

IMPACT OF STRIKES ON SECONDARY SCHOOLS' STUDENTS PERFORMANCE IN

HANANG DISTRICT

A CASE STUDY OF ENDASACK AND NANGWA SECONDARY SCHOOLS

BY

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DECLARATION

I, Alpha declare that this report has not been submitted before to any other university or institution of higher learning for the award of a degree.

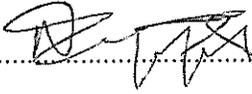
Signed.......... Date.....*24TH MAY /2010*.....

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APPROVAL

I hereby certify that, this work has been done under my supervision and I have approved it for submission.

Signature.......... Date. 24th MAY 2020 .

Supervisor: Mr. TINDI SEJE

DEDICATION

This project is dedicated to my Dad Mr Andrew Dally who have triggered off my success in life. His effort in the provision of moral and material support makes me who I am today.

ACKNOWLEDGEMENT

I wish to extend my sincere thanks and gratitude to my supervisor Mr. Tindi Seje for the tireless effort he put in this research to advice, suggest, monitor and direct me.

The completion of this project could have been a more difficult task without the encouragement and useful suggestions extended to me by my friends Obedi Mugeni, Hortensia D. Salla, Madam Dorothy and all friends and colleagues.

My sincere thanks also go to my fellow member of the United Faith Church who has been ever spiritually encouraging me and praying for my success. Amen.

ABSTRACT

The study aimed at finding the impact of strikes on secondary schools students' performance in Nangwa and Endasack secondary schools in Hanang 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; To establish the relationship between strikes and academic performance in secondary schools, to find out the causes of strikes in secondary schools, 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 Hanang District.

TABLE OF CONTENTS

DECLARATION	I
APPROVAL	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
ABSTRACT	V
TABLE OF CONTENTS	VI
LIST OF TABLES	VIII
LIST OF FIGURES	IX
CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	2
1.3 PURPOSE OF THE STUDY	2
1.4 OBJECTIVES OF THE STUDY	2
1.5 RESEARCH HYPOTHESIS	2
1.6 SIGNIFICANCE OF THE STUDY	3
1.7 SCOPE OF THE STUDY.....	3
CHAPTER TWO.....	4
LITERATURE REVIEW.....	4
2.0 INTRODUCTION.....	4
2.1 THE CAUSE OF STRIKES.....	4
2.3 THE EFFECT OF STRIKES AND ACADEMIC PERFORMANCE.....	9
CHAPTER THREE	12
RESEARCH METHODOLOGY.....	12
3.1 INTRODUCTION.....	12

3.2 RESEARCH DESIGN	12
3.3 SELECTED AREA OF THE STUDY	12
3.4 STUDY POPULATION.....	12
3.5 TOOLS TO BE USED IN DATA COLLECTION	12
3.6 SAMPLING PROCEDURE.....	13
3.7 DATA COLLECTION PROCEDURE.....	14
3.8 DATA ANALYSIS.....	14
3.9 LIMITATIONS OF THE STUDY.....	14
CHAPTER FOUR.....	15
DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS OF FINDINGS	15
4.0 INTRODUCTION.....	15
4.1 CAUSES OF STUDENT STRIKES	15
4.2 OTHER CAUSES OF STUDENT STRIKES	16
4.3 EFFECTS OF STUDENT STRIKES.....	20
CHAPTER FIVE.....	22
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	22
5.1 SUMMARY.....	22
5.2 CONCLUSION.....	22
5.3 RECOMMENDATION	23
APPENDIX A.....	24
QUESTIONNAIRES.....	24
APPENDIX B.....	26
INTERVIEW GUIDE QUESTIONS	26
REFERENCES.....	27

LIST OF TABLES

Table 1 showing other causes of student strikes	17
Table 2 showing other common causes of strikes.....	20
Table 3 showing the common effects of student strikes	21

LIST OF FIGURES

Figure 1 students' involvement in decision making process of the school.....	16
Figure 2 showing the effect of admitting foreign students	18
Figure 3 showing effect of lack of proper facilities	19

CHAPTER ONE

1.0 INTRODUCTION

Unrest is a social or political situation which people protest and are led to behave violently. Student's unrest in education institution like secondary schools worldwide has been a nagging situation for the school administrators. The rampaging students engage in wilful destruction of school properties, arson and rejection of authority.

