

**EFFECTS OF STRIKES ON STUDENT PERFORMANCE IN SECONDARY SCHOOLS  
OF KAGADI DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION OPEN  
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REQUIREMENTS FOR THE AWARD OF A BACHELOR OF ARTS WITH  
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**SEPTEMBER 2018**

**DECLARATION**

I Nyombi Jimmy declare that this research report is my original work. It has not been submitted to any other University or higher institution for any award and where it is indebted to work for others.

Signature .....  .....

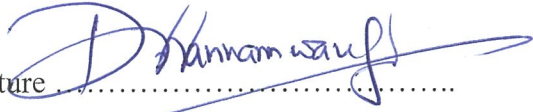
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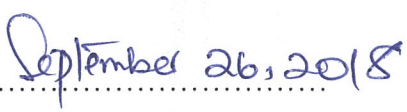
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**APPROVAL**

I hereby certify that this work entitled Effects of Strikes on Student Performance in Secondary Schools of Kagadi District has been submitted with my approval for examination as university supervision.

Signature  .....

Date:  .....

**MR.KANNAMWANGI D.K**  
**SUPERVISOR**

## **DEDICATION**

To my beloved parents Mr & Mrs Nyombi Fred, for their financial support towards my education. May God reward them abundantly

## **ACKNOWLEDGEMENTS**

I thank the lord almighty for keeping, protecting and giving me good health during the course of my study

I would like to appreciate the work of my supervisor Mr. Kannamwangi D.K who diligently guided me during my research. May the Almighty reward him abundantly.

Special thanks go to my siblings; Joan Josephine, Joyce, Jane, Jackie for their love and support, they have been for me through out.

I also wish to thank my teachers for their advice, knowledge and guidance towards my education. May God bless them

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I also acknowledge the efforts of my respondents who availed all the necessary information given to me as required.

## **ABSTRACT**

This research was carried out to investigate on the impacts of student strikes on their academic performance in the selected secondary schools in Kagadi district. This was done through a critical investigation on the causes of student strikes in the selected school in Kagadi and elsewhere. The study concluded by suggesting possible solutions to overcome student strikes in secondary schools as guided by the objectives in Chapter one. The major causes of student strikes largely depend on the blame of school administrators and teachers conduct toward student at school however it was also observed that other strikes were caused by the indiscipline students who cause chaos at school and end up in the strikes, poor performance and school dropout as well as body injury were the most dreadful effects of student strikes among others as discussed in Chapter two of this paper. Chapter three expounded on the research methodology used to come up with the findings and chapter four consists of data analysis and presentation and finally Chapter five is displays the discussion of the study, summary, recommendations and conclusions of the study

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## **CHAPTER ONE**

### **INTRODUCTION OF THE STUDY**

#### **1.1 Background of the Study.**

##### **1.1.1 Conceptual back ground**

Man is naturally a political animal and educationists point to the same in the prevalent strikes. Sometimes it is just intrigue with the administrators, some clamoring for the big man's job and others are teachers in other schools eyeing the same job and fuelling strikes to pave their way "Ahimbisibwe 2015". This research employed qualitative and quantitative methods of data collections given the wide spread of strikes in secondary schools of Kagadi district. There has been devastating situations in secondary schools in western Uganda which have culminated to tremendous regrets in the education sector including loss of lives and stagnation of school internal development.

Strikes are caused by several factors ranging from insufficient equipment in the school, mistreatment of students by teachers as well indiscipline cases among some students but all said and done strikes produce a misleading and frustrating outcome on the development of the school and as academic performance of the students in class as per this research proposal.

##### **1.1.2 Historical back ground**

Students of Mpefu Seed Secondary School in Kagadi District on Monday morning (July 2016) staged a violent strike over alleged human sacrifice incidents involving the school management, According to the acting DPC Kagadi District Joseph Ayesiga who rushed to the school to contain the strike, students accused some members of staff of being involved in ritual sacrifice.

Ayesiga said students went on rampage on Monday (July 2016) and destroyed school property worth millions of shillings. The administration took a swift decision to close the school down, sending all students back home.

Students claim that the Director of Studies, a one Kenneth Turyahikayo, the Head teacher Francis Sekitoleko together with his deputy Monica Tumusiime and one teacher James Byakutaga are the reason for the recent attack of suspected evil spirits on students at the school.

