for one, the students had to stay at home temporarily whereas their counterparts in other schools were at school learning. Again, they expressed that their financial burden increased as they were asked to pay cost of damages and bills of injured staff.

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Besides, it took away some of their working hours as they had to frequently visit the school and through PTA meetings and to observe damages caused and to seek the wellbeing of their wards.

Parents' reactions

Regarding the reactions of the parents to the incidence, they generally expressed that they usually get shocked by the incidence even if it is not in their wards' schools for fear of injuries, death and damages. One parent moreover stated that he criticized the school authorities seriously for the instability in expression of his discontent about the incidence.

4.3.4   Suggested Remedies

In finding adoptive measures for managing the challenge, the researcher requested from the parents some of the solutions to preventing student unrest. By and large, they suggested that severe punishment should be given to culprits; suspension, manual work, fines for damages to deter them from staging future disturbances. "Students who engage in unrest should be made to suffer penalties associated with it; they should be made to pay cost of repairs and replacements; they should be suspended and be given manual work to do, among others". The parents generally asserted.

Again, it was suggested that rapid response should be given by the management to students' complaints as 'justice delayed is justice denied'. According to a parent, "the school authorities usually delay in responding to students demands and so they should always respond to students demands in due time".

Also, the parents generally put forward that the welfare of their wards must be a greater concern to the school management especially the quality and quantity of meals given to the school children as that has always been the root cause of their uprising against school authorities. For example, a parent expressed that, "our wards always complain that they are usually not motivated to eat from the dining hall as they are served poor and insufficient meals. That they (their wards) are selective in respect of the meals given them at dining so it is not always that they eat from the dining hall".

It was moreover suggested that the school management should ensure transparent administration and avoid undue charges especially by individual teachers in meeting selfish interests. Three of the parents asserted that "some teachers charge certain fees that are beyond understanding; they compel the students to buy books which they apply force in ensuring payment which do not help".

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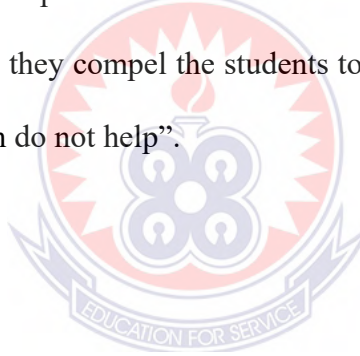
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0   Introduction

The focus of this chapter centers on summary of findings derived from the study, evaluation of the findings of the study and drawing of conclusion and recommendations to minimize challenges of the bank. The chapter further suggests area for further studies based on the findings of the study.

5.1   Summary of Findings

The study sought the education services of the school. It was found that five programmes including General Science, General Arts, Business Studies and comprising Home Economics and Visual Arts with several subject combinations are run by the school. General Arts was found to dominate the others. In respect of the performance, it was disclosed by the study that the school has very good academic records.

1. In respect of the causes of students' unrest, it was categorized into internal factors from within the school setting and external – those from outside the four corners of the school that contribute to the uprising. The internal causes could be attributed to protest against academic freedom, lack of effective communication, poor food served, school head being uncompromising, undue punishments, drug abuse and politics among teachers among other.

Regarding the interviews, the findings indicated that, poor food served, drug abuse and protest against academic freedom were very influential causes. This notwithstanding, the influence of high fees charges, lack of effective communication and undue punishments could not be overlooked as they were all found to have high propensity of triggering students' violence in the school.

On the part of the students, the modal internal cause has been unsatisfactory food supplied to students in terms of quality and quantity as well as poor accommodation resulting from overcrowding and non-attendance to pest control such as bedbugs in the dormitories.

A significant number of them, notwithstanding, emphasised on high fees charges as the cause of students uprising as they felt that their parents are being overburdened, especially in cases of undue charges.

To the students, another factor that usually triggers uprising is repetitive unwarranted punishments suffered by the students and drug abuse caused by bad friends company. Unwarranted punishments as well as nepotism and favouritism could be identified as institutional oppression which according to Baffour (1989) and Nahdi (1987), breeds tensions that precipitate student revolts.

Poor administration was also found to be a remote cause yet escaped many of the respondents as a major cause. This is because obsolescence and unresponsiveness, which according to Searle (1971) are a cause of unrest, are results of poor administration.

These predicaments in the school re-echo what Ojwang (2005); Roy (2013) have asserted in the cases of Kenya and India that students engage in riots partly because they complain that tuition fees are very high and their parents can't afford to pay such high

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charges. They also criticize the badly equipped libraries, improper admission facilities, overloaded classrooms, poor food and catering services and bitter teacher-student relationships are also contributory factors to students' unrest. The parents expressed similar concern with little deviation that unwarranted punishments meted out on students was among the major causes of students' revolts.

