

THE CANCER OF STUDENTS' DEMONSTRATIONS IN MISSION SCHOOLS: A CASE OF THREE SECONDARY SCHOOLS IN MARANGE, MUTARE DISTRICT-ZIMBABWE

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ABSTRACT

The research investigated the cancer of student demonstration in mission run boarding secondary schools in Marange, Mutare District, Zimbabwe. The population of the study was made up of students, teachers, heads as well as Education Officers. A qualitative research approach was used to elicit the views of respondents. The researchers adopted a qualitative perspective because the study was concerned with views of individuals on causes of student demonstration especially in secondary schools. The instruments used to collect data from the sample were focus group interviews for students, semi-structured interviews for teachers and administrators as well as observations. The findings from the study indicated that student demonstration is a result of poor communication between two parties that is, students and administration, lack of participation by students in decision making, general revolt against church and parents, adolescence problems, peer pressure as well as drug and alcohol abuse. Political involvement by groups is also a cause of student activism as well as the aspect of rowdysm being beneficial to students. The main recommendations given in this study are that mission run boarding secondary schools have to reinforce guidance and counseling in order to reduce cases of violent behavior, Ministry of Primary and Secondary Education should appoint Heads on competence and not church affiliation in mission run boarding schools, Administration should provide time to listen to student concerns, Teachers should engage administration on their challenges and those of the student ,Church authorities should not interfere in day to day running of schools and students should always stay focused on academic matters.

Keywords: Cancer, student demonstration, mission school.

BACKGROUND OF THE STUDY

Student demonstration has been a common act of tertiary school candidates in history but there has been an increasing trend in the number of cases of violent behavior among secondary school pupils recently especially in mission run boarding schools. With this observation the researchers seeks to explore what really is causing student demonstration in mission run boarding schools. This chapter looked at the background to the study, statement of the problem, research sub questions, and objectives of the study, significance, and assumptions of the study. Key terms are also defined in this chapter with limitations and delimitations being described.

Schools were throughout history regarded as safe places but the emergence of a new dispensation of technological advancement in ICT, use of media, student involvement in political fraternity for instance as junior parliamentarians, emergence of child friendly groups, human rights issues coupled with differing socio-economic backgrounds have come along with mixed forms of behavior in secondary schools on a global scale. This has resulted in the explosion of diverse forms of social demonstration in secondary schools, Zimbabwe being not an exception. Student demonstration was previously in the past a thing of the tertiary institutions, like universities and colleges but recent trends has indicated that the virus of demonstration has spread even to high school students where at most one learner out of two million suffers a violent death globally. Therefore this study seeks to explore the factors influencing student demonstration in mission run boarding schools. What we see in tertiary institutions today can be a continuation of high school aggression and violence which will be manifesting at a larger scale.

The issue of student demonstration has been on the increase in learning institutions on a global scale, secondary schools to be precise. The Oxford Dictionary (2000) defines demonstration as a state of open hostility, violence, vandalistic behavior, riots, demonstration and protests which are grievance based. Violent forms of demonstration are associated with conduct behavior where students show a pattern of antisocial behavior in everyday life such as fighting, lying, school problems and aggression (Gudyanga et al 2013). According to the US News and World Report (June 2, 1969), two out of three principals of city and suburban high schools in the world reported some form of student protest. Not all research points clearly and unequivocally outline the factors affecting student demonstration in mission run boarding school. Therefore this is going to be looked at in this research.

In Zimbabwe student demonstration has been escalating as evidenced at Hartzell High School a United Methodist run mixed secondary boarding school, Mutasa district where in 2004 as students tried to march to town one student was hit by a truck and died on the spot. Students were striking against the then Head and station chair for being ruthless in their conduct with pupils and community especially their teachers. Later in 2005 the station chair was moved and teachers were taken to court on allegations of inciting students into demonstrating. More so, in 2008 students went on strike twice against the then headmaster, for ill-treating students and staff and for not doing anything about the dilapidated infrastructure. The head was moved to Elise Gledhill in 2012 but students' further strike against the new head over allegations of poor diet, allegations of girl child abuse and dilapidated infrastructure in the boys' and girls' hostels. Another strike erupted at the same school in 2013 where students went on strike over the abusive nature of the church authorities hence wanted the head and school admin to go. All form 3 and 4 students were expelled on paper by church authorities from school but the decision was turned down by the Provincial Educational Director (P.E.D) and investigations done which however vividly buttressed the genuineness of the students' claims. The cases of student demonstration so far cited were serious and would justify the need to understand those factors leading to student demonstration in mission run boarding secondary schools.

At Bonda Mission, a girls boarding school, in the years 2007, 2009 and 2012 students' food stuffs and funds were taken by church and Kunonga the then Bishop asked administration to give sister school St Mathius Tsonzo, teachers were victimized by the church were cited by students as concerns hence students went on strike. The head was moved to a different school after the event. Mutambara Mission(United Methodist run) and St Augustine an Anglican church- run school also had student demonstrations since they wanted televisions to

watch the world cup and the alleged abuse of funds the school heads respectively. While research shows clearly the factors influencing student demonstration, it does not yet adequately describe exactly why social demonstration is now becoming a recurrent activity especially in mission run boarding schools. But finding answers to these questions is a major priority for national educational departments locally and must be high on the list of any school wanting its students to become useful learners.

