

**Students' Unrest in Tertiary Institutions of Botswana: Implications on Teaching and Learning**

Research study

Submitted to Botho University in Botswana

Faculty of Education

In Partial Fulfillment of the

Requirements for the

MASTERS IN HIGHER EDUCATION

By

Segametsi Brewster

2017

Student id: 1614089

Supervisor

Dr Jane Iloanya

**CERTIFICATION**

The undersigned confirms that she has read and hereby recommends for the reception by the Botho University the dissertation titled “Factors Fueling Students’ Unrest, Implications on Teaching and Learning in Botswana” in partial fulfillment of the requirements for the Masters in Higher Education of Botho University in Botswana

.....  
Dr Jane Iloanya  
(Supervisor)

.....  
Date

**COPYRIGHT**

There is no part of this dissertation that will be duplicated in any retrieved system or conveyed by any means, mechanical, electronic photocopying in any form without the prior permission of the author or The Botho University in that behalf.

**DECLARATION**

I Segametsi Brewster declare that this dissertation titled “Students’ Unrest in Tertiary Institutions of Botswana, Implications on Teaching and Learning” is my work submitted to Botho University for partial fulfillment of Masters in Higher Education. Therefore this work has not been submitted and will not be presented to any University for a related or any other award. The sources used on this work have been designated and acknowledged through referencing.



-----  
Signature

13.02.2018

-----  
Date

**DEDICATION**

This work is dedicated to my husband, Christopher Anthony Brewster for his encouragement and unconditional support throughout this work.

To my children, Austin Junior, Malaika Kayleigh and Declan Anthony Brewster for being with me through the sleepless night as part of your support. May this work be your guidance in handling conflicts at school and in your areas of life.

### **ACKNOWLEDGEMENTS**

This study has become successful due to significant contributions from several people who therefore deserve to be acknowledged and recognized. Firstly I would like to thank Almighty God for giving me strength and good health during this study.

Exceptional gratitude goes to my supervisor, Dr Jane Iloanya of Botho University who played a crucial role in making this dissertation a success. Her encouragement and constructive comments on the journey of this study has equipped me with good research skills.

Special thanks to my husband Christopher Anthony Brewster who encouraged and supported me from time to time. Thanks also go to my children especially Austin Junior, Malaika Kayleigh and Declan Anthony Brewster for supporting me and being with me through the sleepless nights during this study.

I also wish to thank all my brothers and sisters for their support, prayers and encouragement.

I also thank my workmates at Gaborone Technical College Construction department for their support and encouragement.

However, it is challenging to remember everybody who assisted and encouraged me in this dissertation, therefore I give special thanks to all the people who assisted me in any way for making this study becoming a successful.

### **ABSTRACT**

This study explored the factors fueling the students' unrest and its implications as well as suggesting the possible measures that can be used to control this phenomenon in Tertiary institutions of Botswana. The study was guided by the Cognitive Dissonance Theory to explore the factors fueling the students' unrest. People prefer consistence or consonance to inconsistency or dissonance and they strive to maintain the balance between their attitudes, beliefs and behavior. Whenever they fail to maintain balance between their attitudes and behavior, they experience cognitive dissonance which then requires them to restore the balance. Sprint Hall (1997). It has been observed in this study that when the students experience imbalance of their attitudes, beliefs and behavior, they restore that balance by protesting.

The study adopted the mixed method and the data collection techniques used were the open-ended and closed-ended questionnaires, interviews, observations and document analysis to explore students' unrest from both the students and the staff of Gaborone Technical College. The students were participating on the open-ended questionnaires to get the actual truth about their unrest while the staff and management participated in the closed-ended questionnaires. Interviews were conducted on both the students and the lectures while observation involved the students only.

The research was focused on welfare, management and academic issues as the alleged fundamental areas causing the students' unrest in Tertiary institution. The Tertiary institutions and education authorities do not put the students' welfare at heart, the management fails to address and give the students feedback within a reasonable period of time. The institutions have compromised the quality of education by ignoring the quality of the learning environments. On the other hand the students fail to observe protocol in presenting their grievances.

It was observed in this study that students' unrest resulted in the destruction of school property, disruption of academic programmes, poor performance of the students, mistrust between the students and management, degradation of the institution processes. All these resulted in the institutional credibility lowered.

Suggestions has been made that the educational authorities such as Department of Technical ,Vocational Education and Training (DTEF) introduces the policies that allows the payment of students' allowances in time as well as reviewing the students' allowances pairing it with the cost of living in contemporary days. Another suggestion is for the institutional management to be educated in managing the students' issues as well as providing timely feedback. The study also recommends that the students be educated about the right procedures to follow in their grievances.

This study will benefit the students as several policies will be developed to accommodate their welfare. It will also benefit the Educational authorities and policy makers to develop the policies that will effectively address the needs of the students. The study will bring reconciliation between the institution management and the students. In addition, the government will not spend too much amending the destruction instead it will be focused in improving education to achieve quality.

As for the learning environments, the suggestion is for the management to ensure that the classrooms in particular are well thermally improved with the library and the laboratories well equipped with well-maintained equipment. In most cases the institutional management take decisions without involving the students, therefore the study suggested that the students be involved in both the decision making and welfare issues of the institution. The students will also have to be made the stakeholder of their curriculum to avoid unnecessary complaints from the students.



## Table of Contents

|  |      |
|--|------|
| Students' Unrest in Tertiary Institutions of Botswana: Implications on Teaching and Learning i |      |
| CERTIFICATION .....  | ii   |
| COPYRIGHT .....  | iii  |
| DECLARATION .....  | iv   |
| DEDICATION .....   | v    |
| ACKNOWLEDGEMENTS .....   | vi   |
| ABSTRACT .....   | vii  |
| LIST OF TABLES .....   | xii  |
| LIST OF ABBREVIATIONS AND SYNONYMS .....   | xiii |
| CHAPTER 1 .....  | 1    |
| 1.0 Introduction .....   | 1    |
| 1.1. General Background .....  | 5    |
| 1.2. Background for Gaborone Technical College (GTC).....                                      | 9    |
| 1.2.1. The Vision for Gaborone Technical College .....   | 11   |
| 1.2.2. Japan vocational schools bench marking .....  | 11   |
| 1.5. University of Namibia benchmarking.....   | 11   |
| 1.2.3. Germany vocational schools benchmarking .....   | 11   |
| 1.2.4. The Mission for Gaborone Technical College.....   | 12   |
| 1.3. Statement Of The Problem.....   | 13   |
| 1.4. Research Aim.....   | 14   |
| 1.5. Research Objectives .....   | 14   |
| 1.6. Research Questions .....  | 15   |
| 1.7. Significance of the Study .....   | 16   |
| 1.8. Theoretical Frame Works .....   | 17   |
| 1.9. Limitations of the Study.....   | 18   |
| 1.10. Delimitation of the Study .....  | 19   |
| 1.11. Operational Definitions Of Key Terms.....  | 19   |
| 1.11.1 Student .....   | 19   |
| 1.11.2 Unrest.....   | 19   |
| 1.11.3 Students' Unrest.....   | 20   |

|   |    |
|---|----|
| 1.11.4 Tertiary institutions .....  | 20 |
| 1.11.5. Implication .....   | 20 |
| 1.12. Overview of the study .....   | 20 |
| 1.13. Summary of the chapter .....  | 21 |
| CHAPTER 2 .....   | 22 |
| 2.0 Literature Review .....   | 22 |
| 2.1. Introduction .....   | 22 |
| 2.2. Students' Unrest .....   | 22 |
| 2.3. Factors Fueling Students' Unrest in Tertiary Institutions .....            | 24 |
| 2.4. Implications of Students' Unrest on Teaching and Learning .....            | 28 |
| 2.5. Strategies Used to Control Students' Unrest in Tertiary Institutions ..... | 31 |
| 2.6. Research Gap .....   | 33 |
| 2.7 Summary of the chapter .....  | 33 |
| CHAPTER 3 .....   | 36 |
| 3.1. Research Methodology .....   | 36 |
| 3.2. Research Process .....   | 36 |
| 3.3. Research Design .....  | 36 |
| 3.4. Research Paradigm .....  | 37 |
| 3.5. The Study Population and Sampling .....                                    | 38 |
| 3.5.1. Quota sampling .....   | 39 |
| 3.6. Research Approach .....  | 40 |
| 3.7. Research Instruments .....   | 42 |
| 3.7.1. Questionnaires (open-ended & closed-ended) .....                         | 43 |
| 3.7.2. Distribution and collection of questionnaires .....                      | 43 |
| 3.7.3. Structured Interview (open-ended questions) .....                        | 44 |
| 3.7.4. Semi Structured Interview (open-ended questions) .....                   | 45 |
| 3.7.5. Focus Group Discussions .....  | 46 |
| 3.7.6. Observation method .....   | 46 |
| 3.7.7. Documentary analysis .....   | 47 |
| 3.8. Triangulation of data collection method .....                              | 48 |
| 3.9. Data Analysis .....  | 48 |
| 3.9.1. Analyzing the closed-ended questionnaires .....                          | 48 |
| 3.9.2. Analyzing focus group discussions .....                                  | 48 |
| 3.10 Conceptualizing episodes of students' unrest .....                         | 49 |

|  |    |
|--|----|
| 3.11. Ethical considerations .....   | 50 |
| 3.12. Permission.....  | 50 |
| 3.13. Confidentiality and privacy.....   | 51 |
| 3.14. Voluntary participation and informed consent .....   | 51 |
| 3.15. Reliability.....   | 51 |
| 3.16. Validity .....   | 52 |
| 3.17. Summary of the chapter .....   | 52 |
| CHAPTER 4 .....  | 53 |
| 4.0. Data analysis and presentations .....   | 53 |
| 4.1. Findings and Results .....  | 53 |
| 4.2. Descriptive analysis of demographics .....  | 54 |
| 4.4. What are the factors fueling students' unrest in tertiary institutions? .....                           | 63 |
| 4.5. What are the implications of students' unrest on teaching and learning?.....                            | 70 |
| 4.6. What are the strategies that can be used to control students' unrest in Tertiary Institutions?<br>..... | 73 |
| 4.7. Observational findings .....  | 78 |
| 4.7.1. Classroom observations .....  | 78 |
| 4.8.2 Hostel observations .....  | 80 |
| 4.9. Summary of the chapter .....  | 81 |
| CHAPTER 5 .....  | 83 |
| 5.0. Discussions, Conclusions and Recommendations .....  | 83 |
| 5.1. Discussions .....   | 83 |
| 5.2. Conclusions.....  | 87 |
| 5.3. Recommendations.....  | 88 |
| 5.4. Further Research .....  | 90 |
| REFERENCES .....   | 91 |

**LIST OF TABLES**

Table 1: Gender Summary for all the participants.....56

Table 2: Analysis of demographics for students.....57

Table 3: Analysis of demographics for management and staff .....59

Table 4: number of students' unrest occurrences from students.....61

Table 5: number of students' unrest occurrences from staff & management.....62

Table 6: proportion of students participating in the students' unrest.....63

Table 7: students' willingness and unwillingness to participate in students' unrest.....63

Table 8: factors fueling students' unrest –obtained from the students' questionnaire .....65

Table 9: factors fueling students' unrest –obtained from the staff & management.....68

Table 10: implications of students' unrest on teaching and learning obtained from students...71

Table 11: implications of students' unrest on teaching and learning obtained from staff & management.....72

Table 12: strategies for controlling students' unrest obtained from the students.....74

Table 13: strategies for controlling students' unrest obtained from staff & management.....77

## LIST OF ABBREVIATIONS AND SYNONYMS

|         |  |
|---------|--|
| AC      | Air Conditioner  |
| ANC     | African National Congress  |
| BCA     | Botswana College of Agriculture                                  |
| BOCODOL | Botswana College of Distance and Open Learning                   |
| BQA     | Botswana Qualification Authority                                 |
| DTEF    | Department of Technical, Vocational Education and Training       |
| FCTVE   | Francistown College of Technical and Vocational Education        |
| FGD     | Focus Group Discussion   |
| GTC     | Gaborone Technical College                                       |
| HOD     | Head of Department   |
| LA      | Los Angeles  |
| MoE     | Ministry of Education  |
| NDP     | National Development Plan  |
| PS      | Permanent Secretary  |
| SADAC   | South African Development Community                              |
| SRC     | Student Representative Council                                   |
| UB      | University of Botswana   |
| UK      | United Kingdom   |
| UNESCO  | United Nations, Education, Scientific and Cultural Organizations |

## CHAPTER 1

### 1.0 Introduction

Education is one of the most significant areas in the growth of a nation and a country's higher institutions serves as a greatest device for the social economic advancement, (Ololube, Onyekwere & Agbor, 2016) suggest. It is evident that without education, both the individual and the country will not economically grow, therefore, the Government of Botswana makes an effort to educate young Batswana to achieve its "Vision 2036" of becoming an economically sustainable nation. The major question here is, will this ever be possible with the total students' unrest being experienced in this country?. Botswana has not been spared from this phenomenon since the massification of Tertiary institutions which occurred with the aim of increasing accessibility to tertiary education.

Students' unrests are disparaging and undesirable, the students when planning to engage themselves in this phenomenon tend to forget that education is the process that involves numerous investment levels. For example for the learner to absorb the taught skills, they have to invest their commitment, time and psychological efforts. Lectures on the other side also invest their commitment, energy, skills, and time as well as ensuring that the learning environments are conducive for learning. All these educational investments from various levels will only be achieved in a peaceful learning environment which is not threatened by students' occurrences. Therefore all these various investments at Gaborone Technical College have been put into vain by the students' unrest. The situation has resulted in mistrust between the students and their management.

Different authors have defined students' unrest in several ways. Adeyeni (2009) quoted by (Ewesami, 2011) conceives students' unrest as a phenomenon in which the students make rampages as a way of pressing their demands on certain issues with the Universities. This definition is inconsistent as it associates students' unrest with Universities only. The definition is somehow narrow to define students' unrest in this study because some educational institutions like colleges, polytechnics and high schools have got cases of students' unrest also. A typical

example is Gaborone Technical College which is not a university but experiencing students' unrests.

Kenya boarding high school is also one of the schools which had unrest cases which were reported in 2008, but it is not a university. This catastrophe expressed the natural student rebellion against the outdated system, failed authorities and dilapidated facilities. Furthermore, among all the students' unrest which recently occurred in Botswana between 2014 and 2016, some of them were in Technical Colleges even though some were in Universities. On the other hand Ewesami (2011) regard students' unrest as the demonstrations which are done by the students and resulting to life and property obliteration as a result of protest over their demands.

The definition by (Ewesami, 2011) which associates students' unrest with loss of life and property destruction is also inconsistent as not all students' unrest lead to life and property destruction. The evidence of this instance is in 2016 where there were students' unrests in most Tertiary institutions of Botswana but there were no cases of death registered; only some property was destroyed. However, according to (Faula2013), students 'unrest is conceived as an unsteady condition of misbehavior perpetrated by students in the form of disturbances, boycotts, malicious destructions and extreme dangers. In addition most of the people perceive students' unrest as an action that is negative having no compensatory qualities.

While some people perceive students' unrest as a total negative process, some perceive it as a catalyst for creativity and change within the institutions. Students' unrest occurs as a result of interaction between people with a discontent concept where ones' needs satisfaction depends on other peoples' decisions and choices as well as behavior. However this study has the strongholds that students' unrest should be stimulated so as to achieve improvements and innovations in Tertiary institutions. Students' unrest brings both threats and opportunities to all the parties affected, in other words it can be destructive as well as constructive.

Students have got their goals towards learning and if there is any action by the management or government that they perceive as interfering with their goals, it will dissatisfy them and agitate them to get into action. Their action of destroying the property brings negative results, but the

effort in solving the causes of the action may bring positive results to both the students and the educational authorities. For example, they may get their allowances increased; the learning environments may be improved, just to mention the few. As the world develops, people's minds and life styles also grows, therefore it is this development that brings about the word "my rights" to the students. When students protest, they believe to be fighting for their rights and this is more common in institutions which are situated in towns or on the out skirts of towns than those in the villages like the Brigades as life is slow in the villages compared to town which seems to be moving fast with technology.

Although one may argue that the students unrest issues started when the Government of Botswana gave more access to Tertiary Education, the underlying factor is that the Government of Botswana was looking for Private Tertiary Providers to help in increasing access to higher education as the public institutions could not handle the demand, (Advancing Global Higher Education ( 2014,November 5). It is further elaborated that increasing access to Tertiary Institutions is part of an overall strategy of human resource development which was adopted in 2009 to support the diversification of the country's economy, which was mainly based on the diamond and mineral industry and tourism.

Furthermore, it is also stated in (Botswana Federation of Trade Unions, 2007) that the emphasis of education policy of Botswana will be on expanding access to Tertiary education with the help of private Tertiary institutions, even though (Sakha, 2017) argues that the aim of private tertiary institutions is making profit and not imparting knowledge necessary for students to behave well in the society. To some extent (Sakha,2017) is true because most of the private institutions charge high amount for the school fees just because they know that the students will be sponsored by the government. These high charges have bankrupted the government of Botswana and force it to reduce its sponsorship in both the private and public institutions.

This reduction in students' sponsorship has resulted in most of the students withdrawing from the institutions as they cannot afford to sponsor themselves. Many lecturers in private tertiary institutions have been retrenched as the number of the students has reduced. Sakha (2017) also state that the private institutions are concerned with making students score high marks and make



their institutions superior to others to gain more profit and recognition while lacking the ability to change the students' behavior.

Coughlan (2017) on the other hand argues that private tertiary institutions employ highly experienced professionals who are able to create an atmosphere that allows the students to be successful academically and be able to see the world differently. He further emphasizes his argument by stating that the students in private tertiary institutions are treated as valued customers as the institutions rely on the students fees. This is because the private institutions obtain no state subsidies, Coughlan (2017).

It was noted that private sector education was dramatically increasing across the world especially in African continent, Sunday Standard (2015, October 11). The same source revealed that in Botswana the private education sector was an integral part of higher education landscape enrolling 25,852 (42.6%) students as compared to public sector enrolling 34,758 (57.4%) in 2014/2015 academic year. In 2005, the then President of Botswana Festus Mogae announced that the Government of Botswana was going to sponsor the students to local private institutions registered with the regulatory bodies. In 2007 the President invited the private education sector to help in Botswana's commitment to increase the gross enrollment ratio from 7% to at least 17% by 2016. The President's objective was to position Botswana at balance with other leading middle income countries around the world, Sunday Standard (2015, October 11).

The Government was calling for private partnership because it was observed that the public sector was not in a position to sustain Tertiary education opportunities in the coming years, Sunday Standard (2015, October 11). The Government of Botswana viewed the development of local private tertiary education as a great strategic importance for Botswana as observed by (MacGregor & Makoni 2010, University World News) that Tertiary education institutions must be "citadels not silos", being able to defend the communities around them rather than being inward-looking, if they are to advance the global development goals.

Accordingly, students of higher institutions can be unpredictable but if there is something predictable about them it will be the fact that they can strike or riot in any academic period.

Consequently, there is a ceaseless closing of the institutions which undesirably disturb the syllabus coverage in a given semester. It is not surprising that some blameless lives may be lost during the students' unrest. Although (Martell & Chetty, 2013) believes that students' unrest should be cherished, Oyovbaire (2014) condemns the students' agitations for their acclaimed rights, viewing it as unnecessary and counterproductive. He also believes that Satisfying human needs is limited because the human needs are unlimited.

In addition, Oyovbaire (2014) holds strong believes that emphasizes the insatiability of human wants, stating that human beings possess a constant appetite for their needs to be satisfied. He advocated that any means that occur opposite to human beings could be used to seek out their needs. He also advocated that avoiding crisis would mean monitoring and curbing human desires. Burke and Hobes (2014) are also certain that human beings are immoral and self-centered in that their continuous achievement will provoke them seek for more. Therefore they suggest that the students who are well educated should invest their concerned relationships ideals of socialism and curiosity to their existing societal reality.

The fascination of this study was to explore the students' unrest at Gaborone Technical College as the recurrence of the students' unrest in this institution suggests that the attempts in exploring and explaining the students' unrest has not been made. It is due to this students' unrest that the smooth running of the institution has been interrupted. This study have shown that the relationship between the students and the management in this institution is not a desirable one, as there is no trust between them. In this case it was important to explore the students' unrest, its causes, its implications on teaching and learning as well as suggesting ways of minimizing them to ensure that Gaborone Technical College achieves its purpose as a Tertiary institution.

### **1.1. General Background**

Students' unrest has become a burning issue in Tertiary institutions of Botswana and it has affected total Tertiary Education. Recently, Botswana has experienced a string of students' protests and this occurred in both public and private tertiary institutions, Botswana Mmegi Online (2016, March 28). The same source reveals that among many issues that give rise to the commotions in the tertiary institutions in Botswana are non- availability of learning materials, infrastructure and non-accredited courses and lecturers.

According to Sunday standard (2016, March 03) it is stated that the minister of Education, Dr Unity Dow issued a savingram for the closure of Francistown College of Technical and Vocational Education (FCTVE). This was after the FCTVE students embarked on a massive strike in 2016 accusing the college management for turning a deaf ear to their grievances. Their complaints as revealed by (Sunday Standard, 2016, March 03) among others included the unaccredited diploma courses, unpaid allowances as well as the failure by their management to provide them with protective clothing for their projects. The student's representative council (SRC) believed that the management has been sitting on their grievances for long without addressing them.

Similarly, it was chaotic at the University of Botswana (UB) in March 2017 when the students went on a strike over the non-payment of monthly allowances, Mmegi Online (2017, February 09). In this incident, the students were throwing stones and litter to the cars. The students claimed that the Zebras which were erected during the BOT50 celebrations were a waste as the money could have been used for paying their monthly allowances. This resulted in the students ripping off one of the Zebra statue which was used for decorations at the UB circle. The Zebra was later burnt by the students as they could not contain their anger. The Student Representative Council (SRC) blamed the management for failing to address their issues.

Not only that, it is stated in (Sunday Standard, 2009 February 02) that there was an intense battle between the Ministry of Education (MoE) and the University of Botswana (UB) students over the disbursement of personal allowances. The students claimed that the ministry was inconsistent on allocating the student's personal allowances. The off-campus students were given P1, 900 per month, yet some off-campus students were given P150 per month, others P770 with still others getting P1, 200 per month. This led to the students boycotting classes and destroying the school premises.

It was observed by (Mdalani, Dithlase & Ofentse, 2009) that students prefer to stay off-campus in order to get a higher students allowance, but if they do not get it, it results in the students becoming disgruntled. Mdalani et al (2009) stated that in 2005 first semester at University of Botswana, 4930 students were registered as on-campus students, but second semester the number

dropped to 4588. In 2006 first semester, the number of students registered for on-campus was 4339 and it dropped to 3551 in second semester. As observed by Mdalani et al (2009), it is clear from the above mentioned numbers that the students like staying off-campus because the numbers were dropping every year.

On the same instances, the students of Botswana College of Agriculture (BCA) also went on strike in October 2015 where they claimed the college environments were not conducive for learning. Firstly they showed their concerns about the company which was engaged to manage the school refectory which they believed was not doing a good job. They also complained that the catering company served them late which lead to them attending lessons with empty stomach. The students also claimed that their academic issues were taken for granted by the management of the college. Allegedly the students went on frenzy after the ministry announced that there will be no change or corrections made on the disbursement of the students personal allowances.