Regarding the external causes of students' uprising, the responses in all cases generally revolved around influence of town folks, parents, and peers from other schools, cases of unrest in other schools and the nature of the upbringing of the students.

On this, the parents were silent on fact that they were a cause of students' unrest yet the sample never overlooked that. On the town folks' factor, the interviewees expressed that, once the people in the community see the head of the school as uncompromising, they tag him to be radical and corrupt and find all means possible to create problems for him or her thereby using students as tools against his authority.

Again, parents of the students were not left out as some of them were criticized for always supporting the deeds of the wards – whether good or bad.

Besides, peers from other schools may influence students to take certain actions against authorities as they do in their outfit and this motivates students to engage in all forms of conducts.

Further, nature of upbringing of the students was also pointed out on grounds that some of the students could not get good counsels in their homes in their upbringing therefore they cannot distinguish between right and wrong – they use every means possible to achieve their aims regardless of the consequences.

2. On the subject of the positive impacts of students' uprising, the students generally expressed that it makes them feel justified. That, engaging in uprising is a satisfactory feeling of retaliating negativities against them – psychological satisfaction.

Again, it arouses attention of the school management to give quick response to their demands. On this they expressed that the fear of the consequences of students uprising causes the school authorities to find appropriate and immediate solutions to their challenges.

Moreover, they expressed that it calls government attention to certain canker in the school that has not been attended to by school management and that may not be in the known to the other education stakeholders. The interviews generally begged to differ as they overlooked the positive effects of the uprising by asserting that wrong is always wrong and cannot be made right.

Despite the positivity of students' uprising, the respondents outlined the other side it which were deemed intolerable, upon request by the researcher in gaining more insight of the impacts of the phenomenon.

On the subject of administrative acumen, the study disclosed that students' uprising can cause the force transfer of certain officials such as the head of the school, bursar (in terms of monetary issues), and even senior housemaster.

Again, the interviewees generally assert that it results in undue interference in administration by opinion leaders and other influential people and groups like old students associations in the community.

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Furthermore, they pointed out that the school is may be closed down temporarily. In the case of the case study, the school closed down for a period of one week due to insecurity.

Also, negative financial implications, as the damages caused by the unrest usually call for repairs and replacements which causes the school management and the government to incur more cost.

Regarding teaching and learning situation, the study unveiled from an assertion of the interviewees that students' unrest results in poor academic performance due a break in teacher-student relations that foster teaching and learning and temporal closure of the school.

Other effects identified by the study were intimidation of staff by parents, destruction of school properties, loss of students and staff properties due to theft in the course of the vandalism, injuries, and death in serious cases, voluntary withdrawal of students by some parents, fear and insecurity. In the case of the school, though no death case was recorded, the other consequences were realized.

Again, it increases financial burdens of parents as the parents are usually levied the cost incurred in maintenance of the destroyed properties and cases of medical bills. Furthermore, students' unrest was found to create an atmosphere of fear and panic and threatens the security of both staff and students. This also destroys the good relations between teachers and students and do not ensure harmonious living.

From the submissions made by the respondents, it was surmised that several challenges of phenomenon pose threats to the survival and functioning of the school and as such effective measures should be adopted to curb the menace.

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3. Among the measures to curb the menace were severe punishment of culprits, timely intervention of security forces when upon sensing uprising after all efforts have proven futile, timely intervention in addressing students' grievances.

Again, mention was made regarding engaging the students in dialogue to discuss their challenges, and proper guidance and counselling, eradicating drug abuse and proper upbringing at homes.

Furthermore, effective dialogue between students and staff and abolition of high charges of fees were suggested.

Also, the parents generally put forward that the welfare of their wards must be a greater concern to the school management especially the quality and quantity of meals given to the school children as that has always been the root cause of their uprising against school authorities.

It was moreover suggested that the school management should ensure transparent administration and avoid undue charges especially by individual teachers in meeting selfish interests.

5.2   Conclusion

It cannot be mind-boggled from the outcomes of the study that schools in Ghana are really striving to achieve the main objective of the Ghana Education Service system which is to produce effective manpower for the development of state.

This is evident from the outcome of the study that, Adu Gyamfi Senior High School is providing education to over three thousand students and has very good academic records in the various programmes offered over the years.

Notwithstanding these efforts, the schools are prone to several challenges, as witnessed in the study. For one, poor administration. Again, inadequate government grants resulting in high charges and poor accommodation facilities.

Moreover, lack of effective communication between staff and students drug abuse, and what have you. For these reasons, it is suggested that the Management Body of Ghanaian schools must adopt effective measures as recommended in the management of challenges in the school setting.