Students in S4 and S2, were attacked by suspected evil spirits about a fortnight ago, sending many of them into convulsions while others scratched their bodies until they were rushed to church and prayed for.

Some of the students that were allegedly attacked by evil spirits. The students believe the attacks are connected to some ritual sacrifices at the school by the administrators. Chimp reports could not independently verify reports that some three other students died when a similar attack happened some time back. The Kagadi District Education Officer Bukenya Bartholomew said is aware of the students strike and that all is being done to come to the bottom of the matter.

### **1.1.3 Theoretical back ground**

This study adopted Behavioral –Psychology theory 1920 (Updated by Kendra Cherry June 21, 2018 ) Behaviorism, also known as behavioral psychology, is a theory of learning based on the idea that all behaviors are acquired through conditioning. Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. According to this school of thought, behavior can be studied in a systematic and observable manner regardless of internal mental states (Watson 1920). Watson's classic paper, "Psychology as the Behaviorist Views It." It is best summed up by the following quote from Watson, who is often considered the "father" of behaviorism: "Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select doctor, lawyer, artist, merchant-chief and, yes, even beggar-man and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors."

Similarly students are drawn to adopt behaviors that they find with other students at school, sometimes there are some schools in Kagadi like Naigana secondary school which are known for having rebellious students therefore students also adopt such mentality and leading to causing strikes a case in point is the 2008 student strike which broke out from this school with students

claiming that one of the teachers and the head teacher were bewitching students during the illness that was commonly known as numbers

### **1.2 Problem statement.**

Education has the universal function of contributing to the perpetration of societies by transmitting ideals values and norms from generation to generation preparing the youth for active role in the society. For this reason, education should be an interrupted process and be carried out peacefully. Most strikes in kagadi district are a result of social economic and political factors in these schools. Recent incidents indicate that Students claimed that the Director of Studies, a one Kenneth Turyahikayo, the Head teacher Francis Sekitoleko together with his deputy Monica Tumusiime and one teacher James Byakutaga are the reason for the recent attack of suspected evil spirits on students at the school in Mpefu seed school in kagadi district (July 2016), other strikes are caused by indiscipline students and this disrupt learning process. Such situations require quick response to create a peaceful transfer of knowledge in schools. Mr. Nsubuga of Makerere University Counseling Centre reported that,“ it has always been observed that the day everyday issues that keep coming up when schools go on strike like poor quality food, an incompetent administrations are manifestations of several cumulative and underlying factors”

### **1.3 Objectives of the study.**

This study will be guided by the following objectives

#### **1.3.1 General objective**

1. To find investigate the impacts of student strikes on the students performance of students in Kagadi District.

#### **1.3.2 Specific objectives**

2. To find out the causes of strikes in secondary schools of Kagadi district
3. To identify the possible solutions to the problem of school strikes secondary schools

#### **.4 Purpose of the study**

The main purpose of this study is to attract the attention of both the educationist and non-educationalist to the effect of strike on the academic performance of students especially In Kagadi district

#### **1.5 Research questions**

1. How can strikes be controlled and avoided in Kagadi district and elsewhere in Uganda?
2. What are the effects of student strikes on the academic performance in Kagadi district?
3. To what extent are the schools in Kagadi district responsible for student strikes in secondary schools?
4. What are the major causes of student's strikes in Kagadi district?

#### **1.6 Significance of the study**

This study might be of great importance to the government and security organizations in Kagadi districts to promote peace and order as it unmasked the underlying cause of strikes and how they can be controlled in secondary schools

It can help the teachers to improve on the way of handling different students especially the stubborn students such as no to over or under gratify behavior as it result into strikes in the schools.

This study may also help students to realize the effects of strikes on their academic performance and cause them to avoid them in order to improve accordingly

This study will also act as a reference and a guide for future researcher who might have interest in investigating on a related topic.

