

**IMPACTS OF STRIKES ON STUDENT'S ACADEMIC PERFORMANCE IN
BUKWO DISTRICT**

A CASE STUDY OF SELECTED SCHOOLS IN BUKWO SUB-COUNTY

BY

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DEDICATION

I dedicate this research report to my beloved brothers Mr. Benson Senda Busi and Alfred Tumwa Busi for their pure wishes that have brought me to this level and also my beloved mother Gladys Chematya.

DECLARATION

I Busi Kiplangat Silas do hereby declare that this research report is of my own. It has never been submitted to any institution of higher learning for degree or any other qualification.

Signature: 

Date: 05/10/2015

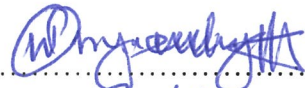
APPROVAL

This research report has been submitted to me for approval after completing the research work that ranged from March – July 2015.

Supervisor

ONYEIT WILSON

Signature:



Date:

05/07/2015

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I am highly grateful to the Almighty God, for he has been so gracious and so good to me since my childhood up to now.

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ABSTRACT

This study focused on the impacts of strikes on academic performance of students in some selected secondary schools in Bukwo District. The objectives of the study focused on the causes of strikes, relationship between strikes and academic performance of students and ways to curb strikes and improve academic performance of students in the selected secondary schools. A case study design was used and 70 respondents were sampled through simple random sampling and purposive sampling methods. Interview, and questionnaire were the instruments used and both primary and secondary sources of literature review formed part of this research. This study focused on how strikes were caused by different factors right from family background, school, 'and external' influences. Direct relationship between strikes and academic performance of students was observed in that if there were strikes in school students' performance were likely to be low and the reverse is true. Appropriate strategies were suggested to curb the phenomenon of strikes and improve academic performance in the selected secondary schools. Some of these included building disciplinary committees, listening and addressing student's problems, coordinating with parents, teachers and forming student's forum among others. The researcher recommended on the student's deviant behaviors that tend to lead to strikes and was to be controlled at all costs if better academic performance is to be achieved.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter establishes the background information of the study, statement of the problem, purpose of the study, research objectives, and research questions, scope of the study and significance of the study to the topic of the impact of strikes on student's academic performance.

1.1 Background Information

According to Merriam Webster dictionary (1891) strikes are organized stopping of work by employees because of disagreement for example offer pay or conditions. According to catholic encyclopedia (1970 stipulates that academic performance refers to the outcomes of education and extent to which a student, teacher or institution have achieved their education goals. Students' behaviour and act generally has some great influence on their academic performance. Kraizer, (2006) has pinpointed that schools which strongly put emphasis on building good morals or imparting moral in their students general perform well academically. Although many other factors may have been equally influential to the good referred academic performances of such students, this conviction on the good morals and behaviour for improved academic performance.

Gilligan (1982) stipulates that it is important for school administrators to use all the possible means of imparting morals in their students if they (the administration) aim at improving academic performance of their school. This somewhat means that administration needs to put in efforts to ensure that students are disciplined, obedient as these can enable them concentrate on their studies.

Oriando (1982), in his case remarked that students are expected to display the best behaviour ever. The nation puts more resources in the education sector

with the hope of providing morally upright citizens who will be able to serve the nation. In trying to be clear, Oriando pointed that those who are morally upright will never be stressed in any way, their hopes are consolidated, and they will stay healthy, always pass well and be leaders. INs suggests that good moral has some great impact on the academic performance of students. According to Fiona Abaasa (2005) strikes of secondary school students as a means of seeking attention or protest in Ugandan schools is becoming rampant. Hardly a term passes without a school striking and the pattern is becoming worth with school property being destroyed by students for example in Nabumali high school students rioted and destroyed school property due to food being bad and no milk in their porridge, in Kisubi high school students went on rampage destroying property worth million of shillings same to Kyambogo college in which a dormitory block was burnt by students. However this research was interested in focusing on the impact of strikes on student's performance in Bukwo district.

However, moral decline, manifested by strikes in some secondary schools in Bukwo district has been at its apex in the last few years. For example, the most recent strike organized by the students of Amanang Secondary School that occurred in 2005- and 2012 where students marched their head teacher to police protesting for his ultimate transfer and vandalized a lot of school property. Such kind of behavior therefore makes suspension of the school for weeks making students loose academically. Furthermore, issues of strikes make many students not to concentrate and focus on their studies and interfere with everyone around else hence causing a lot of troubles to the administration as well as the local population. It is therefore because of these frameworks that this study established the impacts of students' misbehavior, especially through strikes on their academic performance while focusing on students in selected secondary schools in Bukwo Sub-county, Bukwo district Eastern Uganda The selected secondary schools include Amanang Secondary

School, Kabei Secondary School, St. Joseph Secondary School Bukwo, Border college secondary school, Chekwasta Secondary school.

1.2 Statement of the Problem

Kiiza H. (1997) laments that student's deviant behavior that can also be termed as moral decline is at its apex in secondary schools. In Kiiza's explanation, he lamented that moral decline in secondary schools is evident with the fact that there are rampant cases of indiscipline and strikes occurring in secondary schools. Such misbehavior sometimes make students miss lessons, not concentrate on their studies, get involve in vandalism among others. It is therefore, because of such background that this study attempted to discover the impacts of strikes on student's academic performance in Bukwo district.

1.3 Objectives of the Study

1.3.1 General objectives of the Study

The researcher was interested in examining the impact of strikes and academic performance of students in selected secondary schools in Bukwo Sub-county, Bukwo District Eastern Uganda.

1.3.2 Specific Objective of Study

- i. To find out the causes of strikes in selected secondary schools of Bukwo Sub-county district
- ii. To find out relationship between strikes and academic performance of students in selected secondary schools in Bukwo Sub-county.
- iii. Examine ways in which strikes can be curbed in secondary schools in Bukwo.

1.4 Research Questions

- i. What are the causes of strikes in secondary schools of Bukwo district?
- ii. What are the impacts of strikes on academic performance of secondary school students' in Bukwo district?

- iii. In what ways can issues of strikes be curbed and academic performance be improved in secondary schools of Bukwo?

1.5 Scope of the Study

1.5.1 Conceptual Scope

According to Ajzen and Fishbein theory of reasoned action, they emphasized on prediction and understanding motivational influences on behavior, Ajzen has proposed on extension of the theory by including the perception of the behavioral control as an additional predictor of intentions and behaviors his results indicated that inclusion of perceived behavioral control enhances the prediction of behavioral intention and consistent. This theory helped the researcher to understand how deviant behaviors leads to strikes and also provide a base for a researcher to foretell the consequences of such behaviors and how can be controlled in future.

1.5.2 Geographical Scope

The study was carried out in Bukwo sub-county, Bukwo district. Bukwo district is found in Sebei region in the extreme end of eastern Uganda. The sub-county is within the town council of Bukwo district according to 2002 population census. It was dominated by Sebei people who are the indigenous, other people are the Bukusu, Pokot, few Bagishu and Baganda. The main occupation is crop cultivation and keeping animals. The sub-county has five 'O' and 'A' level secondary school, the schools were selected basing on the fact that they have experienced strikes and this helped the researcher in getting original information. St. Joseph Bukwo secondary school, Amanang Secondary School, Chekwata secondary school, Border secondary school, and Kabei secondary school.

1.5.3 Time Scope

The study was carried out in a period of two months, as such all selected schools were visited for data collection within this time frame.

1.6 The Significance of the Study

The study enlightened the school administration and teachers on the generic factors that lead to the increasing indiscipline cases of strikes among secondary schools students and this enabled them to look for appropriate approaches to solve or curb such factors before hand.

Exposing the impact of strikes on academic performance of secondary school students brought some change in the lives of some students and this also worked tremendously in improving academic performance.

The information published in this study enlightened parents on the deficiencies in their children's academic performances resulting from their deviant behaviors especially strikes. This enabled them (parents) to take up their responsibilities and roles in imparting and enforcing good morass in their children.

The information illustrated in this research were used by other future researchers or scholars in the writing of their research reports hence acting as a point of reference.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents conceptual framework and the review of related literature. The review of related literature in this chapter is in accordance with research objective.

2.3.0 Review of Related Literature

The relate literature was done under objective by objective and the topic of impact of strikes on student's academic performance

3.3.1 Sources of literature review

Primary source; the main primary sources was questionnaires and interview method. The questionnaire methods involved the use of questions printed in definite order. The interview method comprise of personal interviews with the parents, teachers and students who held important and vital information relevant to the objectives of the study.

