

**MOTORIST VIEWS ON RIOTOUS BEHAVIOR BY  
STUDENTS AT THE UNIVERSITY OF ZAMBIA.**

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**ABSTRACT**

*A research was carried out on 50 Motorist to find out their views on riotous behaviour by students at the University of Zambia. The respondents were from various statuses, that is, within UNZA premises and out of campus premises. Participants were asked to fill in the questionnaires that were presented to them and interviews were conducted to other respondents who could not manage to fill in the questionnaires. From the results that were obtained during the research, it can be seen that 70% of Motorists perceive Bursary allowances as the main cause of riotous behaviour by students at the University of Zambia and 22% think riots are as the result of other reasons such as sanitation, accommodation, intimidation, lecturer's go-slow and political influence. 8% were not aware as to what the main causes of riot at UNZA.*

## INTRODUCTION

In most higher learning institution, students have often expressed their matters of concern through riotous behavior than dialog with the institution management or their unions who are responsible of representing the students at large. This research aimed to explore the effects of riotous behavior by students, on motorist, at the University of Zambia. In view of this, The University of Zambia students are victims of such conducts for past years. Not only are the students at the University of Zambia once been victims of such misconducts, but similarly, institutions such as Oxford and Cambridge students were also victims. Moreover, according to Boren. M. Edelman (2001), on the 10<sup>th</sup> February, 1854, a riot began in an inn where a group of students disparaged the quality of wine they had been drinking and insulted the innkeeper. Oxford historian, Antony Wood recounts, "The vintner giving them stubborn and saucy language, they threw the wine and vessel at his head." Following the students' assault, the merchant's alarmist friends rang a nearby church bell to muster a group of towns people who, armed with bows, ruthlessly fell upon a completely different group of students loitering in the neighborhood.

Additionally, a group of university activist rioted against the College of Sciences and Humanities directive installations on February 6<sup>th</sup> 2013, after 6 students were expelled from school and 10 more were arrested in two different acts in one week. Riots happened after students from public schools marched remembering the Federal Police takeover of the National Autonomous University of Mexico, The University of Namibia (UNAM) back in February 6<sup>th</sup>, 2000, to end a 10 months long student strike that demanded public and costless university education. In the same view, A Nelson Mandela Metropolitan University (NMMU) event was brought to a screeching halt when students marched into the NMMU Sport Centre before proceedings began, singing struggle song to show their support for students from other institutions who are currently protesting against fee hikes. Nevertheless, riotous behavior had continued in the past years, in higher learning institutions such as The University of Zambia and The Copperbelt University in order to meet their concerns.

## METHODOLOGY

### Sampling Strategy

The study employed an explanatory or analytical research design, which is a non-intervention study to be general. The research involved randomisation in the selection of the sample and there was no manipulation and control. The explanatory research design was used because it assisted in the establishment of the causes underlying the existence of the problem without introducing the stimulus. Furthermore, the design facilitated a better understanding of the problem as well as the relationship between the problem and causes. The population under consideration was motorist within and surrounding areas of University of Zambia Great East Road Campus. This method was

appropriate where one wanted to have a proportionate size of respondents to participate in a study. The method provided equal opportunity of selecting each element from each segment in this case males and females; hence, the sample has been represented the targeted population. The simple random sampling was important in that, it was cheaper in terms of reducing time, money and other costs. It had a high degree of representation as most motorist had a non-zero chance of being in the sample. However, it was also moderate to detect errors in the sample size and prejudice and biasness was minimized.

## DATA COLLECTION.

### Primary Data

In terms of data collection, self-administered questionnaires and interviews were used to collect primary data. The questionnaires were distributed to a sample of randomly selected motorists within campus premises and were collected there and then or after a specific period of time.

Since the research was dealing with a population that is able to read and write, self-administered questionnaires were appropriate for the study because they were convenient to the respondents as well as to us the research team. It was cheaper, quicker and the respondents were free to answer questions at their convenient time in an anonymous way ensuring honest and valid responses and non-invasion of privacy. In the case of motorists who were not conversant to reading, interviews were conducted. In the closed-ended questions, the subjects were asked the same standardized questions that made it easier to analyze the data statistically using computer software's. The structured questions facilitated easy coding and analyzing from the data collected from the questionnaires.