**1.7 Conceptual framework**

**Independent variables**

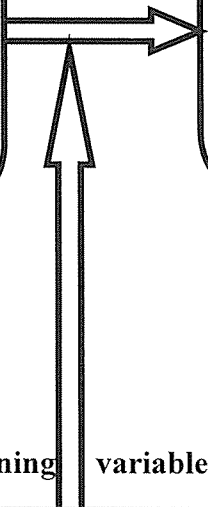
Denial of students' rights  
Miss treatment of students  
Lack of basic services and conducive environment at school  
Indiscipline behavior by students and teachers

**Dependent variables**

- ❖ Creating violence and fighting at school
- ❖ Adamant dodging of classes
- ❖ Boycotting school co-curricular activities
- ❖ Refusing to eat food

**Intervening variables**

- ❖ Students' attitude and background
- ❖ School environment
- ❖ Government policy



## CHAPTER TWO

### THE LITERATURE REVIEW

#### 2.0 Introduction

This chapter is comprised of the literature about strikes both in Kagadi district and elsewhere. It expounds on the causes effects and solutions to the problem of strikes in secondary schools including those in Kagadi district.

#### 2.1 Causes of strikes in secondary schools

##### 2.1.1 Poor Parenting

Before a child joins school he/she usually has a well developed behavior acquired from home and it's environ. Most children are lucky enough to be brought up feeling valued and loved by their parents, but sadly this is not always the case. If a child feels starved of attention and care from its parents, this can lead to some very negative consequences. (Bear, 2005). For example, the child may not have been able to learn the usual rules about which behaviors are socially acceptable and which are not, leading to disruptive behaviors. Such students cause a lot of problems to the teacher and entire class leading to prolonged arguments and fighting in class. Another possibility is that the child may also begin to seek the attention that they desire in other areas, such as in the classroom. In order to attract attention, they may display disruptive behaviors. Another cause of misbehavior may come from overprotective parents who do not do anything in case their children's do something wrong (Bear, 2005).

##### 2.1.2 Peer pressure (Bad influences on a student's local community)

Another cause of children's misbehavior comes from local community or where the child is brought up from. Children who are brought up in environment where there is a lot of violence and drug use tend to acquire the same behavior. Most of these students get involved with drug peddlers and who supply the same drugs to other students. Their behavior may be influenced by what they see in their community and environment.

### **. Poor teaching**

Another cause of bad behavior by students in class may be due to poor teaching methods by the teachers. One of the first things that a teacher has to think if a student is disrupting the class is "is it me?" Even the most disruptive students will sit for hours on computer games or other hobbies that they enjoy, so maybe it's just that the lessons aren't interesting enough.

### **. Poverty**

Poverty has been cited as a source of disruptive behavior in students. Children coming from poverty stricken family tend to exhibit disruptive behavior and they rarely concentrate in class. They are mostly challenged since they spend most of their time to think where they can get the next meal to keep them going. Furthermore, children from poor family tend to steal things from other students such as book and food for them to sell. This causes disturbance in the class making them learning difficulty for other children (Rosen, 2005).

### **. Teachers' negative attitude towards student**

The attitude of the teachers towards the students matters a lot for effective teaching to take place. Most students notice when the teachers do not show acceptance and understanding towards their needs and challenges. This may cause friction between the teachers and students in class. Most students may rebel against the teacher through making noise and avoiding their class. Students may also not share their challenges with the administration with in time may cause strikes and school unrest.

### **. Repeating the same class for students**

Making students repeat same class may cause the students to have disruptive behavior. Students who repeat the same class may easily disturb other students causing problem in class. Students should not be made to repeat same classes.

### **. Classroom poor conditions (lack of Lighting, ventilation, sounds etc.)**

The condition for most schools lack basic facilities such as lack of lighting, ventilation and desks. Students are made to share desks and books, which in most cases causes fighting between



he students. Lack of ventilation and proper lighting may make students uncomfortable and uneasy which may result into bad behaviors in class.

### **1. Some psychological problems of a student**

Psychological well being of the students is affected by many factors in the school. Children who are abused by their parents tend to have psychological problem and withdraw from the rest of the students. This may cause the students to be violent and cause problems for the other students in the class (Walker, Ramsey, and Gresham, 2004)

### **2 Effects of strikes in secondary schools**

Student strikes can be disastrous to students, teachers and the community as a whole. The energy and the time spent during strikes whether by students or the community or security personnel all reflect a picture of poor student performance.