Strike in Tanzania has led to the decline of Student performance and therefore making the value of going to school loose meaning, this is due to the fact that students think it is the best way of solving their problems. The result of this is the misunderstanding between the teachers and their students which then result to being unruly of the students and therefore resolves in destruction of the school properties.

1.1 BACKGROUND OF THE STUDY

In Hanang District where the research was carried out, the most recent strike took place in 2001. In Katesh Division where Endasack secondary school belongs, a number of schools were involved in the 2001 strikes. These schools included; Mulbadaw mixed secondary school, Endagaw secondary school as well as Endasack and Nangwa secondary schools which was the major interest of this research work.

It is desirable to sharply compare the unrest in the 1970s 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 Endasack secondary school 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 neighbouring secondary school purportedly Nangwa secondary school. This reason was uncertain and ungenune as compared to the reasons advanced in the 1970s which was poor administration, management as well as food and not a disco dance. Since 2001, the number of instances or cases about strikes keeps on increasing .The government of Tanzania through the ministry of Education and Vocational Training

formally called [Ministry of Education and Culture] has been devising various strategies to eliminate the sources of strikes amongst secondary schools. In this effort two programmes; Guidance and counsel as well as improving academic performance in schools have been instituted. Despite these efforts the strikes cases are still high and increasing. Therefore there is a need for educational experts to look on the causes, effects and solutions to the problem. This report therefore is the contribution to this.

1.2 STATEMENT OF THE PROBLEM

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

1.3 PURPOSE OF THE STUDY

The purpose of this study was to analyse the impact of strikes on student's performance in secondary schools.

1.4 OBJECTIVES OF THE STUDY

The study was guided by the following objectives;

- i.** To establish the relationship between strikes and academic performance of students in secondary schools.
- ii.** To find out the causes of strikes in secondary school.
- iii.** To find out the possible solutions to strikes in secondary schools.

1.5 RESEARCH HYPOTHESIS

The study considered the following hypothesis;

- i.** Do strikes affect student's performances in secondary schools?
- ii.** What are the causes of strikes in secondary schools?

What measures should be taken to overcome student's unrest?

1.6 SIGNIFICANCE OF THE STUDY

The findings of this study are deemed to be useful in a number of ways;

- i. To improve on students academic performances.
- ii. Introduction of guidance and counselling courses in secondary schools.
- iii. To improve on selection, training and employment of teachers.
- iv. It can be used by others scholars to identify effects of strikes on secondary schools.

1.7 SCOPE OF THE STUDY

The study was carried out in Hanang District Katesh Division in Tanzania. The division is approximately 50 kilometres from the district headquarters and is composed of 10 secondary schools with an average of 250 per school. The study was primarily focused on the impacts of strikes on student's performance between 2005-2010. The extent of the study was lead to the identification on what should be done to curb those as well as remedies to promote good performance of the students.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter focuses on the presentation of the existing information on the study or work of other scholars, who have carried out similar research in this topic of study.

2.1 THE CAUSE OF STRIKES

Lack of transparency and failure to involve students in deciding issues affecting them is cited among the factors contributing to strikes, unrest and chaos at school, Dar es Salaam Regional Commissioner Abbas Kandoro said this during First Form Four graduation ceremony held at the John Baptist secondary school. He said there was no need for such incidents to happen if school communities-teachers, students and non teaching staff were fully involved and informed of everything happening at their areas. Samwel, Guardian Magazine, 27th Oct 2008.

The director of a National Evaluation Association (NEA) task force on student involvement outlines what must be done, in his opinion, to attack the bases of student strike: a dull curriculum and non-motivating methods of teaching, lack of student involvement in decision making, and poor human relations. Repressive approaches to satisfy calls for law and order only result in negative behaviour, he cautions. McKenna, NASSP Bulletin.