African student demonstration has its roots in the pre independence era. Between 1970 and 1980 student demonstration hence involvement in political activism in the African countries increased in magnitude. (Gellar, 1982). Most first generation African nationalist leaders like Nkwame Nkrumah of Ghana, Jomo Kenyatta of Kenya and Nelson Mandela of South Africa Edgar Tekere, Josiah Magama Tongogara, currently Job Sikhala, Nelson Chamisa Zimbabwe started off their political careers as students through organizing student protests. African students are believed to be more concerned with simple matters such as bread and butter issues whilst in other regions of the world, pupils focus on more substantial issues, such as increased independence in learning. Manchester Guardian Weekly (July 8, 1990, p. 12). However it is the purpose of this research to explore the factors affecting student demonstration in mission run boarding schools.

The African Diary (1962, pp.375-376) posits that in Nigerian students from Ibadan, Lagos, Nasukka and Ahmadu created a strong national movement that was called the Nigerian Union of Students(NUS) where they protested against the ratification of the Anglo-Nigerian Defense Pact which would have established British military bases in the country. Nkinyangi (1991) is of the idea that African student demonstration and activism is a result of the monumental growth in student populations and the decline of educational standards. The emergence of popular struggles to cope with social realities such as the introduction of structural adjustment programmes which meant reducing student and teachers' allowances (World Bank, 1986c; 1989). The African Research Bulletin(1989,pp.9393) posits that Sudan, a heavily indebted African country implementing a structural adjustment programme recommended by IMF and World Bank; was the scene of major riots by students and the general population in Kartoum and Omdurman in December 1988 and June 1989. There are consistent trends of student demonstration globally but no one paradigm has emerged to be the dominant factor. Clarifications need to be found on the concerns of activities, goals and desired outcomes of various levels of student demonstration and severity in mission run boarding schools.

Chikwature and Oyedele (2016) were of the idea that student demonstration is not a new phenomenon on the global arena. In the 17th century in France some learners went to school armed since they feared both their fellow learners and the community where sword and fist fights, demonstration and attacks on educators were so common. According to Youth Risk Behavior Survey (2003) around 12.8% of secondary school learners in the USA are involved in physical fighting on school property. The South African Press routinely carries stories of violent robbery, rape and murder in schools. Therefore this research should find out how student demonstration has become more synonymous with mission run boarding schools alone.

Research on student demonstration has mainly focused on tertiary institutions like polytechnics, colleges and universities but due to the recurrent nature in high schools especially boarding schools, it has become an issue of concern to which this study seeks to

explore why boarding schools are at greater risk of suffering from student demonstration of diverse forms or nature.

Most boarding schools in Marange, Mutare cluster are mission schools mostly mission run and the extent to which students value their education and the church differs hence, the problem at hand is to analyze factors affecting student demonstration in mission run boarding schools in Marange, Mutare District in Manicaland, Zimbabwe since most times both teachers, administration and church are caught unaware and would then react to demonstrations rather than nipping the problem in the bud. The research was guided by the following research questions:

- 1) What are the principal causes of student demonstration in mission run secondary boarding schools?
- 2) What are the effects of student demonstration in mission run secondary boarding schools?
- 3) Why are principals and teachers failing in their efforts to ameliorate the problem of student demonstration?
- 4) What are the trends of student demonstration in mission run boarding secondary schools.

RESEARCH DESIGN

Cohen and Manion (2011) posit that, a research design is the plan and structure of investigating designed to obtain answers to research questions. A phenomenological qualitative research design was selected because the current study was describing as accurately as possible lived experiences of heads, teachers and students in two mission run secondary boarding schools. Cohen and Manion (2011) assert that the attractions of a phenomenological design lie in its appeal to getting perceptions or universality within given parameters, its ability to make statements which are supported by large data banks and its ability to establish the degree of confidence which can be placed in a set of findings. Cohen and Manion (2011) outlined the following characteristics of a descriptive phenomenology. Descriptive phenomenology gathers at a particular point in time with the intention to describing the nature of existing conditions or determining the relationship that exist between specific events or phenomenon which is causes of student demonstration in this study. The descriptive nature of the design enabled the researchers to interpret language or text through conduct in the interviews.

The primary objective of a phenomenological study is to extract meaning structure and essence of an individual lived experiences which in this study is causes contributing to student demonstration. Oyedele (2011) points out that reality is constructed by individuals interacting with their social worlds so the phenomenological approach enabled researchers to study human situations in a natural setting. Through instruments such as interviews and observations the researchers studied participants, events programs and events as they unfolded naturally without any manipulations. In this study the researchers explored perceptions of administrators, teachers and students on causes of students' demonstration in the setting of mission run boarding secondary schools.