To begin with student strikes may lead to closure of some school services or even the entire school operations. A case in point is the July 2016 strike in Mpefu secondary school. In this strike, student stormed the school set it on fire and beat teaching and non teaching staff at school destroyed the classes and burnt the important property in the school which prompted the police to close the school for some time. In this case, students had no time (MoES 2016, New vision report July 2016) to progress with their academics as they were sent home and others into prisons, delayed completion of the syllabus and its related outcomes like poor grades and promoted poor learning environment for students.

Student strikes may lead to expulsion of students from school which if one way of ceasing student academic life in school. It was noted that most strikes are lead by students with bad behaviors and influence others to join in until its unavoidable to strike. Following this is in most cases investigating on who causes or stirred up others to strike and most of these are excommunicated from school.

### **.3 Solutions to the problem of strikes in secondary schools**

#### **.3.1 Some psychological problems of a student**

Psychological well being of the students is affected by many factors in the school. Children who are abused by their parents tend to have psychological problem and withdraw from the rest of the students. This may cause the students to be violent and cause problems for the other students in the class (Walker, Ramsey, and Gresham, 2004).

#### **.3.2 Programs that can guide and counsel students engaged in disruptive behavior**

##### **. Teachers in control of discipline**

Teachers feel free to deal with their own problems themselves, although more senior members of staff may still be involved for serious offences. This offers opportunity for teachers to react to student's challenges and offer guidance and counseling. The students would also develop respect for the teachers and their authority. Teachers should only involve senior teachers on matters that they cannot solve or more serious crime.

##### **. Using different method of teaching**

The teacher can use various method of teaching to increase the motivation and morale of the students. Using different method of teaching provide opportunity for the students to learn from each other.

##### **. Teaching social problem solving for students**

The direct teaching of social problem solving is now a common feature of programs for preventing and resolving discipline problems, as well as for treating students with the most serious antisocial behavior. Although these interventions vary in the strategies emphasized, they share a common focus on teaching thinking skills that students can use to avoid and resolve interpersonal conflicts, resist peer pressure, and cope with emotions and stress. The most effective are those that include "a range of social competency skills...and that are delivered over long period of time to continually reinforce skills.

##### **. Teacher to Move around the class**

Your presence is extremely powerful. Don't stay stagnant at the front of your class. Move around and don't allow the children to become distracted. Talk to them about their task. Give them

leadlines. For example say: "I'd love to see two more ideas by the time I come back as your ideas are really interesting." Then walk and visit another child/pair but make sure you come back

#### **2.4 Conclusion**

In conclusion the literature of this study basically expounded on the causes, effects and the way forward to overcome the problem of strikes in secondary schools in Kagadi District. The written records about this topic revealed that strikes are very harmful to the academic life of students and with them not being solved, students' academic performance will continue to go worse in Kagadi district however, research also shows that the problem of strikes can be solved if the government and schools and the community work together through students and providing good quality services to the students as discussed in the suggested measures in this chapter.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter describes the research methodology used to investigate the impact of student strikes on their academic performance in the selected secondary schools Kagadi district. It is comprised of research design, population sample and sampling technique, instruments, procedure for data collection, data analysis techniques and ethical consideration

#### 3.2 Research Design

The overall methodological design is a descriptive qualitative study. The focus of the design is on the scope, implementation and impact of student strikes on students' academic performance. The emphasis of this exploratory study is to gain insights (Denzin & Lincoln, 2000; Patton, 2002) and document voices and subjective human experiences (Silverman, 2010) of Uganda disability law in the text, as well as on various ideological and policy factors in respect of disability inclusion in higher education.

The study will be conducted in two selected secondary schools in Kagadi district the instigations of this research followed qualitative and quantitative ways of data collection in the selected areas. Analysis of education policies with a focus on secondary schools and statistical data on students strikes in Kagadi and elsewhere as necessary .

