STRIKES AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS (A CASE STUDY OF AMANANG SEC. SCH -BUKWO DISTRICT)

BY

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1153-07234-01581

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN DISTANCE AND e- LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELORS OF ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST, 2018

DECLARATION

I, Chepkwemoi Daisy, hereby declare that the information contained in this report is my own original work, to the best of my knowledge, and hence no part of this report has ever been submitted to any Academic institution for the award of a degree.

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APPROVAL

This is to certify that the research report of Chepkwemoi has been approved for submission to the College of Education, Open, Distance and e-Learning.

SIGNATURE..... DATE 30/8/18

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DEDICATION

This report is dedicated to my father Mr. Kiprono Simon and my Mother Ms Chemusto Beatrice for being the best parents ever, my brothers Ivan, Isaac and Ebed. I dedicate this piece of work to everybody for the support and understanding given to me throughout the course.

ACKNOWLEDGEMENT

First and foremost I would like to thank the Almighty God for the strength, good health and wisdom, for without him all this would not have been a success.

I do appreciate the tireless effort rendered by Mr. Laaki Samson for his guidance throughout my research work plus all the lecturers especially Madam Shida Susan and Dr. Kayindu Vicent in the college of Education, Open, Distance and e-Learning. Would like to extend my acknowledgement to my colleagues Phanice, Isabella and Victor.

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ABSTRACT

The main purpose of this study was to investigate the factors that have contributed to student shrikes in public secondary schools in Bukwo sub-county. The objectives of the study were to establish the causes of strike in secondary schools of Bukwo sub-county, to investigate the challenges facing the Performance of students in secondary schools of Bukwo sub-county and to establish impact of strikes on the student's Academic performance in secondary schools of Bukwo sub-county. Some of the recommendations which should be put in place to avert student strikes include development of a curriculum that is manageable, enhancement of pastoral care programme, poor management of education institutions and constant revenue of school rules. Suggestions for further research on this area of the students strike are also given. More research should be done on why students strikes have been tragidy leading to loss of lives, how banning of corporal punishment has contributed to the increased good discipline in schools and counseling in curbing student strikes.

CHAPTER ONE

1.0 Introduction

This chapter deals with the background of the study, the statement of the problem, objectives of the study, research questions, the scope of the study, significance of the study and the conceptual frame work.

Strikes are not new phenomena in Uganda's secondary schools for they have been occurring for a long period of time. Different strikes have been observed in different secondary schools and this includes active and passive. Active strikes involve violence; riots and destruction of properties involved while passive are where no physical violence is: they include buy cost and sit down in strikes. Some of the causes of these strikes includes poor administration policies, adequate medical services, and unfair rules of administrative and disciplinary measures.

1.1 Background of the study

Strikes are rampant in schools within Uganda and there are various reasons as to why it occurs, this in return has resulted into diverse negative impact like destruction of school properties, loss of lives, and expulsion of students as well as poor academic performance of students.

The numbers of strikes recorded and observed in secondary schools can be categorized into active and passive strikes. Active strikes are these which involve violence, riots, destruction and damaging of properties while passive strike are where there is no physical valence, riots, destruction and damaging of property.

These strikes often occur depending on the prevailing circumstances for instance poor meals served at schools, inadequate treatment at sick bay, unfair rule and regulations.
These strikes have devise effect which rage from positive to negative effect. The positive effects include improvement of administration structure, training or employing of experienced teachers , improvement of disciplinary measures while negative effects include loss of time , destruction of property, loss of lives and poor academic performance.

1.2 Statement of the problem

Discipline is the key to success and brings about order; it makes students good and perfects their behaviour while dealing with things. Students must adopt the disciplinary aspects of every performance that makes them successful all the time. Students who are indiscipline end up with cases of students' unrest in schools which were reported as far back as 1980s when Sebei College students went on strike and since then, there has been an increase in the frequency and number in recent years. This report noted a clear indication of an increase in incidences of mass indiscipline and unrests in schools in Uganda. The committees and commissions set up by the government to investigate the causes of the unrests have proposed a number of recommendations to solve the problem. Despite this, the problem has persisted it is therefore for this reason that the researcher would like to investigate whether there is any correlation between strikes and academic performance.

1.3 Purpose of the study

The purpose of the study was to establish the factors responsible for strikes in secondary schools and its impact on academic Performance a case study of Bukwo sub-county Bukwo district Uganda.

1.4 Objectives of the study

The objectives of the study were as follows:

To establish the causes of strike in secondary schools of Bukwo sub-county Bukwo district Uganda.

To establish impact of strikes on the student's Academic performance in secondary schools Bukwo sub-county Bukwo district Uganda.

To investigate the solutions to the causes of the strikes in Bukwo sub-county Bukwo district Uganda.

Research questions

i What are the causes of strike in secondary schools of Bukwo sub-county Bukwo district Uganda?

ii What is the impact of strikes on the academic performance of students in secondary schools of Bukwo sub-county Bukwo district

Uganda?

iii What are the solutions to the causes of strikes in Bukwo sub-county Bukwo district

Uganda?

1.6 Scope of the study

1.6.1 Content scope

The main purpose of this study was to investigate the factors that have contributed to student shrikes in public secondary schools in Bukwo sub-county Bukwo district Uganda?