### Secondary Data

Secondary data was utilised in the study to provide the background information. This data was obtained from certified online sources, published reports, books to mention a few. Furthermore, this data was both compassionate and ancillary in scenery and provided a framework within which primary data was collected.

## RESULTS.

The main objective of this study was to obtain motorists view on riotous behavior by students at UNZA. This was broken down into several specific objectives. The answers to the specific objectives shall be discussed in this section.

Specific objective number one was to identify the foundations and motives as to why students engage themselves in riotous behaviour. The findings reviewed that 80% of the respondents indicated that bursary allowances are the main cause of riots at UNZA implying that bursary allowances are mostly the foundations as to why students engage themselves into riotous behavior.

The second specific objective was to examine how such misconducts have evolved from the past until date and their effects on motorists. It was discovered that 29 respondents have never been victims of any riotous act at UNZA but rather regarded the occurrence of riots as often

The third specific objective was to analyze what challenges students face in order for them to resort to riotous behavior. It was observed that 10% of the respondents indicated that government does not regard students as priority; hence, students resort to riots behavior.

The fourth specific objective was to cultivate new implementations in which such acts can be resolve without any violations. The findings show that 64% of the respondents suggested that both students and government should meet their commitments.

The fifth specific objective was to examine how such misconducts, influence motorists and their views on how students are perceived as intellectuals. It was discovered that 50% of the respondents have been badly affected by riotous acts at UNZA and 70% of the respondents stated that students are not at liberty to riot.

## DISCUSSION.

### Introduction of Discussion.

In order to comprehend our research topic clearly, literature review was conducted and references were made from various studies related to our subject of study. There are a number of studies, which have been conducted on the subject of how effective student unions are as pressure groups or student bodies in many countries. This chapter reviews the literature related to student unions or bodies. It brings out findings of other people related to this inquiry. Each research in this study will be reviewed with respect to its findings, methodology and sampling techniques. This chapter further reviews a theory, which explains the problem of study.

### Empirical Review

Education is the bedrock for any meaningful development in any nation and student are perceived as future leaders of tomorrow. To address the issue of riots in Zambian universities, related studies on the status of guidance and counselling services in Zambia and other countries in Africa were reviewed first with the aim of establishing whether such services are effective enough to have any impact on motorist and the surrounding areas of these premises.

The ultimate goal of any education is to empower a student, train a character, and offer mastery of some skills and knowledge and to transform a person to set good example to the community in which one lives. This can only happen in an environment that is conducive for learning, with all that is necessary to support the learning. In an environment that is free from riots with adequate support for effective guidance and counselling services. Cases of riots in universities have become

a historical event yet according to Ominde (1964), one objectives of education is to pay special attention to training of the youth in social obligations and responsibility in all that they do.

Furthermore, a study was conducted in France, were a massive crowd of students' demonstrations shocked the foundations, of the Fifth Republic. They pressured organized labor into calling a general strike. They also forced the dissolution of the National Assembly and the holding of general elections. In fact, students were largely responsible for the subsequent fall of General Charles de Gaulle's government. The student uprising in France brought about no lasting social change, however. The old ills, such as overcrowded classrooms and miserable living conditions in the universities prevail, and to date, continue to plague life in the country's institutions of higher learning. (Nkinyangi, 1981).

Nevertheless, a research was carried out also on three universities. These were the University of Dar-essalaam, the University of Zambia, and the University of Zimbabwe. It was in response to the recurrent student unrest and resultant closure of universities that the researchers decided to embark on this study. It seemed to them that while student protests had been quite perennial and, since independence, they had a profound impact on the nature and character of universities, as well as society in general, they have remained rather peripheral to disciplined inquiry. In Africa, it is reasonable to assume, as in Okpako (1985), that student activism will continue and demands for fair play, freedom of expression, democracy, accountability, transparency efficiency, and quality education will persist. Resistance to current social structures and political arrangements will surge, too.

At Kenyatta University College, it was also noticed that more than 500 second year students barricaded their principal and some members of the administration in their offices for nearly the whole day in a bid to force their demands. The students were demanding higher students' allowances and improvement in the "teaching practice" that they undertook as part of their training programme. Three weeks later, students also at the University of Nairobi went on a rampage, smashing windows and breaking plates and cups at the University's Central Catering Unit. The action forced the closure of the university for nearly a month. Moreover, the disturbances at the University of Nairobi were a protest against poor catering services and food that students claimed was "unfit for human consumption". The students also complained that the utensils used at the catering unit were "from the 19th Century". However, students' spokespersons claimed that the main reason underlying those disturbances was the lack of a representative student body to discuss student welfare since the government dissolved the Nairobi University Students Organization in October 1979. (K'okul Florence S. A, 2010).