Striking of secondary students as a means of seeking attention or protest in Ugandan schools is becoming rampant. Hardly a term passes without a school striking and the pattern is becoming bizarre with school property being destroyed by students. On August 25th Thursday night, the day before schools' official break off for term two holidays Kisubi High School students one of the school in Uganda went on rampage destroying property worth million of shillings, computers with their accessories were stolen, others destroyed, dormitory windows smashed, school bus destroyed. By the time the police from nearby Kajjansi trading centre arrived, the

students were heading for the school administration block known as the "White House" with petrol to blaze it down. A good number was rounded up and are Luzira Prison.(Fiona 2001).

The school proprietor Mr. Ssemakula Herman says the cause of the strike was that students demanded an end of term disco that was denied to them, and that this sparked off the anger. In Kyambogo College some time back a dormitory block was burnt by students. In it, a student was burnt to death. In Nabumali High School last year, students rioted and destroyed school property due to food being bad and no milk in their porridge. Some excuses are flimsy to strike whereas others are due to the negligence of the schools management. Often the school administrations error in their dissemination of information. The students' bodies are not used properly otherwise they would detect an impending strike. However, when we roundly castigate and condemn students for using violent means, we need to look at the causes of strikes critically. For example, if water is bad or not there at all and the school administration does not treat the problem as a matter of urgency, what do you expect? If it is routine, that students get an end of term dance, though not official, and then you don't give them one without informing them why, circumstances are that they will riot. But with a strong prefectural body things might be different. At Mbarara High School in the mid 90s, the students refused to eat or go to class, and certainly they got the administrations attention without violence.

Admitting of foreign students is also a factor causing student strikes. Private schools have advertised massively and attracted students from neighbouring Kenya, Tanzania, Rwanda, Sudan, Burundi and the DRC. This new phenomena is due to the apparently good education we provide, cheaper than their home countries. Often these foreign students are not disciplined, lawless and not really interested in going to class. These values quickly spread to Ugandan students thereby creating a problem. Most stable urban schools have shunned away from admitting these foreign students because of poor behaviours and private schools are being severally tested.

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. But they do. If something is not done to these "investors", our education system is being eroded by these opportunists.

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 indisciplined. (Iffy, 2009). Iffy also notes that there are many other causes of indiscipline. The most important one is the political cause. Students were encouraged by our leaders to take part in the freedom struggle. They followed all the methods that were useful for this end. 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. Our education does not suit many of the students. They do not find it of any use as they fail in getting suitable jobs after completing their education. This makes them unhappy, so they behave in an undisciplined way. Classes are generally over-crowded, so students do not learn many things which they ought to learn. Iffy, 2009.

According to Akindelly, many factors can be traced to the prevalence of students' unrest in the campuses, which are societal, parents, institution, government based among others. Such factors include the following: Religious intolerance (i.e. situation where there is (are) conflict (s) between or among the religious groups in campuses or society), unemployment of graduates of institutions, which can lead to frustration and reluctance to leave campus due to bleak future, ritual killing (s) of student t(s) i.e. when student is used for ritual in the community in which institution is located, death of student (s) through careless driving, inadequate home training by parents, lack of inadequate infrastructures and facilities in educational institution, inadequate vehicle for transportation of students, inadequate hostel accommodation for students within campus, breakdown in communication between authorities and

students, students' academic stress, too much failures in courses by students, banning of students' union activities within campus, inadequate health facilities for students, selective victimization of staff and students of institution by government, interference of government in institution's affairs, introduction of obnoxious economic, political and other policies, inadequate funding of educational institution by government and harsh economic situation in the country or society. Whenever government introduces an unfavourable or bad policy, the students revolt. They believe that the best way to change the situation is to cause havoc and destroy properties. The question is "is it the best way to change the situation?" Students believe that they by rioting, they can get what they want, but little do they know that they are harming themselves by revolting. (Eddy, 2009.)

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. Every student (even the innocent, hard working ones) begins to riot, but only the lazy ones that started it know the real reasons why they are rioting. The school then closes down, and everyone goes home. Eddy, 2009.

Financial difficulties are also factors. About four weeks before the school year runs out, most of the students are usually broke. They have spent all their money and have run out of provisions. They are forced to "soak gari" in the morning, afternoon, and in the evening. These students will do anything to go back home, so sometimes they decide to go on a strike. They look for very petty reasons why they should strike. The rioting starts and school is closed down. The students, both the "broke" and ones who have enough are forced to go home. Eddy, 2009.