Furthermore, in 2016 the students at Francistown College of Technical and Vocational Education (FCTVE) and those of Gaborone Technical College (GTC) boycotted classes after they realized that they were pursuing certificates courses instead of diploma courses which they applied for, The Voice (2016, February 23).The students were also complaining about the unaccredited courses. In this matter the students explained that they came to understand the issue after they consulted the Botswana Qualification Authority (BQA) who noticed some irregularities on course levels. Another burning issue for these students was the P300 monthly allowance, which they claimed the Government paid it as they wish, while they suffer. They further stated that sometimes this allowance is paid after 3 months without the back pays.

Therefore, it is for these observed multiple students' unrest which inspired the researcher to explore this phenomenon and find out its implications on the learning and teaching in Tertiary institutions. This study have suggested possible solutions in controlling the students' unrest in Botswana and this may results in the government of Botswana achieving some of its objectives than wasting its resources in rebuilding the damages caused by the students on the unrest.

Nevertheless, students' unrest is alleged to be creating some opportunities to students, for instance some students perceive the unrest period as an opportunity to relief themselves from the academic tension, some see it as an opportunity to go and search for small jobs to rescue their economic situations as they are mostly financially tight during the academic semester. Also some find it as a great opportunity to take out their anger on the teachers whom they failed their modules and have to retake them. For the students who are not committed on their study, the unrest period becomes the most enjoyable time of their life.

The issues influencing students unrest in higher institutions of Botswana and its consequences is an area that should gain the attention of the Government of Botswana and in particular the Ministry of Education.

According to (Brass & Paul, 2003), people's minds develop as a result of Educational processes through learning formally in institutions such as colleges or Universities. It should be noted that this observation seem not to be applicable to our higher institutions today because when one's mind is developed, they should have good skills of settling issues than drawing their emotions out of proportion. The objectives of the University of Illinois at Chicago explains the complexity of human development and learning. They state that human development and human learning are complex and interrelated phenomenon which is embedded on cultural and social context.

The same objectives explain that these contexts do not only shape, direct the learning and development but are also connected to individuals overall success, achievement, productivity and ability to thrive. In addition( Karim ,2005) stated that it is the Education that equips a human being with knowledge of being able to contrast between the wrong and the right, the researcher therefore makes an observation that it depends on the type of the students who are going through the education process as they can change or not. This follows the fact that even a Masters student at the University can be involved in the unrest. Therefore, this means there is a possibility of that particular student failing to distinguish between wrong and right as observed by Karim (2005).

Karim (2005) continues to stress that an educated person is an asset to his society while an uneducated person is a liability to his society. One may now wonder if the Government of Botswana will ever have assets in terms of well-educated people or it will only have liabilities in

terms of uneducated people who did not complete their studies due to unrest. It was noted in the document published by the (Botswana Federation of Trade Unions ,March 2007) that Botswana can never expect to attain a sustainable advancement without education, the same document emphasizes that investing into human development decreases poverty and boost the nation's wellbeing.

That is why the Government of Botswana makes efforts of sponsoring the students in their tertiary education as a way of investing on them, but the Government's effort seem to be in vain as the students fail to complete their studies due to their indiscipline. Therefore this study has been undertaken to ensure that the Government's effort is appreciated particularly by the students.

### **1.2. Background for Gaborone Technical College (GTC)**

Gaborone Technical College is wholly owned by the government of Botswana. It is situated in Gaborone, the capital city of Botswana and next to the college is Game city which is one of the biggest malls in the city. The college has got the accommodation facilities which accommodate about one hundred and twenty eight (128) students out of the college population of two hundred and eighty four (284) students. The rest of the students are off campus. The criteria used for admitting the students for school accommodation is through the students' applications. There is no housing available to the staff and management of GTC. The following are the fourteen (14) courses offered at Gaborone Technical College;

Access to Hospitality operations operating with a total of ten (10) students, three (3) males and seven (7) females

Certificate in Beauty Therapy operating with a total of thirty (30) students, one (1) male and twenty nine (29) females

National Craft Certificate having a total students of twenty five (25), twenty three (23) males and thirty eight (38) females

Total certificate programmes having a total of sixty five (65) students, twenty seven (27) males and thirty eight (38) females

Diploma in Electrical and Electronics Engineering with a total of thirty two (32) students, twenty five (25) males and seven (7) females

Diploma in systems Administration with a total of twenty one (21) students, eleven (11) males and ten (10) females

Diploma in Travel Management with a total of fifteen (15) students, five (5) males and ten (10) females

Diploma in culinary Arts with a total of fourteen (14) students, five (5) males and nine (9) females

Diploma in Hospitality Management with a total of nine (9) students, two (2) males and seven (7) females

Diploma in Accountancy and Business Studies with a total of forty eight (48) students, nineteen (19) males and twenty nine (29) females

Higher National Diploma in Secretarial Studies with a total of twelve (12) students, two (2) males and ten (10) females

National Diploma in Secretarial studies with a total of twenty (20) students, two (2) males and eighteen (18) females

Technician Diploma in Building Construction with a total of twenty six (26) students, twenty (20) males and six (6) females

Advanced Technician Diploma in Building Construction Level 5 with a total of twenty two (22) students, eighteen (18) males and four (4) males

Many students in higher education institutions through their learning processes hope to have their lives changed for the better as higher education is perceived to have a significant role of assisting the students' economic prosperity. Moreover, higher education promotes socialism and education inclusion. As observed by (Bernard, 2012), for these changes to take place, the students need to be equipped with not only education but rather quality education.

Bernard (2012) in his observation stated that quality education provides the students with education that strengthens their ability of being responsible for their acts. He further stated that when the students have developed a responsible mind through the quality knowledge and skills, they will be able to create security and interactions that are healthy with others as well as for others. Therefore, it brings students' unrest in many institutions if the students feel that the quality of their education is being compromised either by the institution management or the Governments.

### **1.2.1. The Vision for Gaborone Technical College**

In promoting quality education, Gaborone Technical College has got its vision as a world class provider of quality technical and vocational education and training. The institution has collaborated with other institutions of higher education in an effort to improve learning and teaching. For example in construction department, the portfolio marking guides were designed after benchmarking with universities such as University of Botswana, Limkokwing and New Era College. GTC ensures that there is a transparent stakeholder endorsement in assessment decisions as required by Botswana Qualification Authority (BQA).

### **1.2.2. Japan vocational schools bench marking**

One of the requirements of Southern African Development Community (SADAC) is that there should be an active involvement of stakeholder participation in education regionally, nationally and internationally, in adhering to this standard, GTC has a strong collaboration with the Japan Vocational Schools. In 2013 some of the GTC academics were sent to Japan for benchmarking on teaching and learning styles as well as the delivery methods that improves education.

### **1.5. University of Namibia benchmarking**

In 2016, the University of Namibia as one of GTC collaborators came to GTC for benchmarking on the teaching and learning. The duo had a workshop where there was knowledge and skills sharing on teaching and delivery activities.

### **1.2.3. Germany vocational schools benchmarking**

GTC also has maintained a strong collaboration with vocational schools of Germany. In 2016, GTC sent some of its members to Germany for benchmarking on how teaching and learning can be improved.



#### **1.2.4. The Mission for Gaborone Technical College**

Gaborone Technical College (GTC) mission is to provide employability and job creation through the provision of quality technical and vocational education as well as training. Its mission is fulfilled through the formation of partnership with other stakeholders, both government and non-governmental. The involvement of the industry by GTC has helped the institution to produce what is relevant to the industry there by fulfilling its mission.

One of the guideline of UNESCO is that a well thought education should be able to accommodate diversity of the students including those vulnerable by addressing their diversity needs. Similarly, (Glatthor & Jailall, 2000) observed that a curriculum should be able to cater for the individual variances. Responding to this requirement, GTC operate a special need department which consists of students of different disabilities. The students are equipped with variety of skills such as those for hospitality and music. Their learning involves lot of practicals as a way of improving their learning.

The UNESCO guidelines also requires that all the students in spite of their differences should be given an opportunity to access education, training, health care services, therapy services, preparation for employment and other opportunities such as cultural and spiritual development in a conducive manner. The guidelines if adhered to, will ensure that the students achieve the full social integration skill hence individual development.

In adhering to this requirement, GTC has a counseling officer within the college to help such students, there is also some sports activities which refreshes the students' mind. The college also owns a gym room which is fully equipped with the appropriate equipment for both the students and the staff of GTC. The students are also provided with the entertainment equipment such as the Television and the radio system. The special need students are also given opportunity to go for attachment where they are continually checked by their lecturers.

In supporting the social integration of the special need students and improving their quality of learning, GTC sent the entire special need students and their lecturers to Los Angeles (LA) to meet other students with disabilities in 2015. The main purpose of the trip was for the students to play the ball activities with other students with disabilities in Los Angeles. GTC in doing this was adhering to the UNESCO requirement of providing education to diversity of the students.

Gaborone Technical College (GTC) has invested most of its resources in establishing and maintaining collaboration in an effort of improving the quality of education. Therefore the students' unrest experienced at Gaborone Technical College if not controlled will disrupt this college from achieving its purpose. This study was conducted to explore this phenomenon and possibly suggest some recommendations to ensure that GTC achieves its vision and mission.

### **1.3. Statement of The Problem**

Students' unrest affects Tertiary Education in Botswana and its impact does not yield positive results to the nation of Botswana. With multiple occurrences of students' riots and demonstrations, the institutions are normally forced to close and that means academic set back to the students. At Gaborone Technical College, students' unrest has resulted in students becoming violent, destroying the institutional properties, threatening the lecturers and management, disruption of classes, paralysis of relationship between the students and the management just to mention the main effects of this phenomenon that habitually occurs during students' unrest. Most of the graduates from Tertiary institutions are said to be unemployed today because they do not meet the needs of the industry. The industry refers to them as "half baked potatoes". The academic semester interruptions due to these unrests are assumed to have negatively affected them.

However, Foroghi (2015) states that time lost due to interruptions can be easily identified and measured; he also argues that interruptions are not always the best way to measure the impact an interruption has on performance. In contrary, a recent study which is published in the journal titled "Human factors" shows that the final quality of the product is affected by interruptions. For the students to perform as required by the industry, they have to undergo through series of training and teaching without interruptions. Therefore this becomes a challenge to the Tertiary institutions of Botswana as their competencies are continually questioned.

Students' unrest if not studied and addressed, will hinder the nation's visions as its effects are very perilous. For example, "Vision 2016" (Botswana 1997) document, this vision comprises of seven pillars which the Government is striving by all effort to fulfill; (1) "An educated and informed nation": this pillar is highly supported by British Council Botswana in area of educational development, but as long as the students' unrest is not addressed, this pillar will not

be fully fulfilled because most of the students will not complete studies due to their demonstrations.

(2) "A prosperous, productive and innovative nation", the nation will not prosper because the Government's property is destroyed by the students' demonstrations timely. The Government has so far used millions of Pula to repair the students' destructions and this causes setback to the country. The Government has spent too much of its time and resources trying to curb this phenomenon instead of dealing with other issues that affect the economy of the country.

Recently Botswana has experienced the closure of some of its mines where hundreds of people lost jobs and this serves as a greatest threat to the economy of the country as it relies mostly on its natural resources. Therefore these are issues that the Government should be putting more effort on than dealing with students' indiscipline.

Therefore, it is against this background that the researcher has decided to carry out a study on student's unrest, to find out its implications on teaching and learning and subsequently suggesting some recommendations to control the phenomenon.

#### **1.4. Research Aim**

The aim of this study was to investigate and explore the factors that influence students' unrest at Gaborone Technical College in Botswana and its implications on Teaching and Learning. Subsequently to suggest some possible strategies that can be used to curb this phenomenon.

#### **1.5. Research Objectives**

Tertiary Institutions in Botswana are structured in such a way that they equip the students with intellectual abilities. Akindele (2014) suggests that tertiary education equips, develops and orientate the learner to survival techniques in the society. The Botswana Qualification Authority (BQA) is the body used in Botswana to ensure that Tertiary institutions provide quality education which is effective and professional. It is also the responsibility of the Government through the education regulatory body to ensure that the students attain skills and knowledge

which will support them in creating jobs for others as stipulated by Botswana Vision “2016 and 2036”.

Those students employed by the industry are expected to be responsible, innovative and above all they are expected not to be afraid of taking risks in the world of business, Ololube & Akinsanya (2007). However, the students' unrest has been a fundamental problem which is believed to be disturbing teaching and learning in Tertiary institutions regardless of the Government's effort to support Tertiary Education. Therefore this study strived for the three objectives, it:

1. Investigated and analyzed the factors that fueled students' unrest in Tertiary Education.
2. Critically evaluated the implications of the students' unrest on teaching and learning
3. Made some recommendations that could be used to control the students' unrest in Tertiary Education.

### **1.6. Research Questions**

In previous years Botswana has been known to be a peaceful country because of its political stability, economically it has been regarded as a success story, Dambe & Moorad (2008). The national Development Plan 11 (NDP 11) indicate that Botswana has significantly invested in education and skills development by having more than 20% of its annual budget allocated to the educational sector, Botswana (2016) . The Government's objective was to ensure improved quality of life and standard of living to all Batswana.

The national Development Plan 11 is also ensuring improved human capital development in the country, Republic of Botswana (2019). The same document has indicated that the employment rate from the beginning of NDP 10 in 2009 up to 2015 was sluggish. It was also stated that some data shows that employment in 2009 increased from 317 827 to 341 115 in 2015 in Botswana, representing a growth of only 1.2% per annum. Therefore one might think that the employment rate is slow because the students do not complete their education

because of their strikes. There is no organization which would employ someone who did not complete their studies; organizations require competent people. Therefore the following questions were posed in consistence with the aim and the objectives of this study,

1. What are the factors fueling students' unrest in Tertiary institutions?
2. What are the implications of Students' unrest on Teaching and Learning in Tertiary Institutions?
3. What are the strategies that can be used to control students' unrest in Tertiary Institutions?

### **1.7. Significance of the Study**

Students' unrest are believed to have greatly affected the educational sector, Himalayan Times (2008 January 02). In Botswana it is believed to have decreased the quality of education as the students fail to complete the courses properly. The lecturers have to complete the course syllabus regardless of the student's unrest, but having less time due to student's unrest forces them to finish the syllabus quickly which directly affect the students. The students are not able to understand the concept well as it becomes a matter of parrot-reading and just passing the examinations. Furthermore, the students will not be able to develop their minds to become skilled and efficient leaders of the country.

Therefore this study will benefit the students as it has suggested the strategies that would be used to address their grievances. If the student's grievances are addressed, there will be no unrests and the students will be able to complete their studies without some interruptions. Hudson (2008) argues that interruptions might be beneficial, while (Czerwinski 2007) claims that other lab and diary studies have described the interruptions as detrimental. Mark (2009) on the other hand explains that the effects of interruptions might be more nuanced, explaining that if the interruptions are in the same context with the current task then they would be beneficial and that they will be disruptive detrimentally if they are on the different context with the current task.

The study therefore intended to facilitate reconciliation between the students and the Ministry of Education. It will help the ministry of education to allocate the students' allowances properly as

well as paying them in time without failure. The reconciliation will ensure that the unrests are avoided through mutual understanding of each party.

It will benefit the educational policy makers to know how to effectively control students' unrest by introducing appropriate educational policies on tertiary education. Tertiary education in Botswana plays a significant role in ensuring Botswana's successful transition from being a resource driven economy to a diversified economy that is characterized by high skilled intensive service sector, Tertiary Education Policy (2008). In addition, tertiary education plays an important role in laying a concrete foundation for the development of Botswana to become an innovation knowledge driven economy, Tertiary Education Policy (2008). Therefore its policies should be given a greater attention.

The institution administrators will also be the beneficiaries of the study as it will help them to ensure that the education offered meets the students' expectations and the employer's requirements both today and for the future. Students' learning outcomes are based on the quality education provided to the students, but providing quality education in tertiary institutions poses challenges to the tertiary education sector, Chalmers (2007).

The institutional principals will also find the suggested strategies as effective remedies for controlling the students' unrest in their colleges as it will guide them on how to manage the students during their unrest period as well as addressing their grievances. Studying students' unrest in Botswana has shown that among the students' complaints, students complain about some lecturers who are not accredited as well as the under qualified lecturers. Therefore, (Chalmers, 2007) state that lecturers should be given opportunities for learning and development to obtain relevant teaching qualifications. This means the lectures will also benefit being educationally upgraded.

### **1.8. Theoretical Frame Works**

This study was informed by Cognitive Dissonance Theory which is the theory developed by Festinger (1997). He confirmed that the theory refers to a situation involving the conflicts of attitudes, beliefs or behaviors. Festinger also states that people strive to maintain balance between attitudes and behavior even though their preference is consistence or consonance to

inconsistence or dissonance. Whenever people experience an imbalance between attitudes and behavior, they will also experience cognitive dissonance which then motivates them to restore and make a balance, Sprint Hall (1997).

This theory was chosen to inform this study because it was assumed to be more relevant to the study of Students' Unrest. There is lack of agreement between the truth and what the students want to believe in. for example, the students believe that when they fail to submit their portfolios on the agreed due date, they should be given chances repeatedly. The truth is that the students should submit their portfolios on the scheduled due date without failure, but if they fail to do so, they may be given a chance but not repeatedly as they require.

Therefore this normally results in the discomfort imbalance of attitudes, behavior and beliefs. The students will be forced to restore the balance which will be done in the form of demonstrations, boycotts etc. Students experiences dissonance, and cognitive dissonance theory is the best force measure to reduce dissonance. Based on the theory therefore, Flamand (2009) argues that the theory focuses more on situations than on the inner traits of the person, adding that the situation may guide the behavior.

He emphasized that the personality traits should have shown to predict work ethics. Flamand (2009) also argues that cognitive dissonance assert more effort on the cognitive aspects and disregard the biological and hormonal influences. Myers (2010) affirmed that hormonal processes can affect decision making. Irrespective of the observations made by (Flamand, 2009 & Myers 2010), the cognitive remained useful for this study as it focuses on the inward to find out how the brain interprets the stimuli. It elaborates how cognition critically affects the behavior. Consequently it will be helpful to those who want to cheat their brain and improve their behavior.

### **1.9. Limitations of the Study**

While preparing and planning this study, the researcher was conscious of its limitations and shortcomings. The major limitation experienced by this study was that the interviews for some lecturers took longer than it was planned because they were slow to give the answers as they thought some of their perspectives were standing against the management which might put them at risk of loosing their jobs.

Another limitation for this study is that it was difficult to get the students to answer the questionnaires as the questionnaires involved most of the open ended questions in section b. This is because the students were on their examination period so they thought of open-ended question as taking their revision time.

Furthermore, Most of the students participated on the questionnaires but only few were interviewed because there was insufficient time due to students writing their examinations. According to Akomea (2016) limitations decrease the validity of the study but he also argues that the results found from the study will still be applicable and the integrity of the study will remain as long as the researcher discloses the limitations.

### **1.10. Delimitation of the Study**

This study was delimited to Gaborone Technical College and no other Tertiary institutions of Botswana

The research was more focused on the third (3<sup>rd</sup>) year students from Construction and Electrical departments

The research interviewed two lecturers from each department of Gaborone Technical College

### **1.11. Operational Definitions of Key Terms**

#### **1.11.1 Student**

In this study, a student meant those people that are enrolled at Gaborone Technical College as suggested by (Mehta,2016) that a student is a learner and in particular the one who is enrolled in a school or a college and attains knowledge through the teachers, even though learning can take place without a teacher.

#### **1.11.2 Unrest**

Unrest in the context of this study referred to a moment where the students acted violently and boycotting classes as designated by (Webster's New World College Dictionary, 2014) that Unrest means a troubled or disturbed state where a person experiences an anger discontent condition.



### **1.11.3 Students' Unrest**

This involves any form of disruptive behavior interfering with the smooth running of an educational institution, Christians (2005). In this study therefore it referred to anyone enrolled at Gaborone Technical College (GTC) demonstrating their disgruntlement through striking, boycotting and destroying the property.

### **1.11.4 Tertiary institutions**

This referred to Gaborone Technical College (GTC) and any other institution that provide qualification ranging from certificate, diploma associate degree, degree, master's degree and PhD.

### **1.11.5. Implication**

In this study it referred to the consequences of Botho students' unrest on teaching and learning. This was supported by (Steven, 2005) who emphasized that it means the possible results of any event.

## **1.12. Overview of the study**

This study comprises of five (5) chapters, each chapter has got its introduction and the summary. The study starts with chapter 1 which comprises of the general background of the study, background of Gaborone Technical College (case study) and statement problem. The other elements of this chapter are the research objectives, aim, research questions, and significance of the study, theoretical frames, limitations & delimitations.

Chapter 2 covers the literature review which involves general overview of the students' unrest, factors fueling the students' unrest, its implications on teaching and learning as well as the possible suggestions in curbing the phenomenon. The literature review used text books, journals, newspapers and dissertations.

Chapter 3 deals with the research methodology, research design, research paradigms, population and sampling, research approach, research instruments as well as the procedure for the distribution and collection of the data instruments.

Chapter 4 covers the analysis and presentation of the findings and the results of the study. Chapter 5 deals with the discussion, conclusions and suggestions of the study.

### **1.13. Summary of the chapter**

Tertiary institutions of Botswana have experienced students' unrest and GTC is not an exception of this phenomenon. The students' unrest at GTC has resulted in the effort invested by both the lectures and the students in education to be in vain. Although this institution has experienced recurrence of students' unrest, there has not been any death recorded due to students' unrest. In fact for all the unrests that took place in Botswana between the years of 2009 and 2017, there has not been any death due to the students' unrest.

Some studies have shown that students' unrest can bring both the negative and positive results. It is on that regard that the study suggests the cherishment of the students' unrest to bring change and improvements in the tertiary institutions. It has been observed that controlling students' unrest can only be possible if there can be an effort made in curbing and monitoring the human desires as their achievement provoke them to seek more for example, the government is paying the students an allowance of P300 per month, some they are being paid P1400 per month.

All these categories of the students require the government to pay them more than they are getting at current. The common cause of students' unrest in tertiary institutions on Botswana is students complaining about the students' allowances which are either not enough or delayed to be paid. In this case the students believe that the government does not take consideration of their welfare while it invests more on the politicians and senior officers by offering them high salaries and this whole issue affects the political processes. GTCs' vision is to provide world class of quality technical and vocational education, but the students' unrest has interfered with this mission.

## CHAPTER 2

### 2.0 Literature Review

#### 2.1. Introduction

This section discussed the literature review which covered the concepts and the theoretical frameworks that informed this study, it was basically guided by the objectives of the study. It was not simply an explanation of what other writers have published but it was taking the form of showing insight and awareness of differing arguments as well as critical discussion of theories and approaches. The chapter covered the factors that fueled students' unrest, implications of students' unrest on teaching and learning as well as the strategies which could be used to control the students' unrest.

#### 2.2. Students' Unrest

Many students' unrests have occurred because the students are in disagreement with their management rigid laws and regulations, or in disagreement with the conduct of the lecturers during the lessons. The students' disagreement eventually results in violent actions as observed by Adeyemi, Ekundayo & Alonge (2010) who described unrest as a violence that resulted from a dissatisfaction or disagreement between the two parties. Similarly, (Etadon, 2009) stated that unrest is an unpleasant situation that arises as a results of people or groups disagreeing in views or preferences and that it can occur in at any time.

