EFFECTS OF STUDENTS’ STRIKES ON ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN UGANDA: A CASE OF SECONDARY SCHOOLS IN NTUGAMO DISTRICT

BY
ENSIYAITU KAIJARUBI CHLEOPHAS
14/U/12988/GMED/PE

A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

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DECLARATION

I, Ensiyaitu Kaijarubi Chleophas, hereby declare that this research report entitled “Students’ Strikes and its Effects on the Students’ Academic Performance in Ugandan Secondary Schools: A Case of Ruhama County in Ntungamo District” is my original work and has never been presented to any university for an academic and professional award.

Signed ………………………………..

Date ………………………………..
APPROVAL

We, the undersigned, certify that this research report entitled “Students’ Strikes and its Effects on Students’ Academic Performance in Ugandan Secondary Schools: A Case of Ruhama County in Ntungamo District” is submitted for the award of Master of Education in Policy, Planning and Management with our approval.

Signature ……………………………..
Date …………………………………..

Dr. Peter Okello

Signature ……………………………..
Date …………………………………..

Dr. Elizabeth Opit

Signature ……………………………..
Date …………………………………..

Dr. Phillip Owino
DEDICATION

This research report is dedicated to my mother, Ms. Selina Kyikuruhize and my foster parents; Mr and Mrs Paul Koorinako and all the people who value education.
ACKNOWLEDGEMENT

I thank the almighty God for giving me courage, protection and wisdom which enabled me to sail through this master’s course amidst a multiple of difficulties. I extend my sincere appreciation to my beloved supervisors; Dr. Peter Okello, Dr. Elizabeth Opit and Dr. Philip Owino for their professional guidance, mentoring and moral support towards making this research a success.

Thanks to his Grace, Paul K., Bakyenga my Archbishop and Mr Paul Koorinako for the financial and moral support they gave me in my studies. To Mr. Tibihika Leonard Tumuramy, my mother Ms. Serina Kyikuruhihe and the staff of professional secretaries limited for printing and proof reading this document.

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TABLE OF CONTENTS

DECLARATION .......................................................................................................................... 1
APPROVAL ............................................................................................................................ 2
DEDICATION........................................................................................................................ 3
ACKNOWLEDGEMENT ......................................................................................................... 4
TABLE OF CONTENTS ......................................................................................................... 5
LIST OF TABLES ................................................................................................................... 8
LIST OF ABBREVIATIONS/ACRONYMNS ........................................................................... 11
ABSTRACT ............................................................................................................................. 12
CHAPTER ONE .................................................................................................................... 13
INTRODUCTION ................................................................................................................. 13
  1.1 Background to the study .......................................................................................... 13
      1.1.1 Historical background ..................................................................................... 13
      1.1.2 Theoretical Background ............................................................................... 17
      1.1.3 Conceptual background ................................................................................ 17
      1.1.4 Contextual background ................................................................................ 19
Table 1: Students’ performance in UCE examinations in Secondary Schools of Ruhama County ...... 19
  1.2 Statement of the Problem ....................................................................................... 19
  1.4 Objectives of the study ........................................................................................... 20
  1.5 Research Questions ................................................................................................ 20
  1.7 Significance of the study ....................................................................................... 21
  1.8 Scope of the study .................................................................................................. 21
      1.8.1 Geographical scope ...................................................................................... 21
      1.8.2 Content scope ............................................................................................... 22
      1.8.3 Time scope .................................................................................................... 22
  1.10 Definition of Operational Terms ......................................................................... 24
CHAPTER TWO .................................................................................................................. 25
LITERATURE REVIEW ....................................................................................................... 25
  2.0 Introduction .............................................................................................................. 25
  2.1 The expectancy theory ......................................................................................... 25
  2.2 Destruction of School Property and Students’ Academic Performance ...................... 26
  2.3 The effect of students’ suspension due to strikes on the academic performance ........... 29
  2.4 Temporary closure of schools and students’ academic performance .......................... 31
  2.5 Summary of literature ......................................................................................... 33
CHAPTER THREE .............................................................................................................. 35
Table 3: The study’s Target Population and Sample size

3.3 Sampling Techniques ............................................................................. 36

3.4 Methods of data collection ..................................................................... 37

3.5 Instruments of data collection ................................................................. 38

3.6 Validity and reliability of the instruments ............................................... 39

3.7 Data collection procedure ....................................................................... 40

3.8 Data analysis ............................................................................................ 41

4.1 Demographic characteristics of respondents ........................................... 43

Table 4: Distribution of study participants by categories .................................. 43

Table 4.1: Distribution of strikes in the schools between 2011–2015 .................. 44

4.2 Destruction of property and students’ performance in UCE Examinations ......... 44

4.2.1 The role of students’ strikes in the destruction of school property ............ 45

Table 4.2: Contribution of students’ strikes in the destruction of school property .... 45

4.2.2 Types of property destroyed during the students’ strikes ......................... 46

Table 4.3: Students views about types of property destroyed during students’ strikes ..... 46

Table 4.4: Teachers’ views about types of school property destroyed during students’ strikes .... 47

Table 4.5: School managers’ views on the types of property destroyed .................... 47

4.3 Destruction of school property and students’ performance in UCE Exams ........ 48

4.4 Suspension of students and performance in UCE Examinations .................. 52
DISCUSSION, CONCLUSION AND RECOMMENDATIONS ........................................ 66

5.0 Introduction ........................................................................................................ 66
5.1 Destruction of school property and students’ performance in UCE examinations ...... 66
5.2 The effect of suspension on students’ performance in UCE examinations ................ 67
5.3 Temporary closure of schools and students’ performance in UCE Examinations ...... 69
5.4 Conclusions .......................................................................................................... 72
5.5 Recommendations ............................................................................................... 73

REFERENCES ........................................................................................................ 74

APPENDICES ........................................................................................................ 78

APPENDIX A: ........................................................................................................ 78
Questionnaire for Students ....................................................................................... 78
APPENDIX B: ........................................................................................................ 80
Questionnaires for Teachers ..................................................................................... 80
APPENDIX C: ........................................................................................................ 82
Interview Guide for School managers ..................................................................... 82
APPENDIX D: ........................................................................................................ 83
Focus Group Discussion Guide for Students .......................................................... 83
APPENDIX E: ........................................................................................................ 84
Focus Group Discussion Guide for Teachers .......................................................... 84
LIST OF TABLES

Table 1: Students’ performance in UCE examinations in Secondary Schools in Ruhama County .................................................................................................................. 19
Table 2: Target Population and Sample size .................................................................................................................. 364
Table 3: Distribution of study participants by categories .................................................................................................. 431
Table 4: Distribution of strikes in the schools between 2011–2015 ................................................................................. 442
Table 5: Contribution of students’ strikes in the destruction of school property .......................................................... 453
Table 6: Students views about types of property destroyed during students’ strikes .................................................. 464
Table 7: Teachers’ views about types of school property destroyed during students’ strikes ........................................ 475
Table 8: School managers’ views on the types of property destroyed .............................................................................. 475
Table 9: Effects of destroyed property on students’ performance in UCE examinations .................................................. 486
Table 10: Teachers responses on the effects of destroyed property on students’ performance in UCE examinations ................................................................. 498
Table 11: Managers’ responses on the effects of damaged school property on performance. ............................................. 39
Table 12: Effects of students’ suspensions on their performance in UCE ........................................................................ 531
Table 13: Teachers responses on suspension and students’ performance in UCE examinations .................................................. 541
Table 14: School administrators’ response on the impact of students’ suspension on their performance in UCE Examinations ........................................................................ 513
Table 15: Students’ responses on temporarily school closure and students’ performance in UCE examinations ........................................................................ 574
Table 16: Teachers responses on temporary school closure on students’ performance in UCE Examinations ................................................................. 46
Table 17: Administrator’ responses on temporary school closure and students performance in UCE examinations ........................................................................ 46
Table 18: Effect of Destruction of School Property (FGD Students) ............................................................................ 47
Table 19: Effect of Destruction of School Property (FGD Teachers) ........................................................................ 48
Table 20: Effect of Suspension of students on the Academic Performance (FGD Students) ........................................ 49
Table 21: Effect of Suspension of students on the Academic Performance (FGD Teachers) ........................................................................................................................................................................................................51

Table 22: Effect of Temporary Closure of Schools on Academic Performance (FGD Students) ........................................................................................................................................................................................................52

Table 23: Effect of Temporary Closure of Schools on Academic Performance (FGD Teachers) ........................................................................................................................................................................................................52
LIST OF FIGURES

Fig. 1 Conceptual Framework ................................................................. 11
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>BOGs</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>UCE</td>
<td>Uganda Certificate of Education</td>
</tr>
<tr>
<td>MOES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>UNEB</td>
<td>Uganda National Examination Board</td>
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ABSTRACT

The period between 2011 and 2015 was characterised by students’ strikes in secondary schools in Ruhama County. These strikes were associated with students’ suspensions, damage of school property and closure of schools, among others. A decline in students’ academic performance in a number of secondary schools in Ruhama County was also recorded in this era. Hence the purpose of this study was to find out if students’ strikes had an effect on students’ academic performance in UCE exams. Specifically, the study objectives sought to establish if; destruction of school property, suspension of students and closure of schools due to students’ strikes affected their academic performance in UCE examinations. Research questions were, What was the effect of destruction of School property due to strikes on students’ academic performance in UCE exams, how did the suspension of students due to strikes affect their academic performance in UCE exams, and how did the temporary closure of schools due to strikes affect students’ academic performance in UCE exams. Ex-post facto research design was used in this study that included qualitative and quantitative methods. The study sample comprised of; One DEO, Six Board of Governors Chairpersons, Six head teachers, Fifty two teachers, One hundred and Sixty one students. Purposive, stratified and Simple Random techniques were used to select respondents. The sample. Questionnaires, interview guides, focus group discussion guides and a checklist were used to collect data. Data was analysed using qualitative and quantitative methods. The study found out that destruction of property, suspension of students and closure of schools due to students’ strikes contributed to students poor academic performance in UCE examinations by getting poor grades. The study concluded that the destruction of school property (dormitories, classrooms, libraries, laboratories and furniture), suspension of students and temporary closure of schools due to students’ strikes led to students’ poor academic performance in UCE exams in Ruhama County. Students’ were unable to; complete the UNEB syllabus, have adequate contact hours with teachers and have access to the library and school laboratory. The study recommended that school administrators should address the causes of students’ strikes by holding regular meetings with students and device alternative means of punishing students instead of suspending them.
CHAPTER ONE
INTRODUCTION

This chapter provides information on the background of the study, statement of the problem, the purpose and objectives of the study, the research questions, scope of the study and conceptual framework.

1.1 Background to the study

Education is a holistic process that leads to growth in which students are expected to acquire physical, intellectual, moral and psychological development in a conducive learning environment. On the contrary, secondary schools in Ruhama County have experienced many violent strikes, low student enrolment and poor academic performance in UCE examinations. This study sought to examine the effect of students’ strikes in secondary schools in Ruhama County on academic performance in the Uganda Certificate of Education (UCE) examinations.

1.1.1 Historical background

Documentary evidence indicates that the incidence of students’ strikes in education is not a new phenomenon. It further reveals that strikes have causes and consequences; Strikes take different shapes; from simple demonstrations to destruction of property, disruption of school activities and even claiming human life (Nagawa, 1998). In the era of re-structuring and re-making of the South American society strikes were an inevitable part of change (Kerzner, 1996). In this scenario, strikes in the South American Schools were propagated to bring about desired results for the benefit of the aggrieved in the society as a means of expressing ones grievances to the authority (Kerzner, 1996). The conflicts between American and Asian students in South American schools indicated that the total absence of strikes in schools was because there is always competition for the scarce and limited resources (Kerzner, 1996). Students’ strikes in American schools began in the 1940’s and continued to increase as a means of expressing their dissatisfaction with the authority (Eisenbraun, 2007).
The causes of student strikes are multifarious. Okotoni and Okotoni (2003) in his study of the causes of strikes in secondary schools in Osun State in Nigeria maintain that conflicts between students; and students and teachers, arise because of inadequate welfare, and poor staffing.

According to Griffins (1996), 202 major strikes took place in Kenya between 1939 and 1995 due to the poor implementation of education policies. However, strikes in Uganda mainly are attributed to poor leadership styles. Byaruhanga (2004) in his study of the effects of strikes on academic performance in secondary schools in Fort Portal, concluded that the causes of strikes are partly attributed to the influence of head teachers’ leadership behaviour on students’ discipline and their failure to work with the teaching staff as a team. Similarly, Ayot (2004) in the study of education and development in central province in Kenya argues that administrators, who become dictators and fail to work with teachers, fail to listen to the voice of students and other co-workers can cause a strike. It is critical to note that the leadership styles of school managers contribute to the occurrence of students’ strikes in schools (Mulindwa, 2010; Kangave, 2006). Atuhaire (2016) too, concluded that every strike in western Uganda was influenced by indisciplined and unsupervised teachers who instigate students’ strikes to fulfil their selfish ambitions through indisciplined students.

