

**IMPACT OF STRIKES ON STUDENTS' ACADEMIC PERFORMANCE IN
SECONDARY SCHOOLS.A CASE STUDY OF WANG'APALA
SECONDARY SCHOOL. KABONDO DIVISION.
RACHUONYO DISTRICT, KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION
IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
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DECLARATION

I, NYAMWAYA NOLISH OTIENO, Reg. No. 14392/71/DF, declare that this manuscript is my original work and has never been presented to any institution or university for any a ward.

Signature.....

Date.....*May 30th 2010*

DEDICATION

This report work is dedicated to my beloved father Mr. Nyamwaya Dominic Ong'idi, my mother Pamela Nyamwaya and my brothers and sisters(Collins, Victor, Mourine, Lizy and Quinter).

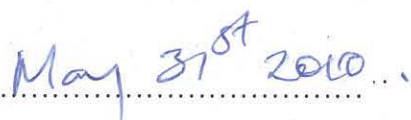
APPROVAL

I confirm that the work of this research report was carried out by the candidate under my supervision as the University supervisor. This research proposal has been submitted with review of my approval as University supervisor.

Signature.....

MR. TINDI SEJE

SUPERVISOR

Date.....

ACKNOWLEDGMENT

First of all I would like to thank my supervisor Mr. Tindi Seje for being there for me whenever I needed her and her pieces of advice and instructions that helped me to accomplish this report work.

I would like to thank my father Mr. DOMINIC NYAMWAYA OG'IDI and my mother PAMELA NYAMWAYA for their love, care and financial support they have always given me towards the accomplishment of this report work.

I would like to thank the Principal of Wan'gapala secondary school for allowing me to carry out this tiresome work in his school and also the entire staff for their cooperation during the period when this work was being carried out.

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LIST OF ACRONYMS

DVD : Digital Versatile Discs

BOGs: Board of Governors

PROF: Professor

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ABSTRACT

The study aimed at finding the impact of strikes on secondary schools students' performance in Wangapala secondary schools in Rachuonyo district as the case study area.

The researcher used questionnaires and interviews as tools of data collection; these were administered to students, education officers, and teachers who were the source of data collection.

The study was guided by the following objectives;

- a) To establish the causes of strikes and academic performance in secondary schools
- b) To find out the impacts of strikes in secondary schools
- c) To provide possible solutions to strikes in secondary schools

According to the findings, the study concluded that, dull curriculum, lack of transparency, poor and proper facilities and lack of sports equipment are some of the causes of student's strikes in secondary schools. It also concluded that destruction of properties, poor relationship between teachers and students as well as teachers and parents which all leads to poor academic performances among students.

The study recommended that, the students who are involved in strikes to be expelled from school with immediate effect, also the school compounds is to be secured with stable fences and guarded by credible security agencies around the clock.

The study concluded that 40 percent of students perform poorly due the increase of student unrest in secondary schools in Rachuonyo District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Unrest is asocial or political situation which people protest and are led to behave violently. Students' unrest in educational institutions like secondary schools world wide has been a nagging situation for the school administrators. The rampaging students engage in willful destruction of school properties, arson, and the rejection of authorities and unprecedented levels of examinations. Malpractices and truancy.

Strikes in the East African region (Kenya, Uganda and Tanzania) has led to the decline of students performance and therefore making the value of going to school to lose meaning , this is due to the fact that students think it is the best way of solving their problems with their teachers. The result of this is the misunderstanding between the teachers and their students which then results to being unruly of the students and therefore resolves in destruction of the school properties.

1.1 Background of the study

In Rachuonyo District where the research was carried out, the most recent strikes took place in 2001. In Kabondo Division where Wang'apala belongs, a number of schools were involved in the 2001 strikes. These schools included; Got-Rateng mixed secondary school, Ober secondary school, Wang'apala secondary school which was my major interest of this research work. It was desirable to sharply compare the unrest in the 1970's and today the common threat being "Management and Administration" in large part as human creation in contending for a desirable phenomenon in human behaviour. Largely expounded on the unrest in Wang'apala which springs from the fact that instead of raising complaint "about administration and management" the grievances of students was that the administration stopped the students from staging a disco dance with neighboring secondary school, purportedly Oriang Girls. This reason was uncertain and ungeunine as compared to the reasons advanced in the 1970's poor administration, poor food not a disco dance.

