CAUSES FOR STUDENTS STRIKES IN SECONDARY SCHOOLS IN FORT PORTAL MUNICIPALITY KABAROLE DISTRICT IN UGANDA.

BY

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DECLARATION

This research project is my original work and has not been presented to any other university

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APPROVAL

This research project has been submitted for partial fulfillment for the award of a Bachelor of Education with my permission as the university supervisor.

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ABSTRACT

The main purpose of this study will be to assess the causes of strikes in secondary schools in Fort Portal. Study will be aimed at investigating the following. First the history of student strikes in Fort Portal. Secondly the study will investigate the role of school stake holders in addressing the said problem. And lastly the researcher will make study recommendation to curb the speed of the strikes across the entire municipality.

The study employed descriptive research methodology to investigate why students in secondary school engaged in school unrest.

The research survey was based on the opinion of the research and the respondent interviewed helped together information needed to form the primary data. The researcher gathered information from various sources books journals archives academic papers data observation interview schedule and questionnaire guide.

Reliability and validity of these tools is that they were handled by their teachers themselves and students who were actually the targeted population. Among the target population are school students teachers and other education stakeholders.

Both the primary and secondary data were analyzed to extract relevant report that enabled the researcher make valid and reliable research findings and recommendation.

Some of the research findings were poor public relations, poor school nutrition, peer pressure drugs and abuse of substance, bad leadership in management of the schools and in the community including external and political interference prevalent monotonous method of instructions and examination phobia among the students.

The study made the following recommendation; pre-examination preparation good parenting enhances discipline in the school improvement to service delivery in various sectors of the school community.

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CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter contains the background to the problem statement of the research problem and research objectives. This chapter also discusses the significance of the study, limitations, conceptual framework and definition of the key terms of concepts.

1.1 Background to the problem

This case study is aimed Fort Portal but in relation to South African situation to provide just a brief historical background on the introduction of students strikes in Uganda. Although the research will not dwell very much on factors the surround the history of strikes, South Africa becomes a special case to provide a brief underlying reasons for students involvement to the liberation struggle for self determination in African content.

Schools strikes started in ·1920ˢ at Kingston Training Centre in Soweto South Africa. Students went on hunger strike for more food. The presence of persistence police patrols 'in the streets of Soweto provoked the locks and termed it as colonial restriction to Black freedom of movement resisting the blacks organized a peaceful demonstration to demand South African police patrol withdrawal. This riots turned into evidence leading to massive shooting on the crowds by the police, such actions provoked the surrounded primary schools. According to John Brew (1956), school children make very restless tense and confused provoking school children's mass action across the entire city of Johnsonburg.

Children were influenced' to demand political association with the African National Congress (ANC). What was seen as just simply student's unrest developed into the political outfit of students political movements a network of school children trying to reach out for others and increase participation for their racial liberation. Teaching of English in South Africa rests led to African

dissatisfaction and hence demanded equal distribution of Bantu language as language of instruction along with the English. Language English was seen as the language of the oppressor. Children in the entire Soweto schools formed students' political wig known as the "Soweto" (SSRO).

In Uganda particularly students strikes is characterized mostly by setting a blaze school properties such as dormitories laboratories, school buses and at time killing those who seem to stand on their way.

Sometimes it happens between the school that see themselves as dominate if one looses in sports and the other wins. This sometimes leads to strike asking for replays. These actions are best dealt with corporal punishments, disciplinary committee, suspension and at time imprisonment. For the school to avoid all those they tend to examine the students needs and review on how to handle them. For a school to sustain and conceive a common goal like other institutions, these institutions include the dominant system of the market economy. The political system (also called the democracy) the media the common objective is to create a mass of human beings will further the development agenda. To better understand this it is important to have an idea of the history of schools how they were conceived and designed to work.

Modern school first emerged in Prussia after the World War and in the 18 century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world. Later Lord Tomas Babington Macaulay a British politician who had considerable influence in the formulation of colonial education policies for education to bring about a class of persons, Indian in blood and color but English in tasks in opinions in morals and in intellect.

Uganda inherited a colonial type of education system that was deficient in various aspects. First the colonial education was good in many ways and bad in so many other ways. British missionaries collaborated with the colonial masters to establish two parallel system of education that was on racial line.