Secondary source; secondary source was obtained from text books, annual reports of the school where the study was carried, journals and other publications.

2.3.2 Causes of Strikes in Schools

In the study carried out, it was noted that many victims of immoral behavior and indiscipline including strikes in schools are related to peer group influences. As Chapman (1974) reveals bad peer influence is one of the critical aspects that cause great distress in students; "and unless, at such a time, some strong means was used to prevent the evil. It was found that a few

months only of peculiar want and difficult was sufficient to add a large amount of future crime and wretchedness”

Dr. Sherryll Kraizer (2006) in her educational briefing argued that strikes and indiscipline cases of some students in deeply rooted in their background experiences especially when they were young. Kraizer believes that child mistreatment in any form is detrimental to the behavioural and moral formation of a child. In her analysis, she shows that 80 % runways cite child abuse as a factor, 95% of prostitutes were sexually abused and 78% of the prison population was abused as children. This means that family background experiences of the misbehaving students in schools has something to do with their actions and behavior hence leading to strikes.

In a similar way, Haward and Orlansky (1986) also reveals that lack of parental care, love and support during childhood has something to do with the behavior. In their further explanation, they noted that since such children lacked adult support and in providing praise and attention for desired behavior, and receive little love and affection that also act as basis for good behaviour, they tend to be more aggressive and have more behavioural problems which they can extend up to school leading to strikes.

Children or students misbehaviour can also stem from the bad influences from the elders around them including their teachers. This suggests that when elderly people whom children or students take as models act inappropriately such children tend to imitate the behaviours and actions of such people. As Wright et al (1970, p. 592) noted, such children or students “take no account of motive and intention in evaluating the wrongness of actions. Their criteria are the literal deviation from the rule, the amount of damage done, the degree of disobedience of authority involved and the seriousness of punishment normally decreed for the actions by authorities”. From this it can be clearly noted that lack of exemplary life among administrators and staff could also make students to strike.

Media also plays a greater role in influencing the moral or immoral behaviour of students or children in school. Some information on newspapers, radio, televisions, computer or Internet among others are essentially influential to ones behaviour and actions. As Zill and Schoenborn (1988) indicated that such kind of information therefore makes some students have high rate of emotional and behavioural problems that tend to influence them to get involved in issues like strikes.

As it was seen, factors leading to strike cases in secondary schools are many and varied. This demands that great and appropriate measures and care will be taken to reduce or curb the phenomenon in schools.

2.3.3 Relationship between Strikes and Academic Performance

It has also been observed in some research work by Chapman, (1974), that students who are morally upright tend to promote tranquil environment, enjoyed by school community. As for Chapman, since strike unique and displays noticeable indiscipline and immoral patterns, it always leads to unsuitable atmosphere for studies and many students in such schools may not perform well in their academic.

Catholic encyclopedia (1970) also stipulates that, “As early as 1829, the first Catholic Parish Schools established by Provincial Council of Baltimore Ordeal performed quite well academically because the students would be taught and they followed the principles of faith and morality.” This means that absence of strikes and indiscipline made everyone at school to work together and to excel in performance.

In yet another study by Sergiovanni (1992), it was observed that students who study and practice moral patterns of life demonstrated and promoted sense of self discipline, ethical and spiritual value, personal responsibility and initiative which tend to help them study hard and pass their examinations with flying

colours. This study seems not to have given any little room for any student misbehaviour like strike among others as a tool to success.

In the report published by Ofsted in 2007 that was based on the data from 2001 to 2006, it was revealed that despite there was general improvement and excellent teaching, schools overall standards were not high enough and there were wide variations in the quality of provisions. Academic achievement of students has improved over the past five years but remains very inconsistent. Ofsted also noted that at its best, re-equipping students very well to consider issues of community cohesion diversity and moral understanding would contribute significantly to students' academic progress and their personal development unlike cases of deviant behaviours that sometimes manifest themselves with strike that cause disorganization and vandalism.

From the various research findings, there seem to be a great relationship between moral uprightness and improved academic performance among students. In other terms, strike seems to be detrimental to better academic performance of students. However, it was unreflective not to consider other factors that also contribute to better academic performance of students in schools.

2.3.4 Ways to curb Strikes and Improve Academic Performance in Schools

Regarding the ways of combating strikes and improving Gilligan, (1982) lamented the phenomenon of strikes in secondary schools can only be reduced if not eliminated through offering counseling services to students. As for this author, most of ring leaders of strikes in secondary schools are those that had terrible childhood. This suggests that such students lack positive self-esteem and recommended behaviour for organized community life like school. From this, it can be noted that counseling could help such students to develop positive self-perception and interpersonal competence that can help them to associate, respect, abide with others hence reducing cases of strikes.

According to Kiiza, (1997) sometimes “school administrations are also to be blamed for not engaging in listening and dialoguing with student leaders and parents before implementing new policies, rules and regulations. This makes students look at administrators as imposers who do not listen to them hence finding and using violence to address their grievances and strike is one of the ways they (students) choose to address their grievances. This means that administration should always embark on dialogue and sometimes listen to students’ voice before implementing new policies, rules among others.

As for Kiddler, (1994) the trend, of admission and managing, controlling students today has become more leisurely than’ it ‘has been before due to high competitiveness in school business. Kiddler, (1994) lamented that as the freedom for school business shoots, up, many school administrators just admit students any how without taking into consideration their recommendation from previous school. Besides this, schools administrators, have embarked .on not carefully control their students’ behaviours and -this enables students to’ act in the way they want hence sometimes getting into strikes. This suggests that if careful procedures are taken during registration time and students are properly directed at school, cases of strikes are likely to be minimized in schools.

Instilling morality, limiting permissiveness and building faith in students is said to be instrumental in curbing cases of strikes in schools (Chapman, 1989).According to the author, cases of strikes are not common in seminary schools because the administrators (in this case priests) actively involve themselves in imparting morality, faith and limiting students permissive life, hence making students quite busy and concentrate on their studies.

2.4 Conceptual Framework

The conceptual framework is based on the model of relationship between individuals’ behavior and performance and satisfaction. This suggests that

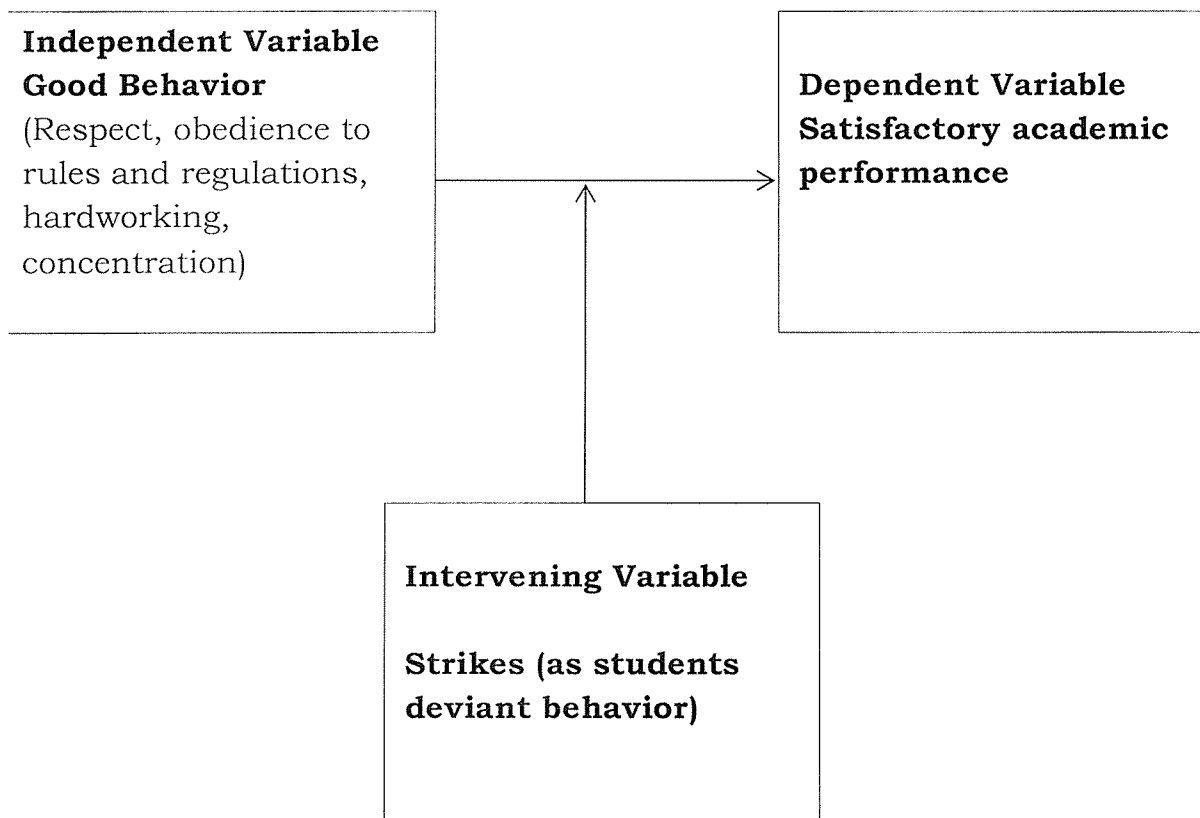
performance and behavior are two variables that are limited. In this case behaviour is seen as an organizational factor affecting change in conducive societal climate hence leading to higher performance and satisfaction.