Eddy also noted that poor funding/ corruption are also contributing factors to student strikes. Education funding in Ghana has remained appalling for quite some

time now, leading to dilapidated infrastructure, inadequate hostel accommodation, poor library and laboratory facilities as well as outdated teaching aids in the universities and other educational institutions across the country. This has resulted into strike actions leading to poor academic and research work and a general decline in the academic standards in the country. In some cases, the money is passed down from Government to the Council of the University, but members spend part of the money on themselves and use the other part in the maintenance of the school. Students later find out about the scandal in the newspapers and they go on a strike for better living conditions.

Other causes of strikes, outlined by Prof Ogeri, include weak institutional management in schools and politically motivated appointments and promotions within the teaching fraternity. In such efforts, politicians have incited members of the teaching staff and the students to frustrate the tenure of the unfavoured administrator. Politicians have also spearheaded underhand transfers for unfavoured teachers, a development that usually elicits angry response from students.

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. Prof Ogeri, 2008.

Gitobu argues that the breakdown of order in schools, and students strikes is a result of inefficiency in the schools inspectorate and auditing departments. Members of the provincial administration are being in complicity to indiscipline in schools by allowing the sale of drugs and illicit liquor in homesteads surrounding school compounds.

2.3 THE EFFECT OF STRIKES AND ACADEMIC PERFORMANCE

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. Akindelly,(2009)

One would expect that a big amount of research would have been done to analyze the actual effects of strikes on students, yet very little has been done on this question. However, the various researches and observations done in different parts of the world have helped to come up with the most prominent effects of student strikes. These effects are not restricted to one region but are widespread throughout the world.

In a study report, Mark, 2001 looks at the effects on student achievement. He carefully points out reasons for not trusting marks assigned by teachers at the end of a strike year, but uses them anyway. He found no change in either marks or scholarships from previous years. Fewer students graduated, but this, he claims, may have been a result of other factors like economic fluctuations.

Michael (2001) points out the effect of strikes on student attitudes. In a research, he found out 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.

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 counselling to students. Michael, 2001

Many high school students were in the front lines of the January protests in Sofia. Government corruption and the slow pace of reforms erupted into a violent clash between marchers and police. Several 16-year olds were arrested in the riots. In 2006, Bulgaria was among the worst performing countries participating in the Programme for International Student Assessment (PISA), an international test that

measures academic performance among 15-year-old students. The main focus of the 2006 test was science literacy. With an average score of 434 points, well below the OECD average of 500 points, Bulgaria ranked 44th among 57 countries participating in the program. Bulgarian students had great difficulty answering relatively easy questions such as "What is acid rain?" or "What is the greenhouse effect?" Both cases are symptomatic of the ailing Bulgarian education system, which simultaneously fails to keep students in the classroom and provide them with the knowledge that they need to succeed outside of school. According to a report by the Bulgarian National Audit Office, 18,347 children, or a striking 2.12 percent of the total number of students in the country, dropped out of school in 2006-2007. And at least a portion of those that remain feel disgruntled enough with the current system to protest in the dead of winter against government inefficiency. Tanya, (2009).

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 National 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 hotspot, 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 other 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 completely closed.

In outer London 57% of 1,614 schools were affected, almost a quarter being shut. But these are incomplete statistics. Getting an accurate picture is complicated by the fact that schools do not have to report the situation to councils.

Many, such as faith schools and grammar schools, are not run by local authorities. There are 574 schools in Essex, for example. Of the 369 that informed the county council about strike action, 43 were fully closed and 84 partially, so 22% of the total were known to be affected in some way.

In Suffolk, 54 schools were closed and 63 partially closed out of a total of 365 (32% affected in some way). At least 51 out of 442 schools in Norfolk did not open, with a further 92 partially closed (also 32%).

Angrist, in a research to on effects of strikes on students 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 compensating for the losses in terms of schooling due to the strikes. They also do not seem to catch up. More than 10 years later, they earn 10% on average than the young Flemish-speaking generation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the researcher provided important information about research design, description of population, area of the study, tools to be used for data collection, sampling procedure, and data analysis.