1.2 Statement of the problem

Strikes being the major cause of poor performance in schools and increased property damage, violence, and school drop out and other related crime issues like drug abuse have caused poor performance in Rachuonyo district schools. It was because of these that the researcher intended to find out the impact of the strikes on students performance and how it could be curbed.

1.3 Objectives

1.3.1 General objectives of the research.

The general objectives of the study was to investigate the impacts of strikes on students' performance in secondary schools

1.3.2 Specific objectives

The study was specifically

1. Investigate the causes of strikes
2. Find out the impacts "positive and negative" on students performance
3. Find out possible solutions for the strikes

1.4 Research questions

- 1) What were the causes of strikes?
- 11) What were the impacts of strikes on student's performance?
- 111) what were the possible solutions to student's strikes?

1.5 Significance of the study

The findings of the study were to contribute information to the school, students, government, and the community as shown below:-

To the students, the study would be useful because they would get to know how strikes affect their performance and provide solutions to their problems and definitely improve results and promote achievements.

To the school; research findings would help teachers in realizing good results as students would be aware of effects of strikes. It would enable school to know ways of overcoming the problems and ensure good measures are strictly put in place to curb the problem.

To ministry of education; the ministry of education would benefit from this study because it would enable the ministry and other educational officers to know what causes students strikes and the remedies required to control it.

To the community; majority of the community being the parents would be able to know the effects of strikes and would always advice their children not to involve in it as it leads to poor performance in schools, drug abuse, school drop out and always becoming unruly.

1.6 Scope of the study

The study was carried out in Rachuonyo District Kabondo division in Kenya. The division was approximately 100 KM'S and was composed of 12 Secondary schools with an average of 200 Students per school .The study was primarily to focus on the impacts of strikes on students performance between 2005—2010. The extend of the study was to lead to the identification of what needed to be done to curb those as well as remedies to promote good performance among the students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter was concerned with presenting the existing information on the study or work of other scholars, who have carried similar research in this topic of study.

2.1 Theoretical frame work

Theory is a systematic body of generalizations of descriptive, explanatory and predictive value (Bennett, 1991:13). Theories help explain phenomena and make predictions and research to organize, formulate priorities and select methods of carrying of research (T. Couloumbis, 1987: 16)

Approaches to the study of students strikes in secondary schools include philosophy, behaviourism and institutional. This study works under assumptions of the systems theory. It works under the assumption theory because the real cause of strikes has not been found but we assume that they are caused by some factors which include drug abuse, truancy and strict rules in schools.

2.2 Cause of strikes in secondary schools

According to Ocan Jonson (2000), some of the causes of strikes in learning institutions like secondary schools included;

Poor communication between the students and the school administration. The school as a living system must have a collateral relationship with the student's population so that they can be in position to accept any complex changes in the open environment. The input and out put of every one should be appreciated since it is inextricably embedded in holistic system.

Dictatorship, authoritarian administrative policies of the school .this starts from the point that the child is not naturally good , that he needs to be molded and made to contain to be him, him in the view of such a school , establishing habits that are most efficiently tough by the use that bring about acceptable social behavior of punishment in habit desirable ones and of rewards to encourage those that are desirable this brutal punishment administered in the name of child molding may give rise to all kinds of behavior trouble such as deceit ,bullying extreme timidly

and truancy .the fact is that children are humans ,they don't just respond in passive way as plants do to their environment, they react .The aim of child training must be to get a good reaction. The key to this is to use incentives and deterrents wisely to established good personal relationship in a genuine love.

Food. This can be inadequate quality or poor preparation by the kitchen staff .It is pertinent to ask if the school are just subject to chaos?. Whether processes or discoveries ?The pendulum is swinging back rapidly because schools are seen as instruments of development for the community .Therefore there is need to incorporate the issue of food and food preparation in the entity of school calendar.

Defiant generation of the youths today. This can be recognized from the following angle ; class –consciousness , delinquency , turbulent looks and socials development like emotional development is the story of learning attitudes and the formation of habit responses .Our first social response is the parents and the other members of our family , these friends , relatives and people of towards other people is how we have been taught to feel by direct or indirect means .The family marks the child's early development but as he grows up he's likely to make friends from outside , these is value added to what he got from home .The values held by these groups are different from those of his own family, and so he dresses like his friends, enjoys their music ,entertainment and amusements and he becomes one of their group. The values and standards that control the behaviour of any individual are always those of the people who must attract his or with whom he chooses to ally himself most closely.