According to Griffins (1996), 202 major strikes took place in Kenya between 1939 and 1995 due to the poor implementation of education policies. These had devastating effects that led to increased destruction of property, human life and poor academic performance amongst students. During these strikes, students destroyed school property and injured some teachers; both property and human life were destroyed in these strikes worth millions of shillings (Griffins, 1996). Strikes in schools are disasters that undermine Education goals and objectives. Gikungu and Karanja (2014) also affirmed that students’ riots, strikes, demonstrations and other forms of mass indiscipline in secondary schools affect education goals. They explained that students’, strikes and riots lead to destruction of school property
like; desks, libraries, classrooms, wastage of study time, disruption of school programmes and may lead to students’ poor academic performance. Walton (2007), too, in his study of the effects of Strikes on students’ learning in South Africa argues that strikes had destructive and disruptive effects on schools but they could also lead to good academic performance.

The notable demonstrations by students in secondary schools in Uganda include the strikes at: Kings’ College Buddo in 1942 (Summers, 2006); Muntoyera High school in 1973 (Turyaguma, 2002); Nyakasura School in 1976 (Paige, 2000); Sir Samuel Baker in 1973 (Lamwaka, 2001); Namilyango College in 2001 (Kajoba, 2001); Busoga College Mwiri in 2000 (Womakuyu, 2011) and Jinja College in 2013 (Kiirya, 2013).

The causes of students’ strikes in these academically renowned schools were attributed to their unresolved concerns by the school managers in the respective schools. The violent effects of strikes resulted into the destruction of property, loss of life and loss of valuable time for academic improvement of the students (Bwoya, 2008). In the 1960s, it became a common practice for students to adopt strikes as a common tool for conflict resolution between them and school administrators (Marshal, 1976). Gumisiriza (1990) also acknowledged that by the post-independence period in Uganda, strikes and indiscipline in secondary schools all over the country started in the 1950s as conflict resolution mechanisms.

In Ruhama County, the first strike took place in 1987 at Rukoni Secondary School where students burnt down the school’s grass thatched dining hall and injured a mathematics teacher. This strike led to the closure of the school and the imprisonment of thirteen students. The recent strikes in the secondary schools in Ruhama County include those that occurred at; Itojo Central Secondary school in 2013, St. Peters Secondary School Rwera in 2014, Kyamate Secondary school, Rweikiniro Secondary school, Rwoho, Kitwe and Nyakyera Secondary schools in 2015. During these strikes, the violent activities that were executed by the students were detrimental in various ways.
According to Atuhaire (2016) students of Itojo Central Secondary school who were involved in a strike in 2013; assaulted a biology teacher, burnt his house and slaughtered a cow from the school farm. As a result, seven students were expelled; the head prefect was imprisoned and finally expelled. Furthermore, the school was closed for one week and all students were demanded to pay for the damaged properties as a precondition for the resumption of their studies. Similarly, the strike by students of St. Peters Secondary School-Rwera in 2014 involved breaking of window glasses and beating up of the deputy head teacher. The immediate action resulted into closure of the school before the end of the term and the expulsion of seven students (Ntungamo Police Report, 2015). At Kyamate Secondary School, students burnt down the head master’s office and destroyed school records in 2015. Consequently, the school was closed for one month, five students were imprisoned and one teacher dismissed from the school (Ntungamo Police Report, 2015).

In 2015, students in four schools in Ruhama County participated in devastating strikes. Students’ strikes at Rweikiniro Secondary resulted in the; burning of a class room and a book store to ashes, imprisonment of three students and dismissal of the school bursar (Ntungamo Police Report, 2015). At Rwoho Secondary School, students raped a female music teacher and ate three goats belonging to the school. Consequently, eight students were imprisoned by the police and their parents were demanded to pay for the damaged school property (Ntungamo Police Report, 2015). In Kitwe Secondary School, students beat up the headmaster and the head cook, slaughtered and ate the school neighbour’s cow. As a result of this strike, the school was closed for three weeks and the parents were made to pay for all the damages caused by the strike while the school bursar and the head cook were dismissed (Ntungamo Police Report, 2015). In the strike at Nyakyera Secondary School, students attacked a parish priest and ate three goats and five hens from the parish. This strike resulted in the closure of the school for two weeks and parents paid for the damaged property at the parish.
The aforementioned documentary evidence on students’ strikes showcases various causes and the destructive effects of students’ strikes on the welfare of schools and the neighbourhood.

In Ruhama County, the increasing numbers of strikes illustrate a negative trend that undermine the educational goals in the schools and therefore need to be addressed in order to avert the underlying consequences to the nation. Strikes take different shapes; from simple demonstrations to destruction of property, disruption of school activities and even claiming human life (Nagawa, 1998).

1.1.2 Theoretical Background

This study was guided by the expectancy theory (Vroom, 1964). The theory explains what an individual passes through to make choices and proposes that the action taken by an individual may lead to a positive or negative outcome. The advocates of this theory emphasise the relationship between peoples’ behaviour and goals is influenced by changes in job payment systems and working conditions. When these changes favour the workers’ expectations they make decisions that lead to positive outcomes and vice versa. This theory is applicable in this context because this study also seeks to establish the outcome of students’ strikes in relation to their academic performance. In order to realise excellent academic performance in schools, students expect to be taught and be well fed. When these conditions were not met by the school managers, students became violent and destroyed school property, beat up teachers and missed classes. Such events may affect students’ academic performance (Armstrong, 2003).

1.1.3 Conceptual background

In this study, there are two variables; Students’ strikes (IV) and students’ Academic Performance (DV). In Ruhama County, students’ strikes are violent and are characterised by the destruction of school property, bodily injury and trauma to the community, expulsion of students and closure of schools. The concept of strikes is articulated differently by various
authors. For instance Rukundo (2009) defines a strike as the deliberate use of extreme, malicious and forceful measures. Such measures are meant to resolve grievances especially by the use of physical force resulting into destruction of property and life by a group of individuals. The deliberate organisation of students’ strikes in groups is an act of malicious intent to cause the school administration to submit to their demands.

Chijioke (2013) holds that a strike is an organized work stoppage by a body of workers to enforce compliance with demands made on an employer or group of employers. In the case of Ruhama County, the school managers failed to meet the needs of the students. Students used strikes as a powerful weapon for achieving their goals regardless of the consequences. Regarding the strikes, the researcher affirms that it is a voluntary and collective cessation of activities in order to assert claims that would not be addressed otherwise. In the case of Ruhama County when schools are operating, the managers receive benefits such as transport allowances, medical allowance and department allowances that they would have otherwise missed due to the frequent strikes.

Terenzin (2005) defines academic performance as the ability of the learners to use their mental powers for reflective thinking, problem solving and analysis of issues to excel in their studies.

In this study, students’ academic performance was measured using the Uganda National Examination Board’s (UNEB) grading system. According to UNEB, UCE grading, a student who obtains grades 1 to 4 has passed and a student who obtains grades 7 to 9 has failed UCE examinations (Ahimbisibwe, 2017).

According to Pascarella and Terenzin (2005), academic performance is realised when learners involve the powers of their mind for reflective thinking, social integration, a sense of purpose and active involvement in order to achieve the ability to excel in their studies. Despite the efforts students put to achieve higher levels of academic excellence in their
pursuit for education, it is essential to note that any form of disruption may interfere with their progression in school.

1.1.4 Contextual background

The context of this research’s undertaking was premised on the prevalence of both student strikes and poor academic performance in secondary schools in Ruhama County from 2011 to 2015. The records of the Uganda Certificate of Education examination results in Ntungamo’s District Education Office (DEO) indicate that six secondary schools in Ruhama County performed poorly in UCE Examinations in period 2011-2015 as indicated in Table 1.

Table 1: Students’ performance in UCE examinations in Secondary Schools of Ruhama County

<table>
<thead>
<tr>
<th>School</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
<td>Fail</td>
<td>Pass</td>
</tr>
<tr>
<td>X</td>
<td>17</td>
<td>38%</td>
<td>27</td>
<td>62%</td>
<td>24</td>
</tr>
<tr>
<td>P</td>
<td>22</td>
<td>52%</td>
<td>20</td>
<td>48%</td>
<td>27</td>
</tr>
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<tr>
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<td>56%</td>
<td>18</td>
<td>44%</td>
<td>19</td>
</tr>
<tr>
<td>Z</td>
<td>32</td>
<td>48%</td>
<td>34</td>
<td>52%</td>
<td>32</td>
</tr>
</tbody>
</table>

The results in Table 1 indicate that between 2011 and 2015 the failure rate in UCE was very high. By 2015 more students failed to perform well at UCE exams than in 2011. It seems the poor performance of students in UCE could be attributed to students’ strikes that were also prevalent in the period 2011-2015.

1.2 Statement of the Problem

Parents and the government of Uganda fund the enhance learning conditions in the formal education sector, secondary schools inclusive, so that students excel in their performance and acquire competences required in the world of work. Despite government efforts to pay and increase teachers’ salaries and provide scholastic materials to all public secondary schools in the country, many secondary school students in Ruhama County...
continued to fail UCE examinations. In Ruhama County, students’ academic performance in UCE examinations has continued to decline since 2011. Reports from Ntungamo’s District Education Office indicate that most students who sat UCE examinations between 2011 and 2015 failed. During this period, students’ strikes were also prevalent in these secondary schools. The declining academic performance amongst students in UCE could have been as a result of the prevalent students’ strikes in secondary schools in Ruhama County. Could it be the problem of these violent strikes that led to poor students’ performance? This study was undertaken to establish the effect of strikes on the academic performance of students in secondary schools of Ruhama County, in Ntungamo District.

1.3 The purpose of the study

The purpose of the study was to establish the effect of strikes on students’ academic performance in UCE examinations in Ruhama County.

1.4 Objectives of the study

The objectives of the study sought to:

1. Examine the effect of destruction of school property due to strikes on students’ academic performance in UCE examinations.

2. Assess the effect of students’ suspension due to strikes on their academic performance in UCE examinations.

3. Establish the effect of school closures due to strikes on students’ academic performance in UCE examinations.

1.5 Research Questions

1. What is the effect of the destruction of school property due to strikes on students’ academic performance in UCE examinations?

2. How have suspensions due to strikes affected students’ academic performance in UCE examinations?
3. How have school closures due to strikes affected students’ academic performance in UCE examinations?

1.6 Justification for the study
Between 2011 and 2015 students’ strikes and poor performance in the UCE examinations were increasingly prevalent in the Secondary Schools in Ruhama County. The causes of students’ poor academic performance in the UCE examinations was not known, neither could it be associated with the strikes that were prevalent in this period. This was the basis upon which this study sought to establish the impact of the continuous violent strikes on the performance of students in UCE examinations in Secondary Schools in Ruhama County. This study was thus premised on the understanding that in solving a problem it is much more viable to address its causes than its symptoms.

1.7 Significance of the study
Upon dissemination of the study findings, it is anticipated that the study was to be helpful to educational planners, managers and policy makers who are interested in the development and improvement of enabling policies to control and manage strikes in Ugandan secondary schools.

The study would help to formulate better policies and strategies to curb students’ strikes for better improvement in the academic performance.

The policies would serve as a reference point to the future researchers.

1.8 Scope of the study
The scope of the study was categorised into three sub-sections; the geographical, content and time scope.

1.8.1 Geographical scope
The study was carried out in six secondary schools in Ruhama County, Ntungamo District. It is 42 km off Mbarara town along Mbarara- Kabale highway.
1.8.2 Content scope
The study sought to establish the effect of students’ strikes on their academic performance. The indicators for students’ strikes’ effects were confined to destruction of school property, suspension of students and closure of schools due to students’ strikes. The indicators of academic performance were either passing or failing UCE examinations.

1.8.3 Time scope
This study sought to establish the effect of students’ strikes on their performance in UCE examinations for the period between 2011 and 2015.
1.9  **Figure 1:** Conceptual framework showing the effect of Students strikes on Student’s Academic Performance

*Independent Variable (IV)*  
Students’ strikes  
- Destruction of school property.  
- Suspension of students.  
- Temporary closure of schools.

*Dependent Variable (DV)*  
Students’ Academic performance  
- Failing exams.  
- Passing exams.

*Intervening Variables*  
- Quality of teachers  
- Economic status of parents  
- Health of a student

*Figure 1,* describes the effect of students strikes on s academic performance. It indicates that whenever strikes take place there is a decline in academic performance. During the strikes there is destruction of school property, suspension of students and temporary closure of schools. The researcher suspects that such situations may lead to students’ poor academic performance in UCE exams due to various reasons like failure to complete the UNEB syllabus, thus.