3.2 RESEARCH DESIGN

The study was mainly qualitative using descriptive design in data collection and presentation. However, some information about the number of students who went on strike in specified years was quantitatively collected and presented.

3.3 SELECTED AREA OF THE STUDY

The study covered only Hanang district in Manyara Region particularly Katesh division which has the total of 12 secondary schools but the study was focused on only two of the schools.

3.4 STUDY POPULATION

The study included 400 students 2 secondary schools teachers and 1 educational officer at a district level. These groups of people made a population of the study to be 403

3.5 TOOLS TO BE USED IN DATA COLLECTION

The following are the tools that the researcher used in data collection process:

a) Questionnaires.

The questionnaires were used for students because most students in Tanzania secondary schools are not fluent in spoken English but are good in reading and writing.

b) Interviews

Interviews were used for teachers and the educational officers because they were expected to provide much information than that could be asked through questionnaires

3.6 SAMPLING PROCEDURE

a) Selection of schools for study

Two schools were purposely selected due to limited time and the financial problems. These schools were chosen because of the difference strikes cases reported to have been occurred recently.

b) Selection of Respondents

i. Selection of students

Students from each school were clustered in their respective classes for example (S1, S2, S3, and S4)

Then random sampling method was used to get two respondents from each class. This made the number of students to be 16 in both schools.

ii. Selection of teachers

From each school three teachers were purposefully selected, the criterion used was their responsibilities at that particular school; one should be the Headmaster, another from science department, and the last one from the art department. This made the number of teachers to be 6.

3.7 DATA COLLECTION PROCEDURE

Permission letter to carry the study was collected from the Faculty of Education at Kampala International University (K I U)

Questionnaires and interviews guide questions were prepared and the researcher introduced himself physically to the respective schools and officers and requested for conducting the research.

After that the researcher distributed the questionnaires to students and arranged for the interview date with teachers and officers.

From students, questionnaires were collected after being filled and from teachers, and officers important information was jotted down.

3.8 DATA ANALYSIS

After collection of data only accurately and correctly filled questionnaires were coded, edited analysed and summarized. Analysis was carried out by the use of percentage, frequency and illustrated using tables.

3.9 LIMITATIONS OF THE STUDY

The researcher encountered some problems in the course of carrying out this research such as financial problem, lack of accurate information and limited time.. This was because of the distance from where the researcher was residing to where the schools were located being so far hence use a lot of money for transport. Another problem was the issue of interviewing students; the students was not willing to give accurate information on strikes as the result of fear to the school administration. Time was also not enough due to the delay in filling the questionnaires since that the respondents was committed to other school programs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS OF FINDINGS

4.0 INTRODUCTION

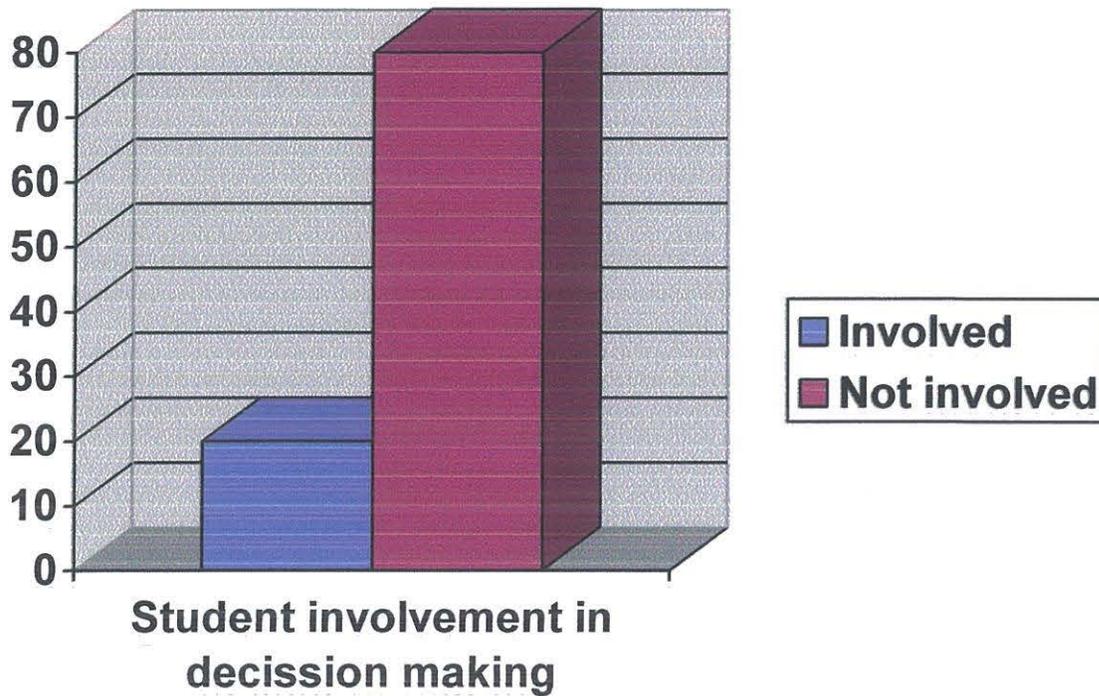
This chapter deals with analysis of the data obtained from the questionnaires as obtained from various respondents. Through the information gathered from the raw data, the researcher discusses various issues related to the study on the impact of strikes on secondary schools students performance in Hanang District.