1.6.2 Geographical scope

Bukwo sub-county Bukwo district located in formerly Kapchorwa district in the eastern part of Uganda between the latitudes of 35 degrees south and longitudes of 34.5 degrees east it is found near Mt Elgon.

1.6.3 Time scope

This research is expected to be complete between Dec 2017 and May 2018

1.7 Limitations of the study

The researcher will endeavor know the aspect of the study that may negatively affect the result or generasabilty of the result over which he has no control.

These limitations will include sample size, length of the study, data collection procedures and limited financial resources.

Significance of the study

The study will be of great importance to the following categories of people:

The ministry of education

The ministry of education and the educational department will base on this study to come out with policies that will enhance strikes and yield better academic performance in schools.

The teacher

Teachers are also to base on the study to help students through guidance and counseling.

The parents and community

These will get chance to address the cause of strikes in schools which will later help them to seek for solutions to the problems of hence poor academic performance.

The management of schools

Good standards to measure the inputs and outputs in schools will be availed in order to draw valid conclusions and recommendations.

1.9 Operational definition of terms

Strikes - to cause a serious damage

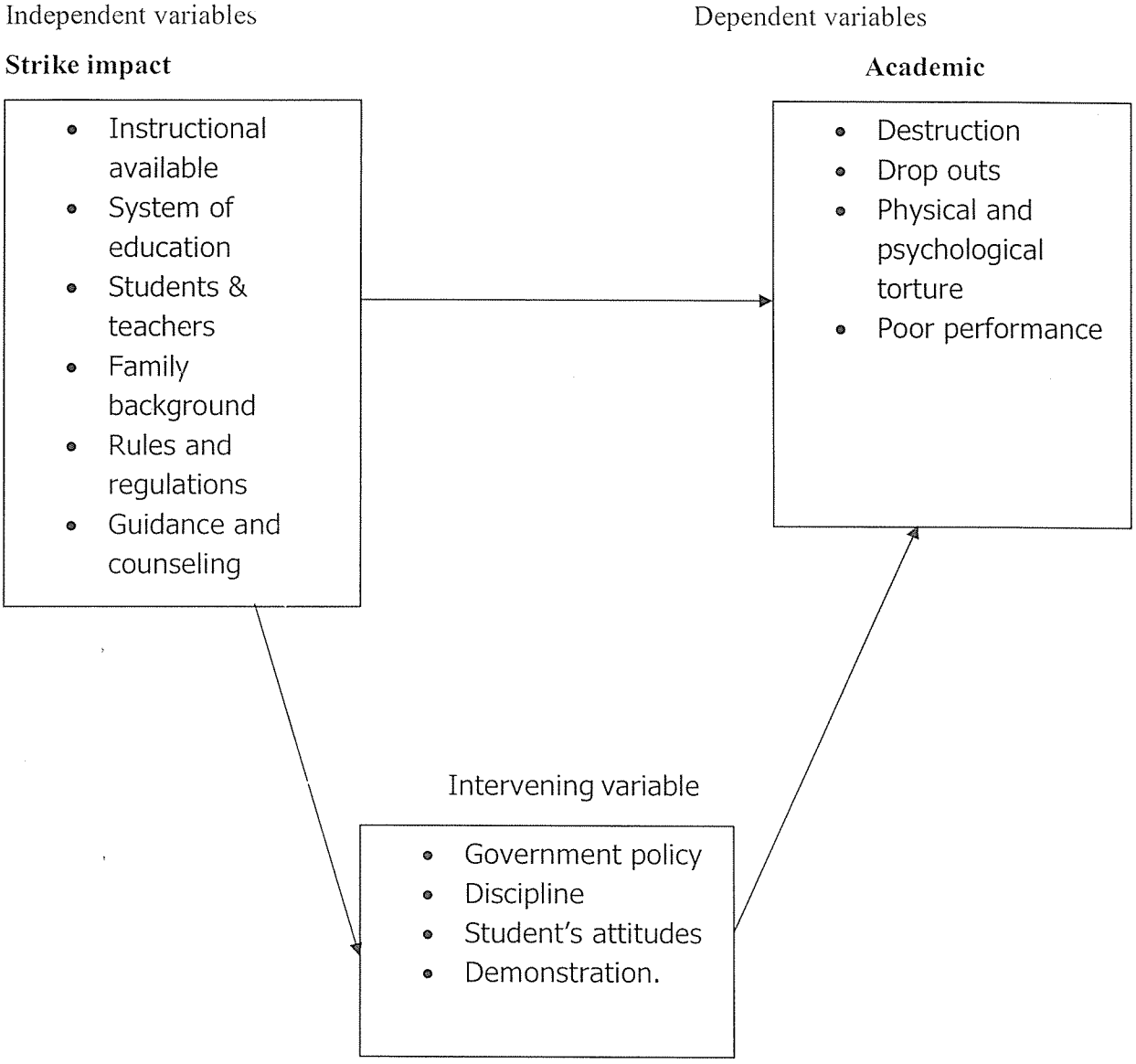
Performance - the ability to do something

Government — the act or action of governing the people

Policies -- rules and regulation

Impact -- to have an effect on something

Conceptual Framework



Explanation of the conceptual framework

Independent variable.