The students of tertiary institutions in Botswana has never been in agreement with the government of Botswana in reducing their allowances from P1400 to P300 and this is suggested to be one of the major issues that has led into students' unrest. Disagreement occurs in any organization but the resolutions have to be met so as to achieve the goals of the organizations. If the resolutions made do not satisfy the students, they satisfy themselves through the students' unrest.

Although some studies views students' unrest as a phenomenon that should be abolished, Martell (2013) claims that students' unrest should be encouraged as it is a way in which students can make their voices to be heard. The educational authorities and institutional management are not directly affected by the insufficient allowances; therefore it will not be surprising to learn that they take long in addressing the students' issues while they enjoy the high salaries they get

from the government. It is this delay that has forced the students to exert pressure by protesting as a way of showing how uncomfortable they are. Ultimately, the consequences of the students' unrest highly affect the government. The management in tertiary institutions should be able to respond to the students' unrest effectively. How an institutional management responds to the students' unrest defines the institution.

Students can protest over anything and especially if they experience academic pressure as observed by Dzungba (2010). , those students who are poorly performing on their academic may manufacture issues so as to start the students' unrest and hide behind it. Unreasonably they can grumble that the food they are provided with is not pleasant and that can end up in demonstrations. The demonstrations often may take place even beyond the campus gates into the city or town. Dzungba (2010) is of the view that taking the demonstrations beyond the campus gate is a way of sensitizing the public of their issues.

The management can be accountable for the wrong but people should also accept that students can be unreasonable. This study agrees with (Martell, 2013) that the students, unrest should be encouraged but at the same time it requires the development of the policies that will guide the students to be reasonable and realistic in their protests. Furthermore the study required the Government and institutional management to be also reasonable and democratic to the students particularly in managing the students' issues.

Students can be destructive during the students' unrest, but when addressing the causes of the destruction, it may result in constructive measures. For example, after the students' unrest which took place in 2016 at Gaborone Technical College, the ministry of Tertiary education re-sponsored all the students who were mis-positioned in the courses to proceed to advanced diploma. This was after the students made a protest about being enrolled for certificate when they actually applied for diploma courses. The issue was observed by the Botswana Qualification Authority (BQA) after they made it clear to the students that their course is graded under certificate level and not diploma level as the students thought.

Had these students kept quiet about the issue, it was going to affect them when they want to register with the other practicing regulatory bodies and the management would be nowhere to be found as the students would have completed their study. It is in this regard that this study

advocate for the cherishment of the students' unrest so as they can make their voices heard as observed by Gopalkrishna (2013). In managing the students' unrest, the educational authorities and institutional management will have to creatively design the policies that regulate the students' unrest.

### **2.3. Factors Fueling Students' Unrest in Tertiary Institutions**

There is barely a country that has been free from the students' unrest because this is a worldwide phenomenon in Tertiary institutions. It occurs in Asia, America, Africa and Europe. The causes of the students' unrest will vary from one country to another, for example, Tertiary institutions in Botswana are characterized by students protesting for late payment of allowances while in other countries like America the burning issues are racial discriminations. Of course there will be some common cause such as managerial and welfare issues.

The University of Puerto Rico students in United States of America were in a systematic indefinite strike in April 2017, Government of Puerto Rico (2017, April 25). The protest was over the increase in the tuition fees and tuition exemptions which were eliminated. The same article reveals that the University of Puerto Rico was threatened with a \$ 450 million budget cut which was recommended by the Oversight Board and imposed by the Government. The students' worry was that the budget cuts would disturb the University from satisfying the educational needs of the students within this institution; the students felt the University was no longer going to afford to operate to its full capacity.

Another issue was that the tuition fees were being increased or having it being exempted. It is stated that in this University, 70% of the students receive the Pell Grant which allowed them to attend the University at lower cost or even at no costs. Therefore with the cut off of the budget faced by the University of Puerto Rico, most of the students would find themselves failing to complete their studies.

Also in Italy, thousands of the students were protesting over work placements which they claimed was not significantly contributing to their job prospects, BBC News (2014, October 05). The students believed that through these ineffective work placement, they were exploited through free labour. The same article indicates that Italy has a jobless rate of 11.2% as 95% of

the students participate on work experience programmes. This therefore has made the students in Italy to think that because they are providing free labour through work placement schemes, they cannot be employed. The students in this case demanded the Government to regulate the work placement schemes taking into consideration the code of ethics for companies using the students.

On the other hand in 2009, around 1200 students in Germany were protesting for overcrowded classrooms and the new curriculum which the students claimed was shallow and did not promote mastering of the subject, The German local article (2009, June 17). In addition to the Berlin demonstrations, Humburg streets were taken by 11,000 students, 8,000 students were in Leipzig and 2,500 students were in Hessen. The students indicated that there were striking for the small classrooms and the changes which introduced the Bachelor and masters programmes to German Universities.

The students in Tertiary Institutions of India as stated by (Sekhon & Gosain, 2017) has also criticized the unequipped libraries, improper admission facilities, overloaded classrooms insufficient and incompetent lecturers and lack of vocational education. This was similar to students in Tertiary Institutions of Botswana as they are said to have also complained about the unequipped libraries as well as the incompetent lectures. This is an indication that some of students' unrest causes can be the same among different Tertiary institutions.

All these reasons have diverted the students from their primary objective. The inability of the educational authorities failing to resolve the students' grievances in India has resulted in the students acting violently, striking and doing all sorts of demonstrations. It is therefore very crucial for the authorities to address the students appropriately during their protests or demonstrations to calm the students down.

In agreement with (Adebayo, 2009) about students' unrest being a product of politics, (Mobasser, 2007) also proved that the students' unrest is typically associated with political clash of the national leaders in Bangladesh and that most of the educational institutions of Bangladesh are very much corrupted by politics. In addition (Alimba, 2008) declared that the first violent protest in Nigeria was in the University of Ibadan in 1971 which resulted in the death of one student.

Goolam Mohamedbhai, a member of the governing Council of the United Nations University in an article published in the 'Inside Higher Education' (2010, July 08) article, avowed that the students of University of Kenya demonstrated over disputed students' elections. He proclaimed that the disturbances were caused by interference of the local elections into the students' elections. In March 2009 still in Kenya, the Kenyatta University closed down after the students protested over the set deadlines for examination registration, which is another element presumed to be a cause for students Unrest in 2016 in Botswana. Unfortunately, in Kenyatta University the incident resulted in the death of one student and serious destruction to University property. Thus, it is clear that some of the students' unrest can be associated with politics.

Students' unrest in Tertiary institutions is caused by various reasons, some of the causes may be common among the institutions and some may vary from one institution to another. Martin Hall, a professor at the University of Cape Town in an article published in The guardian (2016, March 3), affirmed that students' unrest in South Africa institutions (University of Cape Town, Tshwane University of Technology, University of Western Cape) over the tuition fees, shortage of students' lodging, under paid staff and language of instruction were reoccurring.

The study also indicated that the fundamental anger of the students in these South Africa Tertiary institutions is the legacies of colonialism, racial discrimination and high levels of unemployment as well as pronounced and increasing income inequality. The students in protest for free education have caused a lot of destruction to the government property and the society as they set petrol bombs and fires in South Africa, Hall (2016). The Tertiary institutions of Britain and that of United States of America as observed by Martin Hall are said to be experiencing the same students' unrest.

Still in South Africa after excessive destructions done by South Africa's Tertiary Institutions in 2016 (Cape Peninsula University, University of Kwazulu Natal, Vaal University of Technology), the Minister of Higher Education, Blade Nzimande together with other political leaders of the ruling party African National Congress (ANC) blamed the students of being driven into politics by the opposing party. Blade Nzimande believed that the students where no longer complaining about fees but in a mission of trying to cause discontent and bring a regime change in the nation.

Similarly, (Adebayo, 2009) views students' unrest as a product of politics where the bourgeois exploit the nation's resources using people's welfare.

Furthermore, (Adebayo, 2009) stresses that it is through exploitation where students challenge the status through strikes, condemnations and protest. Adebayo (2009) also views students' unrest as a factor which is contributing to the advancement of the nation through agitation as the government is consequently forced to make some political decision in the respect of the country. The phenomenon has immensely contributed to the formulation of the nation's policies, Adebayo (2009). According to (Adebayo, 2009), it clearly shows that students' unrest can impose positive effects to the country and the institutional management. That is why (Martin & Gopalkrishna, 2013) advocate for the cherishment of the students' unrest.

In 2017 Botswana experienced a string of protest in almost all the Tertiary institutions, Mmegi Online (2017, March 2017). Most of the students from Institutions like Francistown College of Technical and Vocational Education (FCTVE), Gaborone Technical Colleges (GTC) and Botho University claimed similar reasons for demonstrating, Mmegi Online (2017, March 2017). The students from these three (3) institutions claimed that their institutions were operating with unaccredited courses as well as unaccredited lectures. The same source revealed that the students claimed that their lectures were incompetent in their fields. Another reason mentioned by (Mmegi Online 2017, March 2017) for the three institutions to fall into unrest was the issues of the students' allowances which they mentioned as insufficient and that it was continuously paid late.

The Government of Botswana used to fully sponsor both public and private students up until they complete their studies. It is also believed that due to massification of Tertiary institutions which came as a result of providing access to education for every Mbotswana, the Government reduced the sponsorship. Allowances for students were reduced from P1400.00 per month to P300.00 per month. This is alleged to be another aspect causing unrest to the students. Similarly, the students in Tertiary institutions in India were also complaining about the tuition fees which were too high for their parents to pay Sekhon & Gosain (2017). This made them resort to violence actions of throwing stones and causing destructions.



Gaborone Technical College (GTC) has experienced several students' unrest between the years of 2014 and 2017. At the center of the unrests was the accreditation of some courses offered at this college. One of the suggested factors was that the students thought that they were studying diploma courses while they were studying advanced certificates according to Botswana Qualification Authority (BQA). The demonstrations evoked from all the departments of the institutions. The students harassed some students who did not want to take part on the unrest; they also locked the institutional gates as a way of threatening the management and the lecturers. The minister of education and skills development Dr Unity Dow instructed the institution to be closed as the lectures and management were not safe.

In summarizing the students' unrest in chapter one (1), it is indicated that the students' unrest in Botswana can be claimed to be as a result of Student allowances being paid late or reduced by the government, whereas it is not the same case in the tertiary institutions of Europe. European tertiary institutions are characterized by students' unrest caused by increased tuition fees and racial discriminations. In most European Tertiary institutions the students are fully responsible for their education, there is no free education, but Botswana is still providing free education.

#### **2.4. Implications of Students' Unrest on Teaching and Learning**

Students' unrest may pose negative implications on learning and teaching. Alimba (2008) averred that after the first violent protest in University of Ibadan in 1971, there has been a record of hostile and devastating students' unrest in the development of Tertiary Educational processes. These unrests have made the educational environments extremely unconducive for teaching, research and providing services to the public. The Government, parents and the institutional administrators share their portions of the unrest effects.

Lawal (2013) avowed that the students' unrest in Nigeria results in the academic programmes disrupted, the destruction of both the private and public property and Government's attention on other sectors of the economy is distracted as well. The academic programmes are disrupted because when the students become violent, it leaves the institutions with no alternative but to close the institutions until the situation comes to normal, Enomah (2014). The interruption of the

classes will then force the lecturers to rush over to complete the syllabus before the students masters the concepts. All these consequences are mostly common in all those nations and institutions that experience students' unrest.

Akerele (2007) indicated that the value of the tertiary institutions nowadays is very low since the students learn to pass the examinations than to master the concepts due to lack of time. For example, according to Akindele (2014), the parents and other stakeholders of tertiary education in Nigeria, would prefer to enroll their children in Private institutions where they believe that the academic calendar is less interrupted. They have completely lost interest in the public Tertiary institutions. The study also suggested that the reports of 2013 indicated that there was a high springing rate of the private institutions in Nigeria. This study points out that today it is not only in institutions of Nigeria where people have lost trust, but even institutions of Botswana are not well trusted because of the unrests. Just like in Nigeria, there is also high springing rate of private institutions.

Furthermore, (Akindele, 2014), confirms that the certificates of Tertiary institutions in Nigeria are not recognized as they have lost value due to the students' unrest interruptions. He further notes that the students from Nigeria Tertiary institutions are usually given a qualifying test during the job interviews as the employers have lost confidence in their quality. It is suggested by (Timilehin & Babatope, 2010) that after students' unrest, the students lose confidence in learning as they feel victimized by the management and other students for striking. They continue to observe that the victimization of the students has resulted in poor academic performance.

Similarly, the University of Arusha in Tanzania was involved in the students' unrest, where the students complained about the management failing to address their issues in time. The students had complaints about overcrowded classrooms yet some programmes were being introduced leading to even a worse situation of being too crowded. This students' unrest resulted in the students destroying the institutions' property, the institution had to be closed resulting in the disruption of academic programmes. It also resulted on the paralysis of the economic activities within the campus. The students and the lecturers of Arusha University did not have peace on the campus. It also resulted in the mistrust between the students and the government as well as the institution administration.

Some of the students within University of Arusha were dismissed from the institution as stated by (Akerrele, 2009) that most of the students suffer dismissal from the institutions as a result of being involved on the students' unrest. The dismissal of these students suggests a reason why there is high unemployment in some countries, Akerrele (2009). For example (Akerrele, 2009) indicated that most of the students were dismissed from the institutions due to their strikes in 2012.

According to (Timilehin & Babatope,2010), most of the students who were dismissed from the institutions due to their participation on strike end up being involved on criminal practices as a way of satisfying their body and soul. Another example is described in The Nation (2001, 4th August) document where it is indicated that there were two (2) University students who were involved in an armed robbery in a 2012 strike. These two (2) students were the students who were dismissed from the University for being the leaders of a strike.

“When the two elephants fight, the grass will suffer”, this is a common saying which describes how one may indirectly suffer the disagreement of other people. The parents suffer the disagreement between the Government and their children. On the students' unrest issues, the students are the end receivers of the strikes, Enomah & Omoregbe (2009). In 2013 the students in tertiary institutions of India were frustrated as felt their grievances were ignored by their educational authorities; this resulted in the students becoming violent in their protests.

The institutions were closed as results of these students' unrest as observed by (Hartnett & Stassner 2012) that in every institution where the students experiences unrest, the resultants are closure of the institutions and the disruption of institutional academic calendars, When the institutions which were closed due to strikes are re-opened, the syllabus is compressed so that the examinations can be conducted within a short period of time to end the semester, Hartnett & Stassner (2012). They also indicate that the reasons for compressing the syllabus is that the institutional management and the Government are trying to avoid some extensions as they believe that it may bring more expenses to the institution.

In 2010 the University of Nairobi and Kenyatta University closed down after the students became violent over the deadlines which were set for the examinations. The students were influenced by the interference of the local politicians into the institutional elections. The closing

down of the institutions due to the students' unrest is a common feature that has caused academic set back to the students. The educational authorities and the institutional management have got no choice but to close the institution with the help of the police officers.

This study has observed several effects which negatively affect teaching and learning in tertiary institutions. Nevertheless, students' unrest can also positively affect teaching and learning as the educational authorities and institutional managements become alert and address students' issues, (Timilehin & Babatope, 2010). As they do so, education in tertiary education becomes improved, unlike if the students remain silent and pretend as if everything was well, Lawal (2013).

### **2.5. Strategies Used to Control Students' Unrest in Tertiary Institutions**

Parkinson (2013) claimed that a more effective way of controlling student's unrest was to engage with the students in their own terms and in their own space. Sitting with them on the floor when you find them sitting down or even sharing meals with them during their meal times. The objective will be just to talk to them as well as listening to them. He also emphasized that conversations done in this manner are much better than grouping the students in an institution hall.

Kamla (2013) suggested several strategies that could control the students' unrest. It suggested that there should be an improvement on the living and learning environment of the Universities in general. The study also recommended that students should be soundly represented on the welfare committees as well as on the Students Welfare Board and that the University systems should take the students' interests into full consideration.

Another common issue causing students' unrest in Tertiary institutions is issues of curriculum; therefore (Kamla, 2013) suggested that the students should be stakeholders of their curriculum. Encouraging a continuous dialogue with the students representatives in Universities at all times is another suggestion advocated by Kamla (2013). This will help the University management to be well informed in time about the students' dissatisfaction and assist them to resolve issues with fairness. The approach in handling the students determines their psychological perceptions towards matters that can evoke crises.

Chutel (2016) mentioned that President Jacob Zuma in response to the South African students' protest in 2016 formed a task team of eight (8) cabinet ministers comprising of the intelligence,

defense and state security and the police. It is mentioned again that the task team left out the finance minister and the treasury who were the most concerned members. The students expected to be addressed by the finance minister and not the defense and security ministers as they were complaining about high fees and not lack of security. This made the students to become more furious as they claimed the efforts made by the government were a joke. The mechanisms for crisis resolutions involve intervention, negotiating, reconciliation as well as bargaining. The usage of force through the police will not provide permanent solutions for the students' unrest; in fact it makes the situation to be even worse.

In addition, (Roy, 2013) asserted that the rules and regulations for the militants and the students cannot be the same; students need to be addressed with caution as they are the pillars of the nation. Therefore the authorities should be well informed in addressing the students when they experience the unrest moments to end the vicious circle of the phenomenon. Similarly, (Ewesami, 2011) noted some cases in which the policemen are used to threaten the protesting students, expressing it as an infective method of controlling students' unrest. Therefore students should be well addressed during their protests as it is the only way they believe their voices will be heard ,Martell & Chetty (2013).

Reviewing the previous literature was not only done to relate and compare the results of the current study with those done previously but also for the studies to learn the methodological strategies that could be helpful on the current study. The previous literatures on Students' unrest and implications on teaching and learning included those carried by Mashauri (2013), Kaleduzzaman (2014), and Davis (2015) among others.

Mashauri (2013) discussed the nature, causes and implications of students' unrest in higher learning institutions of Tanzania. The study was directed by theory of cognitive dissonance, ecology and relative deprivation to find out the core causes of students' unrest. The approaches used included the problem solving, arbitration and negotiation approaches.

The data collection techniques applied were conducting interviews and documentary reviews. Mashauri (2013) in some of his recommendations proposed that there should be involvement of the staff and the students in decision making of the institutions. He also advocated that the sponsors and the Government should provide enough meals and accommodation allowances on

time. He further suggested that the students should be taught procedures on how to deal with grievances.

Kaleduzzaman (2014) analyzed the causes and effects of students' unrest in Bangladesh institutions of higher learning. The methodologies followed in his study were case study, the participant observation and the focus group discussions (FGD). The data collection strategy which was used in his study was the structured questionnaires. The recommendations made by (Kaleduzzaman, 2014) suggested that institutions should ensure that they have enough educational facilities; he also proposed that the Government should secure sufficient funds to build required halls for the institutions of higher learning, just to mention the few.

## **2.6. Research Gap**

Most experts in Educational sectors have done studies on students' unrest without confidently encouraging the students' unrest as they viewed it as a phenomenon which brings only negative results. Therefore this provides a gap for the necessity of encouraging the cherishment of the students' unrest as a contribution to the existing knowledge so as to bring creativity and improvement on the educational sectors. The study does not support the students who remain silent when they are continually not satisfied with their education as that will completely degrade the education systems.

The educational authorities are therefore suggested to design the policies that will manage and guide the students' unrest to avoid the destruction that results in institutions' closure. The literature review has indicated that the educational authorities are hesitant in involving the students in the decision making of the institution. Therefore this study will require the students to be indirectly involved in the decision making as it would close the gap between the students and the management.

## **2.7 Summary of the chapter**

Students' unrest is a phenomenon that knocks on the doors of every nation, there is no nation which has been freed from this phenomenon as observed by (Kamla, 2013) that students' unrest remains a nightmare for most of the tertiary institutions in the world. Tertiary education can excel higher without the students' unrest but as it is today, students' unrest has become a clog in the progress wheel of tertiary education. Basically, the phenomenon occurs when there is

a disagreement between the students and their educational authorities. Students' unrest has proved to be both negative and positive. This study has therefore suggested for the cherishment of students' unrest as it brings the improvement in the education sectors.

Most of the writers have shown common causes of students' unrest ranging from lack of students' involvement in curriculum design and in decision making within the institutions. The increase in the tuition fees and the overcrowded accommodation facilities has caused the students to become dissatisfied as observed by (Martell & Chetty, 2013) that the fees and the accommodation issues have prompted students Unrest among most Tertiary institutions. The institutions tend to aim at making profit by charging high fees unreasonably. The submission dates and deadline for the examination are also burning issues associated with students' unrest. Another common factor among the tertiary which is suggested to be fueling the students' unrest is the poor learning environments, where the students complain about overcrowded classrooms and unequipped libraries.

The literature reviews has also proved that students' unrest negatively affect the teaching and learning as normally the institutions' management will be forced to close the institutions until the situation comes to normal. The closure of the institution due to students' unrest has proved to be a common issue within the tertiary institutions. This is because the students in their unrest period they destroy the institutional equipment and property, which leaves the lecturers and the management in fear. When the institution is closed, the academic activities and the institutional activities are paralyzed. The phenomenon has also resulted in loss of trust between the students and the management.

It is high time for the management to close the gap between them and the students so as to cherish their interaction. The interaction will ensure that the management gets well informed about the students' grievances which then help them to attend the students' issues in time. One of the suggestions was for the Government to ensure that students' allowances are paid well in time. The literature reviews have shown that the policies can be made that will assist the accounts department in paying the students their allowances when they are due. In managing the students' unrest, the management is required to take the students welfare at heart as well as making them the stakeholders of their curriculum.

Furthermore, all the researches which have been reviewed in this study have identified students' unrest as a phenomenon that should be eliminated by all means within Tertiary education as it is thought to be posing negative effects to both institutions and the Government. Nevertheless, this study on the other hand argues that students Unrest should not be eradicated completely but rather be encouraged within the institutions as it a way of influencing when all other measures have been shut down, the students' grievances will be heard immediately. This study further observes that a protest means there is a breakdown of consultation in University procedures. The only thing that needs to be done is to have strategies that govern the students' unrest and it should be made known to the students before any unrest takes place.

After the students demonstrations, the institutional management and the Government tend to quicken up in addressing the issues of the students hence improving the educational systems. The democratic Universities should be explored with students' involvement in decision making. This study emphasizes that although students' unrest poses negative effects, it also poses positive effects as the education will be improved within a short period of time. While cherishing the students' unrest, the study will take into account that the students should be educated on the right procedures to follow when having grievances.

---



## CHAPTER 3

### 3.1. Research Methodology

Buckley & Chiang (2013) defined methodology as a strategy in which a researcher draws out an approach for problem-solving. According to (Schwardt, 2007), research methodology is a theory which stipulates the procedures in which an inquiry should be conducted. It involves analyzing the assumptions, procedures and principles in approaching a particular inquiry. Also according to (Creswell, Tashakkori & Teddie, 2007), problems that are worth investigating are defined by the methodology.