Additionally, according to Lusaka Voice (2014), 25 students at the Copperbelt University in Kitwe had been apprehended by Police for riotous behavior. This is after the students took to the streets protesting their delayed meal and book allowances. The students were allegedly upset that there are nearing end of the semester without their allowances. They rushed to Jambo Drive Road pelting

motorists and blocking the road. The students fear that the government would let them go on a long-term vacation without paying them their due allowances. Riot police moved in to quell, rising tension at the institution by throwing tear gas canisters forcing students to lock themselves in their respective rooms. Kitwe District Police Commanding Officer Lizzie Machina who was found at CBU had condemned the behavior of the students saying rioting is not the best way of airing their grievances.

Recently, according to The Daily Nation (2016), the University of Zambia experienced an indefinite closer after students rioted over meal allowances. Twenty-six students were arrested and charged with idle and disorderly conduct in protest against non-payment of meal allowances in which they denied the charges in the Lusaka Magistrates Court. Motorist were highly inconvenienced as they were forced to use alternative routes and those who refused to comply had their vehicles damaged. Thus, it led to the indefinite closer where students were forced to vacate the institution premises within 24 hours. In addition, a ministerial statement was issued by the Minister of Higher, Dr. Michael Kaingu, demanding the University of Zambia student union and the students to resist from riotous behavior but to concentrate on the studies. He further threatened to scrap off meal allowances if such conducts were to continue. The Ministry introduced measures such as signing of commitment forms where students were to agree never to involve themselves in riotous acts and the installation of security cameras.

## CONCLUSION.

The general objective of this research was to investigate the views of motorists on riotous behavior conducted by students at the University of Zambia main campus. From the views of motorists, it has been noted that, most motorists have mixed views as to why students engage themselves in riotous behaviour, although bursary allowances were determined to be the key or cause of riots at UNZA.

Furthermore, out of five specific objectives only two objectives were proved not true as to analyze what challenges students face in order for them to resort to riotous behavior. It was indicated that only 10% of the respondents suggested that government does not regard students as a priority and in the case of the second specific objective, which was to examine how such misconducts have evolved from the past until date and their effects on motorists. It was discovered that only 42% of the respondents have once been victims of riotous acts at UNZA.

## ACKNOWLEDGEMENT

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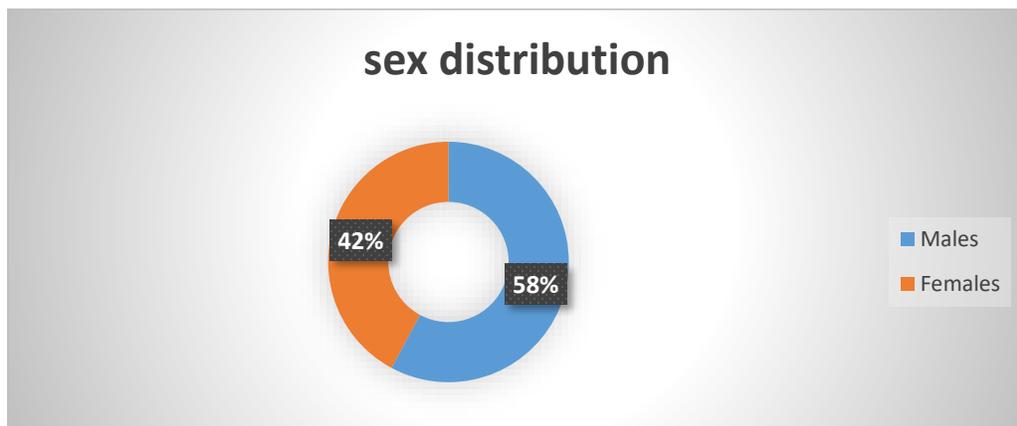
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## DATA PRESENTATION AND ANALYSIS.