Behavior itself is purposeful and it has integrated inputs, processes, outputs, feedbacks and boundaries.

Performance takes place within behavior system that is a system of joint, coordinated and purposeful action.

Behaviours can be motivated to bring about change in performance of students especially by rewarding good behavior in term of a prize, this helped to curb bad behavior which can lead to strikes and this can be diagrammatically illustrated below.

Fig 1: Conceptual frame work



Source: Author 2009

Therefore, the researcher was helped to understand the topic under study impacts of strikes on student's academic performance in relating the variables as explained below:-

The researcher was in position to understand how students who are morally upright perform well and promote conducive environment for learning while those with deviant behavior promote unsuitable environment for learning leading to poor performance.

The researcher was able to relate and observe that students who practice morals and promote sense of self discipline help them work hard and perform well hence giving no room for student to misbehave for instance strike among others.

For students to perform well they must have been taught to follow principle of morality hence this meant that there was absence of strike and indiscipline because students worked together to excel in performance.

As it can be seen from figure 1, good behaviour enhances satisfactory academic performance students and teachers shows respects for each other, help each other and concentrate on their studies while deviant behaviour that can be inform of strikes among others discourages satisfactory performance as students and teachers look at each other as an obstacle.

CHAPTER THREE METHODOLOGY

3.0 Introduction

This chapter dealt with the research design, sampling procedure which included simple random and purposive sampling, sample size, method of data collection which included survey and observation technique.

3.1 Research Survey Design

The researcher used a case study design where both simple random and sampling approaches were employed. Through this research design, both the detailed and specific information obtained from key respondents were presented. This design also helped in establishment of patterns, trends and relationships of the variables.

3.2 Study Area

The study was conducted in Bukwo sub-county, Bukwo district and dealt with the impacts of strikes on academic performance of students and this made a generalized conclusion about the whole district. It involved two variables namely; independent variable (impact of strikes and one dependent variable academic performance of students). It also covered the population of people in Bukwo district such as from parents, teachers, students, head teachers.

3.3 Study population

The targeted population for this study consisted of 70 respondents including 10 students drawn from senior three to senior six making 50 students from all the five schools, 2 members of teaching staff per school totaling to 10 and 2 parents per school making 10. This was taken through an interview of all the respondents directly and indirectly involved in the academic matters and performance of students in secondary schools which was used in carrying out research.

3.4 Sample frame work

Tomasz S (2010) a sampling frame work is a source, material or device from which a sample is drawn, it is a list of all those within a population who can be sampled and may include individuals, institution or households the advantageous part of sampling frame work is stressed by Jessen, he says in my practical situations the frame work is a matter of choice to the survey planner and sometimes a critical one. However this study considered the survey population of 70 respondents, the research consists of cross section of 10 parents, 10 teachers and 50 students in related departments and levels. This researcher use Slovens formula (1973) to calculate the sample size of which 70 informants were selected basing on the familiarity with impacts of strikes in Bukwo district.

$$n = \frac{N}{1 + (N)^2}$$

Where n = sample size, N = Total population and e = deviation of sampling (degree of errors at 0.05 level of significance)

3.4.1 Sample technique

According to Royal Geographical Society with IBG, sampling technique is a short cut method for investigating a whole population, data is gathered on a small part of the whole parent population or sampling frame and was used to inform what the whole picture was like. However this research targeted key respondents who included parents, teachers and students in which both simple random and purposive sampling method were used simply because it saved time, energy, memory, labour or man power, equipment access to suitable sites to measure every single item.

3.4.2 Sampling procedure

According to American Association for public opinion research (111) Deer lake road, suite 100, the purpose of this brochure is to provide an overview of sampling procedures available to a researcher. The difference between the

various sampling procedures are discussed and examples are provided to illustrate the use of these procedures. The emphasis of this manual is placed on underlying ideas and methods rather than mathematical derivations. However the researcher used random technique to select respondents who represented part of the whole population.

3.6 Data collection procedure

3.6.1 Questionnaire

Questionnaires were designed to the topic under study and it was mostly administered to students and teachers. This technique was used to collect data because of the fact that some of the sample selected was not found when needed hence the need for questionnaires. This method was also used because it was a best way for a researcher to acquire first hand information; it is also a best method because it saved time for researcher in collecting data.

3.6.2 Interviews

The interview guide was designed to facilitate the researcher in interviewing the teaching staff and some parents as well. This method was helpful in capturing the information that was central to the research but was limited by the use of questionnaire. Questions for interview were based on the objectives of the study to avoid asking irrelevant questions from the respondents. Because this is one of the methods that involved one on one interaction with the respondents, it's therefore one of the way that the researcher used to obtain first hand information because of direct contact with the respondents.

3.7 Data analysis and presentation

The researcher in data analysis used thematic analysis for qualitative data while statistical techniques were helpful for quantitative data analysis. This demands that all the important information collected was first coded after which the frequency of every responses were categorized using tally marks which was then summed up. Through tabulation of frequencies, the research findings were therefore ready for interpretation. The researcher also took note

of some of the significant quotations that were made from the field especially from the interviews and questionnaires. Tables were of significance in the data analysis.

3.9 Limitation and their delimitations

Some responds demanded for money for what they were asked to do, for example filling in the questionnaire. They present some problems to the researcher in the collection of data. However, the researcher informed the respondents that this research was part of his exam in accordance to the university rules and regulations hence their information helped the researcher in completing his course for the award of bachelor's degree.

In some instances, some respondents were abit reluctant and suspicious to the researcher and look at him as a stranger especially during the moments of interviews. This somewhat presented some problems to the researcher in the data collection process. To curb this problem, the researcher properly introduced himself and creates rapport with the respondents and was given the needed data without fear.

The researcher also faced some financial constraints for proper facilitation in terms of transport, lunch, and communication in accessing some of the relevant information for this research. To curb this limitation, the researcher struggled to respect the budget drawn for this research and mobilized some fund from friends and relatives. Since the questionnaires were meant to be self addressed, some respondents failed to fill and return the questionnaires. However, due to the researcher's efforts in making constant visitations to the respondents and keep reminding them, most of the questionnaires were filled in and returned.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter contains presentation of findings from primary data source, their discussion and interpretations. The data presented in this chapter is based on the research objectives. This means those students' related approaches, background experiences, and administrative roles and lastly, teaching strategies enhancing academic performance in those five selected schools in Bukwo district are all established in here. The data in this chapter is presented both qualitatively and quantitatively that is to say, in descriptive way, tables and graphs.

4.1.0 The socio-demographic information

In the study, 70 respondents were sampled. Out of the 70 respondents, 50 of them were administered through questionnaires, 10 of them by interview and 10 of them by Focus Group Discussion. This suggests that all the proposed instruments were used in data collection.