The independent variable is the students’ strikes (IV) and the dependent variable (DV) is students’ academic performance. The conceptual framework also reveals that students’ academic performance may be affected by extraneous variables that include; quality of teachers, economic status of parents and health of the student.

Good qualified teachers are disciplined and motivate students to study and excel in examinations whereas unqualified teachers are indisciplined and lack confidence academically and may cause a strike. Parents who are rich provide scholastic materials to their children and motivate them to excel in exams which may lead to good performance.
The health of a student is also very important. Students who constantly fall sick miss classes and co-curricular activities and this may lead to poor academic performance in UCE exams and vice versa. However, this was not the concern of the study. The researcher controlled the influence of extraneous variables by developing instruments with highly valid and reliable question items.

1.10 Definition of Operational Terms

Students’ strikes
These refer to a wide range of activities that students use at school to communicate their dissatisfaction to authorities in schools and society in general and with the hope of achieving a remedy to the problem.

Academic performance
In this study, the context of this study, academic performance refers to the grades a student attains after sitting for UCE Examinations.

Destruction of school property
This refers to the damage on school buildings, furniture, gardens and other belongings within the vicinity of the schools.

Students Suspensions
This is refers to the forceful eviction of students from school by the administration due to strikes.

Temporary closure of schools
This refers to the shutdown of the school activities by the school managers due to the strikes.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presented the scholarly views on the three objectives of the study that sought to analyse the underlying effects of students’ strikes on academic performance of students in UCE. The information is organised in four sub-sections; the first section represented the expectancy theory, the three subsections, each representing the objectives of the study as indicated in the consequent paragraphs.

2.1 The expectancy theory

This study was guided by the expectancy theory (Vroom, 1964) that explains what an individual passes through to make choices. This theory is associated to the opinion of Armstrong (2003) that any action taken by an individual always leads to an outcome which can be rated as either positive or negative. The advocates of this theory state that the relationship between peoples’ behaviour and their goals are influenced by changes in the job payment systems and working conditions. This theory was fit for this study because it deals with relationships that exist between performance and outcomes since the students at school expect good feeding, good sports facilities, good study environment, good learning facilities and good accommodation in order to perform very well in their exams (Maslow, 1943). When these conditions are not conducive the students are likely to be violent and destroy school property, beat up teachers and miss classes which may affect academic performance (Armstrong, 2003).

The school managers (BOG, Head teachers and teachers) expect the students to be submissive by following all the school rules and regulations without any question in order to perform well and obtain good grades in their UCE examinations. However, when students perform poorly, the school administrators’ end up giving corporal punishments and failing to motivate the students and this may lead to a strike when students are not listened to
(Armstrong 2003). Vroom further explains that when students expect good; food, accommodation, sanitation, sports activities, entertainment, library facilities, laboratories, and teachers; and fail to get them from the school administration, they get disappointed. This disappointment may cause anger that degenerates into a strike which may also lead to poor academic performance later.

2.2 Destruction of School Property and Students’ Academic Performance

Rukundo (2009) in his study on management skills in Fort Portal said students’ strikes result into the destruction of school property especially furniture, breaking window panes and burning of libraries and dormitories. In some incidences, students and teachers get injured, victims lose human life and this affects students’ academic performance as an overall outcome. During a strike students become unruly and vandalize a lot of school property especially furniture, classrooms, laboratories, school gardens and cars. He concludes that these destructions cause poor conditions for learning and teaching after the strike leading to students’ poor academic performance. In the case of Ruhama County, there is evidence of students’ destruction of property in schools that could have affected the overall outcome of their UCE examinations in more negative manners just as these authors have highlighted in their observations.

According to Ssekamwa (2001) in his study of strikes in schools in Uganda also contends that during strikes there is destruction of school property especially desks, beds and school buildings. He laments that this has an effect on the parents financially for after the strike the school administration has to make parents pay for the damaged property. He says this affects students’ academic performance as some of them do not report in time to school due to financial difficulties.

In addition, Ayot (2004) says that poor management of resources, poor communication skills and lack of accountability by school managers, failure to listen to the
voice of students and teachers may result into a violent strike leading to the destruction of school property especially buildings and furniture.

Similarly, Ibrahim (2015) in his study on the effect of strike actions in Nigeria, argue that the destruction of school property during a strike has very serious financial implications on the parents. He also adds that after the strike some low-income parents are not able to send their children back to school in time due to lack of money to pay for damaged property after the strike and this is likely to affect the performance of students.(Ibrahim, 2015). In the case of strikes in Ruhama County, some students progression in school has been affected due to the laxity in addressing the underlying causes of strikes in school because their parents are unable to pay for the damages with the exception of a few from affluent backgrounds.

Furthermore, Obasanjo and Kumwenda (2009) in their study on the impact of industrial action in Nigeria maintains that during the strikes, students engage in acts of rape, robbery, arson and other acts of hooliganism. They noted that school property like furniture; buildings and gardens are destroyed during school strikes. More so, Obasanjo and Kumwenda (2009) appreciated the positive aspects of the strike that if the strike was aimed at destroying dilapidated pit latrines or an old school truck with mechanical problems. Consequently, new pit latrines would be constructed thus preventing cholera out breaks and a new school truck can be bought which too would reduce the possibility of students’ getting involved in accidents and this could improve academic performance.

Relatedly, Njoroge and Nyabuto (2014) in their study on the effects of discipline on academic performance in Kenyan schools emphasised that positive cooperative learning is essential if academic performance is to be achieved among students. They further mentioned that during students’ strikes, cooperation by students is displayed in the destruction of school property and life. Therefore, effective discipline helps in the achievement of goals, expectations and responsibility besides creating a good image of the school and preparing learners for the future by eliminating disruptive motives. They conclude that students’ strikes
should by all means be avoided due to their destructive and disruptive effects on students’ performance and on the parents’ financial contributions towards the students’ education (Njoroge & Nyabuto, 2014).

In the same line, Bieketty (2004) cited in Ehiane (2014) agrees with Njoroge and Nyabuto (2014) that the destruction of school property, especially buildings and furniture during the strike is an act of indiscipline which leads to inefficiency in the process of teaching and learning. She further emphasised strict discipline in order to empower the head teacher with authority to reduce poor role models by some teachers, emphasis on good time management, regular class attendance by both teachers and students and good teamwork to improve students’ academic performance (Bieketty, 2004 cited in Ethiane 2014). Regarding stringent schools rules and regulations, Schoonover (2009) in his study on zero tolerance policy in New York, emphasises that law abiding students are the ones expected to arrive in time for lectures and wait for the teacher. He adds that a law abiding teacher is expected to respect all the time allocated to him on the school timetable and concluded that if this is done, then students’ academic performance will be excellent.

According to Matsoga (2003) widespread violence and misbehaviour that exist in many secondary schools are attributed to lack of discipline that cause strikes in secondary schools and interferes with learning and teaching process. These forms of indiscipline are manifested in different ways like bullying, vandalism and alcohol consumption which derails students from focusing on their class work eventually lead to poor academic performance. Similarly, Adams (2003) opines that strikes come as a result of indiscipline yet on admission students are given a copy of school regulations that spells out rules and regulations emphasising good conduct and behaviour in the school. Most students take these rules and regulations as a joke and ignore to abide by them yet any failure to follow these rules and regulations affects the stability of the school and may affect students’ academic performance (Adams, 2003).
Lastly, Rukundo (2009) in his study on the management skills of head teachers in Secondary schools also concurs with the views and opinion expressed by these scholars in regards to the damage of school property. Rukundo further argues that burning of textbooks, destruction of furniture and laboratories creates difficulties in the delivery of services and transfer of knowledge after the strike. However, the justification for these strikes are inevitable since students have to study in class when standing, share textbooks and beds, overcrowd one table in the laboratory due to scarcity of test tubes, the lights in the classrooms are insufficient for night preps and this is likely to affect their academic performance.

2.3 The effect of students’ suspension due to strikes on the academic performance

According to Ngare (2008) in his study on indiscipline and violence in the schools, students need to attend classes in order to have dialogue with the teachers in order to minimise the loss of time during strikes and riots. Inadequate attention to the student’s needs and grievances may affect completion of the teaching syllabus and may lead to poor academic performance in exams in Ruhama County Secondary Schools. In the same line of thought, Walton (2007) in his study on the effects of strikes on students’ learning in South Africa noted that suspension of students after the strike can help them to improve academically. He further argues that if the strike was aimed at expelling unqualified and incompetent teachers, then after the suspension if these unqualified and incompetent teachers are replaced with qualified staff, then the students are likely motivated to perform well in their exams.

On a positive note, Walton (2007) adds that suspension of students after the strike adds creativity in staff and improves students’ morale because the undisciplined students are either dismissed or imprisoned and only the disciplined students who cooperate with teachers will learn. He concludes that suspension helps in the realization of self-identity and self-management. Obasanjo and Kumwenda (2009) observed that students’ suspensions affect their academic performance in many ways: the class content is never covered and study time is reduced. After the strikes, some students are suspended and others are dismissed while
others are forced to change schools. As a result, there is no competition in class because most of the bright students are either dismissed or imprisoned and the low morale in class may lead to poor students’ academic performance in exams. Furthermore, Obasanjo and Kumwenda (2009) observed that there is always crush program after the strike; Students who join other schools face difficulties in catching up with the pace of learning content, adjusting to the new study environment, difficulties in grasping and understanding the accumulated content. As such, they end up performing poorly in their academic pursuit. Also, Olusenguni (2014) in his study says that suspension of students after the strike affects the academic performance because after the strike, bright students are either suspended or dismissed and those who remain behind tend to be dull and lack competition in class. Olusenguni adds that during suspension, knowledge acquired during learning is forgotten by the students and this leads to poor performance in exams. This also could have happened in the schools of Ruhama County.

According to Gikungu and Karanja (2014) a lot of time is wasted during strikes; Students miss classes, ignore the school timetable, fail to cover the class content in time yet class attendance is essential for academic success. Ngugi (2007) in his study on the causes of strikes in Western Kenya noted that the suspension of students after strikes led to good academic performance in the school. However, he observed that in mixed schools there are some male teachers who act unprofessionally by giving high marks to some female students in exchange for sex. This brings them in conflict with male students who compete for love and eventually lead to a strike. Ngugi (2007) concludes that if these morally bad teachers are transferred from school after the suspension of the strike, students’ motivation to challenge these girls in class academically may lead to good academic performance.

Additionally, Rukundo (2009) mentions that after the suspension of students, the teaching and learning morale is very low since both parties become suspicious of each other. There is a sense of mistrust, hatred and resentment in the school, bitter exchange of words
and the status quo is maintained because students and teachers blame each other. This may affect students’ academic performance as students may fail to concentrate on academic work. Relatedly, Ali, Dada, Isiaka and Salmon (2014) in his study on strategies for school environment in Nigeria stated that the suspension of students after strikes affects their academic performance; bright students are either suspended or dismissed and those who remain in school tend to be dull and lose competition in class. He adds that during suspension, it was probable that knowledge acquired during learning is forgotten by the students and it may further affect them during the time of writing their exams.

2.4 Temporary closure of schools and students’ academic performance

In his study on leadership styles and students’ academic performance in Uganda, Kyeyune (2008) emphasised that students must attend classes in order to pass exams because eye contact between students and teachers is very important. He advocates for the temporarily closure of schools as an administrative strategy to cool down tempers between the school management and the students during the strikes. He explains that currently, Uganda’s education cost is a bit cheaper than most African countries and hence it is dominated by foreign students (Kenyans, Tanzanians, Somali and Sudanese). He adds that these students lack discipline; they drink a lot of alcohol, smoke marijuana and do not want to follow school regulations. Most of them do not know what they need in life and may cause a strike if the school managers try to discipline them. Whenever a strike is motivated by students, it is good to close the school temporarily to allow the administration to re-organize the school, operational activities and eliminate notorious students from the good ones. This will lead to good ‘academic performance amongst students (Kyeyune, 2008).

Nsubuga (2008) also contends that regular attendance of classes is an act of discipline, good leadership that is likely to improve students’ academic performance during their academic pursuits. He further suggests that when classes are interrupted due to strikes, students can organize themselves outside school in discussion groups; this helps them to keep
in the mood for academic work during this period of remorse. Nsubuga (2008) emphasises that class attendance is an act of good leadership for both students and teachers for proper delivery of content and discipline.

Similarly, Crow (2013) in his study on the impact of school policy on residents’ segregation in South Africa adds that temporary closure of schools after the strike is good for the administration to have dialogue with the students and their parents. The temporary closure helps the school administration to discover the causes of the strike, to analyze the problems, to evaluate the situation, study the damage costs, discuss how to deal with ring leaders and how to avoid future strikes for better academic performance. Crow (2013) concludes that closure of schools should not be encouraged because students need to be in class in order to grasp enough knowledge to pass exams.