Schools were established for whites only while other schools were established for both Asians and Blacks. Secondary the introduction of European education interfered and replaced the African system of education that sufficiently passed values to the young people through age sets, cultural festivals role-modeling and so forth. Africans used many approaches to react against the white man method of education and conversion by creating black self consciousness and self determination. Such system in Uganda promoted distrust prejudice and threatened social homogeneity. The idea of district provincial and national schools was born splinting further the country into national ethnicity.

During the colonial times, Africans wanted an education system that will promote equality instead of ethnic chauvinis and African living standards and a sense of dignity. It didn't take long before Africans started to react against taxation forced labour and alienation, poor educations system and sexual exploitation of the African women. The liberation struggle brought tension between the whites and the African Nationalists leading to stubbornness violence and riots.

While on the other hand politicians have to act as role-model to students and infected them with the spirit of violence and riots therefore the problems of students strike in secondary schools in Uganda are a product of the society seen to condone violent riots and demonstrations in disguise of democracy since the society has not been able to behave and conduct demonstrations maturely accompanied with responsible behaviors. Students tend to act equally in the same manner hoping that politician will come to defend them when the school administration attempts to punish and discipline them.

Also, when student were interviewed on media about the 'Mock' examinations. They said it's too difficult and was only meant to demoralize them ahead of the National Examinations. The country is reaping the fruit of embracing foreign ideas to the determenatal system of discipline in the country. First looking keenly the situation in Ugandan schools seem to be beyond the control of the

professional teachers. Teacher's hand have been tired to enforce discipline at the expense of the so-called popular democracy. Most of the emerging issues from school needs a close attention by revisiting the justification for the establishment of the education sector.

Secondly, the question of why schools in Uganda continue to experience sporadic and time spontaneous strikes and violence which puts our education system and the leadership of this country at risk.

Thirdly the question further being asked by critics is what are the exact schooling objectives that entails reasons why parents take their children to school? The justification for the establishment and existence of secondary schools in Uganda.

During the recent wave of violence school sticks characterized mostly by burning down of classrooms and dormitories, two schools of thought emerged on how best to deal with the situation. The dominant school of thought advocated a return to stem disciplinary action including caning. Those in favor of this action proposed it as an African way of dealing with indiscipline and generally pointed to the moral decline of societies opposed to corporal punishment, specifically the western ones. The wisdom of the Bible Spare the rod and spoil the child was often quoted. Another less prominent school of thought argued that it is time we examined how schools are run, listen more to the students and review the taxing, curriculum, almost everyday seemed to be in agreement that banning mobile phones would reduce violence.

Like all dominant institutions including multinational corporations and national states that schools are concepts that operate on a system of logic uniquely suited to the furtherance of it's own objective and agenda. The school sustains other institutions conceived on a common agenda. These institutions include the dominant system of the market economy, the political system (also called democracy) and the global media. Their common objective is to create a mass of human beings that will further the development agenda.

To better understand this it is important to have an idea of the history of schools how they were conceived and designed to work. Modern school first emerged strongly in Prussia (now Germany) in the 18th century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world. Later Lord Thomas Babington Macaulay a British politician in the British colony of India had the following to say on the matter. "It is possible for education to bring about a class of person, Indian in blood and colour but English in tastes, in opinions, in morals and in intellect". It was this class that would generally act as interpreters, factory workers and civil servants to the colonial regime. It is with this thinking that modern schools and the concept of the middle class were introduce into the colonies.

Schools have been cast as pride themselves in being objective rational and neutral this cannot be the case clause like any others system the school was designed to operate on and transmit certain values to achieve its objectives. These values are inherited in the system and at times work in contradiction to what were perceived as critical values held by our traditional communities. At the same time the school often considers, illegitimate space and opportunities, for learning that has existed since time immemorial. For example the traditional African world view was nurtured along context relevant values such as co-operation and interdependence that informed societal ways of living. To be able to understand why strikes and riots in secondary schools are creating attention and concern both at local national and international scene. It is important to bring into realization that Uganda inherited a colonial types of education system that was deficient in various ways. British missionaries collaborated with the colonial masters to establish two parallel system of education that was based on racial line. Schools were established for whites only, other schools were established for both Blacks and Asians. Secondly the introduction of European education interfered and replaced the African system of education that sufficiently passed value to the young people through age

sets, cultural festivals, role-modeling and so forth. Africans used any approaches to react against the white man methods of education and conversation by creating black self consciousness and self determination. Such a system in Uganda promoted distrust prejudice and threatened social homogeneity. The idea of District, Provincial and National schools was born splinting further the country into national ethnicity.