Table 1: Distribution of Questionnaires

Respondents administered	Questionnaires given out	Questionnaires returned	% of returned questionnaires
Students	250	230	44%
Teachers	75	71	14%
Parents and guardians	250	220	42%
Total	575	521	100%

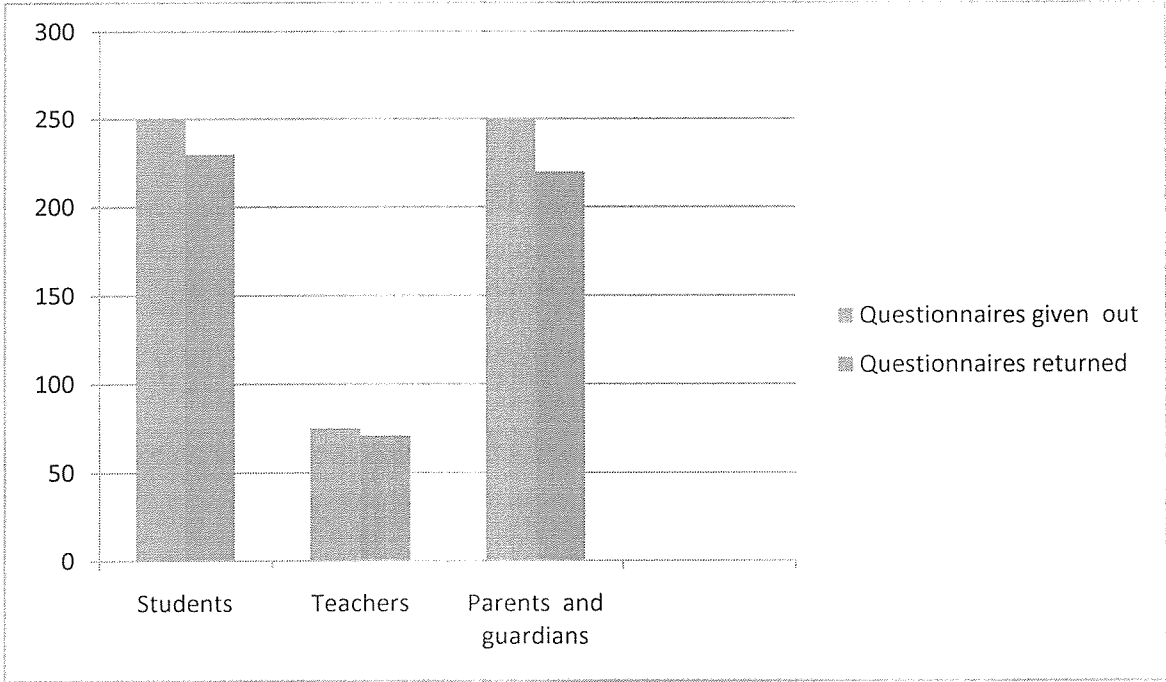
Source: Primary Data

As clearly demonstrated on Table 1, 575 copies of questionnaires were distributed to different respondents. However, 521 copies were returned while

54 copies remained in the field. The 54 copies were not returned because those who had them were away for their own business engagements and yet the time to collect data in the field had elapsed. Although 54 copies of questionnaires remained in field, the research findings were not affected since most of the copies were returned and other methods such as interview and focus discussions were fully administered. In summary, a total of 70 respondents were finally administered in this research since 50 of them were obtained through questionnaires, 10 by interviews and 10 by focus groups discussions.

However the questionnaires returned helped the researcher in getting a detailed information about causes of strikes, relationship between strikes and academic performance of students and ways to curb strikes on selected secondary schools in Bukwo, it was through this questionnaires that the researcher was able to collect data that helped him to achieve what was stated on his objectives through compiling together the information that was answered by various respondents.

Figure 1: Distribution of Questionnaires



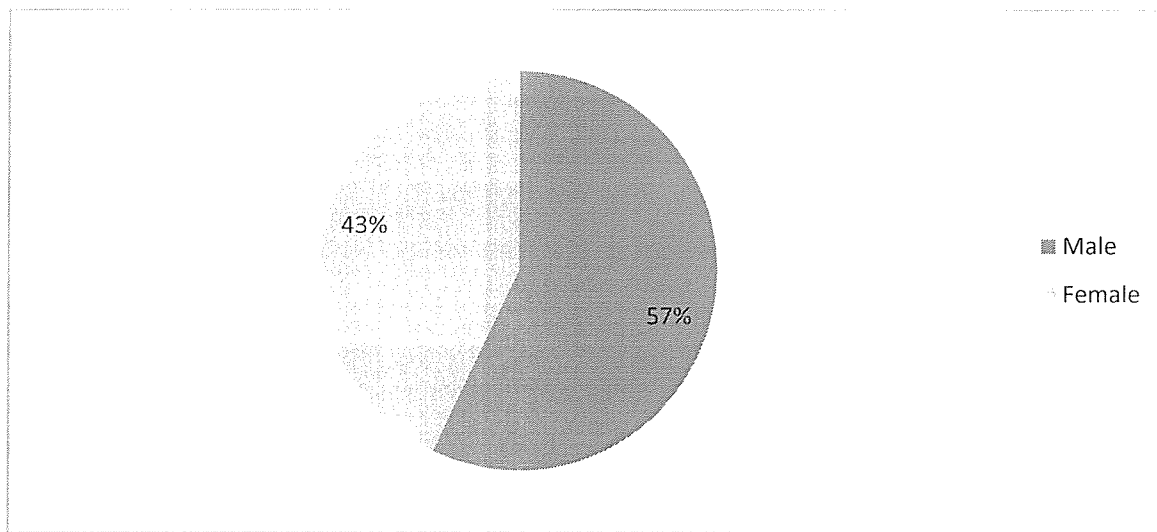
4.1.1 Gender

Respondents were asked to tick their appropriate gender during the study. Table 2 illustrates the summary on the gender of respondents.

Table 2: Gender-Wise distribution of respondents

Gender of respondents	Males	Percentage	Females	Percentage
Gender(N = 70)	40	57%	30	43%

Figure 2: Gender-Wise distribution of respondents



Source: Primary Data

As Indicated on Figure 2, both females and males were administered in this research. The percentage composition of males in the field was 57 while that of females was 43 percent. The figure also portrays that the gender gap between the two sexes sampled was not big enough. The number of women sampled was relatively low because there were few women with good education level among parents/ guardians to understand and analyze the topic under study. Furthermore, the number of women in the selected schools was low as compared to their counterparts the men and this is why males outnumbered

females as respondents. The gender differences did not affect the research findings since the sampled females gave detailed information regarding determinants of academic performance in selected secondary schools in Bukwo district.

Gender difference played a vital role for the researcher because it brought a balance sheet on both sexes as they gave different information about the impacts of strikes on student’s academic performance particularly the causes of strike, relationship between strikes and academic performance and way to curb strikes. This was essential as the researcher was able to understand and got key information that helped him to proper analysis.

4.1.2 Age Group

Respondents were also asked to tick their relevant age interval indicated in table 3.

Table 3: Age Distribution of Respondents

Age Group (N=100)	Male (Freq)	%	Female (Freq)	%	Total%
16 – 25	25	25%	15	15%	40%
26 – 35	12	12%	11	11%	23%
36 – 45	8	8%	9	9%	17%
46 – 55	6	6%	6	6%	12%
56 and above	4	4%	4	4%	8%
Total	55	55%	30	45%	100%

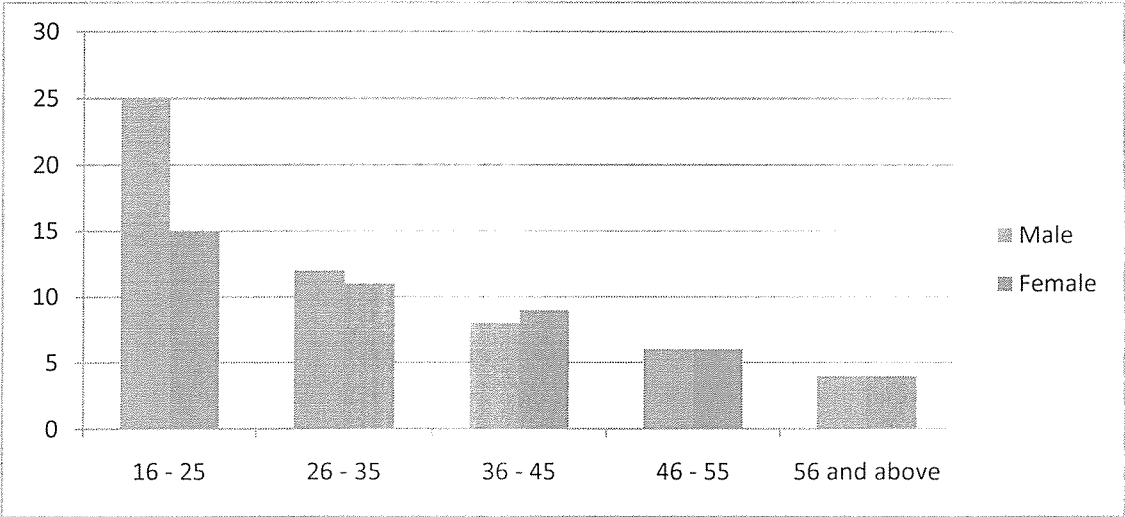
Source: Primary Data

As indicated on Figure 3, respondents from age range of 16 and above were sampled in this study. This age range was preferred because of their ability to internalize and give relevant information regarding determinants of students’ academic performance in secondary schools. The largest participants (40 %) in

the field study ranged from the 16-25, and this were followed by the 26-35 that formed 23%. On the other the least participants (8%) in the field study were those from 56 and above.