Okotoni and Okotoni (2003) in his study of conflict management in secondary schools noted that when schools are open and students are in class, teachers receive salaries and financial welfare which they miss when students are on strike. Temporary closure of schools and absence of students from class due to strikes forces members of the teaching staff to forfeit their allowances and financial benefits. When the school re-opens, the teaching morale of the teachers diminishes due to the loss of income realised during the closure of the school, consequently affecting the students’ academic performance over time (Okotoni and Okotoni, 2003).

Relatedly, Obong, Okey and Okaba (2010) mentioned that the closure of schools after the strikes disrupt the academic calendar since the days for teaching are reduced and the teaching scheme is never covered. This affects the students’ academic performance. They further advocate that students should organize themselves in study groups outside the school after the strike in order to keep themselves abreast with current information and be in the mood of academic work and cover up for the time lost outside class.
However, Ngugi (2007) mentioned that failure to attend classes due to students’ strikes is a disaster because it leads to poor students’ academic performance, especially where teachers are not on standby to manage the school well. This is necessary because teachers are essential in the delivery and management of knowledge and they ought to be involved in regular staff meetings, supervision and motivation of students during the teaching and learning activities. This is not possible when schools are closed due to strikes, the desired level of academic performance amongst students in school will therefore be a myth. According to Gikungu and Karanja (2014), regular attendance of classes is the basis for future security of society in order to improve discipline among the students. They caution that students who fail to reform after the strike are likely to be recruited into criminal activities like armed robberies and carjacking after school.

Suffice to note, Rukundo (2009) in her study on management skills of head teachers the closure of schools after a strike is good for the administrators to plan ahead. It is necessary to analyze and evaluate the whole strike by focusing on the future goals, objectives and mission of the school. In conclusion, Crow (2013) affirms that closure of the school after a strike is good for the school administration to plan and focus on the future performance and fulfilment of the school goals and objectives. However, he cautioned that school closure after strikes should not be prolonged since students need to be in school to resume their studies if they are to attain good grades in their final examinations. Therefore, teachers and prefects in school need to take roll calls of students in the classroom in order to ensure that they are active participants as they prepare for their national examinations.

2.5 Summary of literature

The scholarly views on the destruction of property and students academic performance indicate that strikes lead to loss of life, closure of the school premises, dismissal and sometimes expulsion of the students and imprisonment of the culprits. The effects of these
negative issues on the academic learning of the students destruct their learning and disorganises their pursuit for improved academic performance in examinations.

Students suspensions due to strikes lead to loss of time for both the students, incompletion of the UNEB syllabus, alienation from the school community, loss of financial resources and dropping out of school. In cases where students continue with their education, their overall performance in school is affected due to the interference in the studies as a result of strikes that affect their academic progress.

The school temporary closures of the schools lead to interruptions in the normal running of the school programme that affects the timely completion of the school syllabus. The entire community is affected as a result of this closure that renders the school system redundant during this period when teaching and learning activities are not implemented. It is therefore necessary to consider the overall influence of closing the school on the academic performance of the students from the administrative, student and societal perspective as illustrated by the literature.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter presented a description of the research design, population and sampling techniques, research instruments and procedures of data collection and analysis that was used in this study.

3.1 Research Design
This researcher used the ex-post facto design in the study because the investigation involved establishing the role of students’ strikes on the academic performance of pre-existing groups of students who happened to be present when the strike took place and the effect it had on the students’ academic performance in UCE (Lammer & Badia, 2005). The researcher used both qualitative and quantitative methods of data collection in the study in order to serve for the mutual validation of data and for the production of a more complete picture of the investigated domain. The researcher used both qualitative and quantitative methods of data collection in order to ensure the validation of data. The use of both qualitative and quantitative methods is supported by Boeije (2010) who argues that they complement each other and for triangulation purposes (Creswell, 2007).

3.2 Population and sampling technique
The population and sampling techniques used in this study were presented in the subsequent sections of this report. These included explaining the; target population, sample size and the techniques used in determining the population.

3.2.1 Target population
The size of the total target population was 530. It comprised of a total of 240 students, 245 teachers, 22 BoGs Chairpersons, one DEO and 22 Head teachers. The schools involved in this study were selected from a target population of 22 in Ruhama County.
3.2.2 Sample size

Only the six (06) schools that had experienced students’ strikes and declining performance in the UCE examinations between 2011 and 2015 were purposively selected for the study out of the target population of 22 schools. A total of 226 study participants were selected as the study’s sample size. This sample size comprised of one (01) District Education Officer, six (06) Head Teachers, six Board of Governors’ Chairpersons, 52 Teachers and 161 students as indicated in Table 3.

Table 3: The study’s Target Population and Sample size

<table>
<thead>
<tr>
<th>SN</th>
<th>Category</th>
<th>Target population</th>
<th>Sample Size</th>
<th>Percentage</th>
<th>Sampling Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>1%</td>
<td>Purposive</td>
</tr>
<tr>
<td>2</td>
<td>BOGs (CPs)</td>
<td>22</td>
<td>6</td>
<td>2%</td>
<td>Purposive</td>
</tr>
<tr>
<td>3</td>
<td>Head teachers</td>
<td>22</td>
<td>6</td>
<td>2%</td>
<td>Purposive</td>
</tr>
<tr>
<td>4</td>
<td>Teachers</td>
<td>240</td>
<td>52</td>
<td>23%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>5</td>
<td>Students</td>
<td>245</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.4</td>
<td></td>
<td>72</td>
<td>72%</td>
<td>Purposive, stratified and simple random sampling</td>
</tr>
<tr>
<td></td>
<td>S.5</td>
<td></td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.6</td>
<td></td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>530</strong></td>
<td><strong>226</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

The study adopted Krejcie and Morgans’ (1970) guidelines to determine the sample size from target population for students to ensure fair representation.

3.3 Sampling Techniques

This researcher used purposive, stratified sampling, simple random sampling and random sampling techniques since the target population comprised of different numbers and categories of respondents. The DEO, BOGs Chairpersons and the Head teachers were purposively selected because of the administrative positions they hold, the researcher expected them to be knowledgeable about the phenomena under investigation. The choice of only S.4, S.5 and S.6 students was a form of Purposive Sampling. These students were selected because they were expected to have witnessed the strikes. Furthermore, in each of the six schools only A-level students who witnessed the strikes were purposively selected because these two classes had learners from schools that did not experience the strikes. Thus
in each school Simple Random Sampling only applied to S.4 Students and only in cases where the purposively selected S.5 and S.6 students were more than the required number. The Simple Random sampling technique was used to select a sample from each category to minimize bias and give equal opportunity.

Purposive Sampling was also used to select only teachers who witnessed the students’ strikes and were willing to participate in the study (voluntary sampling).

3.4 Methods of data collection

The methods of data collection used in this study included; Filling in questionnaires, Individual interviews (IIs), Focus Group Discussions (FGDs) and documentary analysis that were used to obtain information on the effect of strikes on students’ performance in UCE examinations. The objectives of the study provided guidance to the researcher on the specific data required from the various sections in the interview guide.

Interview were administered to school managers comprised of the BOGs Chairperson, the DEO, and Head teachers in order to get their specific responses on varied issues stated in each objective of the research. The use of one-to-one interviews is supported by Amin (2005) as a method for collecting data through direct verbal interaction with participants. Focus Group Discussions were administered to students in their respective groupings because of the larger numbers of members that categorised each of the separate categories of respondents (S.4s, S.5s and S.6s). The use of focus group interviews is supported by Kvale (2009) who points out that focus group interviews are well suited for exploratory studies in a new domain, since the lively collective interaction may bring forth more spontaneous expressive and emotional views than in individual, often cognitive, interviews.

Documentary analysis was carried out to obtain relevant information about the effects student’s strikes on their performance in UCE examinations, performance records of previous students, class attendance lists of students, lists of suspended students and the
official UCE results from UNEB. The use of documentary analysis is recommended by Oso & Onen (2005).

3.5 Instruments of data collection

The instruments of data collection used to gather information on the effects of strikes on students’ performance included; questionnaires, interview guides and Focus Group Discussion Guides.

3.5.1 Questionnaires

The questionnaire consisted of open and closed ended question items that were designed to enable respondents give their perceptions, opinions and views about the effects of strikes on students’ academic performance in UCE examinations in selected secondary schools in Ruhama County. These questionnaires were used to get information from teachers and students because of their large numbers since it was useful for minimising the cost of gathering specific data from respondents. These instruments were considered appropriate for the study because they were time saving, easy to administer, less bulky, convenient to respondents and easy to interpret. A questionnaire is a more convenient tool for data collection from large numbers of people making it less expensive to use as noted by Amin (2005) and helped the researcher to collect reliable and dependable information from respondents who were scattered in the different school locations of Ruhama County. In the questionnaires open ended question items were formulated to collect qualitative data, while closed ended question items were formulated to collect quantitative data.

3.5.2 Interview guide

The researcher used the interview guide as a tool for obtaining first-hand information of the effects of students’ strikes on students’ performance in UCE examinations from the respondents of Head teachers, the DEO and BOGs Chairpersons. The use of interview guides is supported by Odiya (2009) who observed this tool is issued for collecting in-depth data from the respective respondents during the process of interactions.
3.5.3 Checklist for Documentary Analysis

The checklist guided in the identification of specific information for the three objectives of the study from journals, newspapers, books, online journals, records of students strikes and academic performance.

3.6 Validity and reliability of the instruments

The quality and authenticity of this study’s data was achieved through securing the validity and reliability of the instruments. The processes followed to ensure validity and reliability of the instruments for data collection.

3.6.1 Validity of instruments

Validity of the instruments was catered for and measured what it was designed to measure (Ary, Jacobs & Razaveh, 2006). Respondents were less likely to complete and return questionnaires perceived to be inappropriate. Validity was achieved by ensuring that the instruments had face validity, simple wording and clarity. The researcher sought guidance from the supervisors and academic experts prior to ensuring content validity of the questionnaires and interview guides by conducting an item analysis.

The validity of instruments was measured using the Content Validity Index. To accomplish this, the inter judge validity for each item was computed using the following formula:

\[
\text{Formula for CVI} = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instruments}}
\]

All the items that had a CVI of less than 0.70 were dropped as invalid since for the items to be valid be the CVI must be between 0.75 – 0.95 (Kimberlin & Winterstein, 2008).

3.6.2 Reliability of the instruments

The consistency to give similar results at different times was achieved by conducting a pilot study to pre-test the instruments on groups of respondents who were not part of the study in
Kagongo secondary school in Ibanda Municipality in Ibanda district. Through the pre-testing, the researcher was able to determine how long the respondents would take to complete the questionnaires or answer the interview guides, establish whether respondents would answer the question items correctly and check whether respondents understood the instructions. The pilot study was administered to five students and five teachers were used in Ibanda District in an ‘O’ level secondary school that had similar characteristics of the schools being studied.

Reliability of the instruments was tested using Cronbach Coefficient Alpha. In this case the pre-test on questionnaires were administered to ten teachers of another secondary school that was not linked to the study. Cronbach Coefficient accepts an instrument’s reliability at the alpha level of 0.5 more so as (Cronbach, 1951).

\[
\text{The Cronbach coefficient} = \frac{k}{k-1} \left[1 - \frac{\text{ESD}^2}{\text{SD}^2} \right]
\]

Where;

\[K = \text{number of items in the questionnaire}\]

\[\text{SD}^2 = \text{standard deviation squared (variance) for each individual item.}\]

\[\text{SD}^2 = \text{variance for total items in the questionnaire.}\]

3.7 Data collection procedure

The researcher obtained an introductory letter from Kyambogo University Graduate School and presented to headteachers in Ruhama County, Ntungamo district. The researcher sought appointments with teachers and students prior to the distribution of questionnaires that were collected after two weeks. Interviews were conducted with the; school managers, DEO, BOGs Chair persons and Head teachers after collecting the questionnaires from the respondents for further processing of the information. Thereafter, a Focus Group Discussions was held with students to gather information on the three objectives of the study while information from teachers was gathered through Focus Group Discussions and the administration of questionnaires. The information gathered through interviews and focus
group discussions was processed and presented in tables as presented in chapter four of this report.

3.8 Data analysis

This researcher used qualitative and quantitative methods of data analysing the qualitative and quantitative data respectively.

3.8.1 Quantitative data analysis

Quantitative data was analyzed using frequency tables categorized according to objectives and research questions. Quantitative data was presented using frequency tables and percentages to enable interpretation of data. After collecting the raw data, it was edited to ensure its accuracy, coded and tabulated according to the set objectives of the study. The tabulation of data involved use of tables that were generated from questions relevant to the study variables as recommended by Mugenda and Mugenda (2003).

3.8.2 Qualitative data analysis

Qualitative data was summarized according to objectives and research questions; qualitative responses were used as complementary and supplementary data for the quantitative findings. Qualitative data was used to validate some of the findings from the quantitative data to ensure quality of data and identifying areas that require more emphasis Mugenda and Mugenda (2003).