#### 3.3 Target population.

The target population of the research consisted of all the teachers and students in from both public and private secondary schools in Kagadi District. The study will be centered on the students and teachers plus the school administrators as primary source of information, the department of education commission at the district will also be involved if need arises as far as quality data collection is concerned

### **3.4 Sampling method**

The study used stratified random sampling method for selecting students. This approach is preferred because it involves dividing the population into homogeneous subgroups and then taking a simple random sample in each group as said by (Kombo and Tromp, 2006). Two primary schools have been selected and the respondents are to be chosen at random in form of stratus and have been elected as sample size representing other schools in Kagadi district, the schools to be investigated are;

1. Naigana secondary school
2. Mpefu seed secondary school

### **3.5 Instruments**

The researcher employed self-administered questionnaires. These are to be used to obtain information from teachers and students. The researcher therefore constructed the questionnaires for the different respondents as included. Interview will also be conducted between administrators and educational officers at the district and from human rights office at the district level.

### **3.6 Procedure for data collection**

The procedure of drawing a stratified random sample included all students and teachers in Kagadi district in the selected secondary schools and school inspectors and each group as uniquely identified according to the data given from administration system.

### **3.7 Data Sources**

The study obtained its data from two major sources of data namely primary and secondary sources.

#### **3.7.1 Primary Data**

Primary data is information gathered directly from respondents through questionnaire, interview, focused group discussions, observation and experimental studies, (Kombo and Tromp, 2006). Consequently the primary sources of data will include students, teachers, administrator and educational officers

### **3.7.2 Secondary Data**

Secondary data are not data collected directly by the user specifically for the user. In this study, analysis of published material or information from internal sources that can be documented or electronically stored information will be used to supplement on the primary data. These were often referred to as desk research, (Kombo and Tromp, 2006).

### **3.8 Data Collection Instruments**

Data was captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions with community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

#### **i. Questionnaire method**

In this study the researcher formulated questionnaires which he used to collect relevant data from different individuals. The questionnaires were different for the groups and individual respondents as according to the type of data and the status of the respondents. For example the students were given group questionnaires while officers were given as individuals to get their views about the topic of study.

#### **ii. Interviews method**

This method of data collection involved face to face interactions by the researcher and various stake holders in the schools such as the head teachers, teachers and committee members of the schools and local leader as well as some parents and students. These were asked to give their views about the impact of student strikes on student academic performance. The researcher formulated interview guides of a few questions of his interest as required by the study.

#### **iii. Group Discussion method**

Discussion technique was used to collect data from groups of students and parents who were approached in this study. The researcher provided critical questions to different groups of people who gave their views about the impact of UPE program in their community through their pupils.

#### iv. **Observation methods**

Observation was yet another technique of data collection that was employed by the researcher in data collection. By this, the researcher used Empirical evidence to gather information by carefully observing the state of the schools and their performance in and outside the classrooms, buildings and libraries at school as relevant to this study.

#### **3.9 Data Analysis**

Two different ways of analyzing data will be used. First quantitative and quantitative data will be analyzed using descriptive statistics, with the help of charts and tables and excel and presented as percentages and figures, the percentage number of respondents according to descriptive variables, qualitative data also involved explanation direct quotation from the interviewees and description of findings, content analysis techniques will be used and presented as themes and ethics.

#### **3.10 Justification of the study**

1. **Validity;** According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented
2. **Reliability;** The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region

#### **3.10.2 Ethical considerations**

The researcher will consider the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher will assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents are to be provided with feedback about the findings of the study

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.0 Introduction

This chapter includes the representation of data which was collected from the field in form of tables and relevant charts from the study and to represent it in a more organized way easy to be interpreted.

**Table 1** Gives the distribution of students and sample size per school.

Schools	Total number	Sample Size	No. of Respondents	Percentage
Naigana secondary school	824	100	60	19.3%
Mpeefu seed secondary school	767	100	85	27.4%
Administrators & educational officers	20	10	10	3.2%
Total	1601	310	240	77.4%

**Population table 1**

#### Field data May-July 2018

From the above table, 77.4% of the entire sample population responded in this research study. The participants included two selected schools in Kagadi district that is; Naigana secondary school and Mpeefu seed secondary school schools.



**Table II indicates the causes of student strikes in secondary schools in Kagadi district**

<b>Cause of student strikes</b>	<b>Frequency</b>	<b>Percentage</b>
Poor parenting	39	16.2
Poor teaching	40	16.6
Poverty	30	12.5
Peer pressure	46	19.1
Teachers' negative attitude towards student	52	21.6
Repeating the same class for students	33	13.7
Total	240	100

**Field data May-July 2018**

Various factors were found out to be the most causes of student strikes in Kagadi such as poor parenting, poor teaching, poverty, peer pressure and marking students repeat classes in the same schools as seen from the table above.