The reason for the low participation of the elderly people was that their number in the targeted population was very low and many of those in the targeted population were not formally educated and had little formal education to internalize issues under investigation. Differences in age among respondents were vital because it enabled the researcher to find out different aspects affecting students' academic performance resulting from various stakeholders since people from different age groups had different views regarding impacts of strikes on student academic performance as they gave distinct view on the causes of strikes, relationship between strikes and academic performance and way to curb strike which was vital as the research made a proper analysis.

Figure 3: Age Distribution of Respondents



4.1.3 Education of Respondents

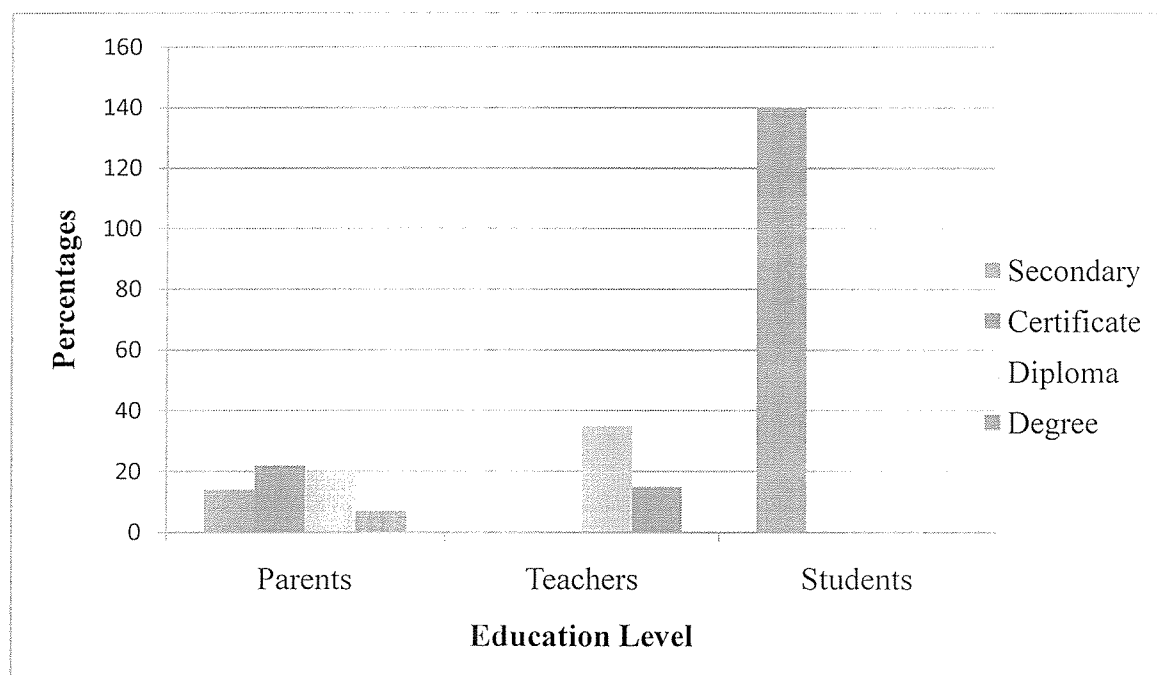
Education level of respondents was also an important aspect under socio demographic characteristics. The summary on this is shown below.

Table 4: Education Based Distributor of Respondents

N=250

Level of education	Secondary				Total	Certificate				Total	Diploma				Total	Degree				Total	Total%
	M	%	F	%		M	%	F	%		M	%	F	%		M	%	F	%		
Parents	10	4	4	2	14	12	5	7	3	22	13	5	7	3	20	5	2	2	0.8	7	24.08
Teachers											20	8	15	6	35	10	4	5	2	15	20
Students	80	32	60	24	140					00											
Total	90		64			12		7			33		22			15		7			

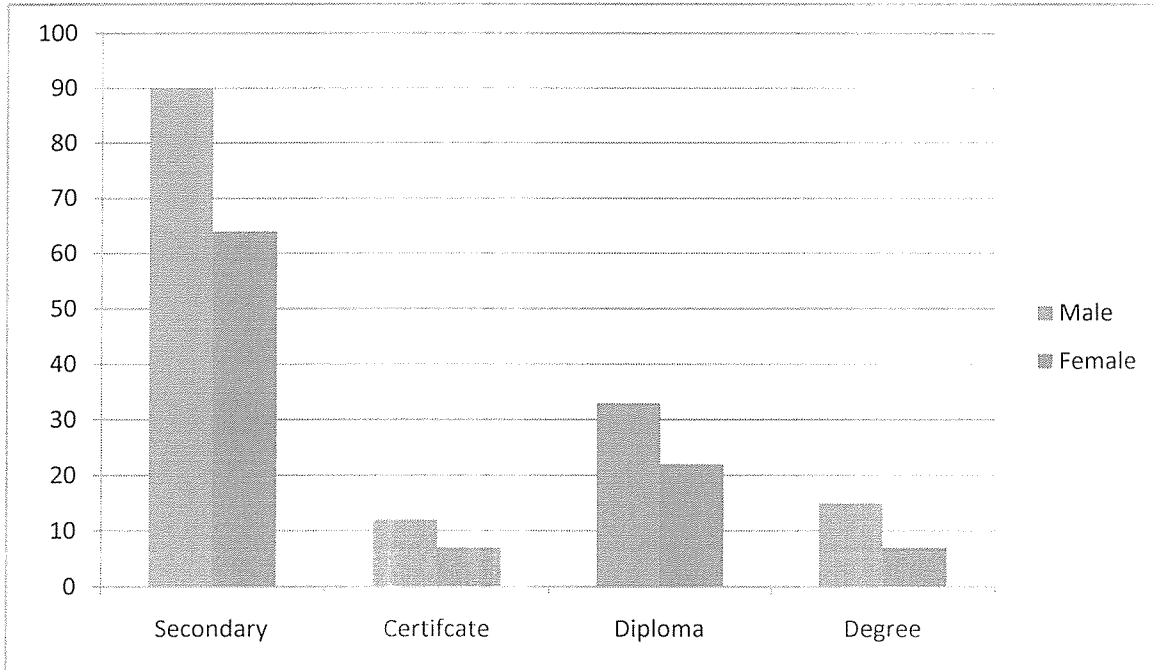
Figure 4: Education based distribution of respondents derived from table 4



Source: primary data

As indicated on Figure 4, the nature of respondents based on their education level was taken in to consideration in this research. Most of the respondents sampled for this study were quite formally educated that enabled them to articulate in detail various aspects regarding students' performance in secondary schools. In other terms, it can be said that the largest informants in this research were those capable of understanding the questions and could give proper answers on the causes of strikes, relationship between strikes and academic performance of students and the way to curb strikes this helped the researcher because the respondents gave a well elaborated and understandable answers.