The conceptual frame work shows the independent, intervening and dependent variables. In this research the independent variables are students' attitudes towards strikes and this directly affect the student's performance in secondary schools of Bukwo sub-county Bukwo district. Therefore student's performance depends on the strike impact thus its existence leads poor performance and its absence contributes to better performances in secondary schools of Bukwo sub-county Bukwo district.

Intervening variables.

These are variables which affect both sides on one way or the other for example government policies can prevent the existence of strikes in secondary schools if they are strong or facilities its outbreak if are not made (in existence within the area).

CHAPTER TWO

REVIEW OF RELATE LITERATURE

2.0 Introduction

The researcher gave an analysis of information related to the topic of study and showed existing literature ties within its objectives.

2.1 Causes of strikes in secondary school in Bukwo sub-county Bukwo district.

In this research the author is not the first one to have cited the causes of strikes in education institutions. Many prior writers have also written about strikes for instances according to Jane Nyataya Daily Mnitor, Tuesday 14, 2008,"Poor administration policies have been behind the strikes in Uganda".

Peer pressure was the leading cause of unrest, followed by the media and drugs. Fear of examinations and poor administration as well as inadequate and poor quality of food also contributed to students unrests. According to the administrators/counselors and teachers the ranking of blame or contribution to strikes was in the following order: teachers, parents, society, government, students and finally the school administration. Clearly the students should not be the only or the main focus in terms of looking for solutions to the problem of unrest in schools. Interestingly, the students did not seem to blame any of the groups above with no group receiving more than 35% blame from the students. In fact, the highest blame apportioned to themselves at 35% with 30.3% of the students.

Although strikes can have a multitude of effects, including creating major inconvenience for not only parents who pay school fees, the more often cited impact is on the student learning. "Even major guild campaigns in institutions and public universities in South Sudan are funded by political parties resulting into violent strikes or sit down strikes," said Aliga Andrew in an interview with Gurtong.

He affirmed that the continuous power struggle in South Sudan always leads to fuelling such institutional strikes countrywide.

Andrew Afande, a second year biomedical student in education of Arapi training institute however, said that students and workers in most cases strike because of political influence.

He gave an example of a politician in Nimule, whom he declined to mention, whose writings, he alleges have led to various strikes in Eastern Equatoria State and the country at large.

This politician he says has also created a belief that, nothing can be achieved without a strike.

Kahunda James, a former employee with democracy international, however claimed that 95% of strikes are on welfare issues.

According to Deng Tut Deng, the Commissioner of police in the region, over 20 strikes have been registered in different institutions all over South Sudan, last year alone coupled with the insecurity situation in the country.

John Waru of voluntary service overseas confirmed the allegations of strikes saying that students and teachers' politics coupled with administrative policies have become major causes of strikes in public schools.

He alluded to a recent strike by Sebei College, based on salary which is inconsistent with the current economic meltdown in the country, dividing the financial institution in to two. The lack of explanation and action on reported cases or delayed action about administrative challenges by school administrations in most cases provokes students to stage the strikes.

There are reasons that cause students to engage in high school violence and demonstrations in Uganda;

- **Euro 2016** – Iterio Boys High School students burnt seven out of 11 dormitories after being denied the opportunity to watch the ongoing Euro 2016 matches.
- **Denied KCSE Leakage** – Onjiko Boys High School in Ahero went on a rampage after the school administration declined to give them access to the 2016 exams leakage.
- **Getting hit by a lorry** – Lenana School students held a demonstration over the death of one of their form two student at the hands of a reckless lorry driver using a by pass within the school compound in 2012.

Grievances against teachers – Nine secondary school students have been arrested and scores suspended in a wave of school unrest in Taita-Taveta County in 2013. It is important to realize that strikes are also a result of poor communication between the students and the administration or between the prefects and the administration.

The lack of explanation and action on reported cases or delayed action about administrative challenges by the school administration in most cases provokes students to stage the strikes. These information gaps intensify the mayhem that leads to strikes. Students should be regularly trained, while the school authorities should conduct regular career guidance seminars to counter poor character and hooliganism among the students.

We cannot rule out the possibility of drugs and their impact on discipline. Drug abuse and addiction is also a common problem in both day and boarding schools. Most schools are situated in estates (residential areas) making drugs readily available for students.

A number of student strikes are attributed to drug abuse. The use of drugs creates a breed of students who are fearless, ill-mannered with criminal tendencies. Such students find it very easy to cause havoc in schools.

The lack of effective guidance and counseling services in schools is also singled out as a major cause of student strikes. These services are usually given at crisis times since the schools lack permanent councilors and the teachers are too busy trying to cover the syllabuses leaving little time for the students.

Other major causes of student strikes include: poor parenting, lack of essential facilities in schools, poorly cooked food, political interference, among others. School managements should address these weaknesses to create a preventive mechanism against strikes before issues run out of their hands.

2.2 Impact of strikes in secondary schools

A former Arapi institute guild President, 2012-2013, Eriab Kenyi blames politicians of using students to conduct these strikes in order to create a platform for them to air out their views.