Study Population

Oyedele (2011) defined a population as a group of people who are the focus of a research study and to which the results would apply. Creswell (2010) define a population as the group

of people under study who share common characteristics that are of interest to the researchers. The population for this study is made up of two secondary schools in Marange, Mutare District. In this study the population comprised of forty (40) students, ten (10) teachers, four (4) administrators and two (2) education officials. The two mission run boarding secondary schools were seen to be representative of boarding schools in Marange, Mutare district with both O and A level students and has both sexes.

Purposive Sampling

Ary (2000) states that with purposive sampling each sample element or participant is selected for a purpose and this is mainly attributed to the outstanding position of the sample elements. Cohen and Manion (2011) argue that it is crucial to look for and engage participants who have experiences relating to the phenomenon being researched. In the case of this study the researchers used purposive sampling because he wanted to elicit views of the students believed to be knowledgeable and had experience in various forms of student demonstrations. These were the Administrators since they implement policy as well as O and A levels finalists.

Stratified Sampling

The researchers used this type of sampling for students in the O and A levels categories, Heads of schools, Deputy Heads and senior teachers. The researchers believed that having representations from all levels would give sufficient information on of the views people have on student demonstrations in mission run secondary boarding schools.

Data Collection Instruments

It was seen relevant to collect data that helped in providing answers to the main research question: What are the factors contributing to students' demonstration in mission run secondary boarding schools in Marange, Mutare district? For this study the main data collection instruments were: semi structured interviews, focus group interviews and observations as well as the researchers being the primary data collecting instrument. The instruments were seen to be suitable to phenomenology design as the research wanted to get views of Administrators, teachers and students on causes of demonstrations in mission run boarding secondary schools.

Semi –Structured Interviews

In this phenomenological type of qualitative research interviewing was the main instrument for eliciting qualitative data for in depth understanding of phenomenon under study. The investigator believed that school heads, their deputies and education officials were all better placed to give relevant information on factors that yield student demonstrations in their schools. The interviews with the education administrators permitted the researchers to obtain important data that could not be acquired using observation alone. Cohen and Manion (2011) point out that interviews allow participants to discuss their interpretations of the world they live in so probing participants' responses and feelings enabled the researchers to gather in depth data on phenomenon under study.

Semi structured interviews also offered participants an opportunity to express themselves and the researchers can have control over the order of questions and can probe further for more

information when required to do so. The instrument was very appropriate as it accorded the researchers an opportunity to discuss the issue of mission run boarding secondary schools on a face to face basis.

Focus Group Interviews

This study conducted four focus group interviews two from each school to collect data from forty O and A level finalists of the two secondary schools. This data gathering instrument was selected because it gave in –depth information in a relatively short period of time i.e. an hour to two hours as suggested by Creswell (2010). Students were very comfortable with the use of respondent numbers instead of names and it made them exchange views in a very free atmosphere.

Focus groups were also adopted because of the edge against other data collection techniques such as questionnaires. Gudyanga (2009) argues that interviews allows opportunity for clarification as interviewer can probe and suggest ideas which give rise to views and opinions which the respondents may not write on a written questionnaire. Group settings are also advantageous in that they attempt to create a synergistic environment resulting in deeper, more insightful discussion.

Observations

The researchers used observations when he conducted the research. This research used direct observation of school buildings, staff, pupils and recreational facilities offered by the two schools. For the two schools observations were made on the state of buildings, state of sporting and entertainment facilities as well as conduct of students during assemblies and devotions as well as dining hall manners. Observations assisted the researchers to obtain first-hand information and reports of research participants therefore reducing risk of falsehood. An observation check list was used in observing above activities.

Human Instrument

The human investigator or researchers was the primary instrument for gathering and analyzing of data and this is in line with this qualitative phenomenological approach. The researchers deliberately interacted with all the participants and setting stage for reliable and effective communication patterns with the participants in their natural settings thereby making instrument flexible enough to capture the complexity of human experiences.

Analysis and Organization of Data

Data analysis is the process of bringing order, structure and meaning to mass collected data. Mouton, (2001) asserts that analysis begins by putting into one category all the materials from interviews that speak to one theme or concept. Analysis was done soon after the first interview so as to reduce stock piling. The same was done for focus groups interviews, preliminary data analysis took place as soon as possible after each group session concluded. Themes and concept were compared and integrated, categorization was done by putting together those elements or ideas that were common from the interviewees and theory that offered accurate and detailed interpretation of research findings. Through triangulation the researchers identified major meanings and themes in the texts basing on those that featured least and the predominant themes were considered most important. Data presentation was

done also using bar charts, tables and pie charts for clarity for demographic profiles of participants, easy interpretation, analysis and clear conclusions.

Demographic Profile of Teachers who participated in the Research

A total of ten teachers participated in the study. Respondents (R1-5) were teachers from School A, and respondents (R6-10) were teachers from School B.