3.9 Ethical considerations

The researcher sought permission and made the necessary appointments prior to collecting data from the different categories of respondents in the field during the process of undertaking this study. The instruments were designed to ensure anonymity since the respondents did not fill their names in the questionnaires and pseudo names were given to the schools that participated in the study to conceal their identities. Each respondent’s views were
treated with confidentiality since their identities was disguised through allocating them pseudo names and codes.

3.10 Limitations of the study

Difficulty in obtaining information from respondents with busy schedules in their schools; through exercising patience, the researcher relied on the respondents who volunteered their time to participate in this study.

The high costs of transport due to the poor road network in the study area constrained the researcher from fulfilling all the appointments within a specified period of time. The researcher walked long distances and used a bicycle to reach respondents in schools that were in remote places.

Respondents were reluctance of to divulge information that was regarded sensitive by the administration of the schools. The researcher ensured the respondents names and schools were not disclosed by using pseudo names and codes to conceal their identities.

3.11 Delimitations of the study

The support extended to researcher by the school administrators to address the challenges of poor academic performance in UCE examinations in their schools.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The study sought to establish the effect of students’ strikes on students’ academic performance in the secondary schools of Ruhama County. This chapter provides information on the study findings in terms of data; presentation, analysis and interpretation. The study findings were presented, analysed and interpreted according to the study objectives, preceded by data presentation on demographic characteristics of the study participants.

4.1 Demographic characteristics of respondents

The demographic characteristics of respondents are indicated in Table 4 to illustrate the different categories and number of respondents in this study where a total of 226 participants were involved.

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>161</td>
<td>72</td>
</tr>
<tr>
<td>Teachers</td>
<td>52</td>
<td>23</td>
</tr>
<tr>
<td>Head teachers</td>
<td>06</td>
<td>2</td>
</tr>
<tr>
<td>BOGs</td>
<td>06</td>
<td>2</td>
</tr>
<tr>
<td>DEO</td>
<td>01</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 226 (100%)

N = 226

The information in Table 4 indicates that five categories of respondents participated in this study. The views of each of these categories of respondents were anticipated to strengthen the validity and reliability of the study’s findings. For instance; the sample size was mainly composed of students (71%). Students’ views served to strengthen the validity and reliability
of the study they are the primary informants of the phenomena under study. Teachers were the second largest category of respondents (23%). Teachers’ views were also expected to strengthen the validity of the study’s findings because they closely interact with students. The managers (DEO (1%), Head Teachers (4%) and BoGs CPs (4%)) in this study supervise schools and students at different levels. This exposes them to some awareness of the students’ experiences of the phenomena under investigation.

**Table 4.1: Distribution of strikes in the schools between 2011–2015**

<table>
<thead>
<tr>
<th>School</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>2</td>
</tr>
<tr>
<td>P</td>
<td>—</td>
<td>1</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>PR</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MX</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>XY</td>
<td>1</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Z</td>
<td>1</td>
<td>—</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

N = 6  
Source: Primary data.

The information in Table 4.1 represents the frequency of the occurrence of strikes in six secondary schools in between 2011 and 2015 in Ruhama County. The statistics indicate that the highest numbers of strikes were experienced in 2015 where students in five out of the six schools participated. The findings in Table 4.1 also indicate that all the schools involved in this study experienced students’ strikes in the era between 2011 and 2015 with five of them having two or more occurrences. The frequent occurrence of students’ strikes in these schools indicates a negative trend in the stability of the study environment and the researcher anticipated that this could affect their performance in the UCE examinations.

### 4.2 Destruction of property and students’ performance in UCE Examinations

The first objective of this study sought to examine the effect of the destruction of school property due to students’ strikes and their performance in UCE examinations; This section
presents information on the role of students’ strikes in the destruction of school property and the types of property that were destroyed respectively.

4.2.1 The role of students’ strikes in the destruction of school property

Information for this aspect of objective one was based on participants’ responses to items 3a and 4a in the students’ and teachers’ questionnaires respectively and 3 in the school administrators’ interview guide. These items sought to establish if school property was destroyed during any of the students’ strikes that took place in secondary schools in Ruhama County between 2011 and 2015. Participants’ responses to these items are represented in Table 4.2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>140</td>
<td>61</td>
</tr>
<tr>
<td>Teachers</td>
<td>41</td>
<td>18</td>
</tr>
<tr>
<td>Head teachers</td>
<td>06</td>
<td>3</td>
</tr>
<tr>
<td>BOG</td>
<td>06</td>
<td>3</td>
</tr>
<tr>
<td>DEO</td>
<td>01</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>86</td>
</tr>
</tbody>
</table>

N = 226

The results in Table 4.2 reveal that five categories of respondents, namely; of students, teachers, head teachers, BOGs Chair Persons and the DEO gave their responses on the contribution of students’ strikes in the destruction of school property. Majority of the study participants (86%) indicated that school property was destroyed during student strikes. These findings in Table 4.2 do not indicate the type of school property that was destroyed during the respective students’ strikes. Thus, there was need to establish the types of school property that was destroyed during the students’ strikes.
4.2.2 Types of property destroyed during the students’ strikes

Regarding the types of property destroyed during the strikes, the information on it was obtained from the participants’ responses to items 3b and 4b in the students and teachers’ questionnaires and item 4 in the interview guide for school managers. These items sought to establish the types of school property destroyed during the students’ strikes in secondary schools in Ruhama County between 2011 and 2015. The responses of participants are summarized and presented in Table 4.3.

<table>
<thead>
<tr>
<th>Type of property</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>140</td>
<td>87</td>
</tr>
<tr>
<td>Vehicles</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>School kitchen &amp; Dining hall</td>
<td>59</td>
<td>37</td>
</tr>
<tr>
<td>Laboratories</td>
<td>100</td>
<td>62</td>
</tr>
<tr>
<td>Library</td>
<td>118</td>
<td>73</td>
</tr>
</tbody>
</table>

N = 161

The results in Table 4.3 indicate that students’ awareness of the school property that was destroyed during the strikes varied. Most students, more than the average proportion of them indicated that furniture (87%), the library (73%) and laboratories (63%) were destroyed during the strikes. The aforementioned school properties are all requisites for the achievement of quality learning outcomes.
Table 4.4: Teachers’ views about types of school property destroyed during students’ strikes

<table>
<thead>
<tr>
<th>Type of property</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture</td>
<td>41</td>
<td>79</td>
</tr>
<tr>
<td>School kitchen</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>Dining hall</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>School Lorry</td>
<td>36</td>
<td>69</td>
</tr>
<tr>
<td>Laboratory</td>
<td>38</td>
<td>73</td>
</tr>
<tr>
<td>Library</td>
<td>40</td>
<td>77</td>
</tr>
</tbody>
</table>

N=52

The results in Table 4.4 indicate that teachers were generally in agreement in their awareness of the types of school property that was destroyed during students’ strikes. All the school property listed in Table 4.4 was indicated by more than half of the teachers.

Table 4.5: School managers’ views on the types of property destroyed.

<table>
<thead>
<tr>
<th>Type of property</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen</td>
<td>8</td>
<td>62</td>
</tr>
<tr>
<td>School Truck</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Library</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>School garden</td>
<td>5</td>
<td>38</td>
</tr>
<tr>
<td>Laboratories</td>
<td>9</td>
<td>69</td>
</tr>
</tbody>
</table>

N=13

The information in Table 4.5 indicates that most of the managers, more than an average proportion of them were aware that the; School truck (54%), Kitchen (62%), Library (85%) and Laboratories (69%) were destroyed during the students’ strikes. However, very few of them (38%) were aware that even the school gardens were also destroyed. This could be because these facilities are usually located outside the main school compound.
All the aforementioned school properties that the students, teachers and school managers said were burnt during the student strikes are requisites for the achievement of quality learning outcomes. It should also be noted that destruction of each of the aforementioned school properties presented in Tables 4.3, 4.4 and 4.5 could inhibit students’ academic performance. This implication was only an assumption that needed to be validated. It is on this basis that this study sought to establish the effect of destruction of school property due to students’ strikes on their academic performance in UCE examinations.

4.3 Effect of destruction of school property on students’ academic performance

Data on the effect of destruction of school property due to students’ strikes on their performance in UCE examinations was based on participants’ responses to items 3c and 3 in the students’ and teachers’ questionnaires respectively and item 4 in the school managers’ interview guides.

Students’ views

The students’ views on the effect of destruction of school property due to students’ strikes on their performance in UCE examinations are presented in Table 4.6.

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delays in service delivery due to destroyed school truck.</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Inadequate furniture in classroom and library.</td>
<td>140</td>
<td>86</td>
</tr>
<tr>
<td>Delays in food preparation and service.</td>
<td>59</td>
<td>37</td>
</tr>
<tr>
<td>Loss of chemicals and equipment.</td>
<td>100</td>
<td>61</td>
</tr>
<tr>
<td>Lack of reference books in the library.</td>
<td>118</td>
<td>73</td>
</tr>
</tbody>
</table>

N=161

The finding in Table 4.6 indicate that respondents provided varied information on the effects of destroyed school property due to students’ strikes and their resultant influence on students’ performance in UCE examinations. Majority of the respondents (86%) indicated destruction
of school furniture led to deficiency of chairs and tables in the classroom and library. This inhibited learners’ ability to study effectively and this lead to poor grades in UCE examinations. Approximately, three quarters of the respondents (73%) observed that lack of reference books due to destruction of the library resources limits learners’ ability to do extra reading and access more information. Furthermore, slightly more than half of the respondents (61%) explained that the loss of valuable chemicals and equipment due to destruction of laboratories prevented students from conducting practical lessons in the laboratory prior to sitting for their UCE examinations.

Very few respondents (37%) observed that delays in food preparation due to the destruction of the dining hall and school kitchen affected their level of preparation for UCE examinations. In the FGDs, students explained that they never missed having meals due to the dilapidated state of these facilities because the schools continued to cook and serve food even outside these facilities. In one of the FGDs in XY, Senior Secondary School a S.5 male student said, ‘the cooks cooked and served food under a very big tree in the school compound and students also ate under trees’. Very few respondents (15%) agreed that the destruction of the school truck caused delays in transporting students for field excursions to facilitate their learning, delivering food items, firewood and water to prepare meals.

**Teachers’ views**

The teachers’ views on the effect of destruction of school property due to students’ strikes on their performance in UCE examinations are presented in *Table 4.7*
Table 4.7: Teachers’ responses on the effects of destruction of school property on students’ performance in UCE examinations

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate furniture in the classrooms.</td>
<td>41</td>
<td>78</td>
</tr>
<tr>
<td>Inadequate reading materials in the library.</td>
<td>38</td>
<td>73</td>
</tr>
<tr>
<td>Delays in service delivery due to destroyed school truck.</td>
<td>42</td>
<td>81</td>
</tr>
<tr>
<td>Lack of practical lessons in the laboratory</td>
<td>36</td>
<td>69</td>
</tr>
</tbody>
</table>

N = 52

The findings in Table 4.7 reveal that teachers were generally in agreement about the ways in which destruction of school property due to student strikes affected their performance in UCE examinations. All the effects presented in Table 4.7 were unanimously indicated by over 68% of the teacher participants.

More than three-quarter of the teachers (78%) explained that destruction of school furniture due to students’ strikes led to inadequate furniture in the classrooms. Consequently, students overcrowd on a single desk, while others stand in the classroom during the lesson. One male teacher explained that ‘such scenario inhibit the learners’ content intake and mastery’. In this way students were therefore ill prepared for the UCE examinations. Most teachers (73%, 69%) still observed that the destruction of laboratories and libraries during students’ strikes caused shortage of reading materials in the libraries and science equipment and material. Consequently, ‘most practical lessons in the labs were presented theoretically’, explained one male teacher from PR Senior Secondary School. Another male teacher from Z Senior Secondary School further explained such a situation led to students using some of the science equipment and materials for the first time only during the UNEB exams. He concluded his explanation by observing that ‘such students failed practical exams’.
Managers’ views

Managers’ views on the effect of destruction of school property due to students’ strikes on their performance in UCE examinations are presented in Table 4.8.

Table 4.8: Managers views on the effects of destruction of school property due to students’ strikes on their performance in UCE exams

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constrains the school budget.</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>Loss of valuable textbooks.</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td>Limits movement of goods and services.</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Loss of chemicals and equipment in the laboratory.</td>
<td>9</td>
<td>69</td>
</tr>
</tbody>
</table>

N = 13

The findings in Table 4.8 reveal that the managers like the teachers were generally in agreement about the ways in which destruction of school property due to students’ strikes affected their performance in UCE examinations. All the effects presented in Table 4.8 were unanimously indicated by over 54% of the manager participants. More than three-quarters (84%) of the managers observed that loss of valuable library textbooks due to students’ strikes constrained students’ access to reference materials for supplementary learning. This observation was strongly voiced by one male BoGs’ Chairperson from P Senior Secondary School who said that; lack of access to information for further reference inhibited students’ revision preparation for the UCE examinations.