The objective of this study was to investigate the factors that fuel students' unrest in Tertiary Institutions of Botswana as well as its implications on teaching and learning, the case study being Gaborone Technical College (GTC). The study also proposed some recommendations that would be applied to control students' unrest. Therefore this section described the methodologies which were applied on the study. The description mainly focused on research design, research paradigm, research approach, research strategy, research methods, population and sampling, data structures and decision about data analysis.

### 3.2. Research Process

The research problem for this study had been identified; the methods and approaches for this problem were to be identified. To provide a direction for this study, the research onion from (Saunders et al, 2012) was adopted. The onion indicated all the processes and methods which were followed by the researcher on their study.

The research onion provided a summary of critical issues which needed to be considered before engaging to a research. It indicated the data collection techniques to be used in the study, the methods to be used on the study, the strategies to be employed for the study, the approaches and the philosophical orientations of the researcher.

### 3.3. Research Design

According to (Creswell, 2013), research design is defined as a plan used for a particular study, in which the frame works for collecting data are provided. On the other hand, (Macmillan & Schumacher, 2014) defined it as a plan for choosing the subjects, research sites and data collection procedures in order to answer the research questions. They further designate that the

objective of a sound research is to provide the results that will be credibly judged. As for (Durrheinjhbuy, 2009) research design serves as a strategic framework to form a bridge between the research questions and the implementation of the research strategy.

The design followed by this study was of Case study. Yin (2014) delineates a case study as a research method which explores a contemporary phenomenon or case in depth. Stake & Merriam (2013) and Yin (2014) described a case study as a restricted system where the researcher set out the boundaries and stay focus on the research by setting clear statements of the research. On the other hand (O'Leary,2014) generalize the definition of case study as being a study method where societal elements are studied through analyzing and describing a single situation or a case ( setting, individual, group, episode or event). This author continues to argue that case study is a study on its own as it can employ a number of data collection methods, such as surveys.

Therefore in this study, this design was chosen to meet the objectives of the study as it accommodated the usage of variety of methodologies and relied on a variety of sources to investigate students' unrest and its implications on teaching and learning, O'Leary (2014). Students' unrest is a contemporary issue within Tertiary institutions, therefore as observed by Yin (2014) case study was the appropriate design to use. Another reason for choosing this design is that it has provided detailed descriptions on specific and rare cases on students' unrest. This design has also supported the theoretical framework of cognitive dissonance which has been used on this study as it is societal.

### **3.4. Research Paradigm**

This section started by discussing the concept of "paradigm" before elaborating the research paradigms of this study. According to (Rocco, Bliss, Gallagher & Perez-Prado, 2009), research paradigm is a world view which brings the assumptions that will guide the researcher on the study. This therefore indicates that a researcher might approach a study with interlocking or contradicting assumptions. Creswell (2007) elaborate that the research processes may begin with the philosophical assumptions that the researcher make when deciding to take a particular study. This means that the researcher brings their own world views, beliefs to the study and all these aspects will guide the writing up of the study. In defining a researcher's paradigmatic perspective, it is important to consider the ontological and epistemological assumptions, theoretical grounds, research questions and methodology, Creswell & Mason (2007).

The research paradigm adopted by this research is constructivism. This is a paradigm which recognizes that reality is derived from human intelligence as a result of interaction in the real world, Davis (2011). The author emphasizes that when human mental is included in the process of knowing reality then it means constructivism is accepted. The paradigm is based on cognitive psychology. The constructivism was used in this study because it supported the interpretation of the reality when exploring students' unrest to get multiple realities unlike the positivist paradigm which believes that there is single truth, McEvoy (2011).

This paradigm also allowed the researcher to capture actual meanings through the interaction with the students of Gaborone Technical College, Black (2007). It avoids the structural frameworks which are rigid and suggest the research studies which are personal and flexible. The aim of this study was to understand and interpret the actual meaning of students' behavior in terms of unrest at Gaborone Technical College, rather than generalizing and predicting the causes and effects of students' unrest, therefore constructivism paradigm supported this aim, Neuman & Hudson (2014). Constructivism assisted in accepting and appreciating that there were many realities or truths in the world (ontology) as it would be observed from the individuals in the research setting. Therefore the researcher constructed a single truth through interaction with the researched.

It also complimented the qualitative method which is one of the methods used in this study. Creswell (2007) on the other hand indicated that researchers in choosing constructivism are aiming at understanding the world that they live and work on and subsequently draw subjective meanings of their experiences. The aim of the researcher here was to drive sense from the meanings that others have about the world, Creswell (2007).

### **3.5. The Study Population and Sampling**

Parahoo (2009) defines population as an overall number of units where the data of artifacts, individuals or even the organizations could be obtained. On the other hand (Burns & Grove, 2010) also describes population as the elements that meet the criteria to be part of the study. Sampling is the process of selecting units of people or organization from their population to study them so that after the study the results obtained generalize the population from which they were chosen.

Gaborone Technical College has got an overall population of two hundred and eighty four (284) students and eighty nine (89) lecturers. This student population comprises of the students from all the departments. This study therefore administered the questionnaires to the students of construction and electrical departments. Within the two selected departments, only the third (3<sup>rd</sup>) years were used as participants. Construction has got thirty two (32) students and Electrical department has got twenty six (26). Therefore a total of fifty eight (58) students participated in this study, with all the females and males allowed to participate.

The same third (3<sup>rd</sup>) year students were used on focus group discussions, quota and purposive sampling. There will be two (2) group discussions which will be held, each department will have a group discussion which will last for thirty (30) minutes and the sampling method will be done in such a way that it maintains a balance between males and females. The reasons for choosing the third (3<sup>rd</sup>) years in construction and electrical departments is because firstly these are the groups which are enrolled in City & Guilds programmes, and these programmes are suggested to be causing issues of unrest as they are not reviewed. Secondly, these groups have been in Gaborone Technical College (GTC) for a longer period of time. They experienced all the students' unrest which took place between the years of 2015 and 2017.

Questionnaires were also administered to the management and lecturers of Gaborone Technical College (GTC) as they have witnessed all the unrest of this institution. Random sampling was used in selecting lecturers, a female and a male from each department at Gaborone Technical College (GTC) and this gave a total of fourteen (14) lecturers to participate. Each Head of department (HOD) within the institution was also asked to participate on the questionnaire and this gave a total of seven (7) HODS' to participate in the questionnaires. The principal and his deputy were also asked to participate in the questionnaires. This indicates that there will be a total of twenty three (23) participants from management and lecturers. Therefore the total numbers of the participants for this study combining the students, lecturers and the management is eighty one (81).

### **3.5.1. Quota sampling**

According to (Saunders & Thornhill, 2012), quota sampling method is described as a sampling method in which representative data is gathered from a group, it is also a non- probability sampling. In the application of the quota sampling, the researcher ensured that the sample group

is represented the characteristics of the population chosen, Lewis (2012). The two groups of quota sampling are controlled and uncontrolled groups, Saunders & Thornhill (2012). Therefore, this study used the uncontrolled quota sampling method when administering the questionnaires because the researcher wanted to have freedom in choosing the participants as compared to the controlled sampling which brings the restrictions in choosing the sample group.

In choosing the quota sampling method, this study was fully aware that the method if not competently addressed, may result in the biasness which will in turn affect the quality of work, Saunders & Thornhill (2012). However, the method remained the choice for this study as it was the best method of data collection to use when pressed with time Saunders & Thornhill (2012). This study was going to be carried out within a short period of time. They further indicated that as compared to other methods of data collection, primary data in quota method can be dealt with within a shorter period of time. The participants of this study were firstly divided into specific groups based on their course of study (construction and electrical departments). Followed with division by the year of enrolment (3<sup>rd</sup> year).

### **3.6. Research Approach**

The research approach for this study was mixed method. Qualitative method was used to inform the quantitative method. This is the methodology that involves the collecting, analyzing and integrating quantitative (surveys, experiments etc.) and qualitative (focus groups, interviews etc.) research, Dumay (2013). This approach was chosen for this study as it helped in overcoming the limitations and weaknesses of a single approach. It was also helpful as it complemented the strength of a single approach. In qualitative data, the researcher gathered the information through the use of interviews, focus groups discussions and observations using open ended information, Dumay (2013). The collection of data was in textual form which was based on observations and interacting with the partakers, Langkos (2014).

Qualitative research is also the approach which is related to social constructivist paradigm (Bryman & Bell, 2015) and that is why it was chosen to be one of the research approaches of this study. Bryan & Allen (2011) also agree that qualitative approach is derived from constructivism paradigm. It stresses the socially constructed nature of reality as it attempts to discover the in depth connotation and importance of human conduct and experience including behavior, beliefs and emotions, Aunders & Thornhill (2014).

Qualitative approach also avoids the researchers from imposing their own ideas and perceptions when seeking the meaning or truth of social phenomenon of the responded, Banister et al, (2011), rather it aims at investigating on how the respondent interprets their own reality, Bryan & Allen 2011). On the other hand, in quantitative data, the researcher uses closed-ended information through the use of questionnaires, experiments and surveys to collect data. For example, measuring attitude in quantitative data would require the use of rating scales while for checking behavior, the observation checklist will be used.

Students' unrest involves the behavior and emotions of the students; therefore mixing both qualitative and quantitative approach best addressed this phenomenon. Koch, Neiz, & McCarthy (2014) claims that qualitative data elaborates the person's experience, opinions and meanings such that they are not supposed to match the existing philosophies. They believe that the problem or topic to be studied should be guided by the theory which will provide the framework for the investigation.

This study was therefore guided by the theoretical framework of cognitive dissonance as it deals with the human behavior, emotions and beliefs. Another reason for choosing mixed method approach was to have qualitative data which is a non-numerical approach. Non- numerical approach is the approach which allows the researcher to discover the quality of nature of people's actions, practice and comprehension, Hamza (2014). This approach assisted in obtaining the truth when exploring students' unrest.

On the other hand to also have quantitative data which is numerical as it was easy to analyze. For this reason, both the approaches complemented each other. Although it is suggested that using qualitative approach allows for greater flexibility than quantitative research as collecting data and analyzing is methodical, in this study they have been both adopted as they assisted the researcher to have a breadth and depth of understanding and exploring the problem.

The researcher was fascinated in studying the students' unrest at Gaborone Technical College. Therefore the mixed method approach was the most appropriate approach to use for this study. It permitted the gaining of rich and complex understanding of students' unrest at Gaborone Technical College than attaining information which can be generalized to a larger group. This provided realistic information for the study. This study has not viewed the qualitative and

quantitative methods as incompatible tools; rather, it viewed them as tools complementing each other to obtain a deeper understanding of this study, Herman & Egri (2009).

### **3.7. Research Instruments**

This study has followed the mixed method as it allowed one method to inform another method. For example, qualitative method was used to obtain the truth from the students about their unrests using a combination of open-ended and closed-ended questionnaires. Then the information obtained from qualitative method was studied with a large number of students using quantitative method as this one is easy to analyze. Qualitative research approach is the research that is principally investigative as it is used to gain an understanding of essential explanations, opinions and motivations, (Gillham, 2014). He also stated that it leads to greater discovery of data as it uses open-ended questions which also make it difficult to analyze.

According to Oakley (2013), qualitative interviews are a form of frame work where the standards are achieved, challenged and reinforced. Therefore the students were given the questionnaires comprising of both open ended (qualitative) and closed ended (quantitative) questions to obtain the truth about the problem being investigated. The management and the lecturers of Gaborone Technical College were asked to participate on quantitative questionnaires (closed ended questions). The reason for different questionnaires is because the study seeks to get rich data from the students by allowing them to express themselves through open-ended questions. The students are the core of the students' unrest but the management and the lectures may have their own perceptions as they are not the ones directly involved in the unrests and that is why they will use the closed-ended questionnaires.

This study used two (2) focus group discussions on the 3<sup>rd</sup> years of the selected departments; the questions were structured to lead the participants as there was limited time for the study. Quota and Purposive sampling method were used in choosing the groups in each department and each discussion lasted for thirty (30) minutes.

Observation method was also carried out at Gaborone Technical College on the selected departments. The researcher was observing the behavior and attitudes of GTC students at the refectory hall, in classes as well as at the hostels. The observation in classes were conducted using an observation sheet, where the researcher ticked as per the observation and this lasted for

twenty (20) minutes. Watching the attitudes and behavior of these students at the hostels and refectory hall comprised of notes taking without an observation sheet. The attitudes and behavior observation were done in the morning when they go for breakfast, at tea break, lunch time and in the evening when they go for super. And each session of the exercise lasted for twenty (20) minutes. The documentary analysis was also used as a data instrument in this study. The researcher visited the different places to request for documents to analyze. This study analyzed two (2) documents.

### **3.7.1. Questionnaires (open-ended & closed-ended)**

Check & Schutt (2012) defines a questionnaire as a method of collecting data from the individuals using the questions. This type of research allows a greater amount of instrumentation to be used, as well as a great tool for recruiting the participants, Check & Schutt (2012). Questionnaires are used on qualitative social and psychological research to explore the human behavior, (Singleton & Straights, 2009). Fujimori (2013) also defines questionnaire as a set of printed questions to be asked to individuals as part of a study.

This study adopted self-developed open and closed-ended questionnaires for mixed method so that they can complement each other. In this case the open-ended questions precisely reflected what the respondents wanted to say, while the closed-ended questions limited the respondents as they have to choose from listed variables. The designing of the questionnaires was guided by the literature review of this study and in particular it was guided by the research objectives and questions of this study.

### **3.7.2. Distribution and collection of questionnaires**

The target for this study was the Gaborone Technical College management (GTC) and Students, and the objective of these questionnaires was to find out the factors that fueled students' unrest in Gaborone Technical College (GTC), to find out the effects of this phenomenon in teaching and learning as well as suggesting the possible measures in controlling the students' unrest.

The questionnaires were personally designed, printed and distributed by the researcher to the staff of Gaborone Technical College (GTC) and the students. The questionnaires were reviewed and edited by the academic supervisor of this study. The data was collected within a period of



approximately four (4) weeks. The researcher also considered employing an individual who was not part of this research to help in administering the questionnaires. The following were observed when distributing and collecting the questionnaires:

The questionnaires were be packaged in two (2) packages; one for the management and the other package for the students. The management had one (1) type of questionnaires; for the Principal, deputy Principal, Heads of Departments and the lecturers while the students' questionnaires was the same for all the selected departments. The questionnaires were provided with clear concise instructions on how the participants were to answer the questionnaire and these participants were met face-to –face in distributing and collecting the questionnaires. Meeting the participants face to face made them feel bound to answer the questionnaires; any ambiguous questions were explained on the spot by the researcher, (Gillham, 2014). This was more effective than sending the questionnaires by email, post or through phone as the return might be very low and if there were any ambiguous questions, the researcher was not going to be there to clarify them.

### **3.7.3. Structured Interview (open-ended questions)**

McLeod (2014) states that structured interview are also known as formal interviews where questions to be asked are orderly standardized. The same source also reveals that it does not allow the interviewer to diverge from the interview schedule. The structured interviews were used in this study as it was effective in the sense that one structured interview provided the same accurate information as four unstructured interviews.

The respondents of this study were treated the same as a result of using structured interviews. Furthermore the structured interviews can be shaped in to many forms; respondents can be asked to respond to a situation or to state their past experience. Langley (2010) argues that structured interview is limiting because it sticks to the agreed questions, even though some questions may emerge during the interview, but it remained the choice for this study as there was limited time for this study.

The structured interview was used on the first section of this study as research instruments; this interview was administered to one HOD who is responsible for the City & Guilds office within the institution. The purpose of these interviews to this HOD was to get his demographic information, the back ground of city & Guilds programmes, his educational qualifications as well

as the issues of students' unrest issues which were connected to his office as an agent of City & Guilds. The interview lasted for ten (10) minutes.

The next people to be interviewed was two (2) lecturers from the selected departments (construction and electrical) and this gave a total of two (2) lecturers to be interviewed. The reason for choosing these lectures was to find out the challenges that they face in teaching City & Guilds a Programme which was believed to be one of the possible causes of the students' unrest. Another reason for interviewing them was to find out their academical qualifications. As well as finding out their observations about their principal and the Deputy Principal as their instructional leader in relation to students' unrest. The interview with each lecturer lasted for ten (10) minutes.

The students required to participate for the interviews were purposively sampled from the 3<sup>rd</sup> years of the selected departments (construction and business departments) within this institution and each interview with the participant lasted for thirty (30) minutes. Only one (1) student was interviewed from each 3<sup>rd</sup> year class of the selected courses. The questions within this questionnaire addressed the three (3) objectives of this study.

#### **3.7.4. Semi Structured Interview (open-ended questions)**

Doyle (2017) defines this interview as a consultation in which the investigator does not follow a formalized list of questions. It allows for the conversation between the interviewer and the interviewee. Bernard (2009) suggested that semi structured interviews are best used when one will not get another chance to interview someone. He also comments that this type of interviews delivers a strong set of instruction for interviewers and may provide consistent and comparable qualitative data. It will also assist in getting reality from the respondents as it allows them to express themselves.

The semi structured interviews were only used on students because the researcher did not have sufficient time to repeatedly interview the respondent at Gaborone Technical College (GTC). Purposive sampling method was used to interview two (2) 3<sup>rd</sup> year students from each selected departments (construction and electrical). These students were interviewed together and the interview lasted for thirty (30) minutes as the students are rich in the required data.

### **3.7.5. Focus Group Discussions**

Rabiee (2013) defines a focus group discussion as an interview in which the purposive participants are selected to provide an in-depth answer to the provided questions. Lewis (2012) acknowledges a focus group discussion as a discussion which is carefully planned to obtain perceptions in areas of interest in a non-threatening environment. Lewis (2012) further indicates that this type of research will result in more diversified responses.

Focus group discussions are used to stimulate the new concepts as well as stimulating the new ideas, Stewart & Shamdasani (2012). They further indicate that they are also used to observe how the participants talk about the phenomenon. Robert (2009) indicates that purposive sampling is normally used for focus group discussion where the researcher selects the participants who are believed to be rich in the type of data required and this serves as an advantage to the researcher because more data will be availed.

Therefore this study has adopted conducting two (2) focus group discussions using purposive sampling in each department. Each group contained eight (8) students giving a total of sixteen (16) students in total participating in the group discussions. The questions used on this discussion were semi-structured and they were asked to the 3<sup>rd</sup> years of the selected departments (construction and electrical). The discussion lasted for thirty (30) minutes as the participants needed enough time to express themselves. It was during the group discussions where the researcher took notes in observing the behavior and emotions of the participants as they discussed the issues.

Another advantage of using the purposive sampling in this study was that the individuals who have experienced the phenomenon were invited to participate and this resulted in wide range of data collected. Jamieson & Williams (2013) argues that purposive sampling should promote open discussion, stating that focus group is not aiming at achieving the agreement on the issues but rather to identify truthful perceptions that may vary between the participants. Basically the focus group discussions assisted in formulating the one-on-one questions.

### **3.7.6. Observation method**

According to Agrisino (2008), observation is a data collection method in which the researchers has to make some observations on a particular research area or field. It can be referred to as an unobtrusive method of data collection, Agrisino (2008). It is indicated by (Creswell, 2007) that

for the researcher to collect data using the observation method, they need to be part of that setting where they collect the data. Silverman (2008) defines an observation method of data collection as a method of gathering data through watching the behavior, events or even taking note of the physical characteristics in people's natural setting.

It further states that the observation method can be overt or covert. In overt the participants are aware that they are being watched and in the covert, the participants are not aware that they are watched. The participants under covert may behave naturally since they will not be aware that they are being watched, Silverman (2008).

However this study conducted the covert observation method of data collection because the researcher is part of institution and the students will not be suspicious in any way as observed by Creswell (2007). The target for this method of data collection was the students. The observation of this study was done on classrooms and at the hostels. This was a non-participant observation where the researcher was observing and documenting the activities without engaging the students. The observations which were conducted at the hostels lasted for 2 hours while those conducted in the classrooms lasted for 1 hour. The observations were conducted at different times of the day and on different days.

### **3.7.7. Documentary analysis**

Bowen (2009) describes documentary analysis as a form of qualitative research where the researcher interprets the documents to give a strong voice and meaning to the research topic. This method was used in this study and analyzing its data incorporated coding the content into themes similar to how the focus groups and open-ended transcripts were analyzed Bowen (2009). It is also further stated by (Bowen, 2009) that a rubric can be used for grading the document.

In analyzing the documents, the study has made use of the public records such as official publications on the students' unrest. It also used some personal documents that discussed the students' unrest such as incident reports, reflections or journals as well as the newspapers. This study adopted documentary analysis as one of its instrument because the topic itself required that the researcher have mutual relationship with the students. Therefore, documentary analysis is a social science method that best suit this study and it can be applied on mixed method, Bowen (2009). The study analyzed one (1) document.

O'Leary (2014) suggested that in documentary analysis, the researcher may use as many documents as they can, similarly, (Bowen, 2009) also agrees that the researchers may use wide variety of documents to analyze documents. Bowen (2009) stated that when analyzing the documents, it is not about the quantity of documents analyzed, but its quality. In analyzing this study, issues of biasness of the author as well as the researcher were addressed, in that the researcher tried by all means to avoid bringing personal biases into the study, Bowen (2009). As suggested by (O'Leary, 2014), when analyzing the documents, the researcher ensured that they understand the style, tone agenda and opinions that exist in the document. Bowen (2009) adds that the documents will have to be assessed for their completeness as well as finding out if the document contains firsthand information or secondhand information.

### **3.8. Triangulation of data collection method**

According to Monion & Morrison (2014), triangulation is the application of two (2) or more methods of data collection in the study. Beckett & Turner (2010) acknowledges the works of Jacob (2012) who indicated that combining data collection method or research theories eliminates the risks of biasness and problems that may arise from using a single theory or single observer. Therefore this means that triangulation can be used as a verification tool in data collection and analysis. However this study has triangulated its method by using the open (qualitative) and closed-ended (quantitative) questionnaire, focus group discussion, structured and semi structured interviews, documentary analysis and the observation method.

### **3.9. Data Analysis**

#### **3.9.1. Analyzing the closed-ended questionnaires**

The researcher used a table to write the item description, total number of the participants, the number of those who agreed and of those who disagreed as well as stating their percentages. For those who ticked Strongly Agree and Agree were grouped under Agree on the table. Those who ticked strongly disagree and Disagree were grouped under disagree and their percentages were calculated, and then compared with accordingly. These responses were manually done using word as the study used the paper questionnaires.

#### **3.9.2. Analyzing focus group discussions**

Stahl (2009) indicates that focus group method of data collection is a method that allows collection of data from people through group interactions. This method is not commonly used in

qualitative research method as the interviews, but it brings a common understating between the individual groups, Stahl (2009). According to (Arnold,2013), focus groups have been proved to be a valuable method of obtaining a rich data in order to answer the research questions of many studies such as in the government and social context.

Rothwell (2010) describe the process of analyzing the focus group data in five (5) phases; (1) defining the theoretical sensitivity in focus group data and the level of accuracy to analyze them. (2) Using low level interpretation to analyze the components of the text, (3) using high level of interpretation to analyze what the text is actually talking about, (4) combining phase 2 and 3 for each content area, (5) combining the results of all the phases.