### BACKGROUND INFORMATION.

#### Figure 1.0 SEX DISTRIBUTION.



Respondents were asked their sex. Figure 1.0 above shows 58% of respondents were males while 42% were females.

#### Figure 2.0 AGE DISTRIBUTION.

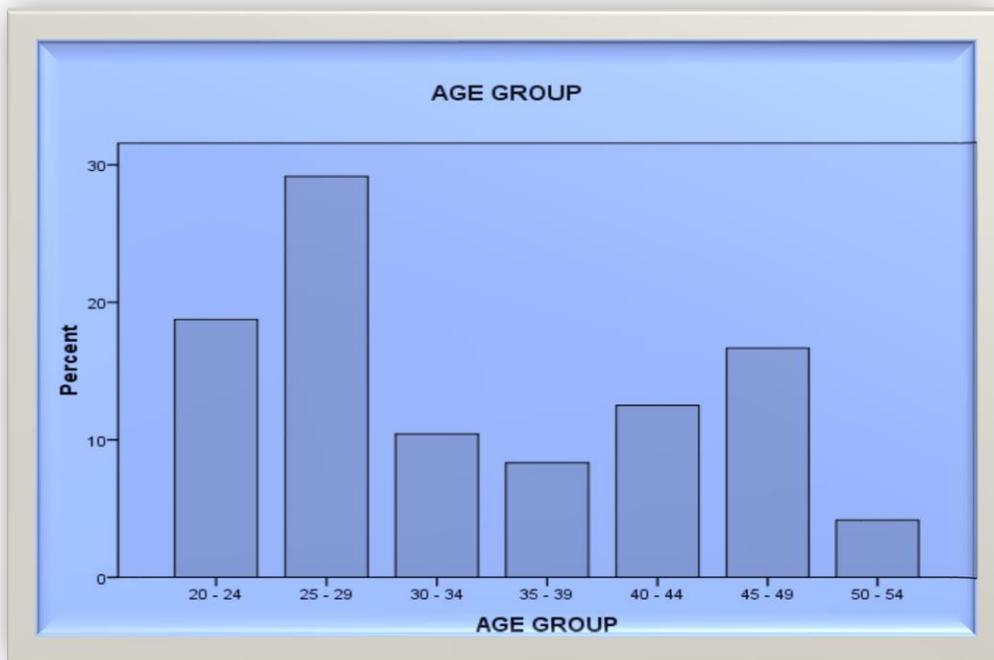


Figure 2.0 shows that the highest respondents were in the age group 25 to 29 years with 28%. Those between 20-24, 30-34, 35-39, 40-44, 45-49 and 50-54 represented 18%, 10%, 8%, 12%, 16% and 4% of the

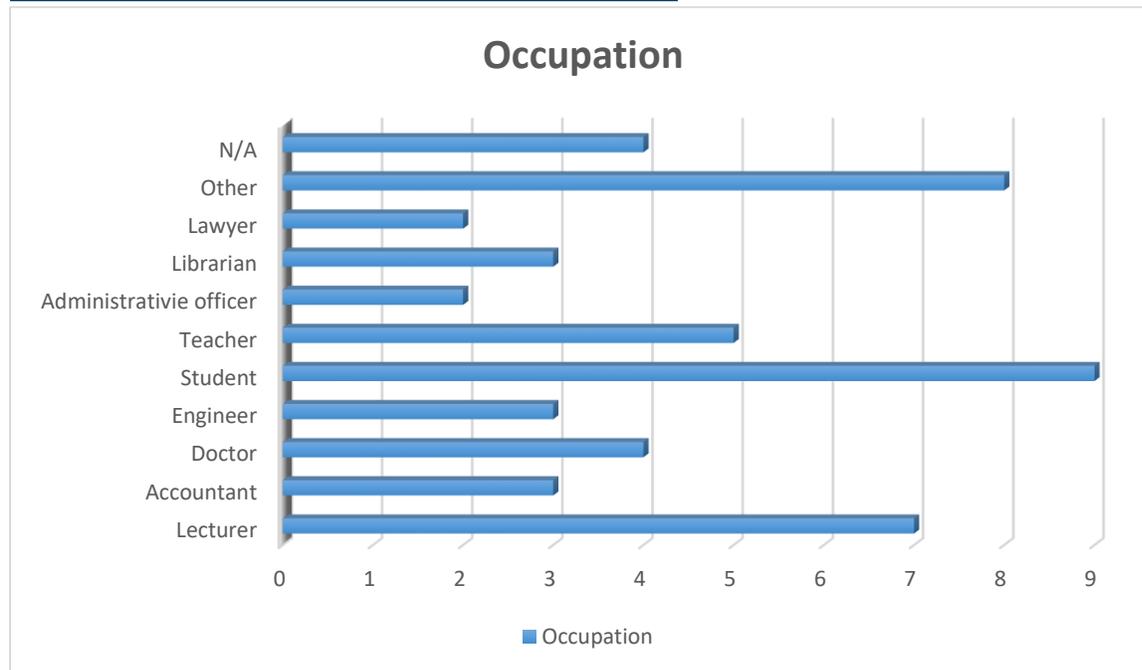
total number of respondents respectively.