**A BAR GRAPH BELOW SHOWS THE MAJOR CAUSES OF STUDENT STRIKES IN  
KAGADI DISTRICT**

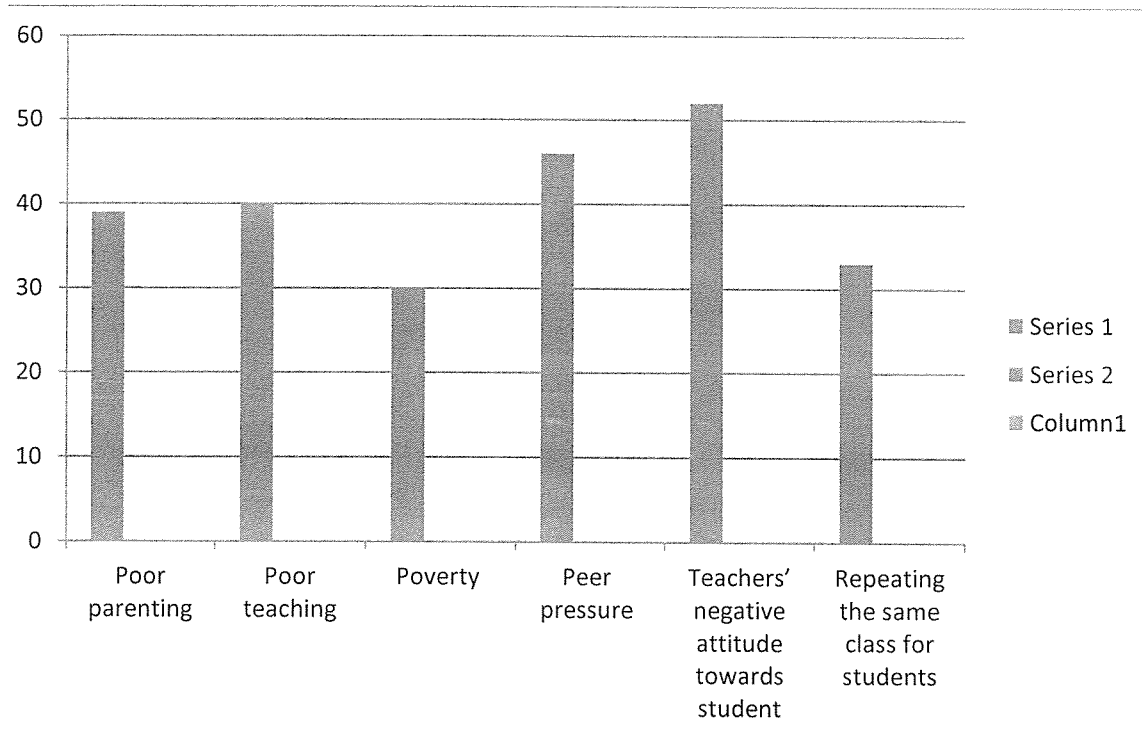


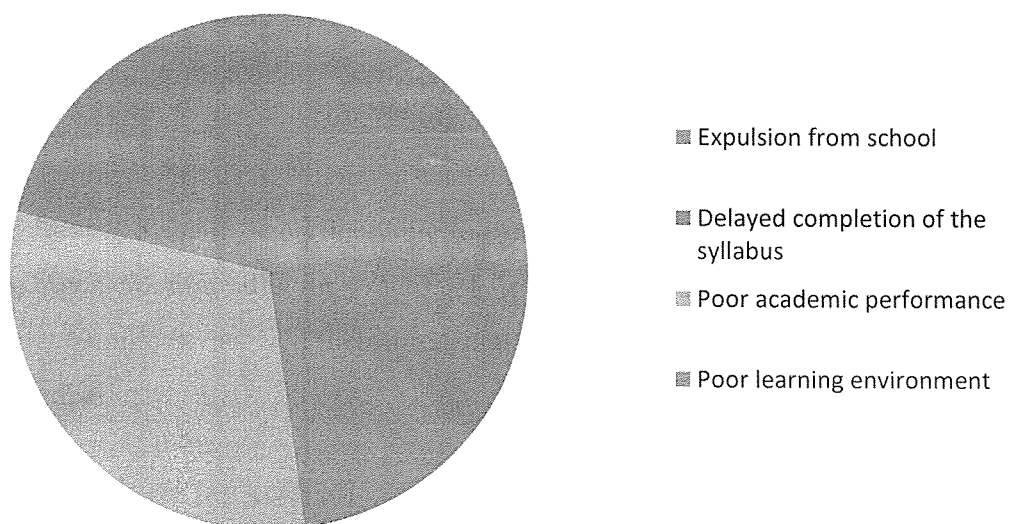
Table III shows the effects of student strikes in Kagadi district secondary schools