Figure 4: Education based gender of respondents derived from table 4



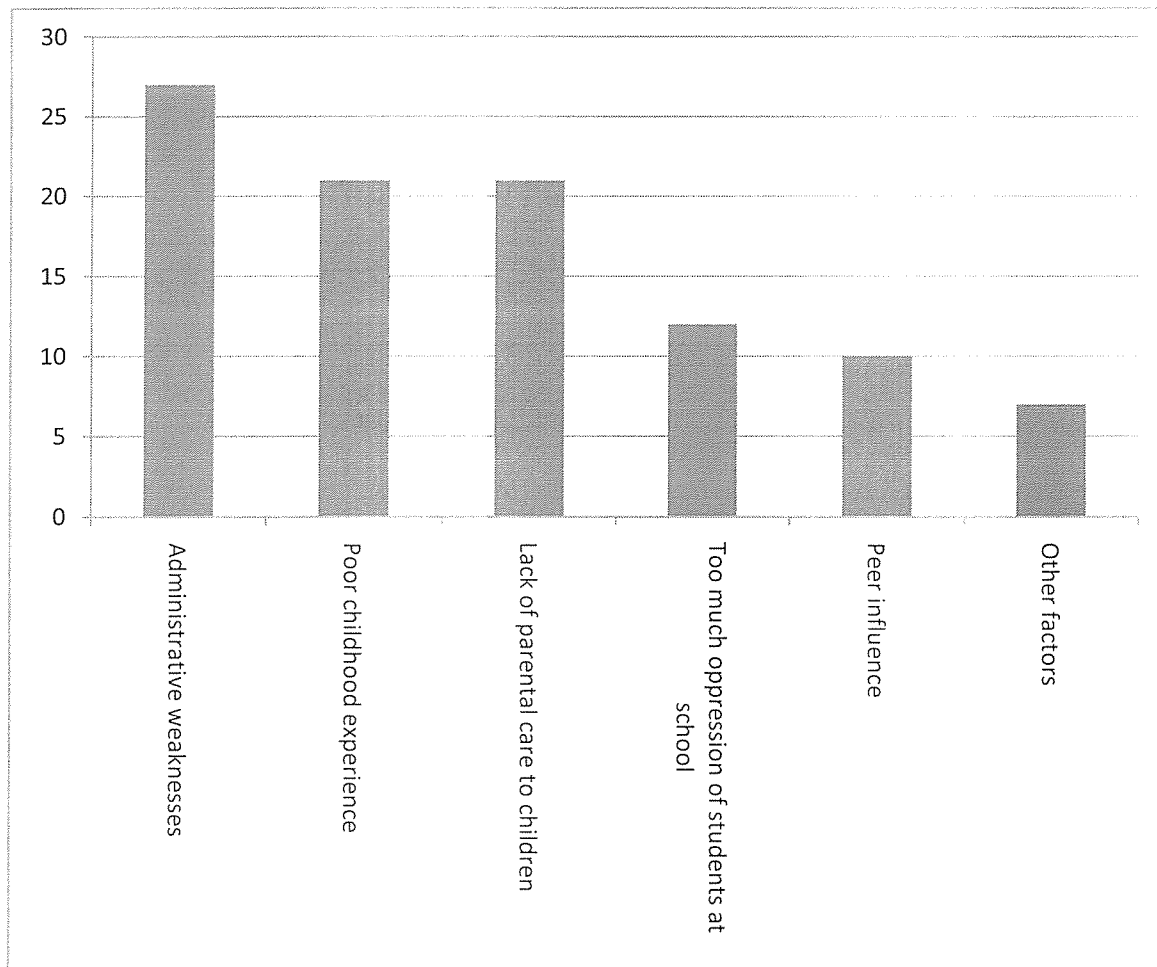
4.2. Causes of Strikes in Secondary Schools in Bukwo Sub-county

Before finding out the relationship between strikes and academic performances in selected secondary schools in Bukwo Sub-county, Bukwo district, the research first dealt with causes of strikes in the schools selected for this research. Figure 5 summarized the findings regarding causes of strikes.

Table 5: Causes of strikes in selected secondary schools

Causes of strikes in selected secondary schools = N=100	Frequency	Percentage
Administrative weaknesses	30	30%
Poor childhood experience	20	20%
Lack of parental care to children	20	20%
Too much oppression of students at school	16	16%
Peer influence	14	14%
Total	100	100%

Figure 5: Causes of strikes in selected secondary schools



Source: Primary Data

As illustrated in figure 5, research on the main causes of strikes in the selected secondary schools was carried out and respondents contended that 30 percent of the sources of strikes are from administrative weaknesses, 20 percent of them are from poor childhood experiences and lack of parental care to children, too much oppression of students at school contributes to about 16 percent of causes of strikes, peer influence contributes to about 14 percent of the factors leading to strikes.

4.3. Relationship between Strikes and Academic Performance of Students in Selected Secondary Schools in Bukwo Sub-county

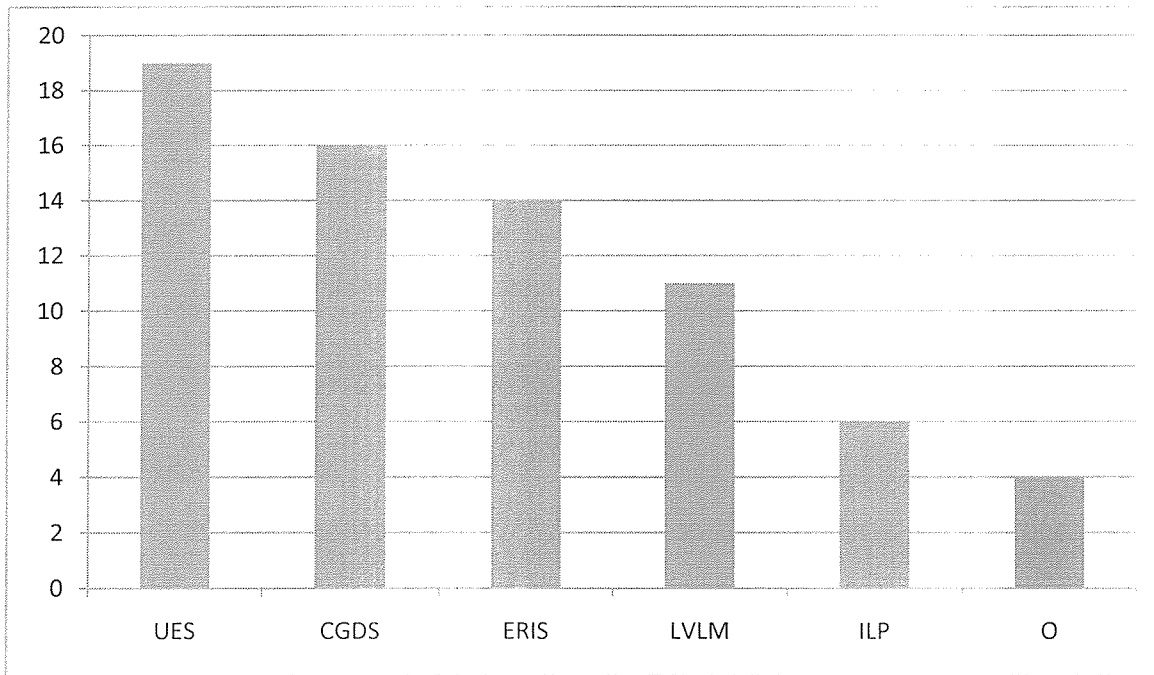
Investigation regarding the relationship between strikes and academic performance in the selected secondary schools was done and over 90 percent of respondents asserted that strikes negatively influence academic performance in the secondary schools. To verify whether what the respondents revealed was true or not, the researcher checked the academic performances of the different schools in the years they had strikes and checked the results of these same schools in some other years in which they did not have strikes. This investigation was done with the help of the directors of studies from these schools. The findings revealed that there was at least a drop of performance in every year where there was a strike by about 10 percent.

This therefore made the researcher to establish how strikes caused at least 10 percent of drop in academic performance in these schools especially in the years they occurred. Figure 6 illustrates the summary of findings regarding the relationship between strikes and academic performance.

Table 6: Illustrating the relationship between strikes and academic performance

Causes of strikes in selected secondary schools = N=70	Frequency	Percentage
UES	19	27%
CGDS	16	23%
ERIS	14	20%
LVLM	11	15%
ILP	6	9%
O	4	6%
Total	70	100%

Figure 6: Illustrating the relationship between strikes and academic performance



Source: Primary Data

KEY:

UES: Unfavorable Environment for Studies

CGDS: Creating Gap among Different stakeholder

ERIS: Eliminates Responsibility and Initiative Studies

LVLM: Leads to Vandalism of Academic materials

ILP: Interruption of Learning Programs

O: Others

As it is indicated in Figure .6, the relationship between strikes and academic performance of students was investigated. 27 percent of the respondents explained the relationship between the two variables by taking unfavorable environment for studies created by strikes, 20 of them explained it in relation

to lack of responsibility and initiative for personal studies created by strikes, while 15 percent of them explained the relationship by citing vandalism of learning materials during strikes. As for 23 percent of them, it is through hostile relationship created between the staff and students in strikes that makes it hard for the students to approach teachers for help; 9 percent of the respondents explained the relationship by talking about interruption of learning programs during strikes and 6 percent of the respondents also acknowledged some other issues behind the poor academic performance during strikes.