> "These are the politicians who think that students are to be used only in strikes for them to get a platform to speak out their views. Remember, after being used, they are left out in the reasoning part of the game," said Eriab Kenyi.

> "This is painful because so many students have failed to complete their diplomas and certificates due to these manipulations, while others are dying in prisons." added Eriab. Many students have also dropped out of schools especially the girl children who have fallen victims of circumstances. Parents have been left to weeping for they become the losers. Some develop serious and complicated sicknesses like stress as they lose big sums of money which the would otherwise use for some other things like self development.

Strikes put society most vulnerable children at risk. Strikes can displace student and breakdown education system. Strikes impact directly on student's academic performance (Ndegwa 2009) for instance when students strike and are expelled they will not cover the syllabus and they will end up performing poorly as they throw battle from wider coverage.

Njuguna (2007)cited many violet episodes between (1999)and 2008 characterized by destruct of schools property running into millions of Ugandan shillings low of study time and even death this has spread spontaneously like bush fire during the dry season many students were burnt to death with over 60 secondary schools closing down following violent students unrest.

Many students end up serving suspension from their schools while others were subjected to police custody awaiting trials many parents ended up serving humiliating expenses of having to visit schools seeking readmission for their children expelled elsewhere. Indeed strikes in Uganda schools are not for economy and for the future of schools as Asiaki (2009) observed. Ugandans strategic position could suffer while the fire started by students in Uganda might start the neighboring states. Importantly many students are spread across the region with Uganda hosting

some students while Kenyan citizen studying in Uganda and Tanzania, global treat could be affected negatively by these strikes. The findings of the study were that strikes affect academic achievements of students this is in line with Ndegwe (2009) and Njuguna (2007).

Solutions to High School Violence

Finding solutions to high school violence in Uganda is not a new thing. In fact, allowing high school students to play Grand Theft Auto 4, watching the Euros and being allowed to use their mobile phones may prevent strikes from happening.

High school students will always have an excuse of going on strike if little is done. There is need for parents to properly guide their children such that they grow uprightly. Good morals should be imparted into the adolescents by way of taking them to church and letting them know more about God. Good feeding should be in place because this is the time when such students love eating a lot. Some of the m come from well to do homes so this means balanced diet should be maintained. Students we need no logical reasons to go on a strike. Being bored out of our adolescent minds, being confined in the same place, staring at the same walls before schools broke for the holiday can make you I want to tell you go on strike. Bad taste and smelly food, or food spiked with a dash of kerosene which later can mean to tame our teenage hormones that seemed to go haywire every time a girl in sight.

It is thought and believed that the adolescence stage is very critical. It is a stage where a person above the age of ten exchanges their childhood toys for the opposite sex. This was our belief. We equated the opposite sex with sex. That is why the authorities at our high school thought it wise to lace our food with kerosene. So this if not taken care of can cause a serious strike. Students should be given time to communicate with opposite sex in which ever way. There is a secret high school love letters as proof.

Schools with clinics should not treat every disease with a dose of dusty Paracetamol whose expiry date was long overdue. Stomach ache, syphilis, premature hair loss, home sickness and even stomach cramps (or is it only women who suffer from this?), boredom or any other disease, the matron should not drop about eight expired Paracetamol whose tablets in your trembling

hands. Panadol is one reason for going on strike. But the institutions have to foster and maintain a healthier working relationship between the students' community through the guild leadership and the administration."

The students are always consulted first and they are involved in each and every process, whenever an institution management comes up with any policies and guidelines on achieving the strategic plan, and of course issues that affect the students, A thing that should be emulated by other institutions of learning and working centers, as it will help to resolve conflicts at its lantern stage before escalating to a crisis situation.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

Qualitative approach was carried out through focus group discussions with students whose schools had not been involved in students' unrests. On the other hand, quantitative inquiry was used to collect information from principals, deputy principals, counselors and students concerning the frequency of the strikes, and academic performance of students' levels with respect to strikes and other variables that could be quantified.

This chapter presents the methods that were applied during the study. It will show the research design, the study population, sample size, sampling techniques, data sources, data analysis, limitations to the study and the solutions.

3.1 Research design

A descriptive research design was used in the study to ensure the collection of data from the respondents.

3.2 Study population

The population of the study included the staffs, Students and the parents within Bukwo sub-county Bukwo District in Uganda.

3.3 Sampling

A random sampling technique was used on the targeted population. This was because of a large number of School staff members, Students, and Parents from four selected schools in the region. The respondents who were ready to give information were selected and screened especially those who have worked in the region for at least 2 years to ensure real information during data collection.

3.3.1 Sample size and procedures

The researcher used the purposive sampling technique in Bukwo region because of its flexibility since it was the residence of the researcher, but the rationale was the growing incidence of strikes in different schools which was the research fact.

3.4 Methods/techniques of data collection

34.1 Questionnaire

Questionnaire was administered to students also made a total of 231 they were given questionnaire because they were able to comprehend and respond effectively on their own.

Questionnaires were used because they offered an opportunity to respondents to give out facts and opinion freely.

The researcher preferred to use this method because it was quick to administer probably saved time to both the researcher and respondents to get relevant answers are present the data.