Slightly over half of the managers (69%) were of the view that loss of chemicals and laboratory equipment due to students’ strikes limited their opportunities for conducting the practical experiments prescribed within the school curriculum. This scenario this leads to low learning outcomes. This was illustrated by one male Head teacher from XY Senior Secondary School who said ‘no practice-no content mastery because practice makes perfect’.

Comparatively fewer managers (54%) observed that destruction of school vehicles due to students’ strikes limited movement of goods and services like; food items, firewood,
water and transportation of students to seminars and fieldwork activities that linked preparation for UCE examinations. Based on the aforementioned findings it is evident all the categories of respondents (Students, Teachers and managers) agreed that destruction of school property due to strikes affected their academic performance in UCE examinations in several ways. These included limiting students; mastery of content, acquisition skills for conducting practical experiments in science subjects, concentration span in class due to inadequate seats and wasting study time due to poor services.

4.4 Effect of suspension of students on academic performance in UCE Examinations

The second objective sought to assess the effect of students’ suspension due to students’ strikes on their performance in UCE examinations. Information was obtained from the participants’ responses to items 3b in the students’ questionnaire; item 4b in the teachers’ questionnaire and; items 5 and 6 in the school manager’s interview guide. All the responses are presented in Table 4.11, 4.12, 4.13 and 4.14 to present their views of the different categories of respondents on the matter.

Students suspended in senior four due to strikes

Interview findings revealed that a number of S. 4 students were suspended due to strikes that took place in all the schools involved in this study as illustrated in Table 4.9.

Table 4.9: Distribution of suspended S.4 students by school and year

<table>
<thead>
<tr>
<th>School</th>
<th>Number of students suspended per year in each school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>X</td>
<td>7</td>
</tr>
<tr>
<td>P</td>
<td>8</td>
</tr>
<tr>
<td>PR</td>
<td>7</td>
</tr>
<tr>
<td>MX</td>
<td></td>
</tr>
<tr>
<td>XY</td>
<td>5</td>
</tr>
<tr>
<td>Z</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Primary Data.
The findings in Table 4.9 indicate that between 2011 and 2015, a total of 87 senior four students were suspended from secondary schools in Ruhama County due to the strikes. This scenario affected their learning processes as presented in the data in the subsequent sections of the findings.

**Students’ views**

Student’s views on the effect of students’ suspension due to students’ strikes on their performance in UCE examinations are presented in Table 4.10

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to concentrate on their studies.</td>
<td>104</td>
<td>64</td>
<td>57</td>
<td>36</td>
</tr>
<tr>
<td>Forget taught content.</td>
<td>47</td>
<td>29</td>
<td>114</td>
<td>71</td>
</tr>
<tr>
<td>Incomplete coverage of the syllabus</td>
<td>123</td>
<td>76</td>
<td>38</td>
<td>24</td>
</tr>
</tbody>
</table>

*N=161*

Table 4.10 reveals that students’ suspension due to strikes affected their performance in UCE examinations in several ways. Majority of the respondents (76%) observed that students’ suspension due to strikes made students experience the challenge of inadequate coverage of the syllabus. Consequently, such students did exams with knowledge gaps and this contributed to their poor grades in the UCE examinations’ said one male student in the FGD held in P Senior Secondary School. Over half of the respondents (64%) explained that students’ suspension due to strikes inhibited students’ concentration on their studies because the home environment is not academic in nature. This observation was supported by an FGD finding of female student from MX Senior Secondary School who said that ‘students who were suspended missed the valuable opportunity of having student to teacher and student to student interactions on academic matters’. Another male student in an FGD held in the same school explained that student’s attempts to read on their own without the guidance of their
teachers affected their level of understanding. ‘This lowers a person’s morale to read and prepare for their examinations’.

Very few (29%) of the respondents were of the view that suspension due to strikes made students to forget what they had learnt at school. When asked to comment on this view, most participants in the FGDs disregarded this observation because they consider revision for exams as a widely practiced solution among many students for such a problem. This is illustrated by a male student in an FGD held in PR Senior Secondary School who said that, ‘the reason we revise is to remember what we have forgotten’.

**Teachers’ view**

Teachers’ views on the effect of suspension due to students’ strikes on their performance in UCE examinations are presented in Table 4.11

<table>
<thead>
<tr>
<th>Responses</th>
<th>YES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students lack resources for revision</td>
<td>32</td>
<td>61</td>
</tr>
<tr>
<td>Incomplete coverage of the syllabus</td>
<td>36</td>
<td>69</td>
</tr>
<tr>
<td>Taught material is forgotten by students</td>
<td>38</td>
<td>73</td>
</tr>
<tr>
<td>Failure to concentrate on their studies</td>
<td>40</td>
<td>76</td>
</tr>
</tbody>
</table>

$N=52$

The findings in Table 4.11 reveal that teachers were generally in agreement about the ways in which suspension of students due to strikes affected their performance in UCE examinations. All the effects presented in Table 4.11 were unanimously indicated by over 60% of the teacher participants. Furthermore, the findings in Table 4.11 reveal that three out of the teachers’ four views about the way suspension due to strikes affects students’ performance in UCE examinations were similar to those of the students.
Unlike students, Table 4.11 reveals 61% of the teachers also observed that students who were suspended due to strikes lack resources for revision when at home. The proponents of this view argued that students on suspension lacked library resources and opportunities to borrow reading materials with friends. ‘So they were ill prepared for UCE examinations’ explained one respondent in his questionnaire.

**Managers’ views**

The managers’ views on the effect of suspension of students due to strikes on their performance in UCE examinations are presented in Table 4.12.

Table 4.12: Managers’ responses on the effect of students’ suspension due to strikes on their performance in UCE Examinations.

<table>
<thead>
<tr>
<th>Responses</th>
<th>YES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to concentrate on their studies’</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>Bright students left the school</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td>Incomplete coverage of the syllabus</td>
<td>11</td>
<td>84</td>
</tr>
<tr>
<td>Calm the tension between teachers and students</td>
<td>8</td>
<td>61</td>
</tr>
</tbody>
</table>

N = 13

The findings in Table 4.12 reveal that like the teachers, managers were generally in agreement about the ways in which suspension of students due to strikes affected their performance in UCE examinations. All the views presented in Table 4.12 were unanimously indicated by over 60% of the manager participants. Furthermore, the findings in Table 4.12 reveal that two out of the managers’ four views about the way suspension due to strikes affects students’ performance in UCE examinations were similar to those of the teachers and students. More than three-quarters of the managers (84%) also observed students’ suspension due to strikes made them unable to cover some sections of the UNEB syllabus. Three out of the 13 managers explained that this scenario inhibited such students from answering UNEB questions on the uncovered topics successfully.
The information in Table 4.12 indicates over three-quarters of the managers (84%) also attributed poor performance in UNEB examinations to the limited numbers of bright students who reported back to school. Due to the relocation of most bright students to other stable schools, the levels of competition amongst students who remained at school was low and detrimental to progressive learning for their examinations.

However, 61% of the respondents applauded students’ suspensions because the tension between the students and the school administration it helped restore the cordial relationship between students and the administrators. This was because the level of discipline amongst the students improved due to the suspension punishment as acknowledged by 53% of the respondents. The data for objective two reveals that the suspension of individual students due to strikes affected their performance in UCE examinations in various ways. Such students; experienced inadequate syllabus coverage and disciplinary reforms, forgot some of the taught content, failed to concentrate on their studies, lacked resources for revision and relocated to other schools.

4.5 Effect of temporary closure of schools on students’ academic performance.

The third objective of this study sought to examine the effect of the temporary closure of schools due to strikes on students’ performance. Data for this objective was based on participants’ responses to items 7 in the students’ questionnaire, 8 teachers questionnaire; 7 and 10 of the managers’ interview guide.

Closure of schools due to strikes

Interview findings revealed that the closure of schools due to strikes took place in all the schools involved in this study as illustrated in Table 4.13. Some of these schools were closed at the begging of the first term in the year while in others, the closure took place in the third term of the year.
Table 4.13: Distribution of school that closed at the beginning of term one due to strikes.

<table>
<thead>
<tr>
<th>School</th>
<th>Number of closures per year in each school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>X</td>
<td>1</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td>1</td>
</tr>
<tr>
<td>MX</td>
<td></td>
</tr>
<tr>
<td>XY</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Primary Data.*

The findings in *Table 4.13* indicates that between 2011 and 2015, secondary schools in Ruhama County were closed nine times at the beginning of term one due to the strikes. This scenario affected the teaching and learning processes of senior four students as presented by the data in the subsequent sections of the findings.

Table 4.14: Distribution of schools that closed in term three due to strikes

<table>
<thead>
<tr>
<th>School</th>
<th>Number of closures per year in each school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>PR</td>
<td></td>
</tr>
<tr>
<td>MX</td>
<td></td>
</tr>
<tr>
<td>XY</td>
<td>1</td>
</tr>
<tr>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Primary Data.*

The findings in *Table 4.14* indicate that between 2011 and 2015, secondary schools in Ruhama County were closed six times in third term due to the strikes. Closure of schools in
third term also affected the teaching and learning processes of senior four students in different ways as presented by the data in the subsequent sections of the findings.

**Students’ views**

Student’s views on the effect of temporary closure of schools due to students’ strikes on their performance in UCE examinations are presented in Table 4.16.

*Table 4.15: Students’ views on temporarily school closure on students’ academic performance in UCE examinations*

<table>
<thead>
<tr>
<th>Responses</th>
<th>YES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No access to text books in the library.</td>
<td>103</td>
<td>63</td>
</tr>
<tr>
<td>Closed classrooms and laboratory blocks.</td>
<td>112</td>
<td>69</td>
</tr>
<tr>
<td>Incomplete coverage of the syllabus</td>
<td>96</td>
<td>59</td>
</tr>
<tr>
<td>Disruption of students study groups.</td>
<td>102</td>
<td>62</td>
</tr>
<tr>
<td>Lack of guidance and counselling from teachers.</td>
<td>85</td>
<td>52</td>
</tr>
</tbody>
</table>

* N = 161

The findings in Table 4.15 reveal that students were generally in agreement about the ways in which temporary closure of schools due to students’ strikes affected their performance in UCE examinations. All the views presented in Table 4.15 were unanimously indicated by over 59% of the student participants. Over half of the student respondents (69%) indicated that students missed lessons and were unable to revise for examinations due to the temporary closure of the school due to students’ strikes. This is because the school premises were out of bounds for students and their teachers. The classrooms and laboratories were closed and were therefore inaccessible to students and teachers for academic and practical teaching and learning activities.

Over half of the respondents (63%) observed that students were also unable to access the library (63%) or participate in any discussion groups with their peers (62%) within the school environment due to the temporary closure of schools due to strikes.

Over half the respondents (59%) further observed that the temporary closure schools due to students’ strikes disabled total coverage of the syllabus by the students. Consequently,
candidates were unable to answer questions on topics that they did not learn in class. Similarly, over half of the respondents (52%) observed that six schools were briefly closed six times due to student strikes that occurred in third term; senior four candidates missed guidance and counselling on question approach techniques from the teachers prior to sitting for their UCE examinations. This finding implies that such students were ill equipped for the UCE exams because they did not have question approach techniques that are usually taught to students by teachers in third term.

**Teachers’ views**

The teachers’ views on the effect of temporary closure of schools due to students’ strikes on their performance in UCE examinations are presented in Table 4.1.

<table>
<thead>
<tr>
<th>Responses</th>
<th>YES</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete coverage of the syllabus</td>
<td>48</td>
<td>92</td>
</tr>
<tr>
<td>Lack of concentration.</td>
<td>30</td>
<td>57</td>
</tr>
</tbody>
</table>

\(N = 52\)

The findings in Table 4.1 reveal that teachers were generally in agreement about the ways in which temporary closure of schools due to students’ strikes affected their performance in UCE examinations. All the views presented in Table 4.1 were unanimously indicated by over 57% of the teacher participants. Furthermore, the findings in Table 4.1 reveal that two out of the teachers’ four views about the ways temporary closure of schools due to students’ strikes affect their performance in UCE examinations were similar to those of the teachers and students.

In addition, Table 4.1 reveals that nearly all the respondents (94%) indicated that in nine schools that were temporary closed at the beginning of the term due to students’ strikes
teachers, were unable to complete their teaching preparations for the term. Their scheming, lesson planning and preparation of notes was interrupted. This led to poor delivery of lessons by such teachers. This observation was confirmed by an S.4 female teacher from XY Senior Secondary School who explained that ‘... that term my students got a raw deal from me... I was unable to complete my schemes and lesson plans when we resumed...’ This excerpt indicates that students taught by such teachers were equally ill equipped for the UCE examinations.