Table 7: Academic Performance of S.4 Candidates in the Selected Schools from 2005 to 2012

Name of school	2005	2006	2007	2008	2009	2010	2011	2012
Amanang S.S								
Total No. of Students	106	125	108	131	102	116	100	150
Students in 1 st Grade	8	24	35	6	22	12	10	5
Students in 2 nd Grade	22	41	46	50	30	24	40	60
Students in 3 rd Grade	29	30	16	28	26	39	28	45
Students in 4 th Grade	31	25	11	29	21	24	22	15
Students who failed	16	5	-	18	3	7	-	25
Kabei S.S								
Total No. of Students	89	102	88	105	112	112	120	90
Students in 1 st Grade	32	8	17	32	44	48	20	15
Students in 2 nd Grade	40	25	30	39	42	39	50	35
Students in 3 rd Grade	13	37	30	30	16	28	38	25
Students in 4 th Grade	4	28	9	4	10	7	15	13
Students who failed	-	4	2	-	-	-	-	12
Chekwasta S.S								
Total No. of Students	88	77	93	91	89	87	65	70
Students in 1 st Grade	30	28	4	14	26	25	15	18
Students in 2 nd Grade	34	27	38	39	37	34	30	40
Students in 3 rd Grade	20	18	29	30	21	25	16	8
Students in 4 th Grade	4	4	11	7	5	3	4	4
Students who failed	-	-	11	1	-	-	-	-
St. Joseph Bukwo								
Total No. of Students	70	110	80	90	120	100	95	75
Students in 1 st Grade	4	15	20	17	30	10	2	15
Students in 2 nd Grade	20	55	40	50	45	35	20	40
Students in 3 rd Grade	16	20	12	20	25	40	25	10

Students in 4 th Grade	10	17	8	3	17	15	30	8
Students who failed	20	3	-	-	3	-	13	2
Border college Sec								
Total No. of students	150	120	160	89	115	80	132	92
Students in 1 st Grade	20	15	40	10	1	5	20	-
Students in 2 nd Grade	70	55	80	30	40	25	72	20
Students in 3 rd Grade	40	30	35	29	34	30	30	50
Students in 4 th Grade	18	20	5	10	10	15	10	7
Students who failed	2	-	-	-	30	5	-	15

Source: Academic record of the selected schools.



Performance of candidates in the years of strikes



Performance of candidates in years without strikes

The researcher checked the academic performance of the selected secondary schools in the years they had strikes and checked the results of these same schools in other years they did not have strikes, with the help of directors of studies, as it is seen in table 7, in Amanang secondary strikes occurred in 2005, 2008 and 2012 in which the performance of students was seriously affected having a high number of students who failed and low number of students who passed in 1st grade. Compared to years where there was no strikes where students who scored 1st grade was high than those who failed. This finding revealed that there was at least 10% drop of performance in every year where strikes were.

This therefore made the researcher to establish how strikes caused atleast 10 percent of drop in academic performance this therefore helped a researcher to understand and came up with conclusion about relationship between strikes and academic performance of students.

4.4. Ways to Curb Strikes and Improve Academic Performance In Selected Secondary Schools in Bukwo Sub-county

After finding out how strikes affected academic performance of students in the selected schools in Bukwo Sub-county, the researcher was to investigate some of the ways that could be used to curb the phenomenon of strikes and improve academic performance in schools that had strikes.

According to 30 percent of the respondents investigated, issues of strikes can be curbed and academic performance improved through involving students in the administrative process of the school. As one of the respondents revealed in an interview, ‘The school administration has now built up students’ forum that meets every term. This has helped to reduce the tensions that usually arise hence enabling students to discuss issues affecting them peacefully.’ The researcher therefore believes that through this process, students are encouraged to concentrate on their studies which leads to better academic performance.

Through strengthening and building of strong Disciplinary Committees in some of the schools selected for this study, the critical issues have to be technically and carefully handled before they get out of hand. In case of serious issues, the parents of students involved in deviant behaviors are called upon and this keeps students calm and concentrates on their studies hence improving academic performance. Some of the schools that have build up strong disciplinary committees included Amanang S.S, Kabei S.S., Chekwasta and St. Joseph S.S. Information from some of the respondents revealed that schools such as Amanang S.S and Kabei Secondary Schools have now resorted to providing counselling services to their students, especially those suspected to have come from families characterized by hostility and misunderstanding as well as those who were somewhat mistreated. According to some administrators of the schools selected for this study, counselling has helped such students to toil up confidence, self-esteem and have positive attitudes

towards their future; hence most of them have been seen excelling in their exams.

Additionally, students' behaviour has also been shaped by encouraging students to actively participate and associate themselves with their religious affiliations. As some of the respondents indicated, this has enabled students from some of the secondary schools selected to surrender away their worries and issues 'disturbing them to God and let God take control over their lives. This has enabled such students to concentrate on priorities (academic activities) rather than unnecessary and bad influences from their colleagues hence improving their academic performance.

As a way of tackling students and curbing strikes in secondary schools, some of the school administrators (like those in Amanang and Kabei Secondary Schools) have decided to cement the relationship between the different education stakeholders such as teachers, parents, students, local government among others. This has made it possible for some of the schools in the past few years to solve matters through dialogue. This enables every stakeholder to play his role in promoting qualitative education.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter draws conclusions on the major findings in the study, especially on causes of strikes in secondary schools, relationships between strikes and academic performance and ways to curb strikes and improve academic performance in the selected secondary schools. Lastly, some recommendations are drawn based on critical observation in the previous chapters.

5.1 Discussion of Findings

5.1.1 Discussion on Causes of Strikes

As it can be seen from Figure 5, four basic reasons have been blamed for rampant strikes in the five selected secondary schools in Bukwo Sub-county. According to the information from respondents, 30 percent of the strikes that occurred in the five selected secondary schools have been due to weak administrative policies and performance that has been manifested by corruption, students' starvation, lack of education facilities, poor teaching among others.

According to some of the key respondents contacted, strikes in Amanang Border, Chekwasta, Kabei and St. Joseph Bukwo secondary schools in the last few years have basically been as a result of poor administrative strategies and mismanagement of the schools, hence annoying students to organise themselves to use violence means to change such regimes.

This finding is in line with that of Wright et al (1970, p. 592) noted, such children or students "take no account of motive and intention in evaluating the wrongness of actions. Their criteria are literally deviation from the rule, the amount of damage done, the degree of disobedience of authorities" from this it can be clearly noted that lack of exemplary life among administrators and staff could also make students to strike.

As for some of the respondents, 20 percent of the cases of strikes originate from poor childhood experiences and parental mistreatments. As for these respondents, such sad childhood experiences keep disturbing such students and as well. The bad experiences they had during childhood creates in them anger that makes them to live vandalized behavior, always strong to revenge and in school, one of the ways to look forward to do that is by involving themselves in strikes besides other dubious and deviant behaviors in school. The researcher agrees with the respondents view since most of the ring leaders of strikes often come from families that lack parental care and attention for desired behavior. This point was somewhat supported by the research findings by Dr Sherryll Kraizer (2006) and that of Haward and Orlansky (1986) who asserted that children from wrong family background tend to be more aggressive and have more behavioural problems which they can extend up to school leading to strikes.

Another factor that formed 16 percent of the aspects that caused strikes in the selected schools in Bukwo Sub-county was too much oppression from the administration that let no room for dialogue, students' forum, freedom of expression and sometimes failure to address students' grievances was cited to be one of the pressing issues for strikes. As for about 10 percent of the respondents, strikes that took place in Amanang, Kabei and St. Joseph's Bukwo Secondary Schools were also because of this nature of circumstances although some other factors were also responsible.

Besides too much oppression on the side of the administration, some respondents also condemned peer influence among students contributing to 14 percent of the aspects that have led to strikes in the selected schools in the past few years. An interview with one of the school administrators reveals that about 80 percent of the students who participated in strikes in Amanang S.S in 2005 after investigation revealed that they were manipulated and influenced by their colleagues. This research finding is in line with that of Chapman (1974) that also blamed peer influenced as one of the aspects leading to strikes

in secondary schools. The researcher somewhat agrees with this finding but believes that the peer influence should have been resulting from other factors.

5.1.2 Discussion on the Relationship between Strikes and Academic Performance

As it is demonstrated in Figure 6, different ways were advanced to establish the relationship between strikes and academic performance of students in schools selected for this study. Twenty percent of the respondents lamented that for better academic performances individual responsibility and initiative for studies is very essential factor besides other factors. Like Sergiovanni (1992), these respondents affirmed that since cases of strikes discourage individual responsibility and initiative for personal studies, academic performances in the years of strikes tend to be lowered.

Fifteen percent of the respondents contended that academic performances of students during years of strikes tend to be lowered because students tend to destroy a lot of academic material used for study purposes. A strike that happened in Amanang S.S., Kabei, St. Joseph cited as some of the concrete examples since students damaged most of the materials in the library and laboratory that were to help them to pass well. This therefore left many students with no reference books for consultations hence lowering their academic performances during those of strikes.

As for 27 percent of the respondents consulted in the field, strikes in most cases encourage hostile environment for both personal and group studies. It is therefore because of this that the respondents believed that this leads to low academic performances in such years since students tend to be carried away physical, emotional and psychological. The researcher agrees with this point since during strikes students sometimes even punish their colleagues who refuse to participate. Hence every one becomes under tension which does not give room for both personal and group studies. Like Chapman, (1974) that

students who are morally upright tend to promote tranquil environment, enjoyed by school community. For Chapman, since strike is unique and displays noticeable indiscipline and immoral patterns, it always leads to unsuitable atmosphere for studies and many students in such schools may not perform well in this academic.