**Table 2. MARITAL STATUS.**

		<b>MARITAL STATUS</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SINGLE	23	46.0	46.0	46.0
	MARRIED	22	44.0	44.0	90.0
	DIVORCED	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Respondents were asked their marital status. From table 2 above, 23 of the respondents were single while those that are married were 22. The divorced were only 5 and none of the respondents were widowed or separated.

**Figure 3.0 DRISTRIBUTION BY OCUPATION.**



The figure above shows the occupation of the respondents. It shows that most respondents were students with a count of 9 respondents. Lecturers, accountants, doctors, engineers, teachers, administrative officers, librarian and lawyers had 7, 3, 4, 3, 5, 2, 3 and 2 respondents respectively.

8 respondents were involved in other occupation and 4 respondents did not highlight their occupation status.

**Table 3. HOW OFTEN RESPONDENTS USE THE GREAT EAST ROAD.**

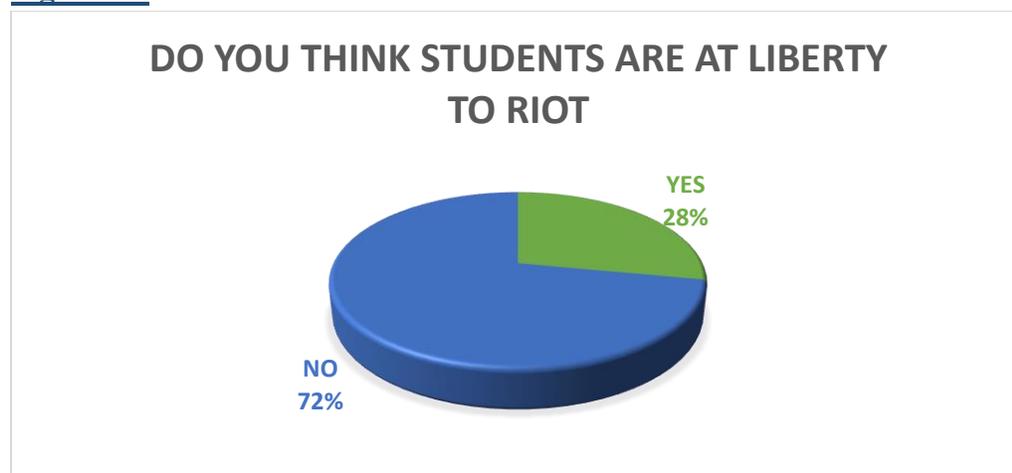
HOW OFTEN DO YOU USE THE GREAT EAST ROAD				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid OFTEN	22	44.0	44.0	44.0
VERY OFTEN	28	56.0	56.0	100.0
Total	50	100.0	100.0	

Table 3 shows that 56% of the respondents, very often use the Great East Road and 44% often use the Great East Road.

## **PRESENTATION OF FINDINGS.**

Under this section, the findings of the research with respect to the specific objectives of the research shall be presented.

**Figure 4.0**



The figure above shows that 72% of the respondents think that students are not at liberty to riot and 28% think that students are at liberty to riot.