Effects of student strikes	Frequency	Percentage
Expulsion from school	34	14.1
Delayed completion of the syllabus	40	16.6
Poor academic performance	48	20
Poor learning environment	33	13.7
Leads to injury of students and teachers	25	10.4
Lack of concentration at school	35	14.5
School drop outs	25	10.4
Total	240	100

### Field data May-July 2018

The effects of student strikes in Kagadi district were remorseful and a threat in Education in secondary school in Kagadi. The affect time for school and lead to school dropout for many students while others are injured in the process of striking. There is also loss of property for the school and the community as well therefore a close control should be accorded to the outbreak of strikes in this district.

**A PIE CHART SHOWING THE EFFECTS OF STRIKES IN SECONDARY SCHOOLS**



**Table IV presents suggested solutions for strikes in Kagadi district**

<b>Solutions</b>	<b>Frequency</b>
Teachers should inspect the classes	<b>40</b>
Using different method of teaching	<b>42</b>
Teachers in control of discipline	<b>50</b>
Teaching social problem solving for students	<b>50</b>
Offering good treatment and respect for students' interests	<b>56</b>
<b>Total</b>	<b>240</b>

**Field data May-July 2018**

It was noted from the study that the student strikes can be solved once and for all in secondary schools in Kagadi district. The respondents suggested some of the amicable measures to overcome this problem in secondary schools in Kagadi district. Among them they included, Teachers should inspect the classes, Using different method of teaching, Teachers in control of discipline, Teaching social problem solving for students and Offering good treatment and respect for students' interests

## CHAPTER FIVE

### DISCUSSION, SUMMERY AND RECOMMENDATIONS OF THE STUDY

#### 5.0 Introduction

This chapter comprised of discussion from the respondents, summery of the study and ecommendations of the study.

#### 5.1 Discussion of the study

This study investigated on the effects of student strikes on their academic performance in Kagadi istrict. The investigation found out that Kagadi secondary schools have a record of poor cademic performance and there needed to be awareness about the cause of this poor erformance and the focus was from among other causes on student strikes. This was because it was observed that this district has registered some of the most dreadful strike experiences in econdary school. The study captured the July 2006 student strikes that lead to many students rop out of school and many others struggled with the effects of this strikes. Other strikes were ecorded in Naigana secondary school over poor service at school which resulted into poor cademic performance. The respondents gave various views and reflections concerning the angers of strikes in schools such as expulsion of students, accidents and injury, poor grades in lass work and lack of academic concentration in schools among others. The researcher also vent ahead to suggest some of the possible solutions to this problem as seen in chapter two and ome of the measure from the respondents include, to improve the quality of services offered at hool, respect and consideration of students interests and needs, as well.

#### 5.2 Summery of the study

This study investigated on the effects of student strikes on their academic performance in Kagadi istrict in the selected secondary school. The study is generally descriptive in nature although it dopted both qualitative and quantitative modes of data collection. The main aim of the study was to investigate on the effects of student strikes on their academic performance and the results eveled that it is true that student strikes is a big problem in Kagadi district and it needs to be olved in order to improve on student academic performance in secondary schools. The study

suggested that the schools should improve on the services offered to students and pay attention to their concerns in order to avoid strikes in schools.

### **5.3 Recommendations**

Based on the findings from this study and the situation in Kagadi district the researcher recommends that the government and schools pay close attention on the factors that cause student strikes in secondary schools such as students complaints and that they should try to provide the best services to students in order to create a better learning environment.