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 relationship between student strikes and academic performance and to find out the possible solutions to the problem of student strikes.

4.1 CAUSES OF STUDENT STRIKES

It was noted that lack of transparency and failure to involve students in deciding issues affecting them is cited among the factors contributing to strikes, unrest and chaos at schools in Tanzania. 80% of the students claimed not to be involved in the decision making process of the school, thus causing them to go on strike in protest of bad decisions made by the administrators.

Figure 1 students' involvement in decision making process of the school



4.2 OTHER CAUSES OF STUDENT STRIKES

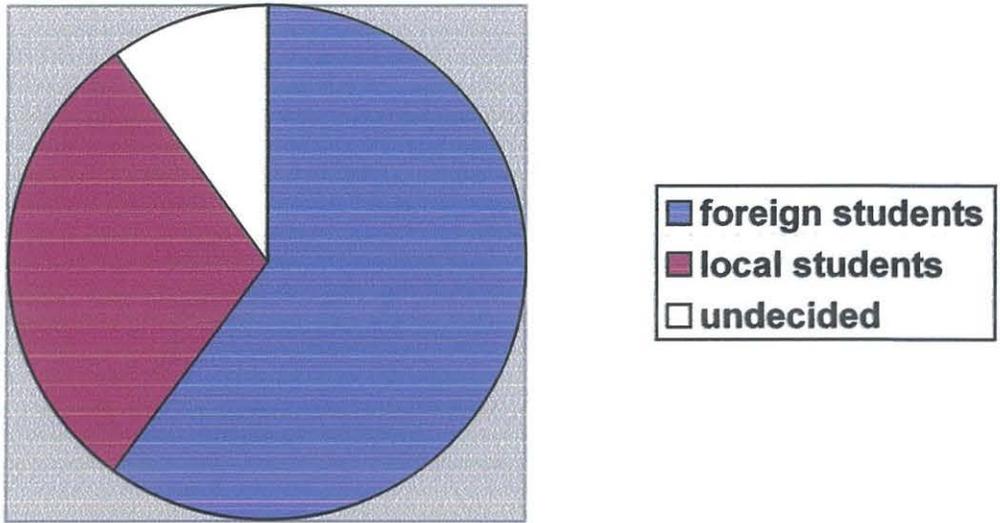
To attack the bases of student strike: a dull curriculum and non-motivating methods of teaching, lack of student involvement in decision making, and poor human relations. Repressive approaches to satisfy calls for law and order only result in negative behaviour and strikes.