Peer pressure and truancy .at school; one is likely to be influenced by classmates other school children and the school standards to join in a strike whether for a just cause or unfair cause .friends , films ,daily news paper ,radio station, televisions and cell phones .These mass media in general make an impact on the little children .

2.3 Impacts of strikes on students.

The issue of students' unrest in learning institutions like the case of secondary schools has a negative effect world wide. The effects included; the students death that could have been useful

to the nation in future, damage of valuable properties a disruption of academic activities like the learning process, poor performance.

Students strikes leads to conflict between parents and the school management. Parents tend to blame the school management of poor management, but this should encourage parents and teachers on offering guidance and counseling to students.(Michael 2001)

In a BBC report, it was found out that strikes may lead to partial or full closure of a school. In the report, in Liverpool, the Nation Union of teachers claimed to have closed or partially closed 96% of schools, with only seven out of 194 fully open. Leicester was also an action hot spot, with 77% of schools affected according to the local authority. In Sheffield it was 67% with 63% in Rotherham and 60% in Kirklees.

At the end of the scale less than 13% of schools across North Yorkshire were hit. As expected there was strong support for the strike in London and across boroughs in the centre of the capital, 63% of the 875 schools were hit with more than a third fully closed.

Angrist , in a research on effects of strikes on students performances in Belgium , came up with the following conclusion ; The aggregate trends suggest that the success rate in the first year has substantially dropped after 1990. The magnitude of the effect is around 10%. The strikes resulted in seven months of almost no schooling in French-speaking schools and therefore, constitute a natural experiment which effectively reduced the amount of human capital accumulated by one generation. We find that the strikes had a large negative effect on the young French-speaking generation, both by, reducing the overall educational attainment and the earning capacity. Hence , students do not seem to have succeeded in compensation for the losses in terms of schooling due to the strikes. They also do not seem to catch up.

In the East African countries strikes in secondary schools had lead to serious problems. When, for instance, we look at the strikes that had taken place in most parts of Kenya we realize that its effects are always negative. For instance the strike that took place in Kianguli high school in late 1990's where by a dormitory was set on fire by rowdy students led to the death of almost 100 students .Property worth 3.5 million Kenyan shillings was destroyed . This was a very big loss to the school and the parents who lost their children and also to nation which lost young and energetic people for the future generation. When the cause of the strike was

investigated it was realized that the students never wanted one of the school prefects notably the school head boy who they argued that was mistreating them ; and through this, people failed to understand that instead of working hard in class students have resorted in hatred habits to the extend of killing their colleagues. The school was closed for a period of one year without any school activity taking place and the ring leaders of the strike that led to death of the 100 students jailed for life and their parents fined for the losses their children had caused.

In Uganda “According to Ocan Jonson(2000)” the most recent strikes that occurred in 2001 range from Teso college Aloet , Ntare school, Masabass , Kibuli secondary school, Gulu high school .The strikes in these schools led to property destruction , expulsion of students and most adversely the decline of students performance. The new Vision, October 18.2001 largely expounded on the unrest in Teso college Aloet which springs from the fact that instead of raising complaint about “administration and Management” the grievances of the students was the administration stopped the students from staging a disco dance with a neighbouring secondary school , purportedly St. Mary’s girls. This reason was found ungenune but it led to the destruction of the school properties, suspension of the students and even expulsion of the ring leaders. In that year the students’ performance also reduced terribly because they never settled to study as most of them were sent home due to the school unrest.

2.4 Possible solutions

Drucker (1977) declared that management and Managers should attend to the specific needs of all institutions, from to the largest. They are the components of what holds an institution together and make it work. According to Kirkpatrick, (1987) the term institution has the connotation of “beginning”. Hence the family and the school can be both seen as kinship institutions. Management is thus, a basic need as an ingredient to collect them together irrespective of the size and nature of social organization” Koontz etal, (1983)

A survey conducted on this issue of management of institutions (Di-bor 1988) produced some fascinating findings. The subjects selected from the main respondents were: educationists, parent-teachers associations, local leaders and student leaders of secondary schools. They pointed out some measures that can be taken to help curb strikes by irate students. They are:-

The desired level of interaction between the school administrators and the homes of students. In this way both parents and teachers should combine forces against the rowdy students who usually cause mayhem in the schools and punish accordingly so as not to influence their colleagues into such behaviours which may cost their lives. Parents on identifying stubborn students at home should therefore, report immediately to the school administrators who will counsel such students and punish where necessary so as to be responsible people in future.