3.4.2 Observations

The researcher visitor the targeted schools to see critically the behavior of the students, teachers and administrators, to their day to day school activities this instruments gave an actual prove to their researcher so to associate the information obtained from that of the questionnaires for example punishment of the students shaving hair and delay in serving of meals.

3.4.3 Documentation

It is the secondary method of collection of data where by documents of written information are used for instance news papers and textbooks were studied to link the information obtained to that of the questionnaires and observation. The researcher employed these methods because it tends to be free from biasness and subjectivity which other method could overlook.

3.5 Data analysis

The main aim of finding out the attitude of the students towards the school rules and regulations as to the findings! date was analyzed according to the identified objective in the study .it aimed at the foods /meals served at the schools, the selection of the venue of parties outside the school and the provision of medical services. The researcher also intended to establish the relationship between the formation and implementations of school rules and students welfare concerning hair shaving, regulations of moving out in informs and treatment of students in sick bay. Finally analysis aimed at finding out the relationship between administration of disciplinary measures and the relevance. The study employed SPSS and Microsoft excel analyzed the analysis of the data helped to show the number of respondent in various academic levels in relation to the total population of the sample tabulation and percentage were used and the analysis done after data had been collected.

3.6 Limitation of the study

There was contradiction among the respondents some students feared to fill questionnaires since they thought that the information would be disclosed to the school authority while others were reluctant and unwilling to co-operate to fill the questionnaires since they did not see and the importance. To some extent school administration was not to allow individual or the researcher or his research in the school for the fear they revealed the information about the school to the public or initiate the students against the administration.

It was also costly in terms of movement from one school to another because of distance.
Failure to respond to the questioner that is they were not returned to the researcher, out of 330 questionnaires distributed 235 of them were returned. This implies that 95 were not brought back.

Time; moving from one station to other, making consultation with administration in order to be granted permission to distribute the questionnaire.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This study on factors responsible for strike and academic achievement was carried out in selected secondary schools in Bukwo sub-county Bukwo district in Uganda. Therefore the presentation of this chapter was done in line with research question.

4.1 The causes of strikes in secondary school

This research question was set for teacher head teachers and students to find out the causes of strikes in secondary school. The data obtained in to this research question was presented in table 1.

Table 1: Teacher's responses on the causes of strikes in secondary schools

Teachers' responses	Frequency	percentage
Poor feeding	20	50
Conflict to poor pay	10	25
Lack of guidance and counseling	10	25
Total	40	100

A table 1 show that the major causes of strikes in secondary schools is poor feeding. This reflected by 20(50%) of teachers who revealed that poor feeding is the major cause of strikes of secondary schools 10(25%) said that the conflict has been caused by inadequate salary pay and lack of guidance and counseling in secondary school. Strike findings are in line with the research observation that poor sanitation in schools has been cited as a cause of strikes. Therefore the school management committees and head teacher should always Endeavour to create a good learning environment in schools to avoid strikes.

Head teachers were interviewed to find out the causes of strikes in secondary schools the result obtained were presented in figure 1

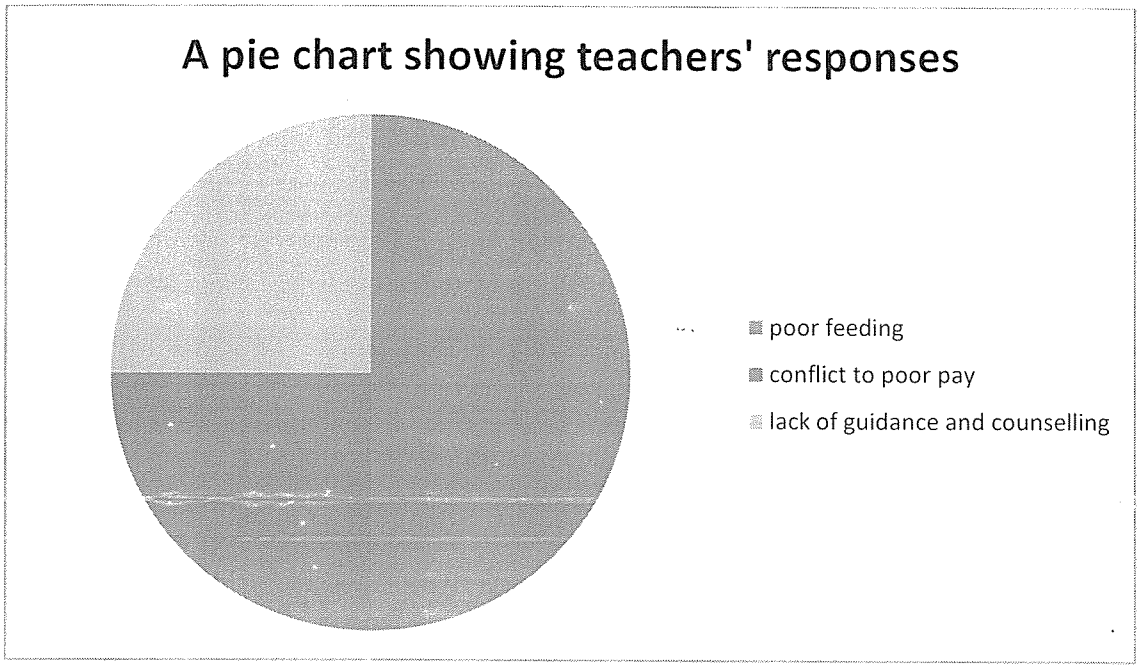


Figure 1: A pie-chart showing head teacher responses in the causes of strikes in secondary school

KEY

Poor feeding 50%

Conflict due to poor pay 25%

Lack of guidance and counseling 25%

The study found that the major cause of strike in secondary schools is poor feeding and this was reflected by 50% while 25% of respondents attributed the causes strike in secondary schools due to poor salary and lack of guidance and counseling in teacher and students.