**Figure 5.0**

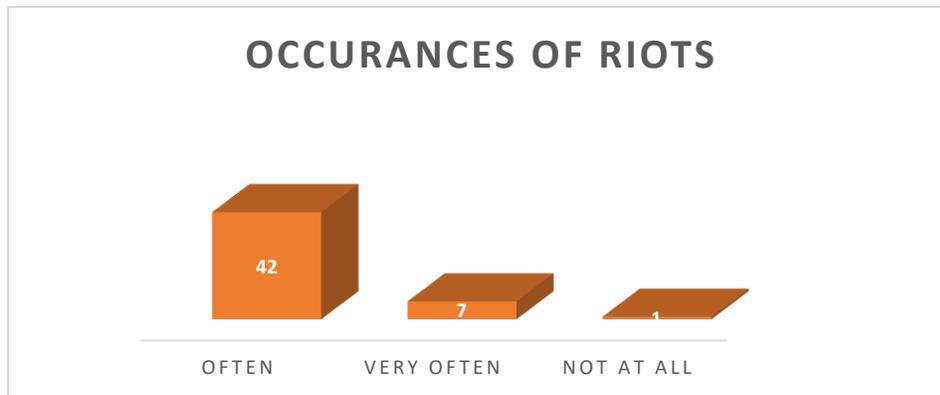


Figure 5.0. Shows that 42 respondents perceived that the occurrence of riot at the University of Zambia is often. 7 respondents think riots very often occur and 1 respondent perceives that riots do not occur at all at the UNZA.

**Figure 6.0**

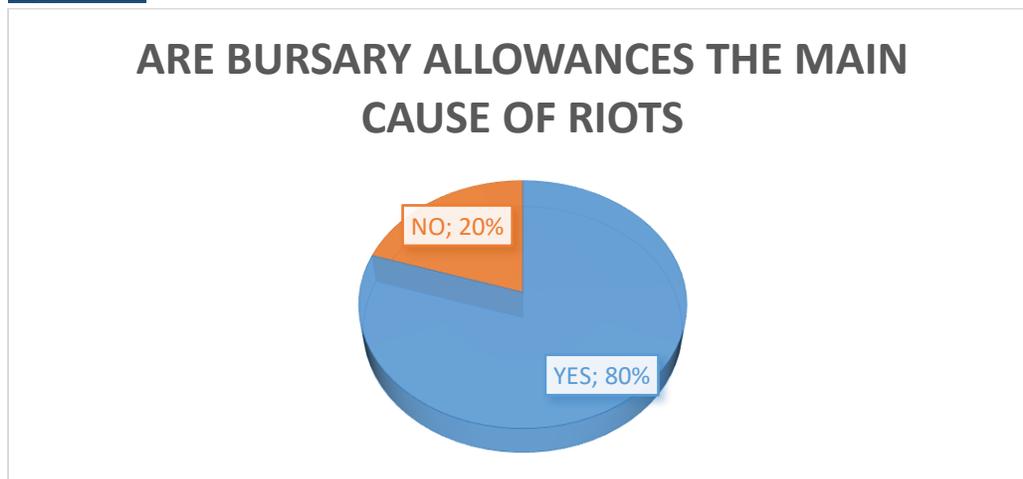
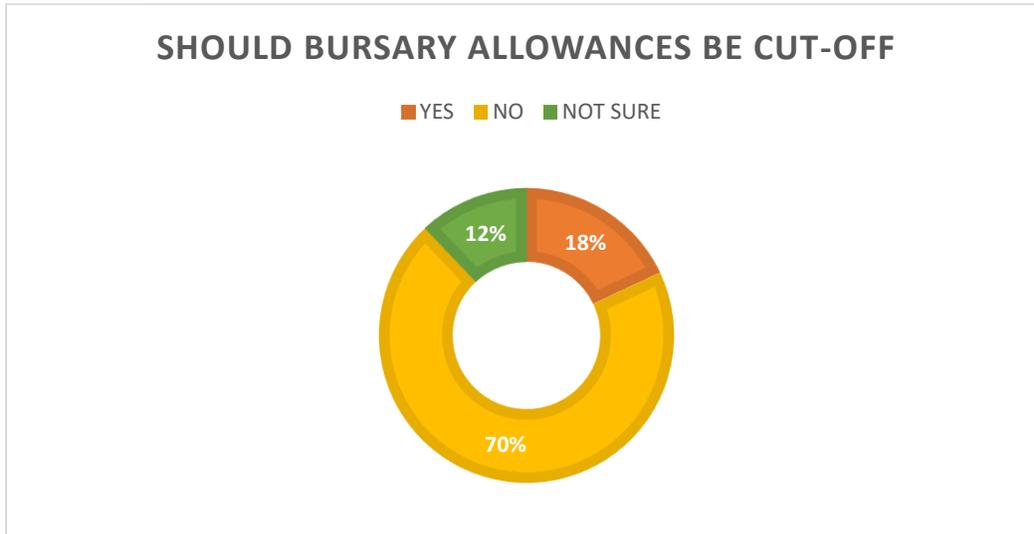