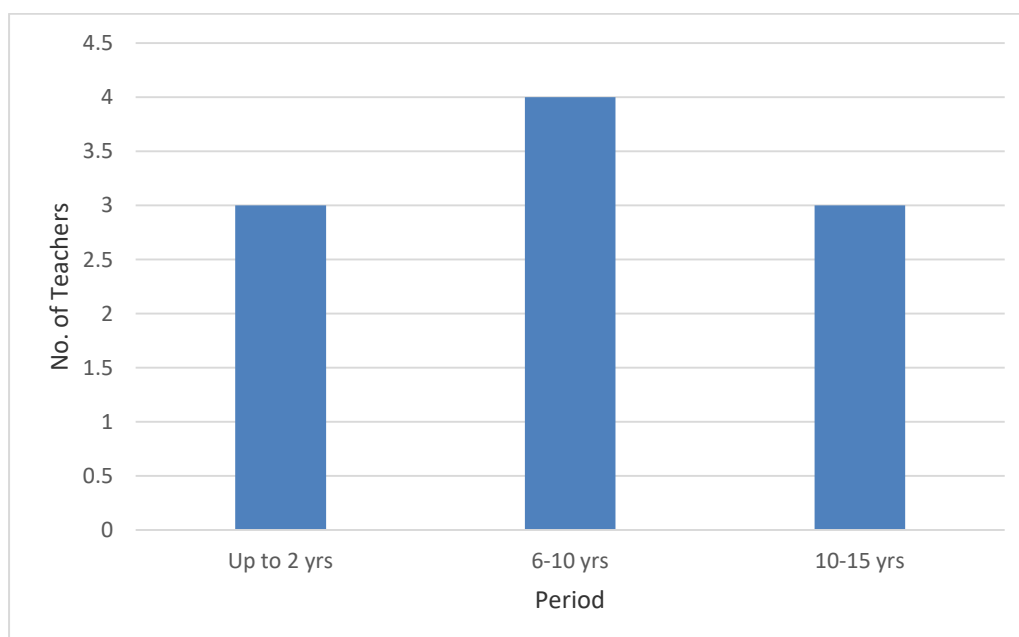
Table 1

Respondents	Position	Gender	Teaching Experience	Frequency
R1	Senior Teacher	Male	8 years	1
R2	Teacher	Female	1 year	1
R3	Teacher	Female	1 ½ years	1
R4	Senior Teacher	Male	15 years	1
R5	Senior Teacher	Male	8 years	1
R6	Senior Teacher	Female	6 years	1
R7	Teacher	Male	1 year 10 months	1
R8	Senior Teacher	Female	12 years	1
R9	Senior Teacher	Male	9 years	1
R10	Senior Teacher	Male	14 years	1
TOTAL				10

Length of Stay at Mission Secondary Boarding School

The figure below on the length of stay at mission boarding secondary school shows that seven respondents had stayed at the school for more than five years. Four of the respondents have stayed there for six to ten years, three above ten years and three have stayed for less than two years.

Bar Chart Showing Length of Stay at Mission Schools



The above chart shows that those teachers who have stayed at boarding secondary schools for over five years had a lot of experiential contributions towards the students' demonstration evidenced by the number of demonstrations that happened during their stay in the schools in question and the problems the schools were having.

Length of Boarding School Teaching Experience

Results from participants R1, R4, R5, R6, R8, R9, and R10 showed that they had taught in boarding mission secondary schools for more than five years. Only three respondents (R2, R3 and R7) had taught for less than two years. This was also reflected in the number of responses they gave as respondents R2 and R3 gave their own boarding experiences as they had participated in school demonstrations in their secondary school life.

State of Infrastructure in Schools.

Results from all participants R1-10 agreed that the infrastructure in the schools is old and dilapidated and in need of repairs. The poor infrastructure is usually one of the causes of frustration to the students who then request the administration to give priority to the rehabilitation of infrastructure and this falls on deaf ears. For example respondents R3, R4 and R6 were in agreement that Heads of boarding schools have failed to maintain and improve on infrastructure erected during the colonial era. R10 a Senior Teacher at School B said;

“we learnt here and the upper 6 gutter was down up to now no one bothered to repair it. Our main hall had broken window panes up to now , no repairs and can you actually wonder why students are.”

The above statement implies that when the respondent learned at the school, he is teaching, he identified a falling gutter which was in that state when he was a student and it is still in the same state up to this time when he is now a teacher at the school. The same applied at the gallery at the main hall which was at a state of neglect and yet students are aware of the fees they are paying. The above showed that students would begin to worry about priorities school authorities are setting with regards with the school fees they are paying and when they become rowdy people wonder when the answer lies on poor infrastructure which creates an unconducive environment for children to learn.

R4 also highlighted that at one time at his school a ceiling fell down and injured two students. It is a known fact that soon after that incident the whole Form Three block were chanting and howling about the poor infrastructure and the neglect about doing simple repairs of buildings at school. The pupils chanted;

“if you continue frustrating us we will act violently.”