Flexible school programs drawn by educationist, managers and educational consultants who have a wealth of experience in school management. The school programs like the school rules and regulations should not be too strict on the side of students that they are always caught up in problems every now and again that can lead to the school strikes that usually affect the students' performance and destruction of the school properties.

Qualified women should also be appointed to the position of Headmaster in schools like Namilayango colleague, Kigezi colleague Butobere, St. Joseph's colleague Layibi, Sir Samuel Baker senior secondary Gulu, Kings colleague Buddo among others which have had Headmasters who were referred to as "governor Generals" because they had been there for decades and decades. Even other women should be appointed chancellors in public Universities.

The program of school management should be diversified and incorporative. The program of the school especially the school curriculum should contain even the co-curriculum activities like sports, debates. By doing so the students will not feel so restricted by the school rules but will feel so relaxed and also explore other fields like the sports which will enable them earn a living in future. When the program is diverse each and every student will have to find a place to fit and therefore enables them to explore their talents. Since a school is a big society students come from different backgrounds and therefore have different opinions towards the school which always differ from the school values the school should therefore understand the students and incorporate their values to the school values but this should be done with care so as not to interfere with the school rules and regulations.

In Kenya scholars at Moi university faculty of education said canning of students will not help solve problem because the root causes of the strikes have not been addressed.

Professor Patrick Kafu and dean of students Mr. DM Mureithi of Moi university faculty of education alleged that more emphasis had been put on performance of students in examinations and less time accorded for discussions or debates. Speaking to the press, the scholars played down claims that owning of mobile phones by students and drug abuse are some of the causes of strikes in schools. They said the society in general is to blame for what is happening in schools. These scholars think that there is need for safe forums for youth through the ministry of youths and sports, ministry of education and the youth civil society organization. The first step forward is dialogue

According to the Kenyan education minister professor Sam Onger, he gave out some solutions to school strikes and said that:

Education Minister Sam Onger announced a raft of punitive measures meant to curb the wave of student unrest in secondary schools. In a ministerial statement to Parliament, the minister instructed all Boards of Governors (BOGs) of schools affected by the strikes to expel with immediate effect students who were involved in the unrest.

The affected students are to stay out of school until the ministry determines their fate. The Minister further directs BOGs of the affected schools to screen all students and identify those who spearhead the spates of unrest. The boards are then to compile lists of suspected ring leaders which are to be submitted to the police and the ministry's headquarters.

In his statement to Parliament, the Education Minister also directed all school boards to immediately stop the purchase of new model buses that are fitted with televisions and Digital Versatile Discs (DVDs) and state of the art music systems used for students' weekend entertainment. Also banned is the use of mobile phones by students within learning institutions. Investigations identified the two among the causes of the school strikes.

Prof Onger, in his statement further instructed heads of schools to ensure that school compounds were secured with stable fences and guarded by credible security agencies around the clock.

Prof Onger, suggests that the ministry should release a safety manual. The manual will outline how teachers should conduct safety affairs of students in schools. A second manual on peace in education should also be rolled out and be incorporated in the school curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented research design, research environment, population, instrument of data collection, and procedures.

3.1 Research design

The researcher adopted quantitative survey because the study called for phenomena relating or involving numbers of students who had been involved in strikes. The information that was found was to be included in description of qualitative data and presentation on graph, pie chart and tables.

3.2 Population size and area of study

The major respondents of this report were teachers and students. The students were to be selected in forms two, three and four. These classes were chosen because they are the forms which are mostly involved in the school unrest. Twenty students were selected from each form making a total of sixty students that were interviewed for the research. Ten teachers were chosen to fill in the questionnaire. The study was carried out in Rachuonyo district Kabondo division in Kenya. Bordered by Gusii district in the north and Hama-bay district in the south. It is approximately 100km's. It is composed of 12 secondary schools with an average of 200 students per school. The major economic activity is farming. It is currently occupied by the Luos. Reasons for strikes in this area are due to drug abuse, strict rules in schools and lack of self discipline amongst the students.