During the colonial times, African wanted an education system that will promote equality instead of ethnic chauvinism. African self consciousness gives birth to the struggle for better education living standards and a sense of dignity. It didn't take long before Africans started to read against taxation, forced labor, land alienation, poor education system and sexual exploitation of the African women. The liberation struggle brought tension between the whites and the African Nationalists leading to stubbornness, violence and riots. The methods that students use to raise against school administrators are as to the colonial administrators in Africa. While on the other hand politicians indeed, have role-modeled students strikes in secondary schools in Uganda are a product of the society. The societies seem to condone violence riots and demonstrations in disguise of democracy. Since the society has not been able to behave and conduct demonstrations maturely accompanied with responsible behaviors, students tend to act equally in the same manner hoping that politicians will come to defend them when the school administrators attempt to administer disciple and punishment. On the other hand the same society is worried of what has become of the education institutions that were highly respected. The prestige and dignity of a young person joining secondary schools is no longer admired as they used to be.

Schools were admired and referred to as centers of academic and moral excellence. Some of the latest students unrest across the country have been shocking forcing school head teachers to shut down more than two hundred and fifty schools countywide.

1.2 STATEMENT OF THE PROBLEM

Immediately after independence the Ugandan education system has been confronted with various challenges that show government mandating various education commissions and urgently to look at the education system and come up with proposals to help in carrying out implementation interventions. With the introduction on 7-4-2-8 system of education. Many more subjects were introduced and vocational school for those that never afforded secondary school. Then no one wanders what makes students burn down laboratories, dormitories and school bus yet some of these properties have been put up with money from the parents or government aids. Some of the parents even sacrificed some of their basic needs to put up a dormitory or buy a school bus. Since 2000 students strikes in Fort Portal have been worrying. Because students start with simple demos and end up distracting the whole community by looting.

1.3 OBJECTIVE OF THE STUDY

This study had the following objectives.

1. To investigate history of strikes among secondary students in Uganda.
2. To investigate the causes of strikes in secondary schools.
3. To investigate the role of school management boards and other education stakeholders in secondary school.
4. To make possible recommendations to curb the strikes from spreading across the entire district in secondary schools.

1.4 SCOPE OF THE STUDY.

The study was conducted in ten secondary schools in Fort Portal municipality. These schools include Hillside Secondary School Kyebambe High school, St. Leo's College, Nyakasura, Mpanga, St. Mary's Secondary School, Kabarole High School, Kamukamu High School, Kibito Secondary School, St. Peter's High School, these schools have been an average total of one thousand students.

1.5 SIGNIFICANCE OF THE STUDY

The study was conducted with three purpose in mind. First it was conducted to fill the gap of knowledge and compliment to other researchers done doing this line. Some of the research has gone to the extent of converting the factors contributing to students' rampage unlike where other writers take of general strikes without real genuine reasons for secondary students to behave that way.

Secondly the research was done with intention to correct the society at large. Strikes in Fort Portal do not just happen from a vacuum. Certain behaviors have been socialized by the society that one lives in. Those perceived to be role models sometimes determine the direction they will follow. Thirdly I did this study as an attempt to challenge patterns of thinking ideas. The research therefore is a gain to knowledge advancement and a step toward great academic writings.

1.6 LIMITATION OF THE STUDY

This area of study cannot be pinned down within a period of three months. Being a student has not given me enough knowledge and interactions with all the teachers and the district at large. The geographical scope and the climate of the area under my study could not be adequately covered during that period as it was quite hot and sunny with roads covered with dust hence forcing me to travel with gargets and on foot due to expenses, this made my research more complicated. Most of the time I was forced to spend extra costs on accommodation which was not planned because some school are in remote areas.

1.7 CONCLUSION

This study was carried out in Kabarole municipality secondary school where 10 school were choose as a case study. This case study was to help students and teachers understand the causes of student strikes. Though it was carried out their some of the problems faced in collecting data although it had it's problem, had to do the case study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A large portion of the literature review showed that strikes in secondary schools have been new phenomena. Information that were of great generally helped to spend some light on the great concern with the general public have developed on strikes that occurred during the last decade.

Writes such as Taylar, Harper and Oppeheim have contributed a great deal on the issue of indiscipline education democracy and religious mentorship. Both authors have tried to challenge the role guidance and parenting at both home and school level. Without such attention the above writers argue that a serious character deformation may occur.