According to the teacher, students, via the class teacher, had reported about the condition of the ceiling and apparently it was ignored until the unfortunate incident. So, the neglect by the administration on an already fragile infrastructure has resulted in some incidents of students' demonstration in boarding secondary schools as they were established and built way back during the colonial era in 1890s and the infrastructure has outlived its lifespan.

State of Affairs on Channels of Communication

Results from respondents show that on paper, channels of communication exist. For example school prefects who go with grievances through Housemasters and then Senior Teachers and Deputy Head and finally to the Head. R2 and R3 actually said;

“The school administration creates a dura-wall for students and do not get into the world of the students and hence students are left with no choice but to make noises so as to be heard.”

R3 then further added that:-

“for the students to be listened to they need to be riotous as they know that way is a continuation of diplomacy by other means, and thus when the administration speedily solve their problems.”

The above statement points out that the administration is reluctant in accepting and addressing students via the established hierarchy of communication and would only attend to students when they resort to violence as stated in the statement given by R3 from School A who was in agreement with R6, R7 and R8 from School B. the researchers noted that secondary boarding school administration do not listen to students' concerns and channels of communication are only on paper and no effective communication exists between students and administration. Therefore, students' grievances are usually not addressed in time.

Who is to Blame when there is Students' Demonstration?

Results from respondents R1 to R9 blame the Head and his administration, including the church for students' demonstration because they fail to address pupils' issues before they blow out of proportion. Teachers claim that if communication channels are not proper there would be a lot of misconceptions and incorrect information spread around and this may cause student demonstration. However, respondent R10 from School B said:-

“Background/upbringing of a student who has been well groomed always remain disciplined whatever the conditions” she went further to claim that there are some students who have a natural inclination to cause havoc, even when they are few they develop a following”

The above recorded information shows that cases of demonstration can be blamed on the school administration which fails to listen and address students' concerns. Administration-child relation exerts a major influence on academic, social, behavioral and emotional responses by pupils. Those schools which block relationships between teachers, administration and the learners risk an increase in behavior problems.

Effects of Students' Demonstration on Performance

Results from all participants show that all agreed that there is loss of learning time during demonstrations. Low pass rates are experienced as students spent most of their time scheming on how to fight the administration. The researchers from the discussion learned that the students' focus is shifted from the core business (study), and they concentrate on pertinent issues and as a result their performance would deteriorate. Even after the demonstrations it would be difficult or takes time to restore a positive mind-set that allows pupils to focus on learning.

Challenges Faced by Schools when Demonstrations Occurs

Results from R4, R6, R7 and R9 were all in agreement that a tense atmosphere would exist between the administration, teachers as well as students. Administration always feels that teachers always have a hand in students' protests and this unhealthy situation results in resentment and neglect of duty by teachers and an atmosphere of mistrust occurs. Respondents R3, R5, R8 and R10 actually commented that the major challenge is that students become too excited and to bring them back to behaving well can be a big issue. Generally, their moral uprightness is jeopardized as you have high incidences of sexual misconduct, drug and alcohol abuse as students feel they are in control. When addressed by Ministry officials and when their rights and freedoms are articulated to them, students feel they can do absolutely anything and get away with it during a strike so generally the major challenge faced by teachers when demonstration occurs is on capturing students' attention as well as resources since destruction of property such as desks, window panes and plates is common.

Teachers Suggestions on Resolving the Problem of Students' Demonstration in mission Boarding Secondary Schools

Participants all agreed that proper communication channels between the administration and students and an effort to address grievances aired by the students in a way that is of mutual beneficial can resolve problems of demonstration. R6 from School B highlighted that to have an end to problems of demonstration,

"The church should appoint competent administrators regardless of their religious denominations."

The researchers, from the above statement, can conclude that, when administrators are efficient, then clear channels of communication should be laid down and students' grievances addressed before demonstrations occur.

Findings from Semi-Structured Interviews with the Administrators State of the School Infrastructure

R(EO)1 and R(EO)2, both were in agreement that infrastructure in mission schools was dilapidated and the schools need complete overhaul in terms of furniture and dormitory infrastructure and the same sentiments were highlighted by heads of the schools, including their deputies. However, they highlighted budgetary constraints as a major factor that hinders their progress and hence students can demonstrate at their snail pace like in the case of School A, where in their grievances during a strike student's highlighted existence of squat holes in ablution facilities as derogatory and continuous penetration of colonial injustice. The views all seem to suggest that to some extent the level of infrastructure results in students' demonstration.

Church Administration and School Affairs

All the heads interviewed showed reservations on income demands by the church. They claim that the church only want affiliation of twenty percent from fees yet they do not plough back to the schools infrastructural needs and whatever is left mainly goes to dietary needs of students and hence the general neglect of infrastructure. Teacher victimization by the church also has serious problems as some teachers go to the students and tell them as the statement below given by respondent R6 of School B as example of what teachers then say to students:-

“Here things are not moving properly, the church is forcing us to pay tithes but they do not want to expense for your welfare. How really is your tuition fees used?”