Therefore, for this study the researcher followed the following description to analyze the focus group data as confirmed by David (2013):

The researcher firstly transcribed all the comments from the focus group, since the researcher conducted more than one focus group, the comments were then rearranged to have answers for each protocol together. The next stage determined the main idea occurring in the answers for each question, then reviewed the main ideas to find out the reoccurring ideas. The researcher then Applied critical thinking skills to the reoccurring ideas and developed them as the next stage. Then identification of the quotes that illustrate each theme and writing the findings in an engaging manner was the next stage, to describe the themes and including the quotes. The last stage was to use literature review to explain how the themes were related to the previous studies.

### **3.10 Conceptualizing episodes of students' unrest**

The main focus of this study was to explore the factors fueling students' unrest, its aftermath in teaching and learning and controlling students' unrest at GTC in Botswana. The factors fueling students' unrest were grouped into three (3) major classifications as academic, management and welfare factors. The study was conducted in a mixed method and it employed open-ended and closed-ended questionnaires, interviews, observations and document analysis to explore this phenomenon.

### **3.11. Ethical considerations**

According to Bryman & Bell (2007), ethical considerations are considered as one of the most critical issues of research, they further indicate that a study is liable to fail if this part is not observed on the study. This study has adopted the ethical consideration for the social sciences as observed by Bryman and Bell (2007);

- Ensuring that the participant are not anyway exposed to harm
- Prioritizing respecting the participants' dignity
- Obtaining full consent from the participant preceding the study
- Ensuring that the participants' privacy is respected
- Ensuring adequate level of confidentiality of the research data
- Ensuring anonymity of the individuals and groups participating on the study
- Avoiding the exaggeration about the objectives of the research
- Declaring any conflicts of interest and source of funding
- Maintaining transparency and honesty in all communication involved in the study
- Avoiding any misleading information

### **3.12. Permission**

Rorthwell (2010) describes that a permission is a formal approval that is required to complete a study, he further indicate that without a permission the researcher will not be able to access the research area or in some cases will not be allowed to observe in case of a human research participant.

Nevertheless, the permission for this study was obtained from Botswana Research office as they had to determine whether to approve or disapprove the topic. Permission was also obtained from the Gaborone Technical College where the research was based. It was crucial to ensure that the permission is granted before collecting data because students' unrest is a contemporary and sensitive issue to deal with.

### **3.13. Confidentiality and privacy**

This refers to safely treating and handling the information that has been disclosed by an individual in trust and expectations that it will not be disclosed to others without permission, University of California, Irvine (2013). Privacy is described as a control over oneself to refrain from sharing certain information with others, University of California, Irvine (2013). For example in this study some students did not want to be seen in focus group discussions.

Therefore the participants of this study were assured that their names and the names of their departments were dealt with in a confidential manner. The participants were also assured to understand that their trust in this study was not going to be exploited for personal benefit, and that the study did not in any way have intentions of betraying them.

### **3.14. Voluntary participation and informed consent**

The Ohio State University (2013) elaborates that an honest and open communication is required for the researcher to obtain informed consent. The participants of this study were well informed on the issues of participation; they were informed that they had the right to withdraw from the research whenever they felt like doing so. At the same time the participants were made to understand how important their participation was in this research and this communication was done verbally and in writing in the questionnaires.

### **3.15. Reliability**

This study has adopted the mixed method route, which used a greater number of data collection methods; open and closed-ended questionnaires, focus group discussions, structured and semi-structured interviews and observations to ensure dependability, trustworthiness and credibility. The quantitative questions were repeatedly asked to the construction and Electrical students and the responses were the same as observed by (Silverman,2008) that when the same results are obtained in administering the questions using the same tools and the same sample of people more than once ensures stability hence reliability. On the other hand reliability as observed by Silverman (2008) is defined as the extent to which the research findings are accidental independent. Similarly, Joppe (2009) agrees that reliability is the degree to which the research designs are consistent over time.



### **3.16. Validity**

According to (Macmillan & Schumacher 2009), validity is when there is a mutual meaning between the researcher and the participants on the research concepts. The research instruments for this study were repeatedly sent to the supervisor of this study to check some errors and obvious mistakes. The questionnaires were piloted in Hospitality and Tourism department within Gaborone Technical College to find out if there is a common understanding between the researcher and the respondents. For qualitative the study has adopted the use of rich, thick description in conveying the findings. The study was also repeatedly sent to the supervisor for checking of errors and some irregularities.

### **3.17. Summary of the chapter**

A case study is the research design that was adopted by this study as it permitted various categories of data collection methods to be applied. The study population for this study included fifty eight (58) students of Gaborone Technical College (GTC), twenty three (23) for bot lectures and the management. This gave a total number of eighty one (81) participants. Constructivism and interpretivism were adopted as the research paradigms of this study as it encouraged the interaction with the students and staff of Gaborone Technical College (GTC).

It is from this interaction where the reality about the students' unrest of this institution was discovered. Because this study explored students' unrest, which involved human behavior of course, the study adopted mixed method as a research approach because it seeks depth information about the behavior of human beings. The research instruments for collecting data were the structured and semi structured interviews, open and closed-ended questionnaires, focus group discussions, documentary analysis and the observation method. This study has used a rich, thick description to convey the findings on qualitative and repeated the administration of quantitative questionnaires to convey the results. All these measures were made to ensure reliability and validity.

---

## CHAPTER 4

### 4.0. Data analysis and presentations

#### 4.1. Findings and Results

This chapter provides the product of the analytic process of this study, in making it more meaningful, the researcher thought of it as a stand-alone chapter to enable the readers to understand this study just by reading it alone. It reveals the answers to the research questions of this study; it also aligns to the purpose and objectives of the study as presented in chapter 1 as well as demonstrating the importance of the study.

The purpose of this study was to examine the factors fueling the students' unrest in Tertiary institution in Botswana with Gaborone Technical College (GTC) being the case study. It further explored the implications of the students' unrest on teaching and learning as well as recommending some possible measures that can be used to curb this phenomenon.

The research questions of this study were as follows:

1. What are the factors fueling students' unrest in Tertiary institutions?
2. What are the implications of Students' unrest on Teaching and Learning in Tertiary Institutions?
3. What are the strategies that could be used to control students' unrest in Tertiary Institutions?

Within Gaborone Technical College (GTC), two departments being Construction and Electrical were used for this study, the management and staff was also part of the study. In Electrical and Construction department, only the third (3<sup>rd</sup>) years were used as participants. Construction department has got a total of thirty two (32) students and Electrical has got a total of twenty six (26) students. As for the staff and management, two (2) lecturers from each department were interviewed, and this gives a total of fourteen lecturers. All the HOD'S with the institution were also interviewed and this means that seven (7) HODS' in the college participated on the study. The principal and his deputy were also part of the study. Therefore this means that this study had a population of eighty one (81) participants.

This study adopted mixed method as it gave the researcher the opportunity to obtain in-depth information from the students concerning their unrests. Questionnaires were administered on both the students and the management of Gaborone Technical College (GTC). For the students, a combination of open and closed questions were used to allow them to express themselves well as they are the ones directly involved in this action. The staff and the management were served with questionnaires containing closed ended questions to get their views about this phenomenon.

In each of the selected departments, a total of two (2) focus groups were conducted on the students using the structured questions. The selection was purposive. Each focus group was done in each department and each focus group comprised of eight (8) students. Structured and semi structured interviews were also conducted to the students and the lectures. One (1) lecturer from each of the selected departments (Construction & Electrical) was interviewed using both structured and semi structured questions and the selection was randomly done. Each student from the selected departments was further interviewed using the semi structure interview and they were purposively selected as they were rich in the information required.

This study adopted mixed method, therefore in reporting the results and the findings of this study, there was a greater usage of texts and detailed descriptions as part of qualitative route. In reporting findings, the themes were allocated per a research question and in reporting the results, the results were organized by the research questions. The quantitative route was done by using the frequencies and percentages.

#### **4.2. Descriptive analysis of demographics**

Construction and Electrical departments in Gaborone Technical College offer diploma courses which are franchised from City & Guilds in the UK. The programmes have been running for seven (7) years now. Both the departments have got a higher number of males than females. The ages range between twenty (20) and thirty nine (39) years. Construction has got twenty (20) males and six (6) females in third year class while Electrical department has got twenty five (25) males and seven (7) females in the third year classes. These students have been in this institution for three (3) years and are sponsored by the Government. The students have proved their full participation in the students' unrest which has occurred to this institution so far.

The managements and staff ages who participated on this study ranges between twenty nine (29) and fifty two (52) years. There were twelve (12) males and eleven (11) women who participated on the study. The lowest qualification among the staff and the management of Gaborone Technical College was Associate Degree and the highest qualification was Master's Degree. Their teaching experience varied from less than five (5) years to fifteen (15) years. Furthermore, their experience at this institution ranged between less than five (5) years to ten (10) years.

**Table 1: Gender Summary for all the participants of this study**

| Description                   | Number    | Males     | Females   |
|-------------------------------|-----------|-----------|-----------|
| <b>Construction students</b>  | <b>26</b> | <b>20</b> | <b>6</b>  |
| <b>Electrical students</b>    | <b>32</b> | <b>25</b> | <b>7</b>  |
| <b>Staff &amp; management</b> | <b>23</b> | <b>12</b> | <b>11</b> |
| <b>Total</b>                  | <b>81</b> | <b>57</b> | <b>24</b> |

The results on table 1 have indicated that there are a higher number of males in Construction and Electrical department than females. This is because these two courses have been believed to be a man course than a female course and that is why the enrolment of females is low every year. The female students feel ashamed of being in a construction department as they believe the course activities or practical makes somebody to look dirty. Most of the female students are seen in hospitality and business departments. As for the staff and management of this institution, females are dominating than males even though this study has used few females than males. Nevertheless, Construction and Electrical department have got a higher number of male lecturers than female lectures. The above analysis indicates a higher number of male participants than female participants for this study.

**Table 2: Analysis of demographics for students (construction and Electrical department)**

| <b>Demographic value</b>              | <b>Number</b> | <b>Percentage (%)</b> |
|---------------------------------------|---------------|-----------------------|
| <b>Gender</b>                         |               |                       |
| <b>Male</b>                           | <b>45</b>     | <b>77.6</b>           |
| <b>Female</b>                         | <b>13</b>     | <b>22.4</b>           |
| <b>Total</b>                          | <b>58</b>     | <b>100</b>            |
| <b>Age (years)</b>                    |               |                       |
| <b>Less than 30</b>                   | <b>52</b>     | <b>89.7</b>           |
| <b>31-40</b>                          | <b>4</b>      | <b>6.9</b>            |
| <b>41-50</b>                          | <b>–</b>      | <b>–</b>              |
| <b>More than 5</b>                    | <b>–</b>      | <b>–</b>              |
| <b>Missing</b>                        | <b>2</b>      | <b>3.4</b>            |
| <b>Total</b>                          | <b>58</b>     | <b>100</b>            |
| <b>Level of qualification studied</b> |               |                       |
| <b>Diploma</b>                        | <b>58</b>     | <b>100</b>            |
| <b>Total</b>                          | <b>58</b>     | <b>100</b>            |
| <b>Course of study</b>                |               |                       |
| <b>Construction</b>                   | <b>26</b>     | <b>44.8</b>           |
| <b>Electrical</b>                     | <b>32</b>     | <b>55.2</b>           |
| <b>Total</b>                          | <b>58</b>     | <b>100</b>            |

| <b>Sponsorship</b>    |           |             |
|-----------------------|-----------|-------------|
| <b>Government</b>     | <b>54</b> | <b>93.1</b> |
| <b>Self-sponsored</b> | <b>4</b>  | <b>6.9</b>  |
| <b>Total</b>          | <b>58</b> | <b>100</b>  |

Table 2 shows that the selected departments for this study (construction and Electrical) has a male percentage of 77.6 who participated on this study while 22.4% belongs to the female participants. Regardless of the gender variation, both females and males of the two (2) departments have shown equal active participation on the students' unrest. As indicated in table two (2), all the students in both Construction and Electrical departments are doing diploma level even though Electrical department has got a higher percentage of 55.2 as compared to Construction which have 44.8% of the students. These departments combined have got a higher percentage of 91.3 representing the students sponsored by the government and a lesser percentage of 6.9 representing the self-sponsored students who came from their various working places.

These two departments have got 89% representing the students who are less than thirty (30) years of age and only 6.9% of those having ages ranging between thirty one (31) and forty (40). The students with ages ranging between thirty one (31) and forty (40) come from the industry and sponsored by their companies.

**Table 3: Analysis of demographics for management and staff**

| <b>Demographic value</b>      | <b>Number</b> | <b>Percentage (%)</b> |
|-------------------------------|---------------|-----------------------|
| <b>Gender</b>                 |               |                       |
| <b>Males</b>                  | <b>12</b>     | <b>52.2</b>           |
| <b>Females</b>                | <b>11</b>     | <b>47.8</b>           |
| <b>Total</b>                  | <b>23</b>     | <b>100</b>            |
| <b>Age (years)</b>            |               |                       |
| <b>Less than 30</b>           | <b>2</b>      | <b>8.7</b>            |
| <b>31-40</b>                  | <b>12</b>     | <b>52.2</b>           |
| <b>41-50</b>                  | <b>7</b>      | <b>30.4</b>           |
| <b>More than 50</b>           | <b>2</b>      | <b>8.7</b>            |
| <b>Total</b>                  | <b>23</b>     | <b>100</b>            |
| <b>Level of qualification</b> |               |                       |
| <b>Diploma</b>                | <b>-</b>      | <b>-</b>              |
| <b>Associate degree</b>       | <b>2</b>      | <b>8.7</b>            |
| <b>Bachelor degree</b>        | <b>14</b>     | <b>60.9</b>           |
| <b>Master's degree</b>        | <b>7</b>      | <b>30.4</b>           |
| <b>PhD</b>                    | <b>-</b>      | <b>-</b>              |
| <b>Total</b>                  | <b>23</b>     | <b>100</b>            |
| <b>Work experience</b>        |               |                       |
| <b>Less than 5</b>            | <b>3</b>      | <b>13.0</b>           |
| <b>5-10</b>                   | <b>4</b>      | <b>17.4</b>           |

STUDENTS' UNREST IN TERTIARY INSTITUTIONS, IMPLICATIONS ON TEACHING & LEARNING, STRATEGIES IN CONTROLLING STUDENTS' UNREST

|                          |           |             |
|--------------------------|-----------|-------------|
| <b>11-15</b>             | <b>14</b> | <b>60.9</b> |
| <b>More than 15</b>      | <b>2</b>  | <b>8.7</b>  |
| <b>Total</b>             | <b>23</b> | <b>100</b>  |
| <b>Experience at GTC</b> |           |             |
| <b>Less than 5</b>       | <b>4</b>  | <b>17.4</b> |
| <b>5-10</b>              | <b>5</b>  | <b>21.7</b> |
| <b>11-15</b>             | <b>8</b>  | <b>34.8</b> |
| <b>More than 15</b>      | <b>6</b>  | <b>26.1</b> |
| <b>Total</b>             | <b>23</b> | <b>100</b>  |
| <b>Designation</b>       |           |             |
| <b>Lecturer</b>          | <b>14</b> | <b>60.9</b> |
| <b>HOD</b>               | <b>7</b>  | <b>30.4</b> |
| <b>Principal</b>         | <b>1</b>  | <b>4.3</b>  |
| <b>Deputy principal</b>  | <b>1</b>  | <b>4.3</b>  |
| <b>Total</b>             | <b>23</b> | <b>100</b>  |

Although there are more females in Gaborone Technical College (GTC) than males, it is indicated on table 3 that this study engaged a higher percentage of males (52.2%) than that of females (47.8%). The reason for this difference is because they are few females on construction and engineering courses than in hospitality, business and textiles departments where there are a lot of females.

The analysis in table 3 also shows a higher percentage of 60.9 representing the staff and management people who have a Bachelor degree and 30.3 % for those who hold Master degree as their qualification. This institution is a diploma offering institution; therefore, as indicated on



table 3, 91.2 % of the staff possesses the appropriate qualification for being in this institution. Furthermore, it is shown on table 3 that 87% percent of the staff has got a very good experience on their work.

Although there is a higher percentage of GTC staff and management having more experience on their job, it is also indicated on table 3 that 82.6% have been working at this institution for a long time ranging between five (5) years to more than fifteen (15) years. Only 17.4% of staff and management have been at GTC for less than five (5). Therefore this has shown that a good number of GTC staff have experience in issues of this institution.

Section B of the students' questionnaire required the students to state the number of occurrences of the unrest at Gaborone Technical College (GTC) the question was open ended to avoid limiting the students from expressing their views about this question. It further required them to mention the proportion of the students who were involved in the unrests that they stated as well as indicating their willingness or unwillingness as individuals in taking part on the unrests. Another question in this section was to find out if the students as individual liked the courses that they are studying. Table 4 reveals the results:

**Table 4: number of students' unrest occurrences (data collected from students)**

| Item description   | Number of students | Percentage (%) | No of unrests experienced |
|--|--------------------|----------------|---------------------------|
| <b>Number of unrests experienced between 2014 and 2017</b> | <b>52</b>          | <b>89.7</b>    | <b>3</b>                  |
|  | <b>6</b>           | <b>10.3</b>    | <b>2</b>                  |
| <b>Average Total</b>                                       | <b>58</b>          | <b>100</b>     |                           |

The results and findings shown on table 4 were derived from the questionnaires (open ended), interviews (structured & semi structured) and focus group discussions which were purposively done. It is indicated that 89.7 % of the students experienced three (3) students' unrest while 10.3% indicated that they experienced two (2) students' unrests. It was observed during the

interviews that the students who experienced two occasions of students' unrest in GTC joined this institution on their second year from other institutions.

The same question was asked to the staff and management of this institution and the results are shown on table 5. The results were obtained using the interviews.

**Table 5: number of students' unrest occurrences (data collected from staff & management)**

| Item description   | Number of staff | Percentage (%) | No of unrests experienced |
|--|-----------------|----------------|---------------------------|
| <b>Number of unrests experienced between 2014 and 2017</b> | <b>23</b>       | <b>100</b>     | <b>3</b>                  |
| <b>Average Total</b>                                       | <b>23</b>       | <b>100</b>     |                           |

As indicated in table 5, students' unrest has occurred three (3) times at Gaborone Technical College (GTC). All the staff and management (100%) who participated in this study have indicated that the institution suffered three (3) occasions of the students' unrest.

Table 6 indicate the proportion of the students who were participating in the unrest, the variable answers for this question was All (100%), Most (50%-90%) and A few (10%-40%). The results were obtained from the students only by using questionnaires (closed ended), interviews and group discussions. The results and findings on table 6 as obtained from the students indicate that 93.1% of the students participated on the unrest.

**Table 6: proportion of students' participating in the students' unrest**

| Item description   | Number of students | All (100%) | Percentage (%) | Most (50%-90%) | Percentage (%) | A few (10-40%) | Percentage (%) |
|--|--------------------|------------|----------------|----------------|----------------|----------------|----------------|
| <b>Proportion of the students who participated in the unrest</b> | <b>58</b>          | <b>15</b>  | <b>25.9</b>    | <b>39</b>      | <b>67.2</b>    | <b>4</b>       | <b>6.9</b>     |
| <b>Average Total</b>   | <b>58</b>          | <b>15</b>  | <b>25.9</b>    | <b>39</b>      | <b>62.7</b>    | <b>4</b>       | <b>6.9</b>     |

It is believed that during the students protest, some students will force other students to participate in the unrest while they are not willing to do so. Therefore another question in table 7 was used to explore the willingness and unwillingness of the students in unrest participation. 100% of the students through the questionnaires (closed ended), interviews and group discussions, indicated that in all the unrest that occurred at GTC they willingly participated.

**Table 7: students' willingness and unwillingness to participate in students' unrest**

| Item description   | Number of students | Willing   | Percentage (%) | Forced by others | Percentages (%) | Not sure | Percentage (%) |
|--|--------------------|-----------|----------------|------------------|-----------------|----------|----------------|
| <b>Your willingness or unwillingness in unrest participation</b> | <b>58</b>          | <b>58</b> | <b>100</b>     | <b>-</b>         | <b>-</b>        | <b>-</b> | <b>-</b>       |
| <b>Average Total</b>   | <b>58</b>          | <b>58</b> | <b>100</b>     | <b>-</b>         | <b>-</b>        | <b>-</b> | <b>-</b>       |

100% of the students also indicated that no deaths of students or lecturers were registered in all the students' unrest which took place in Gaborone Technical College (GTC). The literature review of this study suggested that some students repeatedly made some protest because they fell out with the course of their choice; therefore the students were asked a closed ended question in a questionnaire to find out if they liked their course of study as individuals or not. The same question was covered during the interviews and group discussions with the students.

Results and findings for this question indicated that 100% of the students in GTC like the course of their choices. They indicated that the problem lies with how the management handled their academic and welfare issues. "The management treats us like rotten apples, they never tell us the truth" one student exclaimed in a group interview. This was after another student in a discussion disclosed that the examinations are ordered late and the results are also mostly released late.

### **Question 1**

#### **4.4. What are the factors fueling students' unrest in tertiary institutions?**

In answering this question, the students, staff and the management of GTC were asked to participate in this question. The students' questionnaires for this question contained both closed and open ended question. The information for this research question was obtained through the interviews and the group discussions from the student. Both open and closed ended questions were used to allow the students to reveal the real truth about this phenomenon than leading them all the way using the closed questions only. This information was also obtained from the staff and management through the use of questionnaires (closed ended questions) and the interviews.

**Table 8: factors fueling students' unrest' –obtained from the students' questionnaire (closed & open ended questions). The variables are YES (agree), NO (disagree), NOT SURE**

| Item description  | Number of students | YES | Percentage (%) | NO | Percentage (%) | Not sure | Percentage (%) |
|---|--------------------|-----|----------------|----|----------------|----------|----------------|
| Unrest caused as a result of unaccredited programmes            | 58                 | 48  | 82.8           | 5  | 8.6            | 8        | 13.8           |
| Unrest caused due to lack of lecturer qualification             | 58                 | 30  | 51.7           | 20 | 34.5           | 8        | 13.8           |
| Unrest from late payment of students allowance                  | 58                 | 57  | 98.3           | -  | -              | 1        | 1.7            |
| Unrest from dissatisfaction by students for students' allowance | 58                 | 49  | 84.5           | 7  | 12.1           | 2        | 3.4            |
| Unrest caused because of poor quality of learning               | 58                 | 57  | 98.3           | -  | -              | 2        | 3.4            |

|   |           |             |             |            |             |          |             |  |
|---|-----------|-------------|-------------|------------|-------------|----------|-------------|--|
| <b>environments</b>   |           |             |             |            |             |          |             |  |
| <b>Unrest caused by lack of structures to be followed by students for the grievances</b>    | <b>58</b> | <b>19</b>   | <b>32.8</b> | <b>30</b>  | <b>51.7</b> | <b>9</b> | <b>15.5</b> |  |
| <b>Unrest caused as a result of management delaying to address students' issues in time</b> | <b>58</b> | <b>58</b>   | <b>100</b>  | <b>-</b>   | <b>-</b>    | <b>-</b> | <b>-</b>    |  |
| <b>Unrest caused due to poor accommodation facilities</b>                                   | <b>58</b> | <b>48</b>   | <b>82.8</b> | <b>8</b>   | <b>13.8</b> | <b>2</b> | <b>3.4</b>  |  |
| <b>Average Total</b>  | <b>58</b> | <b>45.8</b> | <b>78.9</b> | <b>8.8</b> | <b>15.1</b> | <b>4</b> | <b>6.9</b>  |  |

Table 8 has indicated that a higher percentage (%) of 82.8 for students finds running unaccredited courses being a big problem that pushes them to do unrests while only 8.6% believes that unaccredited courses do not cause students unrest, with 13% of the students showing that they are not quite sure about it. The students according to table 8 have shown that 51.7% of the students indicate that the lecturers are not qualified for their work while 31.5% of the students have indicated that they are not in agreement with the allegations that lecturers are not qualified.