2.1 Literature Review

Taylor (1993) observes that the basic task of education institutions is to the full development of the learners' personality. And the process should be observable in the classroom setting. This task makes the secondary schools are training ground for character development. It is assumed that education at secondary school level will help in the wholesome growth of the entire personality and produce well grounded and responsible future citizens for the country.

2.2 Education for life

Education is a life long process that involves transmitting acceptable culture. Right attitude values morals are the aims of education. Good education is aimed at affecting the whole behavior of the learner. Education offered at secondary school level is aimed at socializing the person to develop certain attitude conformable and acceptable to the society. Whatever is learned according to Taylor should help the young person to positively interact with the world. In other words learning is not just a classroom issue, but a process involving acquired skills, experienced through interaction with the society.

Taylor observes that most of the Africans were socialized in the colonial system of education and as a result African's acquired experiences that were not compatible to the traditional education. Harper (1989) observes that colonial education was somehow authoritative and rigid in nature. Such an education of that nature did not give learners to room to seek clarification. Such an authoritarian system of education created conflict between African colonialist and the missionaries leading to rebellion among Africans and founding of the African independent churches and schools.

2.3 Education and democracy

Oppenheim (1972:2) observes that responding to every demand made by young people and opening 50 doors of freedom among the students is quite problematic to school administrators. Democratic principles originating from the society have greatly influenced children and young people to demand for their rights.

However infiltration of democratic ideas into secondary schools makes the work of administration shift from one man show to team play. But it is equally important too much freedom from the outside school environment hence complicating the education politics and learning. A lot has already been learned by students from the house media and democracy and education. Students see teachers in the television demonstrating and demanding salary increments. So we student see their role model demonstrating and at times riot and the government increases promises to increase their pay. Student apply the same method to seek attention from the school administration and the society.

Dree ban (1968) observes that schools provide a learning environment for modeling norms and values that are universal to every class level. Such norms include honesty respect for self and authority, when such a culture takes root within the education system.

Dreeban states that cheating in school examination involvement in bullying violence and other form of indiscipline will be minimized. Dreeban argues that schools should be a centre of enabling learners to make the distinction between social roles within the particular society and behavioral responsibility.

Shipman (1985) notes that school exist as part of the society unit. In the society just like we have family units as components of the society. It is therefore expected that schools have rules that are not bad but part of the education activity. They are meant to model students to become responsible members of that community. One of the duties of school environment is to allow students learn such rules and given opportunity to criticize or suggest reforms to any of them. When they therefore realize that breaking any of the school rules leads them to trouble with the administration, students will always try to find other venues to create compromise. In my view the problem persists when administrators of the school take too long to respond their grievances.

Schools could create avenues for open forums and invite key facilitators to speak on areas of education and democracy. Such forums are in fact meant to bring a wearing community together and foster understanding to avert future turmoil that plunge education and learning in institutions. These forums mostly are called guidance and counseling to help students choose their right ways as they continue with their studies.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction
This chapter is a logical framework demonstrating the techniques and procedures for collecting and analyzing the data to produce this study. The research used descriptive research method to investigate the research problem understudy.

3.1 Research Design
The rationale for choosing this method was to be able to describe a simple or group of individuals. The description was derived from responses that were itemized in both the interview scheduled and the questionnaire. The response was categorized into various themes in order to be able to address the research questions i.e why secondary school students engaged in strikes. The research was seeking to find answers on the above question through analyzing relationships of various factors that seemed associated with the occurrence of student unrests and analysis of past strikes in secondary schools.

3.2 Target population
The population of the study consisted of 100 people in ten schools. From the population sample of 50 students was selected.

Table 3.3.1 Represents target population

NAME OF SCHOOL	TARGET	RESPONSES
Hillside SS	5	
Kyebambe girls	5	
Leo's college	5	
Nyakasura	5	
Mpanga	5	
Kabarole high school	5	
Kamukamu high school	5	
Kibito SS	5	
Kitende high school	5	
St Peters	5	
Stake holders	50	
Total	100	

3.3 Sample size

A sample is a group of people or items selected from the population for the purpose of elimination. The researcher selected 50% of the population.

3.4 Research Instruments

3.4.1 Questionnaire guide

The questionnaire used in the research was self administering. The researcher opted to use this method because the question did not require the presence of the researcher to be filled. This eased the collection of data as many respondents were quickly reached. The method gave the respondent adequate time to give well thought out report.