3.3 Research instrument

The researcher adopted self administered questionnaire and interview. The researcher conducted interviews in forms two; three and four since they are the most affected by the issue of the strikes and were willing to give out the answers asked by the researcher which helped in giving out the remedies for this serious calamity. The researcher distributed questionnaire to ten teachers who

were involved in the research process to help the researcher and to provide solutions to the problem of strikes.

3.4 Research procedure

Before carrying out the research, the researcher sought permission from the university through the supervisor who approved the topic and mandated the researcher to go on. Apart from the university authority the researcher also sought permission from the head teacher Wang'apala high school. The purpose of the study was to be explained to the concerned respondents at different levels

3.5 Data analysis

The researcher organized and extended meaning from the collected information during interviewing and administering questionnaires. The data collected through the interviews and questionnaires were quantitatively analyzed. The quantitative data analysis was aimed at exploration of the impacts of strikes on students' performance in secondary schools.

3.6 Research problems

The researcher encountered some problems in the course of carrying out this study. These problems included financial problems to carry out this study; due to distance from where the researcher resided to where the school is located. Another problem was the issue of interviewing the students; the students were not willing to give out their issues as strikes are concerned because it is always their nature not to tell the truth. The questionnaires given to the teachers also took time to be filled in that they were also committed with other school programmers. Since the research was carried out during rainy season the bad weather also delayed this work.

These problems were, however, overcome by;

- i) The researcher contacted the parents and friends on the issue of finance for easy movement and smooth completion of the work.
- ii) On the issue of delayance by the teachers on questionnaires I gave them more time due to their busy schedule so as to fill the questionnaires.

iii) Since the students were not willing to give out their views, I assured them of the confidentiality of the information they gave and that is how I got the information.

CHAPTER FOUR

FINDINGS, RESULTS AND DISCUSSIONS

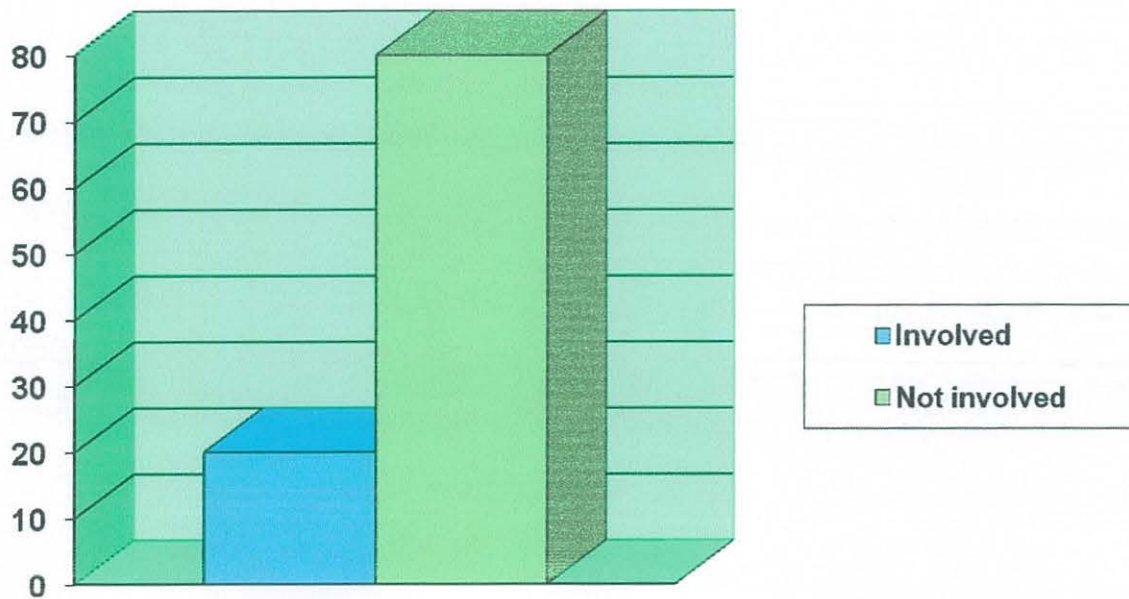
4.0 Introduction

This chapter dealt with analysis, discussions and presentations of the data obtained from the questionnaires as obtained from various respondents. Through the information gathered from the raw data, the researcher discussed various issues related to the study on the impact of strikes on secondary schools students' performance in Rachuonyo District and particularly Wangapala secondary school. The findings obtained in this study have been presented in three parts as guided by the study objectives, which are: To find out the possible causes of student strikes, to find out the impacts of students strikes on performance, and to find out the possible solutions to the problem of student strikes.