Table 1 showing other causes of student strikes

Cause of strike	Frequency (%)
Dull curriculum	8
Non motivating teaching methods	12
Poor human relations	24
Repressive approaches of law and order	56

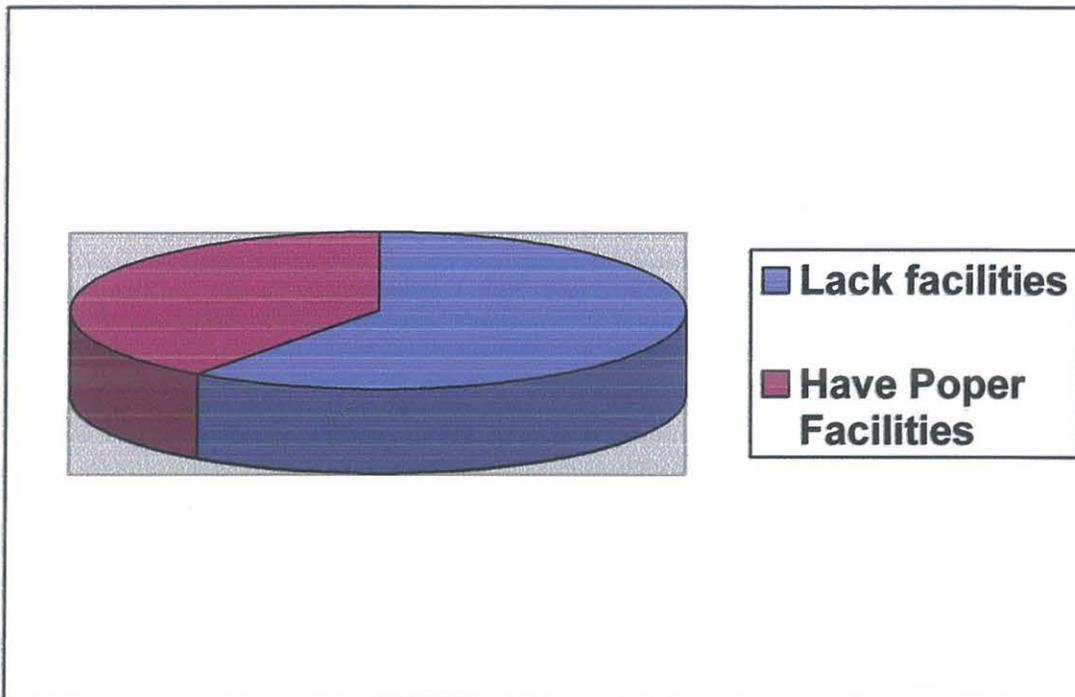
Admitting of foreign students is also a factor causing student strikes. Private schools have advertised massively and attracted students from neighbouring Kenya, Uganda, Rwanda, Sudan, Burundi and the DRC. This new phenomena is due to the apparently good education provided, cheaper than their home countries. Often these students are not disciplined, lawless and not really interested in going to class. These values quickly spread to Tanzanian students thereby creating a problem. 60% of the respondents blamed the cause of strikes to foreign students being admitted in the local schools, 30% blamed the local student while 10% were undecided as shown below.

Figure 2 showing the effect of admitting foreign students



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 3 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 indisciplined. 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 a 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.

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 counselling 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

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 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 Hanang 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.

5.2 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 counselling 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 counselling 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.

5.3 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

Dear respondent,

I am a student at Kampala International University pursuing undergraduate degree in Bachelor of Art with Education majoring in English and Literature

Kindly, assist me to answer the questionnaires that seek your understanding on student unrest in Hanang District Secondary schools.

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

Tick one or write the relevant information in the space provided

Section A; Causes of strikes.

1. What do you think are the causes of strikes in secondary schools?
2. Is there cases on strikes in secondary schools in Hanang' district?

Yes No

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

4. Do you think strikes in secondary schools lead to students poor academic performances?

Yes No

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

Section B; Impacts of strikes

6. What are some of the impacts on school unrest in Hanang district?
7. What are the community responses toward the impacts on school unrest?

Section C; Solutions on strikes

8. What are the roles of educational officers in preventing school unrest?
9. Briefly give some of the solutions on strikes in secondary schools.

APPENDIX B

INTERVIEW GUIDE QUESTIONS

1. What role do students play in the occurrence of strikes in secondary schools?
2. As the educational officer what measures have you taken to prevent school unrest?
3. Do you think poor teaching methods and untrained teachers contribute to school unrest?
4. Do you think student unrest can result into poor academic performances?
5. How can the community or society help in stopping student unrest in secondary schools?

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