3.4.2 Interview schedule

An interview was conducted on the person that filled the questionnaire and the stakeholders in education. The method gave the researcher an opportunity to freely interact with the interviewee to get rid of any rigidity that existed in the questionnaire.

3.4.3 Observation
The observation method was applied to the objects and action of interests. The desire information was researched after the observation.

3.4.4 Data analysis method
Once the questionnaires were received they educated for completeness and consistency. Coding of data was done before analysis of the information collected i.e every form was marked with a serial number to avoid misplacement of any of the data and put in three categories "A" "B" and "C" categories "A" were data that related to the statement of the research problem. Category B were information about the general nature. Category "C" were data that was distorted in various aspects.

The second step was to synthesis category 'A' and "B" while distorted data in category "C" were discarded.

In the analysis of the data descriptive statistics including percentage averages frequency distribution and tables were being used to present the research problem. Data obtained from the respondents was analyzed in a tabular for which made work easier to understand when making the research interpretation.

3.5 Conclusion
The above are the research methods used to gather information on the causes of strikes in secondary schools. They include questionnaire, interviewing observation and data analysis.

CHAPTER FOUR

DATA ANALYSIS INTERPRETING AND FINDINGS

4.0 Introduction

By the end of the twentieth century sociology and anthropology had emerged as the independent disciplines and were making rapid strikes in understanding the role of socio-cultural factors that influence the behaviors of man. Pavlop (1947), observes that man is malleable and that his personality is largely a product of the society in which he lives. When we observe certain disturbing indiscipline cases among our high school students, then we know they are just a product of our society. Along this lien we were able to observe the uncooperative attitudes among the youth today. Much has been said about poor school facilities that form the basis for student grievances. Students deserve to live in a suitable environment in order to be able to concentrate and learn.

The sociologist Abram Maslow (1954) is of the view that human needs are primary and paramount before addressing any social problem. If those needs are not addressed then wrong energy will be directed to wrong things including anti-social behaviors. Maslow uses an example of an animal drive for food will probably direct towards a source for food. If the animal is thirsty it will seek water, when hungry it will seek food and forth. Many of the secondary schools in those areas are built within an environment of physical constraint. They do not have rooms for future expansions especially putting up recreation facilities which facilitate the mortar and physical skills of the learners. It is then evident that when the students go on strike is because a lot of time they have energy that has been utilized. When internal and external factors precipitate their emotions then they result to strikes. Media houses are also known to highlight cases of violence and riots this is how students learn to go for strikes.

4.1 Poor Public Relations

John Makatiani (2005) beliefs that teachers are well trained to handle student's problem in motherly and fatherly love. This is because they are viewed as faster parents. However the problem arises when there is no channel of communication. Communication between the students, parents, teachers and counselors at all levels needed to enhance. When the levels of communication are not elaborated the learners begin to feel their efforts and forward their grievance when ignored. They tend to create attention through organized strikes riots and even demonstrations boycotts of meals among others. The bond of contention between student's problems comes when programs are being designed for them and they are not brought on board to have a word, they feel the policies are coming from the top and imposed on them instead of vise versa. Issues such as school trips coaching games and festival are at times perceived by students as not fits of school administration they bring them into the school calendar without prior preparations. When students are approached to plan for events they tend to develop resistance citing wastage of their time designed for revision. In the long time run they begin to develop hardness against school administrators and create unnecessary disturbance, noise making and yelling at late night hours. This means that school head teachers may try to device mechanism for feedback on complains of the students and only using perfects. Sometimes open forums should be elusive because sometimes students tend to be immature due to global changes. Some schools dictatorial rules imposed by the head teachers so they had to blame themselves on the strikes that have been taking place for the past 10 years.

The following data shows the number of respondents who thought this was an issue and those who did not.

Table 4.1.1 Sample frame.