The researcher also recommends that there be a strict control of student behavior in secondary schools especially in the boarding section. As seen in the behaviorist theory in chapter one student tend to copy or adopt the behaviors of the surrounding environment thus schools should check on the student behaviors in schools.

### **Recommendations for further studies**

The researcher recommended that the future researchers conduct the future research on the following topics

1. the impacts of students behavior on their academic performance in Mpeefu Sub county
2. the relationship between student teacher relationship and academic performance in Kagadi district
3. social economic factors and student academic performance in Kagadi district

### **5.4 Conclusion**

According to the research and observations in Kagadi secondary school, this study concludes that student strikes have so much affected student academic performance therefore it is recommended that a critical control of student strikes should as much possible avoided in Kagadi secondary schools.

## APPENDICES

### APPENDIX: A

#### QUESTIONNAIRE FOR THE RESPONDENTS

##### Dear respondents

I am **Nyombi Jimmy** and a student of Kampala International University pursuing a bachelors of arts with education. I am carrying out a study research entitled the impact of student strikes on their academic performance in secondary schools in Kagadi districts you are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

#### SECTION A

##### BIO DATA OF THE RESPONDENTS

Instructions tick where appropriate

##### 1. Gender

A	Male	
B	Female	

##### 2. Age

A	18 – 30	
B	31 – 40	
C	41 – 50	
D	51 – 60	
E	61 –Above	

3. Level of Education of Refugee (Tick where appropriate)

Primary A	Post primary B	Certificate C	diploma D

#### 4 Marital Status

A	Single	
B	Married	
C	Divorced	

#### 5 Occupation

No,	Years	Tick
A	Teacher	
B	Doctor	
C	Soldier	
D	Specify	



**SECTION B:**

**CAUSES OF STRIKES IN KAGADI DISTRICT**

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A),  
2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

<b>STATEMENT</b>	<b>AGREE</b>	<b>NOT SURE</b>	<b>DISAGREE</b>
Poverty			
Poor teaching			
Misconduct of teacher towards students			
Poor services at schools			
Poor parenting of student			

## SECTION C

### EFFECT OF STUDENT STRIKES ON CADEMIC PERFORMANCE

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Expulsion from school			
Poor grades in class			
Delayed completion of the teaching syllabus			
Cases of school dropouts			
Lack of concentration in academics			
Poor learning environment			

## SECTION D

### MEASURES OF CONTROLLING STRIKES IN KAGADI DISTRICT

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

STATEMENT	AGREE	NOT SURE	DISAGREE
Improve the quality of service offered at school			
Respect for student rights and interests			
Strict control of students behaviors at school			
Proper treatment of students behaviors			

**APPENDIX B**  
**INTERVIEW GUIDE**

I want to thank you for taking your time to meet with me today. My name is **Nyombi Jimmy** and you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the the impact of student strikes on their academic performance in secondary schools in Kagadi districts. This research is a partial fulfillment for the award of bachelors of Science with education and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.

5. What are the major causes of students strikes in Kagadi district?  
.....  
.....
6. To what extent are the schools in Kagadi district responsible for student strikes in secondary schools?  
.....  
.....
7. What are the effects of student strikes on the academic performance in Kagadi district?  
.....  
.....
8. How can strikes be controlled and avoided in Kagadi district and elsewhere in Uganda?  
.....  
.....

END  
**Thank you for your cooperation.**

**APPENDIX C:**

**ACCOUNTABILITY AND EXPENDITURES (February 2018-august 2018)**

<b>ITEM</b>	<b>RATE</b>	<b>AMOUNT</b>
Stationary	10000	50000
Secretarial service	20000	20000
Internet	5000	5000
Transport	100000	100000
Calculator	20000	20000
Air time	5000	5000
News papers	1000	5000
Printing	20000	20000
Pens	500	2000
Editing	10000	10000
Library fee	10000	10000
Total		247,000

## APPENDIX D: ACTION PLAN

February 2018-June 2018

months	M1	M2	M3	M4	M5	M6	M7	PERSON RESPONSIBLE
<b>Activities</b>								
Formulation of research topic								Researcher & supervisor
Proposal writing								Researcher
Approval proposal								Supervisor
Data collection								Researcher
Data analysis								Researcher
Report writing & approval								Researcher & supervisor
Presentation of the report								