The above statement shows the disgruntlement by teachers from church interference in school affairs can result in demonstration as students tends to sympathize with their teachers and influence them riot.

Impact of Demonstration on Students’ Academic Performance.

Findings from all administrators indicated that 100% of the respondents were of the view that students, when they get excited during demonstration, they lose focus and spend all their time and energies fighting for their own rights and privileges, and can become irresponsible in behavior. This suggests that demonstrations can be counter-productive on academic achievement since most students who lead and vigorously participate in demonstrations may not attain their normal expected grades in school and public examinations. This is in agreement with counter-productive theorists who see all forms of students’ demonstration as counter-productive. One respondent R3 from School A said:-

“Demonstrations if done during third term usually have disastrous consequences on candidates writing public examinations who shift all their energies and focus on attaining rights and privileges.”

The statement seems to suggest that students’ timing on when to go to strike is usually wrong and results in high failure rates in examinations.

Challenges Faced by School Administrators and Ways to Reduce Demonstrations

Results from administration shows a number of challenges when demonstrations occur in schools. Respondents R3, R4, R5 and R6 actually highlighted that challenges faced by school administrators were relations between administrators themselves, teachers and students as they become sour due to unfounded suspicions regarding causes of demonstration. R(EO)1 and R(EO)2 actually said when they visit schools when demonstrations occur they are faced with allegations of suspicions. R(EO)1 actually said schools will be characterised by:-

“The blame complex rather than taking responsibility.”

The above statement suggests that main challenge faces when demonstrations occur is ‘moving forward’. Thus, from the researchers moving from suspicions by all tiers into a good relationship to create an atmosphere of learning is crucial. This was also observed by Abayako (2014) who noted that mending fences by all stakeholders after a strike is important if institutions are to focus on their primary goal of educating the child.

Sexual Misconduct, Drug and Alcohol Abuse

Another challenge noted in both Schools A and B were the issues of sexual misconducts, drug and alcohol abuse. During demonstrations students become vulnerable from their false sense of having liberated themselves from all forms of control and during the excitement high cases of sexual misconduct as well as the use of marijuana are rampant. R3 actually blamed the Ministry of Primary and Secondary Education on its policy on non-victimization as they cannot act on observed misconducts during demonstrations as students usually take it up with the ministry as a form of victimization. Normally persons who have taken drugs become

irritable, discourteous, defiant and aggressive. This suggests that at times the momentum gathered during demonstrations in mission boarding schools is not from agitation due to various grievances but rather aggressiveness from drug and alcohol abuse.

On ways to reduce demonstrations all respondents agreed that communication was of paramount importance. Administrators should create a platform for constant communication between students and teachers, students and wardens plus administration and ensure that students' basic needs are catered for. Participation, transparency and being honest in keeping promises were seen to be vital for administrations and should be upheld so that they can keep students happy. Sessions in which the head interacts with all forms/tiers within the school is a useful way in which grievances are directly forwarded to leadership without following the hierarchical school structure which sometimes causes delays in solving problems which could later manifest into demonstration when not handled in time.

Presentation of Results from Focus Group Interviews with Students

Focus group interviews (FGI) were conducted with four different groups. Focus group FG1 and FG4 were from School A. FG2 and FG3 were from School B. the groups comprised of 'O' and 'A' Level students from the mission run boarding secondary schools.

Demographic Profile of Students who participated in the Study

School	Focus Group	Number	% Frequency
A	1 ('A' Level)	8	20
A	4 ('O' Level)	12	30
B	2 ('O' Level)	14	35
B	3 ('A' Level)	6	15
TOTAL		40	100

Boarding Experience and Living Conditions

When asked to give their boarding experiences as boarders, participants from FG1 to 4 all had four to six years' of boarding life experience respectively and aware of expectations as students. This indicates that most have participated in demonstrations since over the past five years at least two demonstrations have been noted in the schools.

Boarding secondary schools cannot run successfully unless they have the necessary facilities to enhance teaching and learning. Schools require good classrooms, offices, laboratories, libraries, ablution facilities and proper sporting facilities. Ordinary levels and Advanced Level respondents showed that their living conditions were not up to standard. They claimed that they were staying in substandard hostels and classrooms which are not well ventilated. One respondent in FG3 has this to say on facilities and their impact on living conditions:-

"Our hostel is like a pigsty with squat hole toilets in the ablution facilities, blocked drainage and stench smells are a common phenomenon. Mission

schools are perpetrating a colonial legacy in which blacks were to be deprived of decent amenities.”

The response indicated that students are agitated by their living conditions and feel some form of oppression exists and students can go on a rampage claiming poor living conditions and it is not surprising that students destroy the same facilities to show their dissatisfaction at the school.

Students also claimed that their dining halls and classrooms were overcrowded. School heads have enrolled large numbers to cash in on boarding fees without expanding the existing facilities to cater for the growing populations. This has lowered the living standards expected by pupils when they enroll in mission run boarding schools. Mainly, colonial boarding schools which restricted the number of blacks accorded education have ballooned in enrolment, although facilities were created to cater for only a few students. That colonial arrangement then for blacks now carried over to these days’ and that is now unacceptable to the present day students. Nowadays students would always ask for better and improved facilities in an effort to live and study in modern environments.