These students stated that their lecturers are qualified for their work and they have shown that the major problem is the poor learning environment in Gaborone Technical College which has

grabbed 98.3% of the students' attention. They stated in a group discussion that there is a shortage of equipment, the equipment being old, libraries being nonfunctional, labs being used as lecturers' offices than letting them serve their purpose. "Botswana has moved digital yet GTC is still on analog" one of the students mentioned that with an angry voice during the interview.

Another issue which the students have indicated it as a major concern is the late payment of the students allowance which has scored 98.3% according to table 8. The results have also shown that the students do not only complain about late payment of their allowance only, but also complaining about the amount that they get (P300.00) which they state it as too little for them to survive as things are expensive. "The money is too little to even buy the toiletries, this is just a joke", one student exclaimed during the group discussions.

While 51.7% of the students have indicated that lack of procedures to follow when seeking help for their grievances is not a major problem causing students unrest in GTC, 32.8% have indicated that it is a major problem as they expressed that the procedures are not there in place, which result in the students taking actions into their own hands. In this disagreement, table 8 has shown that the problem is the management which takes long to address the students' issues. "We are tired of this management always telling us lies when they are supposed to tell us the truth, they bring the feedback very late, after the unrests we did, and they understood that we meant business". These were the words from a male student who looked very disappointed by the institutions' management.

100% of the students were in a concrete agreement that the management is very slow to attend their issues. As indicated in table 8, a large number of the students (82.8%) have shown that GTC has got poor accommodation facilities, with only 13.8% indicating that the accommodation is not poor. Explaining themselves in the interview and the group discussion, the students indicated that the accommodation facilities of GTC are old, shortage of the facilities; they further indicated that sometimes they are forced to share a room in large numbers of about 6 people, which all the students were not happy about.

There are also some aspects of students' concerns which were unfolded during the interviews and the discussions. The students indicated that their examinations are mostly ordered late and that they wait for the results for a very long time. When expressing this, the students showed that

when they seek the explanation from the management, they take forever to address them which leave them with no option but to exert pressure on the management by protesting. “Because of all the students’ unrest we did in this institution, the management understands that we mean business and not jokes”, one female student expressed her feelings during the discussion. The students indicated that GTC is running many franchised programmes, which they believed is another problem causing students’ unrest as they do not own the programmes.

**Table 9: factors fueling students’ unrest –obtained from the staff & management questionnaire (closed ended questions)**

When designing the questionnaire for the staff and management, the researcher repeated some questions which appeared on the students’ questionnaire. This was done to find out the similarities and differences of students and their management on the causes of the students’ unrest in Gaborone Technical College (GTC). Of course there are some questions which were added on the staff and management questionnaire to allow the lectures in particular to describe the students’ attitudes as this would help in comparing students’ attitudes with the unrests that they caused.

The data was collected through a Likert scale and the options were SA (strongly agree), A (agree), UD (undecided), DA (disagree), SDA (strongly disagree). In analyzing this questions, SA and A were combined to Agree, DA and SDA were also combined to Disagree while UD stood alone.

**Table 9: factors fueling students’ unrest**

| Item description                              | Number of staff & management | Agree     | Percentage (%) | Disagree  | Percentage (%) |
|---|------------------------------|-----------|----------------|-----------|----------------|
| <b>Operating with unaccredited programmes</b> | <b>23</b>                    | <b>6</b>  | <b>26.1</b>    | <b>17</b> | <b>74</b>      |
| <b>Operating with out-dated programmes</b>    | <b>23</b>                    | <b>18</b> | <b>78.3</b>    | <b>5</b>  | <b>21.7</b>    |
| <b>Lecturers unaccredited by BQA</b>          | <b>23</b>                    | <b>-</b>  | <b>-</b>       | <b>23</b> | <b>100</b>     |



|   |           |             |             |            |             |
|---|-----------|-------------|-------------|------------|-------------|
| <b>Unqualified lecturers</b>                    | <b>23</b> | <b>-</b>    | <b>-</b>    | <b>23</b>  | <b>100</b>  |
| <b>Late payment of students' allowances</b>     | <b>23</b> | <b>16</b>   | <b>69.6</b> | <b>7</b>   | <b>30.4</b> |
| <b>Reduction of students' allowances</b>        | <b>23</b> | <b>18</b>   | <b>78.3</b> | <b>5</b>   | <b>21.7</b> |
| <b>Poor learning environments</b>               | <b>23</b> | <b>20</b>   | <b>87</b>   | <b>3</b>   | <b>13.0</b> |
| <b>Poor structure for students grievances</b>   | <b>23</b> | <b>15</b>   | <b>65.2</b> | <b>8</b>   | <b>34.8</b> |
| <b>Poor performing students</b>                 | <b>23</b> | <b>23</b>   | <b>100</b>  | <b>-</b>   | <b>-</b>    |
| <b>Students with political agenda</b>           | <b>23</b> | <b>19</b>   | <b>82.6</b> | <b>4</b>   | <b>17.4</b> |
| <b>Students indiscipline</b>                    | <b>23</b> | <b>21</b>   | <b>91.3</b> | <b>2</b>   | <b>8.7</b>  |
| <b>Poor accommodation facilities</b>            | <b>23</b> | <b>17</b>   | <b>73.9</b> | <b>6</b>   | <b>26.1</b> |
| <b>Poor diet provided by catering companies</b> | <b>23</b> | <b>14</b>   | <b>60.9</b> | <b>9</b>   | <b>39.1</b> |
| <b>Average Total</b>                            | <b>23</b> | <b>14.4</b> | <b>62.6</b> | <b>8.6</b> | <b>37.5</b> |

As indicated on table 9, the lecturers have shown that Gaborone Technical College is not operating with unaccredited courses with 74%. This is in contradiction with the results found in table 8 for students who had 82.8% indicating that the institution is operating with unaccredited courses. However, during the discussions and interviews with the students, they showed that they did not have a good knowledge on the accreditation of their programmes even though they indicated that they are mostly not accredited.

The results obtained on table 9 have indicated a 100% of staff and management agreeing that they are all accredited with BQA. Table 9 further indicates that 100% of staff and management

disagree with 51.7 % of students who indicated that GTC lecturers are not qualified in table 8. Table 3 has also indicated that 8.7% of staff and lecturers of this study hold Associate Degree, 60.9% holding a Bachelors' Degree and 30.4% being Masters Holders. Gaborone Technical College is a certificate offering institution and looking at the qualifications of the staff and management who participated on this study, it indicates that they are qualified for their job. During the interviews and discussion with the students, they have shown that the lecturers turn up to class not prepared to teach which might be the reason they would refer to lecturers as incompetent.

Table 9 has also shown an agreement between the students over the late payment of students' allowances being one of the contributing factors in the students' unrest. In this case 98.3% of the students indicated that this issue causes unrests and 69.6% of staff and management also agreed to the issue that it causes unrests. 30.4% of the staff and management indicated that late payment of the students' allowances is not a contributing factor to the students' unrest. In an interview with the staff, they indicated that the students lack the sense of discipline, "if I had powers I would cancel this allowances" one staff member commented during the interview emphasizing that the government sponsored students are spoiled.

The staff and management of GTC who participated on this study have also indicated that they are in agreement with the students that the reduction of students' allowances has caused a lot of chaos in the tertiary institutions of Botswana. "The government has made a blunder by cutting down the allowances because it is too little to buy even a snack", one female staff member expressed herself during the interview. She further explained that they are some students who are poor and come from far remote areas who depend wholly on the students' allowance. "I think the government has to do something about this" she added.

Table 9 has indicated that 87% of staff and management agree with the 98.3% students that the learning and teaching environment at GTC are not conducive. During the interviews with the staff, they indicated that some of the equipment within the institution is under-utilized, they also indicated that there is no maintenance within the college and as a results lots of equipment has been left to rot. During the interviews with the staff, they indicated that the students do not understand the protocol of making their voice heard. Table 9 has indicated that the students who

do not take their studies seriously tend to cause issues so that they can run away from their academic responsibility. 100% of the staff has shown that concern in table 9.

## Question 2

### 4.5. What are the implications of students' unrest on teaching and learning?

For this question, the data on the implications of students' unrest were collected using the questionnaires which contain closed-ended questions for the students, staff and management. The data analysis were done in percentages (%) and presented on a table. The open ended questions were also used on interviews and discussions in exploring the implications of this phenomenon. The same questions were used for students, staff and management to draw the similarities and differences on students' unrest issues.

The data in table 10 was collected through a Likert scale and the options were SA (strongly agree), A (agree), UD (undecided), DA (disagree), SDA (strongly disagree). In analyzing this questions, SA and A were combined to Agree, DA and SDA were also combined to Disagree while UD stood alone

**Table 10: implications of students' unrest on teaching and learning (obtained from students)**

| Item description                               | Number of students | Agree     | Percentage (%) | Disagree  | Percentage (%) |
|--|--------------------|-----------|----------------|-----------|----------------|
| <b>Interruption of study</b>                   | <b>58</b>          | <b>53</b> | <b>91.3</b>    | <b>5</b>  | <b>8.6</b>     |
| <b>Delayed completion of study</b>             | <b>58</b>          | <b>12</b> | <b>20.7</b>    | <b>46</b> | <b>79.3</b>    |
| <b>Students dismissal from the institution</b> | <b>58</b>          | <b>-</b>  | <b>-</b>       | <b>58</b> | <b>100</b>     |
| <b>Teachers rushing the syllabus</b>           | <b>58</b>          | <b>56</b> | <b>96.6</b>    | <b>2</b>  | <b>3.4</b>     |
| <b>Poor academic performance</b>               | <b>58</b>          | <b>28</b> | <b>48.3</b>    | <b>30</b> | <b>51.7</b>    |
| <b>Students' lack of employment</b>            | <b>58</b>          | <b>32</b> | <b>55.2</b>    | <b>26</b> | <b>44.8</b>    |
| <b>Lack of students' confidence</b>            | <b>58</b>          | <b>27</b> | <b>46.6</b>    | <b>31</b> | <b>54.4</b>    |

|  |           |             |             |             |             |
|--|-----------|-------------|-------------|-------------|-------------|
| <b>due to victimization</b>  |           |             |             |             |             |
| <b>Lack of practical components</b>  | <b>58</b> | <b>49</b>   | <b>84.5</b> | <b>9</b>    | <b>15.5</b> |
| <b>due to insufficient time</b>  |           |             |             |             |             |
| <b>Lectures spurred to do a better job as a result of students' unrest</b> | <b>58</b> | <b>46</b>   | <b>79.3</b> | <b>12</b>   | <b>20.7</b> |
| <b>Average Total</b>   | <b>58</b> | <b>33.7</b> | <b>58.1</b> | <b>24.3</b> | <b>42.0</b> |

The data in table 11 was collected through a Likert scale and the options were SA (strongly agree), A (agree), UD (undecided), DA (disagree), SDA (strongly disagree). In analyzing this questions, SA and A were combined to Agree, DA and SDA were also combined to Disagree while UD stood alone.

**Table 11: implications of students' unrest on teaching and learning (obtained from staff & management)**

| Item description   | Number of staff & management | Agree     | Percentage (%) | Disagree  | Percentage (%) |
|--|------------------------------|-----------|----------------|-----------|----------------|
| <b>Interruption of study</b>                             | <b>23</b>                    | <b>20</b> | <b>87</b>      | <b>3</b>  | <b>13.0</b>    |
| <b>Delayed completion of study</b>                       | <b>23</b>                    | <b>12</b> | <b>52.2</b>    | <b>11</b> | <b>47.8</b>    |
| <b>Students dismissal from the institution</b>           | <b>23</b>                    | <b>-</b>  | <b>-</b>       | <b>23</b> | <b>100</b>     |
| <b>Teachers rushing the syllabus</b>                     | <b>23</b>                    | <b>21</b> | <b>91.3</b>    | <b>2</b>  | <b>8.7</b>     |
| <b>Poor academic performance</b>                         | <b>23</b>                    | <b>19</b> | <b>82.6</b>    | <b>4</b>  | <b>17.4</b>    |
| <b>Students' lack of employment</b>                      | <b>23</b>                    | <b>16</b> | <b>69.6</b>    | <b>7</b>  | <b>30.4</b>    |
| <b>Lack of students' confidence due to victimization</b> | <b>23</b>                    | <b>13</b> | <b>56.5</b>    | <b>10</b> | <b>43.5</b>    |

|  |           |           |             |           |             |
|--|-----------|-----------|-------------|-----------|-------------|
| <b>Lack of practical components due to insufficient time</b>               | <b>23</b> | <b>8</b>  | <b>34.8</b> | <b>15</b> | <b>65.2</b> |
| <b>Lectures spurred to do a better job as a result of students' unrest</b> | <b>23</b> | <b>17</b> | <b>73.9</b> | <b>6</b>  | <b>26.1</b> |
| <b>Average Total</b>   | <b>23</b> | <b>14</b> | <b>60.9</b> | <b>9</b>  | <b>39.1</b> |

In table 10 and 11 there is a common agreement between the students (91.3%) and the staff (87%) as they have both indicated with higher percentages that student' unrest results in the interruption of the classes. The 82.6 % of staff in table 11 has indicated that these interruptions of studies leads to poor performance as the syllabus has to be completed within a short period of time even though 79.3 % of the students is in disagreement to this concept. Only 48.3% of the students agree to the fact that students unrest leads to their academic failure in table 10.

There is also an agreement between the 96.6 % of the students in table 10 and the 91.3 % of staff in table 11 as they both have indicated that after the students' unrest, the lectures teach the syllabus with fast pace to complete the syllabus. Furthermore, 79.3 % of the students and 73.9% of the staff and management have shown that lectures and management are very active in their duties after the students' unrest as they are spurred by the students' pressure.

A students' percentage of 93.1 in table 12 have indicated that they would also want to be part of designing and implementation of curriculum which was found very awkward by 82.6% of the staff and management. In this disagreement, the staff and management were still questioning the professional ethics on the students. "For that to happen, the students will have to be taken to study and that is not easy", this were the comments of one staff member who found it unnecessary to have the students during designing and implementation of the curriculum.

### Question 3

#### 4.6. What are the strategies that can be used to control students' unrest in Tertiary Institutions?

In answering this question, the responses were obtained from the students, staff and management through the use of closed ended questionnaires, focus group discussions and interviews. The closed ended questionnaires were the same for all the participants (students, staff & management). The analysis were firstly presented on the table using the frequencies and percentages, and then followed by the responses which were picked on the interviews and discussions. These questions were qualitative and consisted of open ended questions. Analyzing the open ended questions was done by the use of text. There was a separate table for students and another one for staff & management.

The data in table 12 was collected through a Likert scale and the options were SA (strongly agree), A (agree), UD (undecided), DA (disagree), SDA (strongly disagree). In analyzing this questions, SA and A were combined to Agree, DA and SDA were also combined to Disagree while UD stood alone. The questions on the questionnaire were closed ended; nevertheless the open ended questions were used during interviews and group discussions.

**Table 12: strategies for controlling students' unrest (obtained from the students)**

| Item description  | Number of students | Agree     | Percentage (%) | Disagree | Percentage (%) |
|---|--------------------|-----------|----------------|----------|----------------|
| <b>Paying students' allowances on time</b>  | <b>58</b>          | <b>51</b> | <b>87.9</b>    | <b>7</b> | <b>12.1</b>    |
| <b>Provision of sufficient allowances</b>   | <b>58</b>          | <b>56</b> | <b>96.6</b>    | <b>2</b> | <b>3.4</b>     |
| <b>Involving the students representative on the institutions' welfare committee</b> | <b>58</b>          | <b>49</b> | <b>84.5</b>    | <b>9</b> | <b>15.5</b>    |

STUDENTS' UNREST IN TERTIARY INSTITUTIONS, IMPLICATIONS ON TEACHING & LEARNING, STRATEGIES IN CONTROLLING STUDENTS' UNREST

|  |           |             |             |             |             |
|--|-----------|-------------|-------------|-------------|-------------|
| <b>Involving the students in the design &amp; implementation of curriculum</b>         | <b>58</b> | <b>54</b>   | <b>93.1</b> | <b>4</b>    | <b>6.9</b>  |
| <b>Encouraging students' discussions between tertiary institutions</b>                 | <b>58</b> | <b>57</b>   | <b>98.3</b> | <b>1</b>    | <b>1.7</b>  |
| <b>Involving students on the institutional decision making</b>                         | <b>58</b> | <b>58</b>   | <b>100</b>  | <b>-</b>    | <b>-</b>    |
| <b>Providing students with feedback well in time</b>                                   | <b>58</b> | <b>57</b>   | <b>98.3</b> | <b>1</b>    | <b>1.7</b>  |
| <b>Increased interaction between students and management</b>                           | <b>58</b> | <b>40</b>   | <b>69</b>   | <b>18</b>   | <b>31.0</b> |
| <b>Improvement of learning environments</b>  | <b>58</b> | <b>12</b>   | <b>20.7</b> | <b>46</b>   | <b>79.3</b> |
| <b>Educating management of how to deal with students' issues</b>                       | <b>58</b> | <b>55</b>   | <b>94.8</b> | <b>3</b>    | <b>5.2</b>  |
| <b>Educating the students on how to observe protocol when voicing out their issues</b> | <b>58</b> | <b>32</b>   | <b>55.2</b> | <b>26</b>   | <b>44.8</b> |
| <b>Average Total</b>   | <b>58</b> | <b>47.4</b> | <b>81.7</b> | <b>10.6</b> | <b>18.3</b> |

As indicated on table 12, about 78.3 % of the students indicated that students' unrests would be minimized if the allowances were paid well in time. 87.9 % of the staff and management shown an agreement with the students by also indicating that paying students' allowances on time would minimize the unrests. In table 13, about 96.6% of staff and the management indicated that issues of unrest would be curbed if the students' allowances are increased with a reasonable

amount. In table 12, only 60.9% of the students have indicated that increasing the allowances would meet their needs and reduce the risks of unrests in tertiary institutions.

Table 12 have indicated that 84.5 % of the students would like to be involved in the institution welfare committee where they can be able to table their issues, only 15.5% of students find it not appropriate to join the institution welfare committee. Unfortunately, on table 13, 73.1 % of the staff and management are disagreeing with the idea as they have indicated in the interviews that the students lack professional ethics. They also emphasized that some issues discussed on institutions' meetings needs to be confidentially handled; they mentioned this doubting the students on confidential aspects.

While table 12 indicates 100% of the students who want to be involved in the institutional decision making, 91.3 % of the staff and management in table 13 have indicated that as a taboo in an institution. "This would mean that students are being promoted to be employees than being students", another member commented during the interview. Only 8.7% of the staff and management indicated that students' unrests would be controlled better if the students take part in decision making in the institution.

While 94.8 % of the students in table 12 indicated that the management needs training so that they can be informed on addressing students' issues, 78.3 % of staff & management in table 13 have indicated that they do not agree with the students' idea. Only 21.7 % of staff and management have agreed with the idea that there is a need for training among the staff and management. 98.3% of the students on table 12 have shown that providing the students with feedback well in time would minimize the students' unrest. The staff and the management have shown an agreement with the students by registering an agreement of 82.6%.

100% staff and management in table 13 have indicated that the learning and teaching environment needs to be improved. This is in disagreement with 79.3% of the students and they have indicated on table 8 that although the learning and teaching environments are poor, the lecturers are also not qualified. Therefore during the interviews and discussions with the students, they indicated that even if the equipment can be managed, it will be senseless if the lecturers are not qualified. The allegations of the teachers not being qualified are dismissed in table 3 which shows that 60.9% of the lectures who participated in this study hold a bachelor



degree while 30.4% hold a master's degree with 8.7% of lectures holding associate degree. Considering that GTC is a diploma offering institution, the lectures of this institution will be considered competent.

The data in table 13 was collected through a Likert scale and the options were SA (strongly agree), A (agree), UD (undecided), DA (disagree), SDA (strongly disagree). In analyzing this questions, SA and A were combined to Agree, DA and SDA were also combined to Disagree while UD stood alone. The questions on the questionnaire were closed ended, open ended questions responses were obtained through interviews and group discussions.

**Table 13: strategies for controlling students' unrest (obtained from staff & management)**

| Item description  | Number of staff & management | Agree     | Percentage (%) | Disagree  | Percentage (%) |
|---|------------------------------|-----------|----------------|-----------|----------------|
| <b>Paying students' allowances on time</b>  | <b>23</b>                    | <b>18</b> | <b>78.3</b>    | <b>5</b>  | <b>21.7</b>    |
| <b>Provision of sufficient allowances</b>   | <b>23</b>                    | <b>14</b> | <b>60.9</b>    | <b>9</b>  | <b>39.1</b>    |
| <b>Involving the students representative on the institutions' welfare committee</b> | <b>23</b>                    | <b>6</b>  | <b>26.1</b>    | <b>17</b> | <b>73.9</b>    |
| <b>Involving the students on the design &amp; implementation of curriculum</b>      | <b>23</b>                    | <b>4</b>  | <b>17.4</b>    | <b>19</b> | <b>82.6</b>    |
| <b>Encouraging students' discussions between tertiary institutions</b>              | <b>23</b>                    | <b>7</b>  | <b>30.4</b>    | <b>16</b> | <b>69.6</b>    |
| <b>Involving students on the institutional decision making</b>                      | <b>23</b>                    | <b>2</b>  | <b>8.7</b>     | <b>21</b> | <b>91.3</b>    |

|  |           |             |             |             |             |
|--|-----------|-------------|-------------|-------------|-------------|
| <b>Providing students with feedback well in time</b>                                   | <b>23</b> | <b>19</b>   | <b>82.6</b> | <b>4</b>    | <b>17.4</b> |
| <b>Increased interaction between students and management</b>                           | <b>23</b> | <b>12</b>   | <b>52.2</b> | <b>11</b>   | <b>47.2</b> |
| <b>Improvement of learning environments</b>  | <b>23</b> | <b>23</b>   | <b>100</b>  | <b>-</b>    | <b>-</b>    |
| <b>Educating management of how to deal with students' issues</b>                       | <b>23</b> | <b>5</b>    | <b>21.7</b> | <b>18</b>   | <b>78.3</b> |
| <b>Educating the students on how to observe protocol when voicing out their issues</b> | <b>23</b> | <b>21</b>   | <b>91.3</b> | <b>2</b>    | <b>8.7</b>  |
| <b>Average Total</b>   | <b>23</b> | <b>11.9</b> | <b>51.8</b> | <b>11.1</b> | <b>48.2</b> |

During the interviews and the discussions with the staff and management of GTC, they have shown that the students of GTC do not observe protocol in raising their grievances. Therefore 91.3% of the staff and the management suggested that the students require workshops and lessons to educate them the right procedures to follow in tabling their issues. Because the students never admit that they are wrong, only 55.2% of the students agrees to the idea of being workshopped or taught on procedures to follow when complaining while 44.8% of the students feel that they do not require any training as they believe that the staff and management are the ones who should be educated on how to handle them.