Managers’ views

The managers’ views on the effect of temporary closure of schools due students’ strikes on their performance in UCE examinations are presented in Table 4.17

Table 4.17: Managers’ views on temporary school closure and students performance in UCE examinations

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported late for revision.</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>Forgot taught content.</td>
<td>7</td>
<td>53</td>
</tr>
<tr>
<td>Some bright students never come back.</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>Extra cost of repairing damaged property.</td>
<td>9</td>
<td>69</td>
</tr>
<tr>
<td>Evaluate and analyse causes of the strikes.</td>
<td>10</td>
<td>76</td>
</tr>
</tbody>
</table>

N=13

The findings in Table 4.17 reveal that managers were generally in agreement about the ways in which temporary closure of schools due to students’ strikes affected their performance in UCE examinations. All the views presented in Table 4.17 were unanimously indicated by over 52% of the teacher participants. Furthermore, the findings in Table 4.17 reveal that the managers’ views were different from those of the students and teachers. In addition, Table 4.17 reveals that managers were of the view that the temporary closure of schools due to
students’ strikes had both positive and negative effects on students’ performance in UCE exams.

In terms of the negative effects, Table 4:17 indicates more than three quarters of the respondents (76%) explained that students who resumed their studies lagged behind in their revision for UCE exams and intelligent students joined the other schools. The findings further indicate more than half of the respondents (69%) decried the extra costs students were charged for repairing damaged property as a condition for re-admission to the school. Some parents were unable to raise funds to meet the costs of repairs before their children are readmitted to the school. S.4 students who were victims of such a situation resumed school late. Consequently, such students as pointed out by 53% of the respondents were unable to recall all the lessons taught in class prior to sitting for their UCE examinations.

On a positive note, Table 4.17 indicates over three quarters of the managers (76%) appreciated the temporarily closure of schools because this was an opportunity for the stakeholders to analyse and evaluate causes of the strikes. Some interviewees explained that such reflections encouraged school managers to address students’ grievances. Consequently, peaceful and harmonious school environments that promote academic endeavours were created because the tensions and animosity between students and school managers were addressed.

From the data presented for objective three, it is evident that temporary closure of schools due to students’ strikes had positive and negative effects on students’ performance in UCE exams. The positive effects were very few and were stated by the managers only. The negative effects were many and were stated by all the various categories.

4.6 Data from Focus Group Discussions

Data on the effect of destruction of the school property was collected from FGD (both students and teachers) and is presented in the following tables.
4.6.1 Effect of destruction of School Property due to Students’ Strikes (Students’ FGD)

Table 4.18 Students’ views on destruction of school property

<table>
<thead>
<tr>
<th>Type of Property</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School buildings</td>
<td>48</td>
<td>88</td>
</tr>
<tr>
<td>Vehicles</td>
<td>32</td>
<td>59</td>
</tr>
<tr>
<td>Furniture</td>
<td>50</td>
<td>92</td>
</tr>
</tbody>
</table>

Table 4.18 reveals the findings of students in the Focus Group Discussion. During the discussion, 88% affirmed that destruction of school buildings due to strikes had an effect on academic performance in UCE examinations and 92% said destruction of furniture after the strike led to poor performance in UCE exams due to disruption of the sitting arrangement in class and 59% was aware that destruction of school vehicles affected delivery services which led to poor academic performance in UCE exams after the strike.

The FGDs by students concluded that the destruction of school property; school buildings (88%), furniture (92%) and vehicles (59%) contributed to students’ poor academic performance in UCE exams in Ruhama County. This was because students lacked resource and the classrooms were congested during exams.

4.6.2 Effect of Destruction of School Property due to Strikes on Academic Performance

Table 4.19 Destruction of school property (FGD) Teachers’ responses.

<table>
<thead>
<tr>
<th>Type of Property</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Buildings</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Vehicle</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>Furniture</td>
<td>10</td>
<td>83</td>
</tr>
</tbody>
</table>

N = 12
Table 4.19 reveals the findings of teachers in the Focus Group Discussion. During the discussion, 75% affirmed that destruction of school buildings due to strikes had an effect on academic performance in UCE examinations and 83% said destruction of furniture after the strike led to poor performance in UCE exams due to disruption of the sitting arrangement in class and 58% was aware that destruction of school vehicles affected delivery services which led to poor academic performance in UCE exams after the strike.

The FGDs by teachers concluded that the destruction of school property led to poor students’ academic performance in schools of Ruhama County. This was because the students lacked resource in the library (75%). Delay to go for study tours (58%) and congestion in classrooms due to lack of furniture (83%).

### 4.6.3 Effect of Suspension of Students due to Strikes (Students’ FGD)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to concentrate on studies</td>
<td>44</td>
<td>81</td>
</tr>
<tr>
<td>Failure to complete UNEB syllabus</td>
<td>48</td>
<td>88</td>
</tr>
<tr>
<td>Forgot taught content in class</td>
<td>42</td>
<td>77</td>
</tr>
</tbody>
</table>

Table 4.20 indicates that the FGDs were aware that students’ suspensions after the strike had an effect on the academic performance on UCE exams. 77% said there was lack of concentration on studies, 88% said that failure to cover the UNEB syllabus as a result for failing while 39% complained that there was forgetfulness of the taught content.

The FGD students concluded that suspension of students after the strike led to poor students’ academic performance because of failure to complete the UNEB syllabus (88%), lack of concentration (81%) and others forgot taught material (77%).
4.6.4 Effect of Suspension of Students due to Strikes (Teachers’ FGD)

Table 4.21 Suspension of students (Teachers’ FGD)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to concentrate on studies</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Failure to complete UNEB syllabus</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Forgot taught content in class</td>
<td>8</td>
<td>66</td>
</tr>
</tbody>
</table>

\[N = 12\]

Table 4.21 indicates that the FGDs (teachers) were aware that students’ suspensions after the strike had an effect on the academic performance on UCE exams. 75% said there was lack of concentration on studies, 66% said that failure to cover the UNEB syllabus as a result for failing while 66% complained that there was forgetfulness of the taught content.

The teachers who commented on this issue were above 50% and they affirmed that students’ suspension after the strike led to poor students’ academic performance because of failure to attend classes and failure to complete the UNEB syllabus. We can therefore conclude that suspension of students due to strikes has an effect on academic performance.

4.6.5 The effect of Temporary Closure of Schools due to Strikes (Students’ FGD)

Table 4.22 Temporary closure of schools (Students’ FGD)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students had no access to Text books</td>
<td>46</td>
<td>85</td>
</tr>
<tr>
<td>Lack of guidance and counselling from teachers</td>
<td>50</td>
<td>92</td>
</tr>
<tr>
<td>Failure to cover UNEB syllabus</td>
<td>44</td>
<td>81</td>
</tr>
</tbody>
</table>

\[N = 54\]
Table 4.22 above indicates the data from FGDs students about the temporary closure of schools due to students’ strikes. The FGDs revealed that failure to use the library led them to fail UCE exams, (85%). 92% said there was lack of guidance and counselling from teachers while 81% complained of failure to cover UNEB syllabus.

All the students who participated on this issue (FGD) were above 50% and they affirmed that temporary closure led to poor students’ academic performance in UCE in Ruhama County.

4.6.6 The effect of Temporary Closure of Schools due to Strikes (Teachers’ FGD)

Table 4.23 Temporary closure of schools (Teachers’ FGD)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Yes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students had no access to Text books</td>
<td>8</td>
<td>66</td>
</tr>
<tr>
<td>Lack of guidance and counselling from teachers</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Failure to cover UNEB syllabus</td>
<td>9</td>
<td>75</td>
</tr>
</tbody>
</table>

N = 12

Table 4.23 above indicates the data from FGDs teachers about the temporary closure of schools due to students’ strikes. The FGDs revealed that failure to use the library led students to fail UCE exams, (66%). 75% said there was no eye contact and lack of guidance and counselling from teachers by students while 75% complained of failure to cover UNEB syllabus and the schemes of work which is a necessity for passing exams.

The FGD teachers concluded that the temporary closure of schools after the students’ strike led to students’ poor academic performance due to lack of textbooks (66%), 75% said lack of guidance and counselling from teachers and failure to cover the UNEB syllabus (75%)
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
This chapter presented the discussion, conclusions and recommendations the study findings. These were presented in relation to the study objectives.

5.1 Destruction of school property and students’ performance in UCE examinations.
The first study objective was to examine the effects of destruction of the school property due to the students’ strikes on academic performance in UCE exams. The study findings on this objective revealed that furniture was the most common property destroyed during strikes by students (86%); school vehicles (93%) and school library (73%) and laboratory equipment (69%) led to poor grades in UCE exams in schools of Ruhama county. This is in line with Birungi (2001) who said that during the strikes students become uncontrollable and vandalise a lot of school property especially the furniture, buildings, vehicles and gardens.

As a result, the students’ concentration in school activities is affected due to the poor teaching and learning environment that impedes their normal progress in school prior to their UCE examinations. The sitting arrangement is disrupted since the learners are unable to sit comfortably with their peers in the classroom, go for school tours and visitations outside the school environment, access the books and relevant resources in the library for their studies and use the equipment in the laboratory for their learning. Birungi concluded that these destructions cause poor conditions for learning and teaching after the strike leading to poor academic performance.

This is also supported by Ssekamwa (2001) who said that during the strike there is destruction of school property especially beds, desks and buildings. He commented that this increased an extra financial burden on the parents who were forced to pay for the damaged property regardless of whether their children participated on the strikes or not. According to
Ssekamwa, the students’ performance was affected since some parents were unable to meet the financial costs of sending their children back to school within stipulated time for their UCE examinations.

The study findings were also in agreement with Obasanjo and Kumwenda (2009), who found out that during strikes, students engage in acts of hooliganism to the detriment of the school’s image in the community where they are located. The effects of these strikes tarnish the good name of the schools, especially where both the students and teachers are hurt physically and emotionally hurt by the striking students. The dire incidences of rape and razing down of the teacher’s accommodation within the school premises demoralises both parties from implementing their tasks and responsibilities prior to sitting for their UCE examinations.

However Obasanjo and Kumwenda (2009) noted that after the strike, some good things can happen; he explained that if the strike was aimed at destroying a dilapidated pit latrine or an old school truck with mechanical problems, consequently, the construction of a new pit latrine to control cholera outbreaks and the replacement of the old school truck to reduce the incidences of road accidents could motivate students to read hard after the strike for improved academic performance.

5.2 The effect of suspension on students’ performance in UCE examinations

The study findings revealed that the suspension of students after strikes led to poor performance in UCE examinations as indicated by different views of the respondents attributed to the loss of study time (57%). The loss of valuable time denied students ample opportunity to concentrate on their learning in an environment that is conducive enough to articulate issues related to the challenges they encountered in isolation. The students’ ability to focus on their performance was therefore put in non-academic activities that would otherwise improve on their performance in UCE examinations. To this effect, Obong, Okey and Okaba (2010) observed that after the strikes, the students’ minds are occupied by the
problems of the strike thereby affecting their memory during the time of examinations leading to poor performance in their examinations.

Relatedly, the lack of concentration on their revision in preparation for the UCE examinations was at 64% as indicated by the respondents, set a bad precedent that hampered their ability to focus on their educational goals. This was attributed to anxiety surrounding their responsibilities and obligations before the resumption of their studies after missing classes (72%) in a given period of time. It is essential to note that these students were unable to cover UNEB syllabus (76%) as a precondition for effective preparation of the UCE examinations, besides recalling taught material (73%), part of which was destroyed during the strike. Such students were unable to balance the chores at home and concentrate on revising their books since they were out of school given the fact that the schemes of work (69%) were not followed systematically to completion. In such a case therefore, the students ended up with poor grades after sitting for their UCE examinations.

According to Obong, Okey and Okaba (2010), the supervision of students during the strike period affects their academic performance because the study time is wasted, no competition since the bright students did not resume their studies when the schools reopened and most of the students forgot whatever they had learnt in class. Similarly, Rukundo (2009) acknowledged that the supervision of students was challenging during the period of strikes, since all the activities slowed down due to the tensions and animosities that were created between the teachers and students. The level of hatred, mistrust and resentment among the perpetrators and victims of the strikes created psychological effects on school administration, students, and teachers whose morale to implement the incomplete syllabus was low. Consequently, the school performance was affected negatively as symbolised by the poor academic performance of students in UCE examinations.

The strikes have contributed to positive outcomes within the school setting as indicated by the study findings; the school administrators (53%) revealed that after
addressing the causes of the strike, students obtained good grades despite their small numbers. These improvements are supported by Crow (2013) who noticed that the school managers’ efforts to avert any impending strikes by analysing the causes of the strike, reorganisation of the school setup, elevation of the damage costs and laying of strategies for dealing with the ring leaders. Furthermore, the school administrators appreciated that suspensions created room for opportunities for reconciliation since all the parties were able to calm their anger and cool their temper towards the administration, teachers, and students (61%). This is in line with Okotoni and Okotoni (2003) who argued that when a strike takes place and students are suspended, teachers and support staff miss financial support in form of allowances and other fringe benefits. This affects the school budget, increases the level of anger and resentment between teachers and students, and creates poor working conditions that affect the teaching and learning activities. All these side effects eventually affect the overall performance of the learners in UCE examinations.