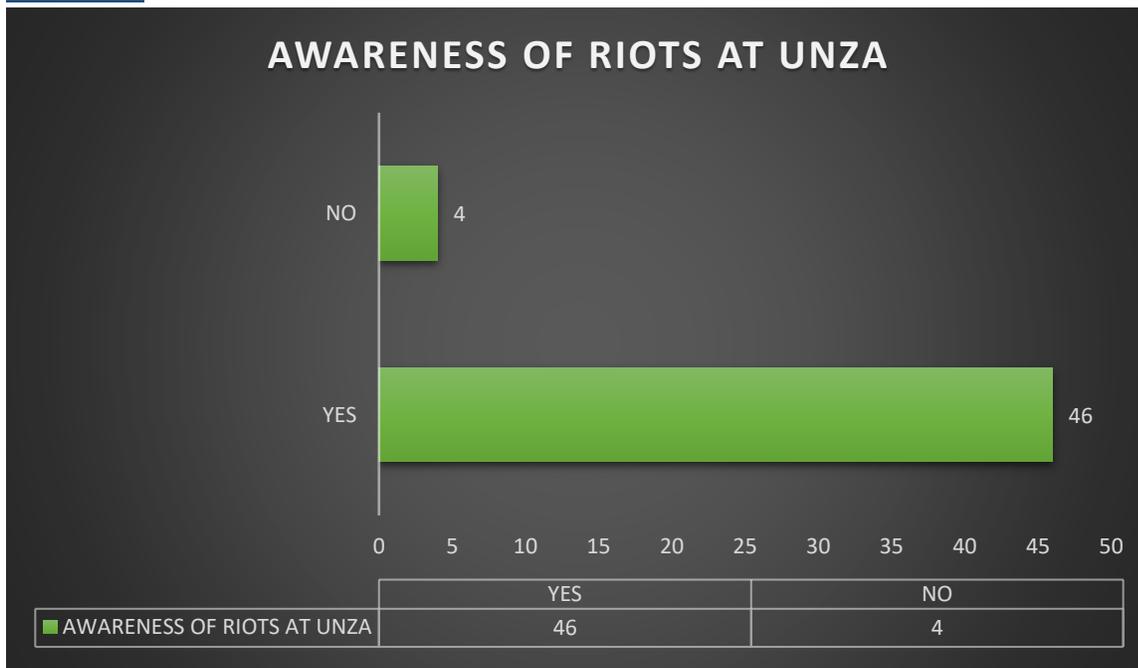
Figure 6.0 shows that 80% of the respondents agreed that Bursary allowances are the main cause of riotous behavior and 20% disagreed that Bursary allowances are the main cause of riots at the University of Zambia.

**Figure 7.0**



Respondents were asked if Bursary allowances should be cut-off if they are the main cause of riots. Figure 7.0 shows that 70% of the respondents indicated that No they should not be cut-off. 18% indicated that Yes, they should be cut-off and 12% were not sure as to whether they should be cut-off or not.

**Figure 8.0**



Respondents were asked if they were aware of any riot that took place at UNZA. Figure 8.0 shows 46 respondents were aware of a riot that took place at UNZA and only 4 were not aware.

**Table 4.**

### HAVE YOU ONCE BEING A VICTIM OF A RIOT AT UNZA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	21	42.0	42.0	42.0
NO	29	58.0	58.0	100.0
Total	50	100.0	100.0	

Respondents were also asked if they were once victims of any riot that took place at the University of Zambia. Table 4 shows that 21 respondents were once victims of a riot that took place at UNZA and 29 respondents indicated that they have never once being victims of a riot that took place at UNZA.