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
High side SS	10	7	3	-
Kyebambe girls	10	8	2	-
Kyegombe boys	10	6	3	1
Nyakasura SS	10	7	2	1
Mpanga SS	10	8	2	-
Kabarole S.S	10	8	2	-
Kamkamu SS	10	8	2	-
Kibito SS	10	6	4	-
St. Peter SS	10	7	3	-
Kitende SS	10	6	4	-
Totals	100%	71	27	2
%	100%	71%	27%	2%

4.2 Poor School Nutrition

The ministry of sports and education indicates the students may go on strikes on situations where they experience poor nutrition in schools. Students normally have a comparison mentality on what they get from their homes what other schools in the same area are offering and what the schools they are in is providing when they discover their school meals are beyond expectations, they are bound to cause some tension in the school. Some schools receive substandard supplies that are beyond the healthy requirements. The temptation of quantity and quality should be checked so that purchases of food supply should not be made just simply because the seller has lowered the price. Most schools try to ensure that supplies meet the healthy requirements to avoid exposing the life of the students. This may again require a certain school committee on the ground to have what actually has been delivered to

the school. Parent's teachers association (PTA) is another body that could agree with the administration when to be visiting the school and probably join students during their lunch and supper. It is also important to note that school heads may not entirely hear the whole blame for poor nutrition. This is an issue that involves parents and board members. All schools are required to operate on the certain budget .if the school administration is not getting money from parents in for of fees and boarding charges, then it will be obvious that the school may not meet quality standards. Secondly unscrupulous business suppliers may take advantage of the situation and supply schools with sub-standard food items so the head teachers should order supplies on the basis of trust and good will. Anybody who decides to take advantage of the situations may not be dealt by the arms of the law. Headteachers should try do their best to protect the health of the students. School headquarters for those schools that have boarding section to encourage the parents to send their children with some food stuff which the school cannot provide so that students have balanced diet food not posho and beans everyday. The following data brings to light what the students felt concerning school nutrition. Most of the respondents agreed that poor nutrition can actually lead to strike, some disagreed white others were indifferent.

Table 4.2.1

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
High side SS	10	9	-	1
Kyebambe girls	10	8	2	-
Kyegombe boys	10	9	1	-
Nyakasura SS	10	7	2	1
Mpanga SS	10	9	-	1
Kabarole S.S	10	8	2	-
Kamkamu SS	10	9	1	-
Kibito SS	10	6	4	-
St. Peter SS	10	7	3	-
Kitende SS	10	9	1	-
Totals	100%	81	16%	3
%	100%	81%	16%	30%

Source Author, 2018

4.3 Peer Pressure

Patrick a Headteacher and student's counselor defines peer pressure as a psychological group/ peer influence. Peer influence compels it's members to confirm to certain demands. The peer influence may be from group level or class, age mate, club or society. Peer pressure in High schools is too much especially on the freemen in form two.

Before they can adjust to school environment they are initiated into monolisation or bully rituals. Students that kind of an environment. Individual students who may have a problem of identity crisis always find themselves victims of peer pressure. Most students specially those at lower levels agreed that peer pressure contributes to strikes.

Table 4:3.1

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
Hill side SS	10	9	1	-
Kyebambe girls	10	9	1	-
Kyegombe boys	10	9	1	-
Nyakasura SS	10	9	1	-
Mpanga SS	10	9	1	-
Kabarole S.S	10	8	2	-
Kamkamu SS	10	9	1	-
Kibito SS	10	6	4	-
St. Peter SS	10	7	3	-
Kitende SS	10	10	-	-
Totals	100%	85	15	-
%	100%	85%	15%	-

(Source: Author, 2018).

4.4 Drugs And Abuse of Substance

It is generally observed many students are exposed to drugs and misuse of drug substance in most schools across Mira Kabarole municipality to packed alcohol, Marijwana and weed are some of the available stuffs that scientists are alleging contain drugs that influences the behavior of the student. Drugs sometimes find their way to school during either school visiting days or school support stuff such as guards, ground men and messengers. Students are often found sneaking from school to the nearest villages to buy traditional illegal liquors like waragi and Amarwa. Abuse of such drug influences students to develop stubbornness resulting to destructive behavior. Normally disturbed, distressed and frustrated students find pleasure in anti, social indiscipline behaviours such as strikes.

Table 4.4.1

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
Hill side SS	10	5	4	1
Kyebambe girls	10	7	3	-
Kyegombe boys	10	4	6	-
Nyakasura SS	10	5	4	1
Mpanga SS	10	6	4	-
Kabarole S.S	10	5	5	-
Kamkamu SS	10	4	6	-
Kibito SS	10	8	2	-
St. Peter SS	10	7	3	-
Kitende SS	10	6	4	-
Totals	100%	57	41	2
%	100%	57%	41%	2%

(Source: Author. 2018)

57% of the respondents were in agreement that drugs contributed to strikes, 41% disagreed while 2% were indifferent