In a questionnaire to student to find out the causes of strike in secondary school the results obtained was presented in table 2.

Table 2: Student's responses on causes of strikes

Students' responses	Frequency	Percentage
Strict school rules	20	20
Poor feeding	30	30
Poor teaching methods	15	15
Absence of communication problems in the school	35	35
Total	**100**	**100**

Table 2 shows that students 3 0(30%) revealed that poor feeding in most of the secondary schools has been a major cause of strike 35(35%) attributed the causes of strikes to absence of communication on problems which students face to the school 20(20%) said that the cause of strikes have been due to strict school rules while 15(15%) said that poor teaching methods by some teachers have also caused many conflicts in secondary schools.

The study also got some data from teacher to find out whether the head teachers are always at school. The findings obtained were presented in figure 2

Figure 2: A pie chart showing teachers responses on whether the head teacher is always at school

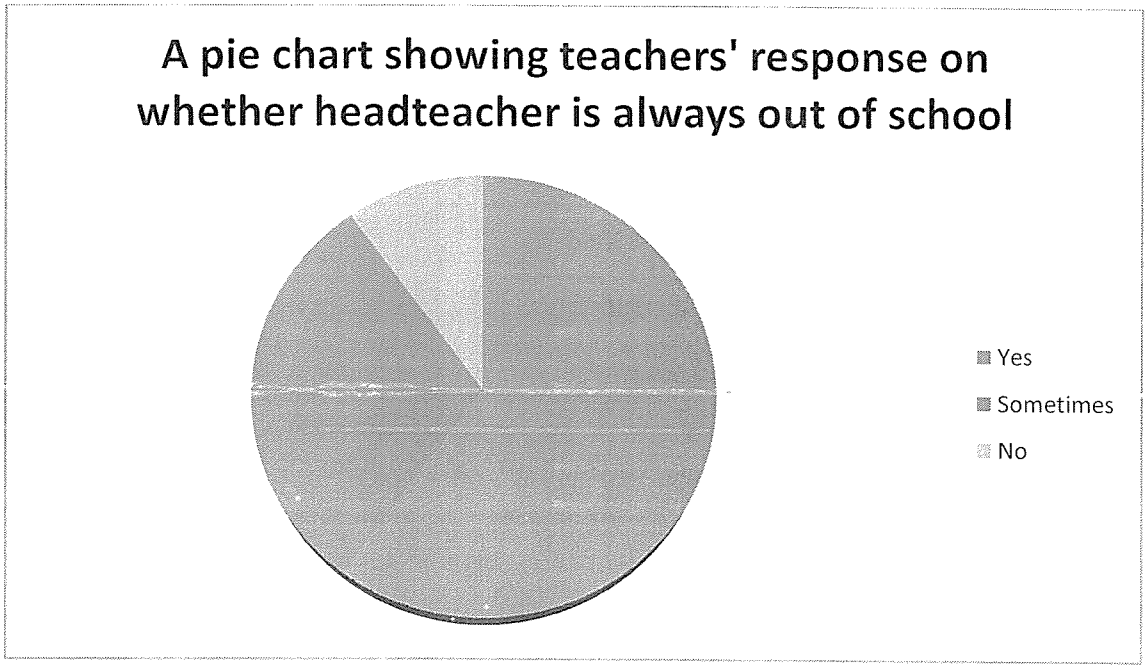


Figure 2 shows that a great extent 60% of the teacher said that the head teacher is always at school, 30% indicated that sometimes while 10% said that the head teacher does not stay at school always. Therefore the study found out that head teacher is always at school though few dodge.

4.2 What are the effects of strikes on student's performance?

The researcher went ahead to collect data from teachers head teachers and students to find out the effect of strikes on students performance. The results obtained were presented in table 3.

able 3: Teachers responses on effect of conflict on student's performance

eachers' responses	Frequency	Percentage
onflicts effect on students' erformance	20	55
onflicts have no effect on udents' performance	02	05
don't know	08	20
ometimes affect students erformance	10	25
otal	**40**	**100**

able 3 shows that majority of teachers 20(55%) revealed that strikes affect students erformance if they exist in school 8(20%) said that they don't know whether conflict affect udents performance while 10(25%) said that sometimes but always and 2(05%) said that strikes id no effect on students performance.

ne study findings were in agreement with the research that strikes in secondary schools greatly fects more of students than teachers.

ne study got some information from parents to find out whether secondary schools in the vision have textbooks in school library. The data obtained was presented in table 4.

able 4: Parent's responses on availability of textbook in school library

arents response	Frequency	percentage
es	5	25
o	10	50
lon't know	5	25
otal	**20**	**100**

ble 4 shows that on average 10(50%) of the parents said that secondary schools in Bukwo strict do not have text books 5(25%) said that secondary school have text books while 25%)said that they don't know whether schools have text books or not.