4.1 Causes of Student Strikes

It was noted that Poor communication between the students and the school administration led to the students strikes. The school as a living system must have a collateral relationship with the student's population so that they would be in position to accept any complex changes in the open environment. The input and out put of every one should be appreciated since it is inextricably embedded in holistic system. It was noted by the researcher that only a few number of students are involved in the direct communication with the administration and these are the few students officials who are also dictated by the administration on what to do and this affects smooth relationship of the students body with that of the administration and therefore leads to the students strikes just because of poor representation with the administration. The researcher thought it would be wise for the teachers to allow the students representation to be fair and the number of represenyation to be fair because the students are just normal human beings like them and also require fair treatment. The poor communication system is represented by the bar graph below where by only 20% of the students are involved in the direct communication with the administration.

Figure 1 students' involvement in communication with administration



4.2 Other Causes of Student Strikes

Dictatorship, authoritarian administrative policies of the school .this starts from the point that the child is not naturally good , that he needs to be molded and made to contain to be him, him in the view of such a school , establishing habits that are most efficiently tough by the use that bring about acceptable social behavior of punishment in habit desirable ones and of rewards to encourage those that are desirable this brutal punishment administered in the name of child molding may give rise to all kinds of behavior trouble such as deceit ,bullying extreme timidly and truancy .the fact is that children are humans ,they don't just respond in passive way as plants do to their environment, they react .The aim of child training must be to get a good reaction. The key to this is to use incentives and deterrents wisely to established good personal relationship in a genuine love. The findings obtained from the field showed that abigger percentage according to the graph below of students strikes were caused by the dictatorship nature of the teachers and adminisstration and this was found illogical on the side of teachers and

administrators because they needed to act as parents and role models to the students not as the police whose work are orders.

Defiant generation of the youths today. This can be recognized from the following angle ; class –consciousness , delinquency , turbulent looks and socials development like emotional development is the story of learning attitudes and the formation of habit responses .Our first social response is the parents and the other members of our family , these friends , relatives and people of towards other people is how we have been taught to feel by direct or indirect means .The family marks the child’s early development but as he grows up he’s likely to make friends from outside , these is value added to what he got from home .The values held by these groups are different from those of his own family, and so he dresses like his friends, enjoys their music ,entertainment and amusements and he becomes one of their group. The values and standards that control the behaviour of any individual are always those of the people who must attract his or with whom he chooses to ally himself most closely.

According to the findings made by the researcher most of the schools lacked counselors who would guide the students on how to behave well and show them the consequences of their behaviours and how they can come out from such deeds.

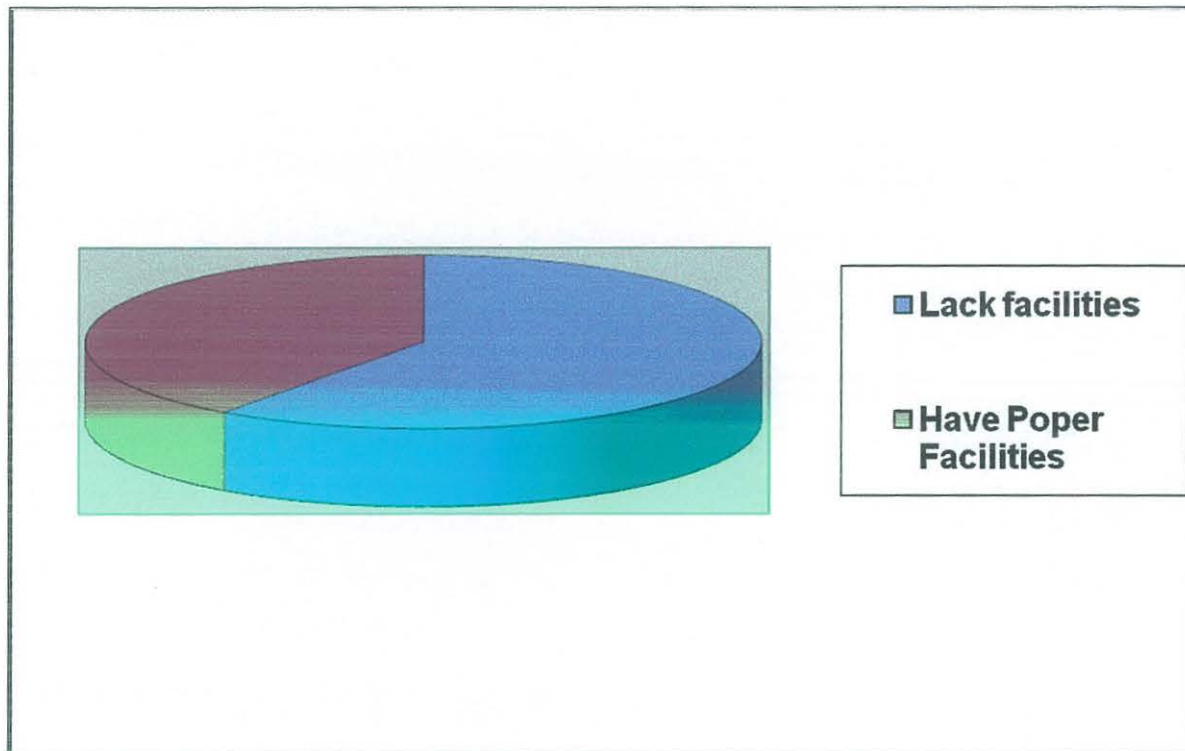
Table 1 showing other causes of student strikes