**Figure 9.0**

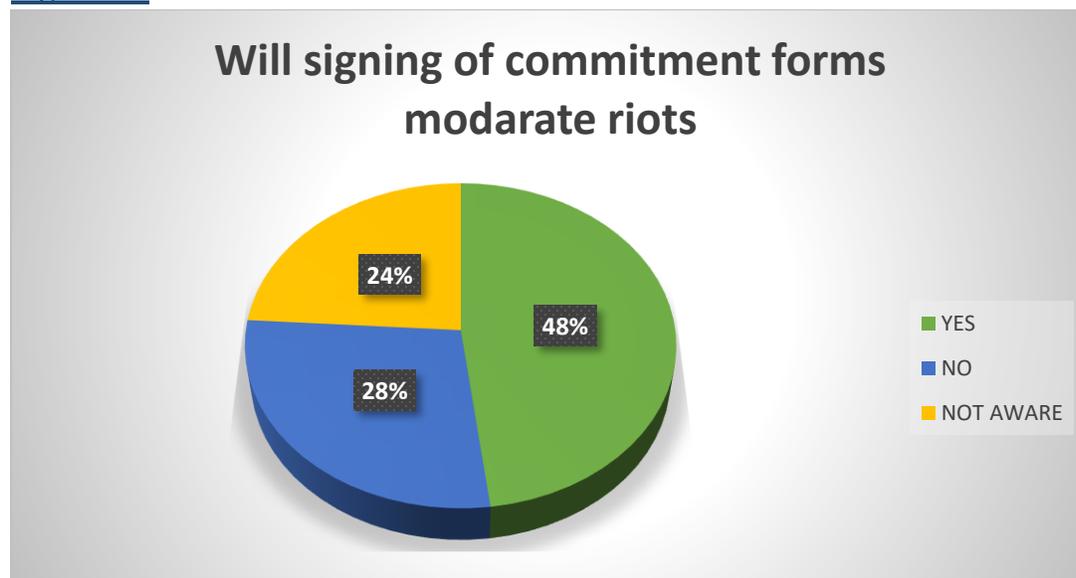
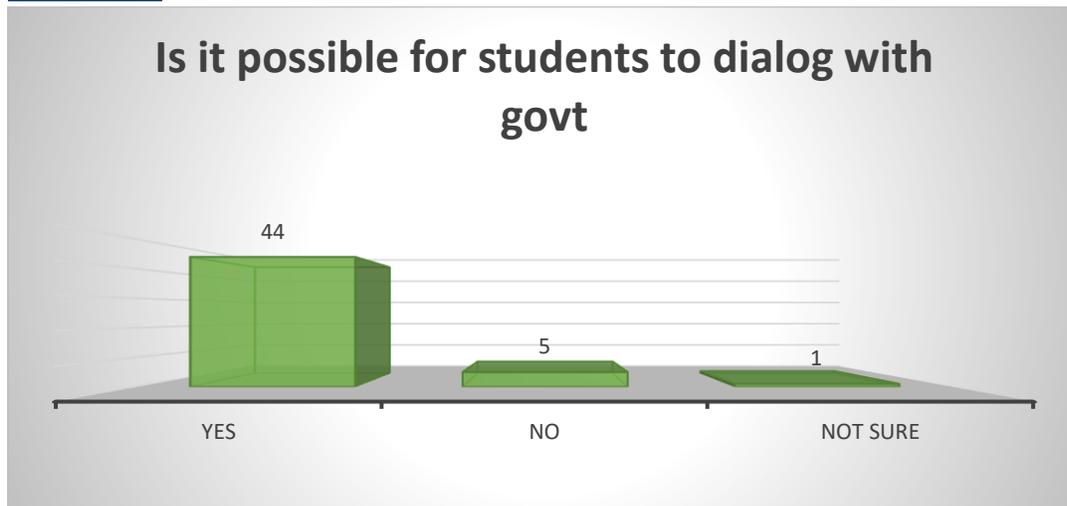


Figure 9.0 shows that 48% of the respondents stated that the signing of commitment forms could moderate riots at UNZA. 28% indicated that it was not possible for riots to be moderated through

the signing of commitment forms and 24% were not aware of the signing of commitment forms by students at the University of Zambia.

**Figure 10.0**



Respondents were asked if it was possible that the students can dialog with the government. Figure 10.0 shows that 44 respondents indicated that it is possible for the students to dialog with the government. 5 respondents indicated that it is not possible for students to dialog with the government while 1 of the respondents was not sure if the students and government can dialog or not.