Causes of Demonstrations from a Student’s Perspective

The interview revealed that most students have the same reasons for going on demonstrations or exhibiting aggressive behavior. One student respondent said:-

“Lack of basic provisions, that is, adequate food, proper shelter, water, entertainment, ruthless administration structures, concerns that are not addressed, pro-admin prefects and also the huge gap between home luxuries and mission boarding school deplorable environment actually incite us to riot”

The above statement suggests that students’ riots are a direct result of a general lack of attention to student expectations on the part of responsible authorities. If basic provisions are catered for and an effort made to address living conditions, students may not engage in rowdy behavior.

Peer Pressure

FG4 also revealed that at times demonstrations are caused by peer pressure when academic pressure mounts and at times boys claim to deliberately cause chaos in dining halls during meal times so as to steal meat. One respondent in FG2 said:-

“We will simple say, boys lets loot the meat and use the classrooms as toilets.”

The above statement is stressing that boys may deliberately steal meat to substitute tinned beef to keep in their hostels. This chaotic situation coupled with peer pressure and teen hood excitement, result in students going on the rampage, going beyond stealing meat to property destruction. If the chaos is not handled well then it will balloon to a students’ strike. Deep seated administration issues will then emerge from the simple incident conditions deteriorate into a full blown strike with grievances being tabled much to the support of the broader student population. Students will then tailor make dubious reasons that may be acceptable and other reasons may be concrete, for example, “we looted meat because the dining hall

staff has been doing this for a long time in our naked eye sights, but we kept quiet, enough is enough”.

Church Politics and Demonstrations

In the two schools in which the research was conducted, church politics was also cited as a cause as church programs like the youth movements which are compulsory are sometimes dictated to by rival church factions, when church politics spills into schools and hinders heads from carrying out their duties freely since at times school property is annexed by the church and when school activities are to take priority students are ignored. It was given by a respondent in FG2 and FG3 that at one time students were denied a bus by church authorities who wanted to ferry church women to a church conference when students wanted to go to a seminar. This incident did not go down well with the students who know despite the bus being labelled as church property, it was actually bought by their parents so they went on strike demanding that all property bought by the School Development Committee (SDC) should be governed by the school head and not by the church Station Chairpersons. This shows that sometimes demonstrations are caused by church authorities who want to siphon school resources to benefit church programs at the detriment of school activities.

Another sentiment expressed by a respondent in FG4 where every term there are revival weeks. In third term students will be preparing for their public examinations especially the writing classes. The issue of revival weeks does not go down well with a certain section of students especially third term as they feel their study time is compromised for church activities whilst they are on their final lap in preparation for their final examinations. If communication is not done well with all stakeholders then we will find such cases resulting in students' demonstrations.

Students also showed that their proximity to town also give them easy access to drugs and alcohol and therefore getting excited after intoxication. It is further noted that alcohol, for example, excites violent behavior and criminal behavior in schools. Pupils take advantage of school functions like sports days, variety shows and movie days where rules and regulations will be a bit lax and teachers and others in authority will be busy and eyes are directed elsewhere. This will give the students an opportunity to free will take drugs and alcohol and this is when the violent behavior and criminal activities emanate from. This was revealed by another respondent in FG3.

Interviews indicated that drug abuse causes demonstrations in schools. It is notable that people especially teenagers resort to drugs for curiosity due to misinformation from friends and also to escape from the boredom of bearing with the routine of everyday boarding life. They become irritable, discourteous, defiant and aggressive and this undermines the learning environment. It can be noted that some forms of demonstration especially aggressiveness is a direct result of drug and alcohol abuse which is rife in educational institutions and that urgent measures need to be taken to stop this problem. It was further observed that it is currently common in boarding schools to see students with sachets of alcoholic drinks in their pockets during school outings, music festivals, discos, dramas and in some cases in dormitories. The small packaging of some of the drugs and alcohol give the pupils an advantage in hiding them in their shorts or trousers where authorities will never suspect anything.

Student Views on Demonstrations Productivity

On the issue of solving problems of demonstrations all students in FG1, 2, 3 and 4 were in agreement that demonstrations are progressive. This is in agreement with Karl Max's version of the productive theory as respondents claim that concerns are addressed urgently as seen by last striking experiences in which demonstrations resulted in meal improvements, ablution facilities upgrades as well as an increase in entertainment therefore, demonstrations are productive.

Interviews with students also showed that students claim that demonstrations have no effect on academic performance. One respondent in FG3 said:-

"We do it in two or three days to resolve issues and out of a whole term a day or two lost is nothing."

Respondents felt that it is the administration and teachers who uses it as a scapegoat when students fail or as a way of getting students to shun demonstrations. From observation of results in School A, this was true as the majority of 2014 striking students came out with flying colors and currently doing lower six and those not present passed but were denied places on allegations of having been ring leaders during the demonstrations.