The literature review of this study has shown that if there is a gap between the students and the management, it may results in the management failing to understand their students and finally failing to address them accordingly. Therefore during the interviews with the staff and management, only 52.2% of them agreed that reducing the gap would minimize the students' unrest while 47.2% find it very unprofessional to interact with the students as they believed that it would encourage the students to feel relaxed and fail to do their school work.

The staff and the management believe that the only interaction they can offer to the students will only be during the lessons and not any time again. However, 69% of the students welcome the interaction with the staff and management as they hope that it would give them an opportunity to relief themselves whenever they feel frustrated. Only 31.0% of the students indicated that they are not comfortable with interacting with the staff and its management as they will spend too much time spying them than helping them. Most of the comments concerning this issue were obtained from the interviews and the group discussions.

The literature review has shown that allowing the students' interaction between the tertiary institutions would give them opportunity to share their issues and positively advice and comfort each other. Unfortunately, 30.4% of the staff and management in table 13 found it inappropriate to support the students' interaction between the tertiary institutions as they thought it would just give them the opportunity to negatively encourage each other on issues of students' unrest.

One staff member during the interview stated that the tertiary institutions operate differently and that putting students from different institutions together will be a hazard. On the other hand, 98.3% of the students in table 12 have indicated that if they are allowed to interact with their peers from other tertiary institutions it would minimize the risk of students' unrest. On the group discussions, the students stated that there will be able to share the experiences and how to go about them. Only 1.7% of the students were against the idea of interacting with students from other tertiary institutions.

## **4.7. Observational findings**

### **4.7.1. Classroom observations**

This observation was done to observe the condition of the classrooms, the behavior of the students and that of the lecturers. The aim of this observation was to observe the students and their lecturers behaving in a normal and natural way, unfortunately it was observed that the students behaved differently especially in the first sessions. Therefore the researcher avoided taking the notes at the first session of the lesson to allow the students to be accustomed to a visitor in their classroom. The observation for both Electrical students and Construction students was done three (3) times but at different days and times. For example each department the observation was done in the morning from 7:30 am to 10:30 am; the next observation was done from 11:00 am to 13:30 pm while the last session was conducted from

14:00 pm to 16:30 pm. These occasions of different observations were conducted on different days in each department.

For both the departments, the findings of the morning sessions (7:30 am to 10:30 am) it was observed that most of the students arrived late in their classrooms finding the proceedings of the lesson in progress. The students walked in classrooms making some disturbing noises to the other students who were already seated. In construction department, where the lecturer was also thirteen (13) minutes late to the lesson, the lecturer ignored the late students and continued regardless of the disturbing noise. Both the students who were late and those seated seemed to be relaxed about the situation in construction department. In Electrical department the lecturer was not late but he also ignored the late comers and continued with the lesson.

Most of the students in Electrical department were not participating on the lesson contents but they had a habit of making unnecessary laughs which were somehow disturbing. The construction students were mostly participating even though the participation was observed to be from the same faces. The participation from the construction might have been stimulated by the fact that the lecturers' presentation was in power point while the Electrical lecturer was teaching using the handouts.

Another observation which was made from both classes was that the female students had a habit of repeatedly going out of the lesson and this was less with the male students. Three (3) students would leave the classroom at the same time with no complaint from the lecturer. It showed that the students had all the freedom that they require from the lecturers. From both the classes the lecturers did not look like they are in control of the students' behavior but they were concerned with teaching the lesson proceedings.

The students behavior indicated that the students may end up failing their examinations which will then make them to complain that the lecturers are not competent forgetting that they have more time that they miss in the morning by being late as well as the time they waste laughing and going outside the classroom during the lessons.

The lessons which were observed after tea break (11:00 am to 13:30 pm) did not have much of the students coming late, even though some students brought their meals to the classroom and

continued to eat even when the lecturer was teaching. The male students in both the department showed less respect to the lecturers while most of the female students were reserved.

Another late coming was observed on the after lunch lessons (14:00 pm to 16:30 pm); the attendance of the students was also low at this time. When asking the construction lecturer, he indicated that the lesson was for the elective modules. The lecturer still indicated that some students after eating they decide to sleep at their hostels. The after lunch lessons were characterized by the dozing students during the lessons that kept making comments such as “we are too full to concentrate on the lesson”. The afternoon lessons were also full of the students' giggles and laughs as they were laughing at the sleepy students, “afternoon lessons should be abolished” one of the students in construction department commented.

This study therefore has observed that certain modules such as environmental sciences, mathematics and other modules which require the students to devote most of their brains should not be time tabled after lunch as the students' minds will be tired. The situation becomes worse on hot weather as the classrooms at GTC are not equipped with the air conditioners (AC) to make the students comfortable during their learning. The observation was that the thermal comfort of GTC classrooms needs to be improved.

#### **4.8.2 Hostel observations**

The observations at the hostels were made in the morning when the students went to their lessons at 7:30 am, but it was carried out until 9:00 am to find out the population of the students who arrives late at school. Another observation at the hostels was carried out after school (16:30 pm) and it was carried out until 18:00 pm when the students go for supper. This one was carried out to find out how the students spent their spare time. It was also made to find out different groups of the students around the hostels.

It was observed that some students go to bath around 7:30 am when they are supposed to be in class and these are the same students who arrive late at the lessons. The students walked very slowly to school even if they were late, but there are those who were running to school. Few students were observed seating on the hostel shades while others went to school, there were both female and male students. Some students were even comfortable to leave the hostels at 8:00 am going to school. As if the students do not have a refectory to eat their food, some students were carrying their breakfast to the classrooms.

The observations which were made at the hostels after school (16:30 pm) indicated that the students rush to the hostels after school. There were a couple of male groups which were observed seating under the trees at this time, the groups looked relaxed and chatting with each other. The groups were a mixture of students from various departments of GTC. The females on the other hand were observed in pairs, groups of two (2) or even more than two (2). Some students were watching television while some were at the school gym room with others at the sports ground playing the balls.

This study has observed that students at GTC rarely spend their time on the academic issues at the hostels, rather they dedicate this time completely to the entertainment. The researcher was concerned about the students who spent too much time seating under the trees as this might be the time that the students use to discuss the negative issues such as planning students' unrest. Therefore the study requires that GTC introduces some activities that will engage the students to avoid a large numbers seating under trees in dubious groups. A study may be conducted at GTC to find out the interest of the students as far as entertainment activities are concerned.

#### **4.9. Summary of the chapter**

This study was based in Gaborone Technical College (GTC), and within this institution only two (2) departments were used for data collection, Electrical and Construction department. Within these departments, only third (3<sup>rd</sup>) years were the participants of this study. The students in both departments are studying a diploma level. The total number of the students who participated on this study was fifty-eight (58) while a total number of twenty three was for the staff and management. Therefore the total number of the participants of this study was eighty-one (81).

This study has adopted various methods in exploring factors fueling students' unrest, its implications on teaching and learning as well as possible measures that can be used to control this phenomenon. The methods included open and closed ended questionnaires, structured and semi-structures interviews, group discussions, observation and documentary analysis. The results and findings have shown that there were three (3) occurrence of students' unrest between year 2014 and 2017. The study has also indicated that there were no incidents of deaths registered in all of these unrests.

The study has indicated through the observation method that the students of GTC has a tendency of taking their studies for granted by arriving late at the lessons, absconding and wasting too much time going outside the classrooms during the lessons. It was also observed that the students show little respect to the lecturers while the lecturers have also been observed that they also come late to classes and they do not take full control of their classrooms. The students have shown to be comfortable with bringing food to the lessons.

The observation done at the hostels have shown that students spend too much time seating together discussing their issues which might be a risky situation to the management as the students might end up planning students unrest unnecessary. Therefore the management has to come up with some strategies to engage the students after school at the hostels either through entertainment or other activities.

The study has also shown that all the students who participated in the unrest did it willingly without being forced by their fellows. It is indicated in the results and findings of this study that the major causes of the students unrest at GTC was running unaccredited courses, having poor learning conditions, poor accommodation facilities, late payment of the students' allowances as well as insufficient students' allowance. Some causes indicated by this study were the examinations which were ordered late as well as the results which took forever to be released.

Findings of this study indicated that the implications of students' unrest on teaching and learning were interruption of classes, poor performance by the students', student lack of employment, lecturers teaching with a fast pace to complete the syllabus within a short period of time, some aspects of learning taught without the practical because of insufficient time. The study has also shown that after the students' unrests, the lecturers, staff and management are spurred into action.

Some of the possible suggestions indicated by this study as appropriate for controlling the students' unrest in tertiary institutions were: providing the students with enough allowance as well as giving it to them well in time, management and its staff to give the students feedback in time, improving the teaching and learning environments as well as educating the students on how to present their issues without destruction.

## CHAPTER 5

### 5.0. Discussions, Conclusions and Recommendations

#### 5.1. Discussions

The purpose of this study was to explore the factors fueling the students' unrests in tertiary institutions, its implications on teaching and learning and the possible measures that can be used to control these unrests. Gaborone Technical College (GTC) was used as a case study, with two departments, which were Electrical and Construction departments being the focus for data collection exercise. The reason for choosing these two departments within this institution was because these departments are running City & Guilds which is a programme that is franchised from the UK. Within these departments, the third years were used as the participants of this study.

The following were the research questions of this study:

1. What are the factors fueling students' unrest in Tertiary institutions?
2. What are the implications of Students' unrest on Teaching and Learning in Tertiary Institutions?
3. What are the strategies that can be used to control students' unrest in Tertiary Institutions?

The theoretical frame work adopted by this study was the cognitive dissonance which explains that when human being experiences imbalance of attitudes, beliefs or behavior, they will experience cognitive dissonance which provokes them to make that balance. Human beings prefer consistency as observed by (Festinger, 1997). This study has proved this theory to be correct because it explored the students' unrest and observed that whenever the students were not happy with management, they got angry due to their attitude and started demonstrating their bad behavior as a way of satisfying their inner selves.

The research paradigm of this study was constructivism. Constructivism was preferred for this study as it allowed the researcher to interact with the students and their management in exploring the students' unrest. Furthermore, it was also adopted for this study as it supported this study to make the single truth from the participants of this study. This study was using people to get



different responses and ultimately it managed to draw some possible recommendations for this phenomenon. The study obtained various responses which facilitated the development of various solutions.

The population for this study comprised of the third (3<sup>rd</sup>) year students for Electrical and Construction department totaling to fifty eight (58). Two (2) lecturers from each department in the institution (14), all the HODS' from all the departments (7), the principal and his Deputy also participated in this study. Therefore a total of twenty three (23) staff members participated in this study. A population of eighty one (81) took part in this study making it a success.

Mixed method is the approach which was adopted by this study as it allowed various methods of data collection to be applied. It also helped in getting the in-depth truth about the students' unrests at GTC.

In collecting data from the students, open and closed ended questions were used to get the responses, the group discussions and interviews were used to collect responses from the students. This is because this study adopted mixed method. The open questions were used to allow the students to express themselves. The students were also observed as a way of triangulating the data collection methods. As for the lecturers, closed ended questionnaires were used to get their responses concerning this phenomenon. The study has also adopted documentary analysis as another method of getting the responses concerning the students' unrests.

The findings and results of this study have indicated a high level of students' occurrence at Gaborone Technical College, this shows that the public Tertiary institutions are usually vulnerable to students catastrophes. The literature review of this study has also showed that students' unrest occurred in most of the tertiary institutions of Botswana especially the public ones. The crises normally started from the public institution to the private institutions as there is no society where disasters do not take place.

The study has also shown that all the students who were involved in the unrest at GTC were willingly participating without being pressurized by their peers. The results of this study have revealed that the common causes of students unrest at GTC is operating with unaccredited programmes and this has been shown by 82.8% of the students. The teachers (78.3%) on the similar issue have also indicated that the programmes are not reviewed as most of them are

franchised; they indicated this as a serious issue which contributes to the students' unrest. Another common issue as revealed by this study causing the students' unrest is the students' allowance; 98.3% of the students and 78.3% of the staff and management has shown that paying the students their allowances late causes chaos within the institution, they also shown that the allowances that the students receive is too little for students' survival.

In addition, the study has revealed that the learning environments at GTC are not conducive for the students as well as the lecturers. 98.3% of the students have indicated that due to acute shortage of instructional facilities and curriculum problems, they become restless and inattentive during lessons as the lessons become boring and uncomfortable with the classroom not thermally approved. These findings have been supported by (Asiyai, 2008) where it reported that the school environment which is unconducive and comprising of acute shortage of teaching facilities has the ability to provoke unrests and that the situation cripples the academic activities.

The institutional management in failing to give the students feedback has also resulted in students' unrest. The study has also indicated a high level of communication breakdown between the students and their management. 100% of the students have indicated that the management fails to provide them with feedback well in time, stating that for them to get the feedback they have to exert pressure through protesting. The teachers (100%) have also indicated that the poor performers among the students are the problem causers of the students' unrest as they do it to run away from their academic responsibilities.

Through the study responses, the students have indicated that they are not poor performers and that their lecturers and management have a constant negative labels on them which makes them as the students to build low self-esteem there by having a negative frame of mind. The students stated that this particular case becomes severe after the unrest. In addition, the students revealed that it is due to this type of treatment that they get from their lecturers they become deliberately rude to the lecturers. Concerning this issue, the students have shown that they have no place to cry to as the institution comprises of the school rules and regulations which are unenforceable, stating that their school management has got poor leadership.

In support of the students on this issue, (Yarosan, 2006) have stated that the institutions' rules and regulations are there in place to control and guide the school activities, stating that if they

become too rigid on the students they provoke the students' indiscipline. The staff and management of GTC on this study have shown that the students' indiscipline in this institution has caused the students to engage themselves on the students' unrest activities.

The results and findings of this study have indicated that every time there is a case of students' unrest, the institution closes down as the students will be threatening the staff and management by locking the school gates, classrooms and even attempting to lock the staffrooms for the lecturers. Therefore the closing down of the institution means the interruption of the classes. For those students who take their studies seriously, it frustrates them a lot while for those who take their studies for granted means a "Christmas which arrived early". The interruption of the classes also disturbs the lecturers' schedules as they normally plan their work at the beginning of the semester without anticipating the students' unrest.

When the classes are interrupted, the students suffer academic set back. After the unrest holiday, the syllabus will be taught at a fast pace to cover the content which is required for the examinations. It has been shown by this study that time lost due to students' unrest has never been compensated because the government has had enough about spending on the students' unrest issues. Covering the syllabus at a fast pace puts both the students and the lecturers in pressure.

This study through interviewing both the students and the lecturers has shown that most of the graduates of GTC are not employed as they lack the aspect of the practical. The lecturers on the questionnaires and during the interviews in respond to this issue have indicated that after the students' unrest holiday they have to teach with a fast pace that they end up compromising the practical. This is another reason why the students name their lecturers as incompetent.

It is also indicated by this study that there is no mutual trust between the students and management and other staff. The students believe that the management never tells them the truth whenever they seek clarifications of some issues. They have also indicated that the management does not treat them as people but rather as objects. During the group discussions the students indicated that because of lack of trust that they experience with their management, students have

resorted to be going straight to the office of the permanent secretary (PS) as the office look at them as people than objects.

While students' unrest yields more of the negative implications in teaching and learning, this study has shown that at least after the students have put pressure on their academic authorities, the authorities act on their issues with immediate effect. The students have indicated that if they cry for help to the management without fighting, the management turns a deaf ear to them.

## **5.2. Conclusions**

Considering the findings, the students' allowance and the accommodation issues seem to be troubling the students at GTC, perhaps the reason might be that the students expect the government to provide all the essential amenities to them since the institution is financed from the public funds. The literature review of this study have also shown that students' unrest has not been effectively dealt with in tertiary institutions of Botswana and that is why it was reoccurring year after year.

This study has got some similarities with other researchers as most of the causes of students unrests obtained are common, except that in this study the burning issue of insufficient and late payment of allowances in Botswana is not the case with other researchers. Most researchers have conducted their researches in European countries where unrests occurred as a result of racial discrimination, high school fees and this is not the case in Botswana as the education is free. Literature review of this study has indicated that in other countries students do not get free education as it is in Botswana.

As indicated by the literature of this study, students' unrest has to be encouraged as it is the only way students can express themselves when the authorities have turned to them with a deaf ear. Therefore the aspect that this study is adding to the knowledge of the body is that it has suggested that the educational authorities develop the policies that will control and direct the students' unrest without abolishing it. The cherishment of the students' unrest should be done because it gives the institutions the opportunity to review their operation processes, it sensitizes people so that they become aware of their and other peoples' rights, it enhances democracy between the students and the management. Students' unrest also puts pressure on the government to solve the institutions' issues without delay.

### **5.3. Recommendations**

The possible recommendations suggested by this study are that the government reviews the students' allowances comparing it with the cost of living today as well as formulating the appropriate policy which will assist the payment of the allowances well in time.

Another recommendation is for the management of GTC to monitor their learning and teaching equipment as well as improving the learning environment. The management could consider equipping the classrooms with air conditioners for thermal comfort. They can liaise with the government of Botswana, policy makers and educational reformers in ensuring that their institution is provided with teaching and learning facilities that are contemporary and adequate.

The results have also shown that 93.1% of the students believe that if they can be involved in the designing and implementation of their curriculum it could minimize the occurrence of students' unrest. Therefore another suggestion is for the government to introduce educational policies that allow the students to be stakeholders of their curriculum as supported by (Kamla, 2013) that the students should be stakeholders of their curriculum.

Most of the decisions made in the institutional meetings tend to affect the students negatively; therefore the suggestion is that the student representative (SRC) be indirectly allowed to be part of the decision making to bridge the gap between the management and the students. The results have shown that 100% of the students believe that making them part of decision making in the institution may curb the phenomenon. The staff and management of GTC should be well informed on how to handle the students' grievances so that even after the students have been involved in the unrest, they treat the students with love and care than negatively labeling them.

GTC has got an institutional welfare committee which never puts students' interest at heart; therefore the suggestion is that students be allowed to be part of this committee. This will give the management to hear the students' issues from time to time and deal with them as they come than waiting for crises. The results have shown that 84.5% of the students believe that involving them in the institutional welfare committee will provide a floor for their issues to be solved immediately.

The management of GTC will have to ensure that the students are provided with health meals at the right time as observed by (Mashauri, 2013) that the students should be provided with enough of the health meals.

The students have indicated that ordering of the examination was always done late, they also expressed that their results were mostly released late and this aspects were not observed during literature review. The students further emphasized that they complained many times to the management of this institution but instead the management turned its deaf ear to the students which resulted in students' unrest.

The results and findings obtained in chapter 4 also indicated that the students are good at blaming other people without looking at their mistakes, which is why this study has recommended that they get educated on how to deal with issues without fighting. It has also indicated that the students wanted transparency from the management. Furthermore it showed that the students have lost trust in their management and lecturers.

This study has recommended that the institutional management have regular interactions with the students so as to avoid students' issues from piling because that causes frustration to the students. The staff and management in chapter 4 have indicated that they disagree with the students being part of the decision making because they are not professional. While this study acknowledges that view, it recommends that the students can be indirectly involved.

In addition, this study suggest that there should be a reduction in social distance between the students and their lecturers, the lecturers should take a cognizance of the students psychologically, socially and physically to attain a positive lecturer –students relationship. This is to emphasize that the lecturers must without fail appreciate and accept the students of today.

The results and findings of this study have indicated that there is a big communication gap between the students and management, therefore this study has recommended that the management should find the strategies and close the gaps for effective communication. This is in agreement with (Shockely-Zalabak, 2006) who stated that for organizations to function effectively, communication should not be overlooked. Shockely-Zalabak (2006) emphasized that the function of an effective manager is best described by his/her communication strategies in contemporary times.

Another recommendation is that the management should introduce the maintenance committee to look after the institution premises. GTC has got potentials of making money, for example, the institution is currently having a long term project with Botswana College of Distance and Open Learning (BOCODOL) for maintenance. Such projects will have to be used to assist the students financially as the students are the ones who are “hands on” on the institutional projects.

The institution should also find a way of having their institution library opening for long hours so that the students can spend most of their spare time expanding their knowledge through searching for information than wandering about.

#### **5.4. Further Research**

This study was focused on the factors fueling students' unrest, its implications on teaching and learning in Tertiary institutions as well as suggesting some possible measures that can be used to curb students' unrest to ensure that Tertiary institutions achieve its purpose. The study focused on two (2) departments within Gaborone Technical College. The types of the factors fueling students' unrest were conceptualized as academic, welfare and management.

In academic the students complained about poor learning environment, unaccredited courses, unqualified lecturers, examinations ordered late and late release of the results. Concerning welfare, the students complained about insufficient allowances which were even paid late in most cases. The students were not satisfied with the way the management handled their issues as they delayed to give them feedback. They also condemned the management for not including them in the decisions which involved their issues.