5.3 Recommendations

On the basis of the outcomes of the study, the researcher has put forward the following recommendations for consideration to help manage students' unrest and its resultant effects in Ghanaian schools.

1. The researcher recommends that the school management should improve the welfare of the students in such areas as food supply and residence facilities. That the quantity and quality of the food served should be improved. Again, the residence of students must be given great attention. This is in relation to a finding of the study that the main cause of students' unrest in all cases has been welfare issues.

2. The Government should effectively help improve education especially in terms of finances by increasing its subventions for schools. This will help reduce the problem of financial constraints faced by school administrators which compels them to generate income internally by increasing charges.

3. Guidance and counselling units must be set up in all schools and existing ones must be strengthened to render counselling services to both staff and students of

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Ghanaian schools. This will help check against drug abuse and other social vices that may influence students to engage in vandalism.

4. There should be effective communication. Lack of effective communication was identified as a cause of students' unrest in school as it results in misunderstanding on the part of students about administrative decisions. Therefore, it is highly recommended that school authorities usually communicate to the students the rationale for certain decisions and actions they and it should be timely, since effective communication is an antidote for misperceptions.

5. There should be regular joint seminars for staff and students, including open forums in Ghanaian schools to enable both expand the knowledge of school stakeholders about situations in the school.

6. The researcher also recommends that school authorities must put in place effective mechanism for regulating behavior and conduct of both staff and students of the school. In this regard, school code of ethics governing both staff and students must be clearly spelt out to the respective parties so as to check against irresponsible behaviour such as injustices against students, drug abuse, and so on, that may cause unrest in the school environment. There should moreover be in place effective security forces in schools to maintain orderliness.

7. Crisis of authority was identified as a contributory factor to students' unrest. Some heads of schools were identified to be corrupt, uncompromising and very radical and to have caused students' unrest. Against this background, it is suggested that proper orientation be organized periodically for school administrators especially about their leadership styles to ensure effective management of schools.

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8. Last but not least, it is suggested that good teacher-student relations should be encouraged to promote harmonious co-existence in schools. Teachers should welcome all students and treat them equally irrespective of their background in order to eradicate all forms of biasness. This will help promote the management of the crisis of students' unrest that schools are prone to.

5.4   Suggested Area for Further Study

The purpose of the study was to assess the causes and effects of students' unrest in Ghanaian schools with Adu Gyamfi Senior High School as a case study. Several challenges were unveiled during the study including leadership crisis and poor administration.

It will therefore be in the interest of the researchers that a further study should be designed to assess leadership styles of heads and principals in school administration in the context of Ghanaian schools.
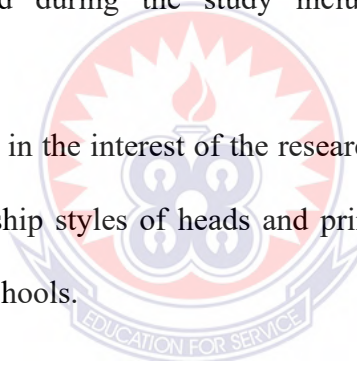
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APPENDIX A

INTRODUCTORY LETTER

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

July 12, 2016

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: EVELYN OWUSU AGYEMANG
INDEX NO: 7141770048

This is to confirm that Evelyn Owusu Agyemang is an MA student pursuing a programme in Educational Leadership at the Department.

Evelyn is currently engaged in a research on *"Investigating into the causes and effects of students' unrest in Ghanaian school: A case study of Adu Gyamfi Senior High School in the Sekyere South District Ashanti Region"* as part of the requirements for the award of the Master of Arts Degree.

We should appreciate any courtesies that you could extend to her as she gathers data for writing the Project Work.

Thank you.

REV. FR. DR. FRANCIS K. SAM
Head of Department

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

QUESTIONNAIRE FOR STUDENTS

Questionnaire on **"Investigating into the causes and effects of students' unrest in Ghanaian schools. A case study of Adu Gyamfi Senior High School in the Sekyere South District, Ashanti Region".** The researcher will be very grateful if you could help him undertake a successful study by providing the information required for the research. Information provided will be treated confidential and would be used for academic purpose only.

Please tick where applicable and supply details where required

Demographic Characteristics of Respondents

1. Indicate your gender   a. Male [   ]   b. Female [   ]

2. Please indicate your class [   ] lower class   [   ] upper class

Students' unrest causes

3. Are you aware of any school that students staged demonstration? a. Yes[ ] b. No[ ]

   If yes, state the name of the school..

4. What were the reasons given for the demonstration?...

5. Have students of your school staged demonstration before?   a. Yes[ ] b. No[ ]

   b. What reasons caused the demonstration?...

6. Can factors outside the school influence students' demonstration?

   a. Yes[   ]   b. No[ ]   c. Mention some of the external factors...............................