Figure 3: A pie-chart showing headteacher's response on whether teachers or students use textbooks

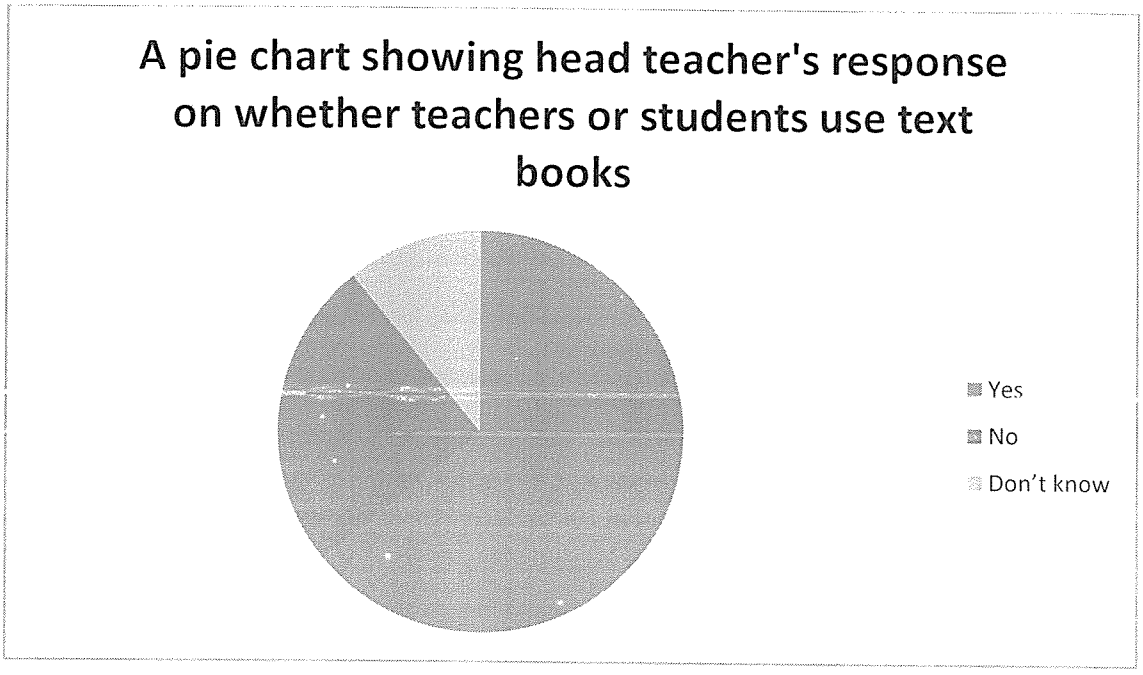


FIGURE 3 shows that majority of the head teacher students are allowed to use school text books 50% revealed that teachers and when asked students to find out whether use of available textbooks improve on students performance the study got some information from students and results obtained were presented in table 5.

Table 5 : Students response on whether use of available textbook improves on students performances

Students Response	Frequency	Percentage
Yes	70	70
No	-	-
I don't know	30	30
Total	**100**	**100**

Table 5 shows that majority of students 70(70%) revealed that the use of text books improve on students performance while 30(30%) said that not all textbooks available at school are important in making students answer Uganda National Examination Board (UNEB) exams and pass.

4.3 What solution should be put to reduce strikes in secondary schools?

This research question was set for head teachers, teachers, students and parents to find out what should be done to reduce on strikes in secondary schools. The result obtained is represented in table 6

Table 6: Teachers, headteacher, students and parents responses on what should be done to reduce strikes in secondary schools.

Teachers Response	**Frequency**	**Percentage**
Talking to teachers	10	10
Holding parents meetings with teachers	20	20
Guidance and counseling	10	10
Head teachers response	Frequency	Percentage
Schools should hold meetings with teachers and parents	5	05
Provide a good relationship with teachers, students and non teaching staff	5	05
Students responses	Frequency	Percentage
Good feeding	50	50
Effective Teaching	**100**	**100**

Table 6 shows that for school to achieve its goals the above discussed responses should be implemented on each response. If the above responses are followed with strict school rules and regulations then the strikes in schools will reduce.

Teachers Response	**Frequency**	**Percentage**
Talking to teachers	10	25
Holding parents meetings	20	50
Guidance and counseling	10	25
Total	**40**	**100**
Head teachers response	**Frequency**	**Percentage**
Schools should meet teachers and parents	2	50
Provide a good relationship among teachers, students and non-teaching staff.	2	50
Total	**4**	**100**
Students responses	frequency	percentage
Good feeding	50	50
Effective teaching	50	50
Total	**100**	**100**

Table 6, shows that for schools to achieve its goals, the above discussed responses should be implemented on each response. If the above responses are followed with strict school rules and regulations, then the strikes in schools will reduced.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The proceeding chapters of this report deals at length with various findings pertaining the factors responsible for strikes in secondary schools and it impact on academic performance basing on a case study of Bukwo sub county Bukwo District (Uganda). This chapter gives a discussion, summary of the study, conclusions and recommendations basing on the findings, the researcher's recommendations about the study, and suggested areas for further readings.