Lastly, Ngugi (2007) contends that suspension may lead to good academic performance when some vices in the schools are highlighted during and after the strikes. Ngugi cited the incidence in some mixed schools where some male teachers act unprofessionally by giving high marks to female students in exchange for sexual favours. Such acts of sexual favours created conflicts and tensions amongst the male students who compete for relationship with their peers whom they regard as their own. Ngugi cautions that if such unprofessional teachers together with the notorious students are dismissed after the strike, students who remain behind are able to read and compete favourably with their female counterparts during exams.

5.3 Temporary closure of schools and students’ performance in UCE Examinations
The study revealed that the effects of closing the schools after the strike were attributed to; the students inability to access library materials and resources for reading (63%), failure to do
class tests and revision in order to improve their knowledge on the subjects (69%), incomplete coverage of UNEB syllabus in preparation for their examinations (59%), no guidance and counselling from teachers in relation to study challenges they encountered (52%).

Some students revealed that when the schools were temporarily closed, the environment and conditions at home were not favourable for reading books since they were required to work in the gardens, cook food for their families, fetch water from the wells and look after cows. The time for revising books at home was insufficient since they were engaged in domestic activities, yet if they had been at school, they would have accessed the library as a quiet reading environment for accessing the necessary materials and resources. According to Oakleaf (2011), libraries are critical in helping the students concentrate on their studies without any interruptions in their academics once the resources are used to improve their knowledge and skills beyond the classroom interactions. Where students are denied access, their ability to revise and carryout personal assignments and tasks will be impeded; their experiences will impact negatively on their performances in the final examinations.

Similarly, the teachers concurred with the students’ opinions that were attributed to temporary closure of schools and the resultant by recognising their failure to cover UNEB syllabus (92%), inability to attend and teach students in an empty classroom (88%), loss of valuable time that would have been used to teach the students (96%) and inaccessibility to the school library for further reading and preparation of the lessons (69%). They attached the poor performances in the UCE examinations to the use of the school premises and facilities during the period of school closure. This is in line with Ngugi (2007) who mentioned that the closure of schools after the strike was a disaster since it led to the students’ poor performance in their examinations. According to Kyeyune (2008), he agrees with the study findings that students must attend classes regularly in order to pass examinations because the eye contact between students and teachers is very important. However, he also noted that the temporary
closure of schools helps the administration to reorganise school operational activities and eliminate notorious students from good ones in order to realise good performance.

The school managers who participated in the study revealed that closure of the schools after the strikes led to transfer of bright students (76%) to other schools, failure to recall the information that was taught during the previous lessons (53%) made the students to miss out critical information in preparation of their examinations, late resumption to school after the strike (76%). The school managers mentioned that the temporary closure of schools helped them to recover money for the damaged property after evaluating and analysing the causes of the strike and take the necessary precautions (76%). The managers further observed that the temporary closure of schools after the strike was a good tool for saving money by reducing expenditure on food, water and firewood because of the reduced number of days. Similarly, Gikungu and Karanja (2014) mentioned that students’ regular attendance of classes improves discipline and academic performance; He cautioned that students who failed to reform after the strike were more likely to be recruited into criminal activities of armed robberies and carjacking. He therefore advised that where possible, suspension of students should be avoided in order to emphasise regular class attendance as a basis for future discipline and security in society.

The students, teachers and school managers agreed that the temporary closure of schools after the strike led to poor academic performance as indicated by Ngugi (2007) who said that closure of the school after the strike was disastrous. Ngugi cautions that for a school to be well managed, teachers should be on standby and students must attend classes following the school timetable. Ngugi concluded that, teachers must be involved in regular staff meetings, supervision and motivation of students during the teaching and learning activities in order to avert any future strikes, closure and poor academic performance.

Crow (2013) cautions against the prolonged closure of schools after strikes and advises that students need to resume their studies in time if they are to attain good grades in
their final examinations. To ensure effective attendance in class, Crow advises that both teachers and prefects should regularly take students’ roll call in class to register their presence in every lesson as a measure to improve students’ grades in exams.

5.4 Conclusions

The conclusions are drawn based on the three objectives of the study on the effects of strikes on the performance of students in UCE examinations in Ruhama County and are indicated in the subsequent paragraphs in section of this report.

The study also revealed that the students’ strikes culminated into the destruction of school property such as furniture, buildings, vehicles and gardens yet they are essential in ensuring a conducive learning environment for the students. The students will therefore have limited furniture to use during their studies, poorly ventilated structures to study, move for field trips and educational tours and practice agriculture in the school garden.

The suspension of students from school after the strikes led students to miss classes, teachers failed to cover the teaching syllabus (UNEB syllabus), forgetfulness of learnt information by students, and poor concentration of students on their revision before sitting for UCE examinations. The psychological impact of students’ suspensions demoralised administrators, teachers and learners from focusing on the core existence of the school in relation to their educational progress.

The temporary closure of schools during these students’ strikes led to the wastage of valuable time, inaccessibility to the library information, lack of guidance and counselling services, abandonment of the teaching UNEB syllabus. This affected the stakeholders (managers, teachers and students) who were unable to meet each other as it was the case during the normal classroom practice prior to the strikes.
5.5 **Recommendations**

The recommendations were drawn from the conclusions of the study based on the three objectives of the study on the effects of strikes on the academic performance of students in UCE examinations in Ruhama County and are indicated in the subsequent paragraphs in this section of the report.

The school managers should hold regular meetings with the students and their representatives to address their grievances in a more regular basis in order to reduce potential conflicts that may affect their performance in UCE examinations.

The suspension of students can be averted by giving alternative forms of punishment within the school premises in order to monitor their compliance to the form of crime committed during the strikes. This will help the instigators of the strikes to reform under the supervision of the school administration as way of instilling positive discipline for self-sustainability and accountability to the community.

The temporary closure of schools during these students’ strikes can be minimised through the provision of the UNEB syllabus at the beginning of the year to avoid wastage of valuable time once the school closes. The guidance and counselling services should be combined with the teaching so that students are made aware of any challenges that may arise in case the schools were closed prematurely.

**Areas for further research**

This study was carried out in secondary schools of Ruhama County Ntungamo District. Further researchers are encouraged to carry out the same study in other regions in Uganda to have a global view and knowledge about students’ strikes and academic performance. Another study should be conducted to investigate the students who were suspended during the strike in order to establish the impact of the strikes on their academic performance in UCE examinations in Ruhama County.
REFERENCES


Ngugi, P (Jan, 2007). “400,000 assured of places”: Nairobi. The Daily Nation, p. 3


APPENDICES

APPENDIX A:

Questionnaire for Students

I am Fr. Ensiyaitu Kaijarubi Chleophas, a student of Masters in Educational Planning and Management from Kyambogo University. Currently I am conducting a study to establish the impact of strikes on the performance of students in secondary schools of Ruhama County, Ntungamo district.

You have been selected to participate in giving your views/opinions about the subject. Take note that the information you provide will be treated with the outermost confidence. Please do not write your name or contacts anywhere on this questionnaire.

Thank you.

SECTION A: Bio data

Please Tick where possible.

Name of school...............................................................................................................................
b) If Yes, list down the kind of property that was destroyed during these strikes
..............................................................................................................................................................................
……

c) Do you think the destruction of school property named above had any effect on students’ academic performance on UCE examination results? (Please explain)
..............................................................................................................................................................................
..............................................................................................................................................................................

SECTION C: Students’ suspension due to strikes and academic performance.

3 a) During the past strikes that took place in your school, were any students suspended?  
Yes  No

b) If Yes, do you think the suspension had an effect on the students’ academic performance in UCE examinations? Please explain.
..............................................................................................................................................................................
..............................................................................................................................................................................

4 Suspension of students due to strikes makes students to fail UCE examinations.
   a) Strongly agree  b) Agree
   c) Strongly disagree  d) Disagree

SECTION D: Temporary closure of schools and academic performance

5 During the strikes that took place in your school between 2011 and 2015, was there any temporary closure of the school?
   Yes  No

6 Do you think the closure of the school due to strikes had an effect on students’ academic performance in UCE results?
   Yes  No

7 Explain how the temporary closure of your school due to strikes affected the students in UCE examinations.
APPENDIX B:

Questionnaires for Teachers

I am Fr. Ensiyaitu Kaijarubi Chleophas, a student of Masters in Educational Planning and Management from Kyambogo University. Currently I am conducting a study to establish the impact of strikes on the performance of students in secondary schools of Ruhama County, Ntungamo district.

You have been selected to participate in giving your views/opinions about the subject. Take note that the information you provide will be treated with the outermost confidence. Please do not write your name or contacts anywhere on this questionnaire.

Thank you.

SECTION A: Bio data

Please Tick where possible.

1. Name of school..............................................................................................................

SECTION B: Destruction of school property and students’ academic performance

2. a) Have you had strikes in your school between 2011 and 2015? (Please tick where necessary).

   Yes □       No □

   b) If Yes, or No give reasons for your answer.

   ………………………………………………………………………………………………………

   ………………………………………………………………………………………………………

   ………………………………………………………………………………………………………

   ……..

   c) When did each of them take place?

   ……………………………………………………………

3 a) During these strikes in your school, was any school property damaged?

   Yes □       No □

   b) If Yes, list down the kind of property that was destroyed during these strikes
c) Do you think the destruction of school property named above had any effect on students’ academic performance on UCE examination results? (Please explain)
........................................................................................................................................................................
........................................................................................................................................................................

SECTION C: Students’ suspension due to strikes and academic performance.

4. a) During the past strikes that took place in your school, were any students suspended? Yes ☐ No ☐

b) If Yes, do you think the suspension had an effect on the students’ academic performance in UCE examinations? Please explain.
........................................................................................................................................................................
........................................................................................................................................................................

5. Suspension of students due to strikes makes students to fail UCE examinations.
   b) Strongly agree ☐ b) Agree ☐
   c) Strongly disagree ☐ d) Disagree ☐

SECTION D: Temporary closure of schools and academic performance

6. During the strikes that took place in your school between 2011 and 2015, was there any temporary closure of the school? Yes ☐ No ☐

7. Do you think the closure of the school due to strikes had an effect on students’ academic performance in UCE results? Yes ☐ No ☐

8. Explain how the temporary closure of your school due to strikes affected the students in UCE examinations.
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
APPENDIX C:

Interview Guide for School managers
(DEO, BOGs & HEADTECHERS)

1. Has this school experienced any strikes between 2011-2015?
2. During these strikes was any school property damaged?
3. What kind of property was damaged in the school during the strike?
4. Did the damage of the school property during these strikes affect students’ academic performance in UCE examinations in any way? Give reasons for your answer.
5. Were there any senior four students suspended after the strike? If yes, how many?
6. If yes, did the suspension affect students’ performance in the UCE Examinations? Explain.
7. Has your school ever been closed temporarily due to strikes?
8. For how many times and when was the school closed each time?
9. How many strikes has taken place in your school since 2011?
10. Do you think the closure of your school affected academic performance in UCE?
APPENDIX D:

Focus Group Discussion Guide for Students

1. Has this school experienced any strikes between 2011-2015?
2. During these strikes was any school property damaged?
3. What kind of property was damaged in the school during the strike?
4. Did the damage of the school property during these strikes affect students’ academic performance in UCE examinations in any way? Give reasons for your answer.
5. Were there any senior four students suspended after the strike?
6. If yes, did the suspension affect students’ performance in the UCE Examinations? Explain.
7. Has your school ever been closed temporarily due to strikes?
8. For how long was the school closed?
9. How many strikes have taken place in your school since 2011?
10. Do you think the closure of your school affected academic performance in UCE?
11. Were you required to pay for the damaged property before resuming school?
12. Did all the suspended students report back to school after the strike?
APPENDIX E:

Focus Group Discussion Guide for Teachers

1. Has this school experienced any strikes between 2011-2015?
2. During these strikes was any school property damaged?
3. What kind of property was damaged in the school during the strike?
4. Did the damage of the school property during these strikes affect students’ academic performance in UCE examinations in any way? Give reasons for your answer.
5. Were there any senior four students suspended after the strike?
6. If yes, did the suspension affect students’ performance in the UCE Examinations? Explain.
7. Has your school ever been closed temporarily due to strikes?
8. For how long was the school closed?
9. How many strikes have taken place in your school since 2011?
10. Do you think the closure of your school affected academic performance in UCE?
11. Were you required to pay for the damaged property before resuming school?
12. Did all the suspended students report back to school after the strike?