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7. Do students' backgrounds have influence on their participation in demonstration?

   a. Yes[ ]   b. No[ ] . Give reasons...

8. Have you experienced unsuccessful demonstrations before?   a. Yes[ ]   b. No[   ]

   Indicate number of times...

9. State how it was aborted (*example through dialogue, etc.*)...

10. What, in your opinion, are the major causes of students' demonstration? ....

Impacts of students' unrest

11. What are the general effects of students' demonstration?

    a. Positive(s)..

    b. Negative(s) on

        the school..

        on the student...

        on the teachers..

        on the parent...

Solutions to Students' Unrest

12. What were some of the solutions to the demonstration staged? *(example*

    suspension of students, closing down of school, dialogues, provision of needs, etc)

    ....

13. Did you find the solutions helpful?   a. Yes [ ]   b. No [   ].

    Give reason(s)...

14. What other solutions will you suggest to help reduce students' demonstration?

    ....

THANK YOU

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APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

QUERIES OF INTERVIEW FOR HEAD AND STAFF

Queries for Interview on **"Investigating into the causes and effects of students' unrest in Ghanaian schools. A case study of Adu Gyamfi Senior High School in the Sekyere South District, Ashanti Region".** The researcher will be very grateful if you could help him undertake a successful study by providing the information required for the research. Information provided will be treated confidential and would be used for academic purpose only.
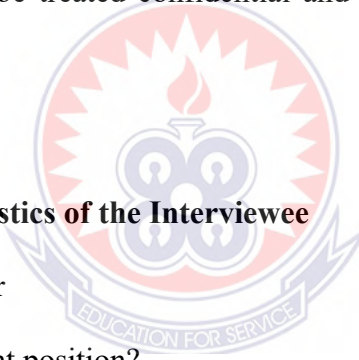
Demographic Characteristics of the Interviewee

1. Indicate you gender

2. What is your current position?.....…………………………………………

3. How long have you being in your current position/served in the school?..………………

Education Policy of Adu Gyamfi SHS

4. Does Adu Gyamfi SHS have an education policy? If yes, state it.

    …………………………………………………………………...………………

5. How long has the school operated in Ghana?...

Educational Services and Performance of Adu Gyamfi SHS

6. What are the programmes run by the school? ....?

7. Which of the programmes dominates in terms of students' enrolment? ....

8. What is the rate of performance of your students?

   a. Satisfactory [ ]   b. Good [ ]   c. Very good [ ]   d. Excellent [ ]

Status of Stability in the School

9. a. Have your institution experienced students uprising before? a. Yes[ ]   No[ ]

   b. If yes, state the period ....

10. What were the internal and external causes of the uprising?

    a. Internal causes..

       ....

    b. External causes ....

       ....

11. Are you aware of any school that experienced students uprising? a. Yes[ ]   b. No[ ]

    If yes, state the school...

12. What were the causes identified, any? ....

    ....

Impacts of students' unrest

13. What has been some of the impacts of the uprising on the school?

    a. Administrative acumen?..

       ....

    b. Teaching/Learning situation? ....

       ....

c. Others...

....

14. How do parents/guardians react after uprising caused by their wards?

....

Solutions to Challenges

15. What were some of the measures taken to address the phenomena? ....

....

16. a. Have the efforts of offsetting students uprising been fruitful? a. Yes[ ] b. No[ ]

b. Give reasons...

17. a. Have there been abortive students uprising(s) in the school before?

a. Yes [ ]   b. No [ ] State number of times if applicable..................................

b. If yes, how was it sensed and resolved?...

18. a. Do you consider some schools more prone to students uprising than others?

b. If yes, specify..

c. Give reasons...

You can make any suggestion or comment ....

....

THANK YOU

APPENDIX D

UNIVERSITY OF EDUCATION, WINNEBA

SCHOOL OF GRADUATE STUDIES

INTERVIEW GUIDE FOR PARENTS/GUARDIANS

Questionnaire on **"Investigating into the causes and effects of students' unrest in Ghanaian schools. A case study of Adu Gyamfi Senior High School in the Sekyere South District, Ashanti Region".** The researcher will be very grateful if you could help him undertake a successful study by providing the information required for the research. Information provided will be treated confidential and would be used for academic purpose only.

1. Has your ward being to a school hit by students' demonstration?

   a. Yes[ ]   b. No[ ]

2. Give reasons for the demonstration as explained to you...

3. Were you affected by the demonstration in any way?   a. Yes[ ]   b. No[ ]

4. Give reasons...

5. What were your reactions to the incidence?...

6. Suggest ways of containing students' demonstrations in schools............................

   ....

7. You can any other comment(s)/suggestions here ....

   ....

THANK YOU

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