However, further research is required on

- Teaching and non-teaching staff unrest in Tertiary education
- Motivation of staff in Tertiary education
- Effectiveness of Supplies department in Tertiary education

## REFERENCES

- 1) Akerele, W.O. "Managing Nigeria's Higher Education in the 21st Century". Paper Presented at the 12th General Assembly of Social Sciences Academy of Nigeria, held at Abuja, Nigeria, 2007
- 2) Alimba CN 2008. Lecturer – Students' perception of causes, effects and management patterns of students' unrest in tertiary institutions. *African Journal of Educational Management*, 11 (1): 170-189
- 3) Andrew, P.S., Pedersen, P.M. & McEvoy, C.D. (2011) "Research Methods and Designs in Sport Management" *Human Kinetics*
- 4) Angrosino, M. (2005) Recontextualizing observation: Ethnography, pedagogy, and the prospects for a progressive political agenda. In N. Denzin & Y. Lincoln (Eds.). *The Sage Handbook of Qualitative Research 3rd Ed* (pp. 729-745); Thousand Oaks: Sage.
- 5) Banister, P., Bunn, G., Burman, E., & Daniels, J. (2011). *Qualitative Methods in Psychology: A Research Guide*. London: McGraw-Hill International.
- 6) Botswana Federation of Trade Unions (March 2007), Henry Tebogo Makhale
- 7) Brass, Paul R. 2003. *The Production of Hindu-Muslim Violence in Contemporary India*. Oxford University Press, New Delhi. P-5.
- 8) Bryman A. & Bell, E. (2015) "Business Research Methods" 4<sup>th</sup> edition, Oxford University Press, p.27
- 9) Bryman, A. (2012). *Social research methods* (5<sup>th</sup> ed.). Oxford: Oxford University Press.
- 10) Bryman, A., & Allen, T. (2011). *Education Research Methods*. Oxford: Oxford University Press
- 11) Bryman, A. & Bell, E. (2007) "Business Research Methods", 2nd edition. Oxford University Press.
- 12) Buckley JW, Chiang H. Canada: Natl Assoc of Accat; 2013. *Research Methodology and Business Decisions*.
- 13) Chalmers, D. (2007), A review of Australian and international quality systems and indicators of learning and teaching, Carrick Institute for Learning and Teaching in Higher Education, Australia.
- 14) Check J., Schutt R. K. Survey research. In: J. Check, R. K. Schutt., editors. *Research methods in education*. Thousand Oaks, CA: Sage Publications; 2012. pp. 159–185



- 15) Christians, N (2005), High School battle drug scourge. Southern Suburbs Tatler
- 16) Corbin J, Morse JM. The unstructured interactive interview: Issues of reciprocity and risks when dealing with sensitive topics. *Qual Inq.* 2003; 9:335–54
- 17) Creswell, J. W. (2013). *Qualitative inquiry & research design* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- 18) Dabaleen, A., Oni, B., & Adekola, A.O. (2009). Labour market prospects for university graduates in Nigeria. Background study conducted to inform the design of Nigerian University System's Innovation Project. Washington D.C: World Bank
- 19) Dzurgba A 2010. *Prevention and Resolution of Conflict: Local and International Perspective*. Ibadan: John Archers Publishers Ltd.
- 20) Enomah. S. "Joseph Omoregbe's Philosophy of Civil Disobedience and the Imperativeness of 2014 ASUU Strike: Implications for a Sustainable Higher Education in Nigeria". *Continental Journal of Arts and Humanities*, 2, pp. 32-37, 2
- 21) Etadon FI 2008. *Perceived Dimensions of Workers' and Students' Conflicts in Selected First Generation*
- 22) *Universities in Nigeria*. Ph.D. Thesis, Unpublished. Ibadan: University of Ibadan.
- 23) Etadon FI 2008. Multi-dimensional nature of conflicts within the university system in Nigeria: An empirical study. *Nigerian Journal of Clinical and Counseling Psychology*, 14: 141-156.
- 24) Etadon FI 2009. Cult violent activities in Nigerian universities: Issues and perspectives. *African Journal of Educational Management*, 12(2): 87-102
- 25) Explorable.com (Nov 15, 2009). Research Population. Retrieved Sep 22, 2017 from Explorable.com: <https://explorable.com/research-population>
- 26) Flamand, L. (2009, September 10). Critique of Social Cognitive Theory. *eHow*. Retrieved April 17, 2014, from [http://www.ehow.com/about\\_5402265\\_critique-social-cognitive-theory.html](http://www.ehow.com/about_5402265_critique-social-cognitive-theory.html)
- 27) Hudson, J.M., Christensen, J., Kellogg, W.A. and Erickson, T. "I'd be overwhelmed, but it's just one more thing to do:" Availability and interruption in research management. *Proc. of CHI 2002*, (2002), 97-1
- 28) Hudson, L., and Ozanne, J. (2013). Alternative Ways of Seeking Knowledge in Consumer Research. *Journal of Consumer Research*, 14(4), 508–521.

- 29) United Nations Development Programme. (2015). Human Development Report 2015:
- 30) Work for human development. Briefing note for countries on the 2015 Human Development Report: Botswana.
- 31) Isaac Akomea, Research Analyst 2016
- 32) Karim, S.A. 2005. Sheikh Mujibur: Triumph and Tragedy. The University Press Limited, Dhaka. P-9.
- 33) .K. (2017, March 01). Botho Students strike over unaccredited courses. Mmegi online. Retrieved from <http://.mmegi.bw>
- 34) Khaleduzzman 2014.students'Unrest in Higher Education Level in Bangladesh: A study on Dhaka and Rajshahi University
- 35) McLeod, S. A. (2014). The Interview Method. Retrieved from [www.simplypsychology.org/interviews.html](http://www.simplypsychology.org/interviews.html)
- 36) Mashauri.M.M 2013.Cause and Management of Students' unrest at the University of Arusha in Tanzania: Degree of Doctor of Philosophy of Open University of Tanzania
- 37) Monem, Mobasser. 2007. „Crisis of Democracy: The Nexus between Money, Crime and politics in Bangladesh“. Paper for Regional Networking – a Chance for Science and Scholarship“ Colloquium for Humboldt Fellows and Awardees in Thailand. P-18.
- 38) Myers, D. (2010). Module 47: Contemporary Research on Personality. Psychology In Modules, 9th Edition. New York: Worth Publishers.
- 39) Neuman, L. W. (2014). Social Research Methods: Qualitative and Quantitative Approaches (4<sup>th</sup> Ed.), USA: Allyn and Bacon
- 40) Oakley A. Gender, methodology and people's ways of knowing: Some problems with feminism and the paradigm debate in social science. Sociology. 1998; 32:707–31.
- 41) Obadan, M.I. “Poverty Eradication in Nigeria: The Way Forward”. Central Bank of Nigeria Economic & Financial Review, 39 (4),1-31, 2010
- 42) O’Leary, Z. (2014). The Essential Guide to Doing Your Research Project. Los Angeles: Sage.
- 43) Ololube, N. P., Onyekwere, L. A., & Agbor, C. N. (2016b). Effectively managing inclusive and equitable quality education to promote lifelong learning opportunities (LLO) for all. Journal of Global Research in Education and Social science, 8(4), 179-195.

- 44) Presidential Task Group on a Long-Term Vision for Botswana. (1997). A long-term vision for Botswana: Towards prosperity for all.
- 45) Rahman, A.T. Rafiqur. 2006. Bangladesh in the Mirror: An Outsider Perceptive on a Struggling Democracy. The University Press Limited, Dhaka. P-12.
- 46) Saint, W., Hartnett, T.A., & Strassner, E. "Higher Education in Nigeria: A Status Report". Higher Education Policy, 16 (259-281), 2012
- 47) Saunders, M., Lewis, P. & Thornhill, A. (2012) "Research Methods for Business Students" 6<sup>th</sup> edition, Pearson Education Limited
- 48) Sekhon .A. & Gosain. A. (2017, June 4). Strike applies brakes on students. City news.
- 49) Selatlhwa .E. (2016, March 04). Anatomy of students' protest. *Mmegi online*. Retrieved from <http://www.mmegi.bw>
- 50) Silverman, D. (2008). Interpreting qualitative data, 3rd Ed. London: Sage.
- 51) Singleton R. A., Straits B. C. Approaches to social research. New York: Oxford University Press; 2009.
- 52) Stahl, B.C., Tremblay, M.C., and LeRouge, C.M. 2009. "Focus Groups and Critical Social IS Research: How the Choice of Method Can Promote Emancipation of Respondents and Researchers," European Journal of Information Systems (20:4), May, pp 378-394.
- 53) Sutton, S.G., and Arnold, V. 2013. "Focus Group Methods: Using Interactive and Nominal Groups to Explore Emerging Technology-Driven Phenomena in Accounting and Information Systems," International Journal of Accounting Information Systems (14:2), June, pp 81-88.
- 54) Timilehin, E.H., Esohe, K.P., Osalusi, F.M., & Babatope, A. "Towards Redressing the Brain Drain Syndrome in Nigeria Universities". American-Eurasian Journal of Scientific Research, 5(3), 156-160, 2010
- 55) UNESCO Institute of Statistics "Global education database", 2007
- 56) Vision 2016 Council. (2010). National Vision 2016 household opinion survey final report. Available at [http://www.vision2016.co.bw/tempimg/media/mediac\\_164.pdf](http://www.vision2016.co.bw/tempimg/media/mediac_164.pdf).
- 57) Vision 2016 Council. (2016). Status at glance across all pillars by key results areas. Available at <http://www.vision2016.co.bw/vision-content.php?vid=30>. Accessed 5 February 2016.

- 58) World Bank. (2015). Botswana – poverty assessment. World Bank Group. Available at <http://documents.worldbank.org/curated/en/2015/12/25652250/botswana-povertyassessment>.
- 59) Webster's New World College Dictionary, Fifth Edition Copyright © 2014 by Houghton Mifflin Harcourt Publishing Company
- 60) Wilkinson, Steven I. 2005. Votes and Violence: Electoral Competition and Communal Riots in India. Cambridge University Press, Delhi. P-27.
- 61) Yazan, Bedrettin. (2015). Three approaches to Case Study Methods in Education: Yin, Merriam and Stake. The Qualitative Report. (20) 2. 135-152.
- 62) Yin, R. (2014). Case Study Research: Design and Methods. Los Angeles: Sage.

## **APPENDICES**

### **LETTER OF CONSENT (QUESTIONNAIRE)**

**Students' Unrest on Tertiary Institutions, Implications on Teaching and Learning-The case  
of  
Botho University**

Dear Participant

You are kindly invited to participate in a research study titled: 'Students' Unrest in Tertiary Institutions-Implications on Teaching and Learning'. I am currently enrolled with Botho University in Faculty of Education and Blended & Distance Learning. I am in the process of writing my dissertation. The purpose of this study is to explore students' unrest in Botho University.

The enclosed questionnaires has been designed to collect data on ; factors fueling students' unrest, effects of students' unrest on teaching and learning and the possible suggestions that can be used to control students' unrest

Your participation in this study is absolutely voluntary but you may decline or leave blank spaces on any questions you do not want to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous, no one except the researcher will know your individual answers to this questionnaires

If you agree to participate in this study, please answer the questions on the questionnaire as best as you can. It should take approximately 20 minutes of your to complete this questionnaire. You are kindly requested to return back the questionnaire as soon as possible to the researcher.

Thank you for your assistance in this important endeavor

Segametsi Brewster

**Research Questionnaire**

By

Segametsi Brewster

For

Masters in Higher of Education

**Students' Unrest in Tertiary Education, Implication on Teaching & Learning – Gaborone Technical College (GTC)**

**(To be filled by the Students)**

Recently Botswana has experienced strings of Students unrest in most of its Tertiary institutions including both public and private ones. This has become a worrisome issue among the nation of Botswana as this nation has been known to be peaceful. This questionnaire seeks to explore this phenomenon to possibly suggest controlling measures to be used to this phenomenon.

**Research Questions**

1. What are the factors fueling students' unrest in Tertiary institutions?
2. What are the implications of Students' unrest on Teaching and Learning in Tertiary institutions
3. What are the strategies that can be used to control students' unrest in Tertiary Institutions

Tick on the appropriate box

**SECTION A: PERSONAL INFORMATION**

|   |
|---|
| 1. <b>Age:</b> (in years)   |
| 2. <b>Gender:</b> Male <input type="checkbox"/> Female <input type="checkbox"/>   |
| 3. <b>Qualification being studied:</b> Certificate <input type="checkbox"/> Advanced Certificate <input type="checkbox"/> Diploma <input type="checkbox"/><br>Advanced Diploma <input type="checkbox"/> |
| 4. <b>Year of study at Gaborone Technical College</b>   |
| 5. <b>Please state your current sponsor:</b> Self Sponsored <input type="checkbox"/> Government Sponsored <input type="checkbox"/><br>Other (please specify) _____                                      |

**SECTION B: STUDENTS' UNREST**

|   |
|---|
| 1. Between the year 2014 and 2017 how many acts of students' unrest were recorded at Gaborone Technical College? (write your answer below)  |
| 2. What proportion of students was involved in the unrest? <b>ALL / MOST / A FEW</b> (please circle your answer)  |
| 3. Were you willing to act on the students' unrest or you were forced by others? <b>WILLING/FORCED/NOT SURE</b>   |
| 4. Is there any students' unrest act which resulted in the death of a student, lecturer, or any other human being in your institution? <b>YES / NO / NOT SURE</b> (please circle your answer) |
| 5. If you answered <b>YES</b> to question (4), state how many people died?  |
| 6. Do you like the course you are studying? <b>YES / NO / SOMEHOW</b> ( please tick your answer)  |

**SECTION C: FACTORS FUELING STUDENTS' UNREST**

|   |
|---|
| 1. Is your programme accredited by BQA? <b>YES / NO / NOT SURE</b> (please tick your answer)  |
| 2. Is your programme up-to-date (reviewed)? <b>YES / NO / NOT SURE</b> (please tick your answer)  |
| 3. Do all your lecturers have relevant academic qualifications? <b>YES / NO / SOME OF THEM / NOT SURE</b> (please tick your answer)   |
| 4. Do you receive your student allowances on time? <b>YES / NO / SOMETIMES</b> (please tick your answer)  |
| 5. If you answered <b>NO / SOMETIMES</b> to question 4, please state how late the allowances can be paid?   |
| 6. Are you satisfied with the amount of the students' allowances you receive? <b>FULLY SATISFIED / SATISFIED / PARTIALLY SATISFIED / UNSATISFIED / VERY UNSATISFIED</b> (please tick your answer)   |
| 7. If not satisfied with your students' allowances, please explain why you are not satisfied (write your answer below)  |
| 8. How would you describe the quality of the learning environment (lecture halls, computer laboratories, library etc) at Gaborone Technical College (GTC)? <b>EXCELLENT / GOOD / AVERAGE / BELOW AVERAGE / POOR</b> (please tick your answer) |
| 9. If you are dissatisfied with any of the learning facilities at Gaborone Technical College, please explain why (write your answer below)  |
| 10. Are there structures for students to present their grievances? <b>YES / NO / NOT SURE</b> (please tick your answer)   |
| 11. If, there any structures, are they efficiently addressing students' grievances? <b>YES / NO / NOT SURE</b> (please tick your answer)  |
| 12. Does the management deal with students' grievances well in time? <b>YES / NO / NOT SURE</b> (please circle your answer)   |
| 13. Are you satisfied with the students' accommodation facilities of Gaborone Technical College (GTC)? <b>YES / NOT SURE / NO</b>   |
| 14. If NOT, explain why?  |
| <b>15. List any factors not already mentioned above that may have caused students' unrest at Gaborone Technical College (GTC).</b>  |



**SECTION C: EFFECTS OF STUDENTS' UNREST ON TEACHING AND LEARNING**

**SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree**

| <i>Students' unrest has been suggested to be posing the following effects on teaching and learning at Gaborone Technical College:</i>        | <b>SA</b>                | <b>A</b>                 | <b>UD</b>                | <b>DA</b>                | <b>SDA</b>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Interruption of study   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Delayed completion of study   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students dismissal from the institution   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lecturers teaching with fast pace to complete the syllabus  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Poor academic performance   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Students lack of competence in their course   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Students lack of employment after completion of study   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Lack of confidence in the students due to victimization   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Improvement to teaching and learning as management and Government will be forced to address students issues                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>10. List any other effects of students' unrest, either positive or negative, not included above, that affected teaching and learning,</b> |                          |                          |                          |                          |                          |

**SECTION D: STRATEGIES IN MINIMISING STUDENTS' UNREST**

**SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree**

| <i>Would you agree with the following suggestions as strategies that can be used to minimise students' unrest at Gaborone Technical College?</i> | <b>SA</b>                | <b>A</b>                 | <b>UD</b>                | <b>DA</b>                | <b>SDA</b>               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Paying students allowance on time   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provision of sufficient students allowance by Government  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Allowing a students' representative on the institution welfare committee  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Involving students on issues of curriculum  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Encouraging continuous students discussions between Tertiary institutions   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Involving students on decision making in the institution  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The Government and Botho University management taking students' interest into full consideration  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Increased interactions between students and the management  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Improvement of learning environments  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Ensuring that Management is well informed on how to address students' issues   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Educating the students on the right procedures to follow in voicing their grievances   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Privatizing of Botswana Qualification Authority (BQA)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>13. List any other possible strategies to minimise students' unrest</b>   |                          |                          |                          |                          |                          |

**Research Questionnaire**

By

Segametsi Brewster

For

Masters in Higher of Education

**Students' Unrest in Tertiary Education, Implication on Teaching & Learning – Gaborone Technical College (GTC)**

**(To be filled by the Gaborone Technical College Management & Staff)**

Recently Botswana has experienced strings of Students unrest in most of its Tertiary institutions including both public and private ones. This has become a worrisome issue among the nation of Botswana as this nation has been known to be peaceful. This questionnaire seeks to explore this phenomenon to possibly suggest controlling measures to be used to this phenomenon.

**Research Questions**

1. What are the factors fueling students' unrest in Tertiary institutions?
2. What are the implications of Students' unrest on Teaching and Learning in Tertiary institutions
3. What are the strategies that can be used to control students' unrest in Tertiary Institutions

## SECTION A: PERSONAL INFORMATION

(Please tick on the appropriate box):

|   |                                       |  |                              |                                       |                                       |
|---|---------------------------------------|--|------------------------------|---------------------------------------|---------------------------------------|
| 1. Age: (in years)                          | <input type="checkbox"/> less than 30 | <input type="checkbox"/> -40             | <input type="checkbox"/> 50  | 4 <input type="checkbox"/> 0          | More than 50                          |
| 2. Gender:                                  | <input type="checkbox"/> Male         | <input type="checkbox"/> female          |                              |                                       |                                       |
| 3. Highest Qualification:                   | Bachelor's Degree                     | <input type="checkbox"/> Master's Degree | <input type="checkbox"/> PhD | <input type="checkbox"/>              |                                       |
| Other (please specify)                      |                                       |  |                              |                                       |                                       |
| 4. Employment experience :                  | Less than 5                           | <input type="checkbox"/>                 | 5-10                         | <input type="checkbox"/>              |                                       |
|   |                                       | <input type="checkbox"/> 11-15           |                              | <input type="checkbox"/> More than 15 |                                       |
| 4. Experience at Gaborone Technical College | Less than 5                           | <input type="checkbox"/>                 | 5-10                         | <input type="checkbox"/>              | More than 15 <input type="checkbox"/> |
| 5. Designation :                            |                                       |  |                              |                                       |                                       |

## SECTION B: FACTORS FUELING STUDENTS' UNREST

**SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree**

(Please tick on the appropriate box):

| <i>The following has been suggested by literature review of this study as factors fueling students' unrest in Gaborone Technical College:</i> | <b>SA</b>                | <b>A</b>                 | <b>UD</b>                | <b>DA</b>                | <b>SDA</b>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Operating with Unaccredited programmes   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Operating with out-dated programmes (not reviewed)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. lectures Unaccredited by BQA   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. lectures without relevant academic qualification   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Late payment of students allowances by the Government  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Reduction of students allowances by the Government   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STUDENTS' UNREST IN TERTIARY INSTITUTIONS, IMPLICATIONS ON TEACHING & LEARNING, STRATEGIES IN CONTROLLING STUDENTS' UNREST

|  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7. Poor learning environments (lecture halls, computer labs, libraries etc.)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Poor structure to be followed by the students for their grievances  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Poor performing students who fail to submit assignments and start causing issues to hide behind students unrest             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Students having political agenda   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Student indiscipline   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Poor accommodation facilities for the students   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Poor diet provided by the catering company to the students   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>14. Suggest any other factors that possibly fuel students' unrest and are not listed above: ( write your answers below)</b> |                          |                          |                          |                          |                          |

**SECTION C: EFFECTS OF STUDENTS' UNREST ON TEACHING AND LEARNING**

**SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree**

**(Please tick on the appropriate box):**

| <i>Students' unrest has been suggested to be posing the following effects on teaching and learning at Gaborone Technical College:</i> | <b>SA</b>                | <b>A</b>                 | <b>UD</b>                | <b>DA</b>                | <b>SDA</b>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Interruption of study  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Delayed completion of study  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Students dismissal from the institution  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lecturers teaching with fast pace to complete the syllabus   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Poor academic performance  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Students Lack of competence in their course  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Students lack of employment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STUDENTS' UNREST IN TERTIARY INSTITUTIONS, IMPLICATIONS ON TEACHING & LEARNING, STRATEGIES IN CONTROLLING STUDENTS' UNREST

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. Lack of confidence by students due to victimization  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Management and lectures loose trust on the students  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Students' class practicals compromised due to insufficient time   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Lectures sent to study for academic upgrading   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Lectures spurred into action to do a better job as a result of students' unrest                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>15. May you please suggest other effects apart from the ones listed above? ( write your answers below)</b> |                          |                          |                          |                          |                          |

**SECTION D: STRATEGIES IN CONTROLLING STUDENTS' UNREST**

**SA- Strongly Agree, A- Agree, UD- Undecided, DA- Disagree, SDA- Strongly Disagree**

**(Please tick on the appropriate box):**

| <i>Would you agree with the following suggestions as the strategies that can be used to control students' unrest at Gaborone Technical College?</i> | <b>SA</b>                | <b>A</b>                 | <b>UD</b>                | <b>DA</b>                | <b>SDA</b>               |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Allocation of enough funds by the Government to the Ministry of Education  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Paying students allowance with interest for late payment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Provision of sufficient students allowance by Government   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Allowing students' representative on the institution welfare committee   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Involving students on issues of curriculum   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Encouraging continuous students discussions between Tertiary institutions  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

STUDENTS' UNREST IN TERTIARY INSTITUTIONS, IMPLICATIONS ON TEACHING & LEARNING, STRATEGIES IN CONTROLLING STUDENTS' UNREST

|   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   |                          |                          |                          |                          |                          |
| 7. Involvement of students in decision making at the institution  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The Government and Management taking students' interest into full consideration                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Mutual relationships between students and the management   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Improvement of learning environments  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Ensuring that Management is well informed on how to address students' issues  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Educating the students on the right procedures to follow in voicing out their grievances                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>16. Please suggest other strategies that could be used to minimize students' unrest? ( write your answers below)</b> |                          |                          |                          |                          |                          |

**Questions for structured open ended interview**

By

Segametsi Brewster

For

Masters in Higher of Education

**Students' Unrest in Tertiary Education, Implication on Teaching & Learning – Gaborone Technical College (GTC)**

**(Interview for students)**

Recently Botswana has experienced strings of Students unrest in most of its Tertiary institutions including both public and private ones. This has become a worrisome issue among the nation of Botswana as this nation has been known to be peaceful. This interview seeks to explore this phenomenon to possibly suggest controlling measures to be used to this phenomenon.

**Research Questions**

17. What are the factors fueling students' unrest in Tertiary institutions?
18. What are the implications of Students' unrest on Teaching and Learning in Tertiary institutions
19. What are the strategies that can be used to control students' unrest in Tertiary Institutions



## SECTION B: STUDENTS' UNREST

|   |
|---|
| 1. How many acts of students' unrest have you had so far in Gaborone Technical College? |
| 2. Was there any year notable for students' unrest?                                     |
| 3. Why was it notable?  |
| 4. How long does students' unrest acts usually last?                                    |
| 5. Are the classes cancelled during the students' unrest?                               |
| 6. Are plans made to make up for the time missed?                                       |
| 7. Are all the students in agreement with the unrest?                                   |
| 8. If they are not, what happens to those in disagreement?                              |

## SECTION B: FACTORS FUELING STUDENTS' UNREST

|   |
|---|
| 1. What do you think are the main causes of the students' unrest in Gaborone Technical College? |
| 2. Are there any causes of students' unrest peculiar to Gaborone Technical College?             |
| 3. If there are, why is this?   |

**SECTION C: EFFECTS OF STUDENTS' UNREST ON TEACHING AND LEARNING**

|  |
|--|
| 1. Do you think students' unrest has direct effect on students' academic performance?    |
| 2. If it does, what are the effects?   |
| 3. How does students' unrest affect teaching?  |
| 4. Would you say students' unrest has got any positive effects on teaching and learning? |
| 5. If it has, what are those positive effects?   |

**SECTION D: STRATEGIES IN CONTROLLING STUDENTS' UNREST**

|  |
|--|
| 1. Do you think students' unrest should be controlled?           |
| 2. If YES, why?  |
| 3. If NO, why?   |
| 4. Suggest measures that can be done to control students' unrest |