Ways to Solve Problems of Demonstrations

Students' responses from all groups FG1, 2, 3 and 4 agreed that school authorities should listen to and address students' concerns in time. Students wanted constant and direct interactive sessions with their school heads. This, they suggests that problems with demonstrations will be solved through effective channels of communication and having the administration to discuss with staff when they are problems. This will prompt action on students' concerns especially on living conditions, if school administration prioritises students' concerns demonstrations would be complete history.

Findings from Observation

Observation on punctuality made and attendances made at School A and B reflect that at School A students were not very punctual and rarely attend devotions and history reflects more frequency in students' demonstrations than School B in which students were punctual. This suggests that students' discipline plays a major role in frequency of demonstrations in schools. Therefore it is very important for administrators to enforce discipline amongst students as this has positive consequences in as far as students' demonstrations are concerned. From this observation it has been revealed that a disciplined student avoids demonstrations.

Furthermore it was observed that in orderliness, School A again fall short although the schools were of the same status. The quality of furniture for School A was deplorable, in other words it was a sorry site whereas that of School B was convenient and this could be a factor as to why School A has higher frequency of demonstrations than School B. As mentioned earlier on students have a tendency of comparing the services they get from their respective school with those offered in other schools versus the amount of school fees paid. When schools visit each other they will observe the differences and this may eventually trigger students' demonstrations.

Quality of meals and conduct of students during meals were observed to be the same in all the two schools as students were always rowdy and demanding whenever they will be having meals in the dining halls but in hostels quality of beds for School A again need great attention. In all the two schools there is need to upgrade sporting and recreational facilities so as to meet the diverse world of sport which the current learners can act and play to earn a living and sustain themselves in the future. Swimming pools in the two schools were an eye sore, they were neglected and bushes growing within the pools.

Observations made seem to suggest that the school environment through its infrastructure nurtures the students into a disciplined or an undisciplined student. In one of the two schools little attention is paid to the already dilapidated structures. A higher frequency of students' demonstrations has been observed as the set environment has created an aggressive student as the environment is not conducive to inculcate teaching and learning attributes and to the development of a learning community.

CONCLUSIONS

Basing on the findings above it can be concluded that to a greater extent poor administration and poor infrastructure are principle causes of student demonstration in church-run secondary boarding schools. Demonstration has been seen to take schools 20-30 years back in terms of development as infrastructure is destroyed during riots. A major challenge was seen on the development of mistrust therefore creating a learning environment which is not conducive (mistrust between teachers, students, church and administration). Students' demonstrations also derail students in academic performance as it takes time to shift from a revolutionary aggressive mood to a concise study habit in the students especially when drugs and alcohol are used. A comprehensive collaboration approach is required in handling students' grievances promptly before it degenerates to a culture of violence in boarding secondary schools. Churches should also aim at building the capacity of the leadership they appoint, comprising having a vision, setting directions, developing people and managing the teaching and learning programs, leading to a reduction in malpractices that have a negative impact on school discipline and academic performance. A conducive learning environment can then be created which curbs the upward trends observed in demonstrations for church-run boarding secondary schools by attending to issues of funds abuse, teacher concerns as well as rehabilitating and improving on school infrastructure.

AUTHORS' CONTRIBUTION

Recommendations for Heads in Secondary Schools

1. All heads should be responsive to students' concerns and constantly engage all students
2. All heads should channel most of school funds towards infrastructure development and improving general student welfare.
3. All heads should attend seminars and refresher courses on management in order for them to run schools efficiently and effectively.
4. Heads should not victimize teachers when demonstrations occur.

Recommendations to Church Administrators

- 1) Church authorities should not interfere in day to day running of schools.

- 2) Church authorities should plough back to the community schools in order to provide more resources for the children, rather than annexation.
- 3) School property should not be converted to church property but leave units to administer resources autonomously.

Recommendations to Teachers

- 1) All teachers to listen too and address where they can, students' concerns and facilitation in forwarding potentially explosive issues/concerns to administration.
- 2) Teachers should not show displeasure on administrative issues to students.
- 3) Staff development should be emphasized with the nurturing of competent and caring educators.
- 4) Teachers to strengthen guidance and counseling services

Recommendations to Students

1. Students should always be diplomatic in dealing with their problems.
2. Students to engage leadership and teachers in developing sound prevention programs and procedures in handling dissatisfaction at school.
3. Students to be conversant with emerging issues that include child rights so as not to abuse such in fuelling demonstration in boarding schools
4. Students should be made aware of the downsides of drug and alcohol abuse.

Recommendations to Policy Makers

1. To develop a document outlining long term goals for training of church authorities, heads and teachers of boarding schools on handling students' grievances.
2. To outline prevention and intervention strategies that are non-militant.
3. To draw up a national policy shows authority demarcations for the church and ministry regarding school governance.
4. Appoint heads of boarding schools on competence and not church affiliation.
5. Deal with problematic heads by discharging rather than transfers.

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