Cause of strike	Frequency (%)
Extreme timid	8
Peer influence(other friends of the youth)	12
Defiant generation of the youth	24
Dictatorship/ authoritarian rule	56

Most students complained of poor facilities like toilets, urinals, water and other important facilities in a school. Policy makers in the Ministry of Education and Sports are partially to blame. How do you license a private school to operate without the most required facilities like toilets, urinals, water... etc? How does a school build four or five storied building without bathrooms, toilets, and common rooms on any of the floors? Where do you expect students to empty their bowels in the middle of the night? Go to the ground floor looking for these facilities?

This is poor planning and the ministry should not license such schools. 60% of the schools affected by strikes fell under this category as show below

Figure 2 showing effect of lack of proper facilities



Students go on strike whenever something is done against their will. They insult their teachers. In examinations, they insist on coping. If any invigilator checks them, he is threatened. All this clearly proves that our students are indiscipline. Students are encouraged by our leaders to take part in the freedom struggle. Now they use these very methods against their teachers and their elders, whenever attempts are made at disciplining them. Besides this, various political parties make use of the students for their own ends. Indeed, politics is the most important cause of student indiscipline today.

Exam fever/ laziness may cause student strike. Before exams begin, some students might not be well prepared. The procrastinators who insist on reading at the last minute might be caught up in their "game". These culprits do not want to fail, so they will do anything possible to stop the exams from taking place at the stipulated time. They look for petty and insignificant reasons to start a riot because if riot breaks out, the school will be forced to close down, and the exam date will be postponed. Sometimes, they pass negative rumours so as to get students angry and

excited. They then begin to run around, breaking things in the process. This culminates into a big riot.

Drugs and substance abuse among students also ranks top among the causes of strikes in secondary schools in all provinces. Shockingly, the drugs are openly available and affordable to students in supermarkets. The drugs include old Jamaica, Liquor chocolate, Liquor sweets, Chocolate with fillings and Kuber. These drugs when consumed by the students confuse their minds and probe them to behave in unwanting way that in most cases leads to the strikes and destruction of school properties. Drug addiction should therefore be dealt with accordingly by the administration.

Table 2 showing other common causes of strikes

Causes of strike/riots	Frequency (%)
Students who are generally indisciplined	40
politics	20
Exam fever/ fear of examinations	10
Drug and substance abuse	30

4.3 Effects of Student Strikes

The issue of students' unrest is having negative consequences in the society, which include the: death of innocent students that could have been useful in the nation in the future; damage of valuable properties and disruption of academic activities.

Student strikes lead to conflicts between parents and the school management. Parents tend to blame the school management of poor management, but this should encourage parents and teachers on offering guidance and counseling to students.

Table 3 showing the common effects of student strikes

Effect of student strike/riots	Frequency (%)
Death of innocent students	20
Poor academic performance/disruption of academic activities	40
Conflict between parents and the school management	30
Fewer graduates	10

Strikes have an effect on student attitudes. In the research, it was discovered that indeed, strikes create a negative attitude towards the school, and school management after one or more strikes. This lowers the level of academic performance and leads to indiscipline and disrespect of school management.