5.2 Discussion

5.2.1 What are causes of conflicts in secondary schools?

Using observation as a method of data collection, I observed that some conflict exist due to shortage of findings like failure to pay teachers in time, buy sugar for lunch porridge and fulfilling students needs. The study also found out that the poor methods of behavior discouragements like heavy beating evidenced by a bundle of caning sticks in the corner of staffroom rather than using polite method like counseling teachers strongly resulting to beatings widens the gap between teachers and learners thus teachers -pupil poor relationship.

The study findings were in line with Elton (1998) who argues that the cause of conflicts in school settings are many but common ones involve bad behavior in students and the poor methods of teachers handling learners. This has been an acute problem for almost African countries and other countries of the world. Tusingwire (1988) observed that right from school settings the legal system does not exist independently of community interest but on the century and highly integrated with it and to a large extent depends upon its efficiency

However the findings also revealed that conflicts are brought up in schools because of poor feeding methods whereby students are given poor meals while in the end makes them to involve in conflicts so that they can be protected of their interests.

Effects of strikes on student's performance

Majority of teachers 20(55%) revealed that strikes affect students performance if they exist in school 8(20%) said that they don't know whether conflict affect students performance while 0(25%) said that sometimes but always and 2(05%) said that strikes had no effect on students performance.

The study findings were in agreement with the research that strikes in secondary schools greatly affects more of students than teachers.

The study got some information from parents to find out whether secondary schools in the division have textbooks in school library.

.3 Conclusion

Strikes in secondary schools in Uganda are the genuine as seen from the above and they also have a negative impact on academic performance. All forms of strikes are evident throughout secondary schools in Uganda. The causes of which range from poor feeding system, treatment at school among others.

The recommended measures include intervention by the ministry of education and other stakeholders, change of poor administration and involving students in schools affaires. The government of Uganda should therefore endeavor to see the rights of young generation of Uganda students and guard against its jealousy.

.4 Recommendations

The following are recommendations about the concepts of strikes in secondary schools.

- Constant guidance and counseling
- Creating awareness Sensitizing students and staff on need to be discipline.
- Punishing student who break school rules and regulations fairly.
- Rewarding the students who behave well by proving bursaries.

- Constant communication to be availed between teachers, student, administration and subordinate staff.
- Employee competent administrator experienced, mature and morally upright in order to administer schools. They should be close to students and encourage regular communication with them.
- Amicable handling of such situations to encouraged between students, teachers, BOG and parents to prevent the occurrence of strikes.
- Administration should try to fulfill the demands of students and teachers like regular payment of salaries.
- Students' opinions should be accepted and considered by the administration.
- Provide conducive learning atmosphere for students
- Administration headmasters/ministers should not over stay in their station i.e. transfers should be encouraged regularly.

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APPENDICES

APPENDIX I:INTRODUCTION LETTER TO RESPONDENTS

KAMPALA INTERNATIONAL UNIVERSITY

P.O.BOX 20,000

24TH APRL 2018

TO RESPONDENTS

Dear respondent, I introduce to you Chepkwemoi Daisy a registered student of Kampala International university, I kindly request you allow the barer to carry out his research study in your area/organization which will take a period of one week from the date of the letter.

The purpose of this letter is to reconcile the researcher distribute his questionnaires and interview guide for the aim of collecting data which will be included in his book which will act as a partial fulfillment for the award of a bachelors degree in Arts with Education Of Kampala International University.

The study is purely for academic purpose and response will be handled with confidence deserved.

Yours faithfully

.....

CHEPKWEMOI DAISY

APPENDIX II:QUESTIONNAIRE

Please tick the correct answer and give your own opinion as to the questions

1. Sex:

Male ☐

Female ☐

2. Level of education

Primary ☐

Secondary ☐

Tertiary ☐

University ☐

3. Age bracket

14 – 24 ☐ 25 – 34 ☐ 35 – 44 ☐ 45 – 54 ☐

Above 54 ☐

4. Status

Married ☐ Single ☐

5. What is your current job?

.....

SECTION B

Tick the correct alternative by giving your opinion as the case may require

1. Have you ever witnessed any strike in your school?

   Yes ☐

   No ☐

   Why.....

   .....

2. How did you find the experience?

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3. What are the causes of strike?

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4. What action is your school administration take to solve such problems?

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5. What are the effects of strike towards the schools?

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6. What are effects of strike on students' academic performance?

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7. If you were working in the Ministry of Education, what recommendations could you give to reduce the students' strike in secondary schools?

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APPENDIX III:BUDGET FOR RESEARCH REPORT VALID IN UGANDA SHILLINGS

Item	**Quantity**	**Amount**
Duplicating papers	1 ream	15,000/=
Stencils	2 packets	5,000/=
Ink	3 packets	15,000/=
Travelling	20 days	55,000/=
Binding and typing	3 copies	60,000/=
Total		**150,000/=**

APPENDIX IV: TIME SCHEDULE

Period	Activity
April –May 2017	Proposal submission
February – March 2018	Data collection
March – April 2018	Data analysis and presentation
April – May 2018	Report submission