Cordially, 9 percent of the respondents also indicated that during and after strikes, schools tend to be closed for some period of time to allow room for investigation. This means students especially those in candidate classes are not able to cover up their syllabus. As a result of this, many of them suffer the consequences with their bad academic results at the end of it. Giving an example with one of the strikes that happened in Amanang S.S in third term in 2005, one of the respondents mentioned that the school was closed for about three weeks , yet it would be very important for covering some important areas and revision. This therefore left more that 90 percent of the students in that year in disadvantaged academic positions.

As a matter of fact, good academic performance is also based on interaction and coordination of different stakeholders that includes the administration, parents, teachers and students among other actors. Since cases of strikes in some instances break away this interaction and coordination, 23 percent of the respondents consulted indicated that this leads to academic failure; some other stakeholders may not perform their duties in enforcing academic performance in students in times of strikes hence affecting students academically.

5.2 Conclusions

From the major findings, it can be noted that strikes in the selected secondary schools originate from different angles. Some of the sources or causes of strikes include peer Influence, hard childhood influence and lack of parental care, administrative weaknesses, too much oppression, influence from some teachers and failure of teachers to practice to act within their professional code of conduct.

As regards the relationship between strikes and academic performance of students, it has been noted that strikes lead to poor academic performance. In reality, over ninety percent of the candidate students during the years of strikes in the selected secondary schools performed poorly. The poor performance was attributed to unfavourable environment created by students during strikes, differences among different stake holders in case of strikes, lack of responsibility and initiative for personal studies, vandalism of academic materials hence no room for consultation, interruption of learning school programs among others.

Concerning some of the ways to curb strikes and improve academic performances, it has been revealed that through involving students in the administrative process of school, building of strong Disciplinary Committees in schools, providing counselling services to their students, encouraging students to actively participate and associate themselves with their religious affiliations, the phenomenon of strikes is likely to be curbed and students are likely to concentrate on their study activities, hence academic improvement among students in secondary schools.

5.2 Recommendations

The strikes have been cited to be detrimental to better academic performance in secondary schools, the researcher suggests the following ways to keep harmony in schools and boost academic performance.

Schools should continue to establish and empower the disciplinary committees. To enable these people to perfect their duties well, rewards should be allocated to them such that the committee does what they are expected to do prevent cases of strikes in secondary schools.

Teachers who tend to misbehave or incite students to strike should be properly summoned before the situation get out of control. This may impart in them some fear to act outside their professional boundary.

Students' forum, led by the head prefect should also be empowered in schools. This forum will enable students to address the grievances properly and appropriately.

Students should all be encouraged to participate and practice their faith at 5schools. This will help to shape their behaviour and act with discretion in case their colleagues to try to lure them into strikes.

Recommendation from the previous schools of students should be sought before they are admitted at new schools. This will enable administrators and teachers to know those with bad behaviour and deal with them accordingly.

Counselling services to those whose behaviour patterns have not been clear should continue. This will help to model students and shape their psychological and emotional challenges and enable students to act with respect and observe school rules and regulations.

Students' parents should be sometimes invited to school and their children's behaviour at school should be told to them. This will instill some fear in students who misbehave at school since they will not want to be embarrassed in front of their parents.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO STUDENTS

I am Busi Kiplangat Silas a Bachelor Degree student of Kampala International University Majoring in Education. I am carrying out research on a topic: IMPACTS OF STRIKES ON STUDENTS' ACADEMIC PERFORMANCE in Bukwo Sub-county, Bukwo district, Eastern Uganda. This research is part of requirements for the award of Bachelors degree in education from the above university. You are kindly requested to answer the following questions on the above stated topic, please feel free to fill this questionnaire. The information given will be treated with utmost confidentiality and shall be kept so. Do not write your name on this questionnaire to ensure confidentiality of the information given.

SECTION A: BIO-DATA

- 1. Gender: Male Female

- 2. School: (Name it)

- 3. Your class: (Mention it)

- 4. Age Group: 15-18 19-22 23-26

- 5. Academic level: O-level A-Level

SECTION B: TOPIC MATTER

- 1. What do you understand by the term strikes?
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.....
.....

- 2. What are the causes of strikes in your school?
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.....

3. Some people say that strikes do not provide favorable climate for studies do you agree? Yes No

4. According to your answers above, explain why you think so.
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.....
.....

5. How do strikes affect your academic performance?
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.....
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.....

6. Some people say that schools with rampant strike cases perform badly. Do you agree? Yes No

7. According to your answer to question 6, explain why you think so.
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8. Mention 4 effects of strikes in your schools that you have experienced.
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.....

9. Is there any relationship between strikes and academic performance?

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10. What other things would you like to say about strikes and academic performance for students?

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11. What ways have been used by this school to control cases of strikes and improve academic performance?

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12. What other ways would you like to suggest for this school to combat cases of strikes in this school?

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.....
.....

Thank you for responding positively to these questions.

Yours truly,

Busi Kiplangat Silas

APPENDIX II: QUESTIONNAIRE TO TEACHERS AND PARENTS

I am Busi Kiplangat Silas a Bachelor Degree student of Kampala International University Majoring in Education. I am carrying out research on a topic: IMPACTS OF STRIKES ON STUDENTS' ACADEMIC PERFORMANCE in Bukwo Sub-county, Bukwo district, Eastern Uganda. This research is part of requirements for the award of Bachelors degree in education from the above university. You are kindly requested to answer the following questions on the above stated topic, please feel free to fill this questionnaire. The information given will be treated with utmost confidentiality and shall be kept so. Do not write your name on this questionnaire to ensure confidentiality of the information given.

SECTION A: SOCIO-DEMOGRAPHIC INFORMATION/BIO-DATA

1. Sex: Male Female

2. Level of Education:

Primary Secondary Diploma Degree

3. Age group:

20-29 30-39 40-49 50-59 60-69

4. Position: Parent teacher

SECTION B: TOPIC MATTER

1. According to your experience, what are the causes of strikes in secondary schools of Bukwo sub-county?

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2. Some people believe that strikes are detrimental to student's academic performance. Do you agree? Yes No

3. According to your answer to question 2, why do you think so?

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4. According to your experience how is the performance of students who get involved in strikes?

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5. Mention 4 effects of strikes you have ever experienced in secondary schools in Bukwo district.

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.....

6. How do strikes affect the academic performance of students in Bukwo district?

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7. In which other way would you establish the relationship between strikes and academic performance?

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8. Is there any relationship between strikes and academic performance for students in Bukwo district?

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9. What other things would you like to say about strikes and academic performance for students in Bukwo district?

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10. What ways have been used by this school to control cases of strikes and improve academic performance?

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.....
.....
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11. What other ways would you like to suggest for this school to avoid cases of strikes?

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

Thank you for responding positively to these questions.

Yours truly,

Busi Kiplangat Silas

APPENDIX III: WORK PLAN

Date (Month)	Activity	Period of time	Resource person
17-31 st March 2015	Proposal writing Writing chapter one to three typing	Two weeks 3 days	Research Researcher Typist
4-11 th 2015	Submission of the proposal to supervisor To read and correct	1 week	Researcher Supervisor
12 th April 2015	Meeting the supervisor	1 day	Researcher
13-14 th April 2015 15 th – 16 th April 2015	Correction Proofreading	Two days 1 day	Typist research
17-20 th April 2015	Submission of the proposal to supervisor for second time to read	3 days	Supervisor
21 st April 2015	Meeting the supervisor	1 day	Researcher
22 nd April -25 th April 2015	Designing questionnaires	3 days	Researcher
26 th and 27 th April 2015	Submission to the Supervisor	2 days	Researcher
28 th April – 10 th May 2015	Collection of data	12 days	Researcher
10 th May – 19 th May 2015	Data Analysis	9 days	Researcher
28 th May – 10 th June 2015	Submission to the supervisor	12 days	Researcher
10 th June– 20 th June 2015	Corrections	10 days	Typist
21 st June – 1 st July 2015	Submission of Final report	10 days	Researcher

APPENDIX IV: ESTIMATED BUDGET

ITEM	COSTS (UGSHS)
Stationary and others related costs	80,000
Transport	100,000
Communication	40,000
Photocopy	50,000
Typesetting and binding	100,000
Internet	40,000
Miscellaneous	100,000
Total	510,000