CHAPTER FIVE

CONCLUSION, SUMMARY AND RECOMMENDATION

5.0 Introduction

The previous chapter dealt with the research findings, analysis and presentations but this chapter dealt with the conclusion, summary and recommendation of the research findings.

5.1 Conclusion

It is evident that the most prominent causes of strikes are; poor administration, poor school and government policies, politics, indiscipline, lack of proper guidance and counseling and poor communication in general among others. Strikes will always result to but not limited to, destruction/loss of school property, imprisonment of students, death of innocent students, closure of schools, loss of jobs especially the poor administrators, decline in academic performance and poor economic growth of a country or society.

The government, teachers and parents are therefore urged to put in place the necessary mechanisms to curb the causes of strikes, before they occur. This includes, proper communication, guidance and counseling and enforcement of laws that govern school administration and management. Only qualified teachers should be put in school management and leadership positions. The school administration is encouraged to communicate with the students with the help of student leaders and prefects

5.2 Summary

The research findings were traced back from the questionnaire answers from the respondent as well as the interview questions.

The study revealed that lack of transparency from school administration in areas of decision making result into occurrence of strikes in many secondary schools in Rachuonyo district whereby students are not satisfied with the decisions made without their involvement.

They also responded that the use of dull curriculum which is irrelevant to what they expect to achieve at the end of the study and the tendency of ignoring the extracurricular activities such as sports and games result into students unrest cases. It was also revealed that lack of proper

facilities like enough toilets books sports equipments and so many others contribute a lot to the students unrest outbreak.

On the effects of strikes it was found that it result into death of people, destruction of properties poor academic performances due to interferences of academic programs with strike cases and lack of harmoniously relationship between teachers and students as well as poor relationship between parents and school administrators.

On the possible solution, it is believed that harmonious relationship between teachers and their students is the best way out as this would help things out by making smooth and fair understanding.

5.3 Recommendation

In order to curb or reduce the problem of student strikes, it is recommended to expel, with immediate effect, students who were involved in the unrest. The affected students are to stay out of school until the ministry determines their fate. The school management/ disciplinary committee should screen all students and identify those who spearhead the spates of unrest. The boards are then to compile lists of suspected ring leaders which are to be submitted to the police and the ministry's headquarters.

They should also ensure that school compounds are secured with stable fences and guarded by credible security agencies around the clock.

The ministry of education should release a safety manual. The manual will outline how teachers should conduct safety affairs of students in schools. A second manual on peace in education should also be rolled out and be incorporated in the school curriculum.

APPENDIX (A)
QUESTIONNAIRES TO THE TEACHERS

Dear Sir/Madam,

I'm by name Nyamwaya Nolith Otieno, Reg No BAE/14392/71/DF pursuing Bachelors Degree in education, final year. I'm carrying out a research on the topic, 'the impacts of strikes on students' performance in secondary schools in Rachuonyo District Kenya'. The purpose of this study is to gather data of the impacts of the strikes on students' performance in kabondo division (Kenya).

Precisely, your response will be treated with confidentiality and the information obtained will strictly be for educational purposes.

Section A: Causes of students strikes

1. What are some of the major factors that cause students strikes in schools?

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Section B: Impacts of students strikes on their performance

2. Are there impacts of students' strikes on their performance in Rachuonyo district Kenya?

Yes ☐ No ☐

3. If your answer is yes or no please give your opinion

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4. What are the attitudes of parents, teachers and the general community in Kabondo division Rachuonyo district, Kenya towards the impacts of students' strikes?

Good ☐ Poor ☐

5. If yours is good or poor give your reasons

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6. What is the role of the community towards the students’ strikes?

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Section C: Students strikes as a result of the weakness on the school managers

7. Do you agree that students’ strike is as a result of the weaknesses of the school managers?

Agree

☐

Not agree

☐

8. If you agree or not, precisely explain

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9. Do you have any mechanism being put in place to curb the issue of students’ strikes in Kabondo division Rachuonyo district, Kenya?

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Section D: Students strikes as a result of drug influence

10. Do you think that the influence of drugs like bhang, cocaine and miraa can lead to the students’ unrest in secondary schools?

Yes

☐

No

☐

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