4.5   Bad Examples among Leaders

Leaders in general have failed to be role models to the younger generation. Leaders at every level are often seen participating in demonstrations, there are purported to be peaceful but end up becoming evident. Innocent motorist suffer damage on their vehicles while businesses experience either great loss of sales or even theft of high magnitude during political fracas among others. It has been often observed that when these leaders place demands and issue threats the government organizations listen. Students on the other hand apply the same methods in the schools creating a very complicated environment for learning. Openeheim (1972) argues that politician should separate the core business with the schools. Politicians role is to support education and not

negatively involved in issues that may send misleading messages to young people. Teachers on the other hand are expected to show the way to the students. Teachers should teach students the effects of strikes and in any way to always avoid it. If the leaders are bad example for example Kizza Besigye may set a bad example to student knowing that in order to achieve something they have to use force.

Table 4.5.1

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
Hill side SS	10	5	3	2
Kyebambe girls	10	7	3	-
Kyegombe boys	10	7	3	-
Nyakasura SS	10	6	4	-
Mpanga SS	10	8	2	-
Kabarole S.S	10	8	2	-
Kamkamu SS	10	4	6	-
Kibito SS	10	5	5	-
St. Peter SS	10	6	4	-
Kitende SS	10'	4	6	-
Totals	100%	60%	38⁰	2
%	100%	60%	38%	2%

(Source: Author: 2018)

This is how the respondents reacted on strikes due to bad example from leader 60% of the respondents felt that bad example actually contributed to strikes by students 28% disagreed while 2% were indifferent of those who disagreed some felt that striking involves on its own choice.

4.6 Poor Methods of Teaching.

Friday Samuel argues students not just go for strikes for pleasure. since learning takes so many dimensions and requires energy for concentration. It is important to vary the methods of teaching is aimed at meeting specific needs of the learners at all levels. The choice of the lesson activities and resources should be determined before hand. This will promote enthusian and eagerness to teaching and learning. However when some methods of learning are used students begin to complain and their needs takes long before they are addressed, the students assume that the administration is less concerned about their needs the following data shows that most students agree that poor methods of teaching contribute to strikes. Some schools such as Nyakasura and Kyegombe in 2011 students once stroked about discrimination where the teachers used to separate students while teaching for example the intelligent ones had study groups and were cared for will the dull one left behind. This made the students to strike.

Table 4.6.1

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
Hillside SS	10	10	-	-
Kyebambe girls	10	8	2	-
Kyegombe boys	10	9	1	-
Nyakasura SS	10	7	3	-
Mpanga SS	10	9	1	-
Kabarole S.S	10	8	2	-
Kamkamu SS	10	9	1	-
Kibito SS	10	6	4	-
St. Peter SS	10	7	3	-
Kitende SS	10	9	1	-
Totals	100%	82	18	-
%	100%	82%	18%	-

Source: Author, 2018)

Indicates that those who interviewed indicate majority 80% agree on persistent non variance in teaching methods.

4.7 Examination Phobia

Kamara Richard argues that strikes in schools that he has taught happened mostly when examinations periods approached. Fear of on known often leads development of disturbing and unexplained moods and anxiets. The teacher's role in this case is to prepare the learners adequately through Beginning of term middle term and end of term exams and so testing them in areas of subjects using passed papers of Uganda National Examination Board (UNEB)

NAME OF SCHOOL	TARGET	AGREE	RESPONSE	
			DISAGREE	OTHERS
Hillside SS	10	5	4	1
Kyebambe girls	10	7	3	-
Kyegombe boys	10	6	4	-
Nyakasura SS	10	7	2	1
Mpanga SS	10	6	3	1
Kabarole S.S	10	8	2	-
Kamkamu SS	10	6	4	-
Kibito SS	10	7	3	-
St. Peter SS	10	5	5	-
Kitende SS	10	6	4	-
Totals	100%	63	34	3
%	100%	63%	34%	3%

Source: author, 2018)

Among those interviewed the table shows 63% which is more than half agree that fear for examination is prominent and causes students to go on strike to divert attention fearing they may do poorly in final examination.

4.8 Conclusion

The following study on data analysis about the causes of strikes in secondary schools. Though their some problems that lead to strike their also solutions to avoid such strikes in secondary schools such as giving students good food preparing student for examinations as early as possible to avoid tension, guidance and counseling about the effects of strikes in schools. Hence these findings have helped to educate both the teachers and students in schools to avoid strikes in all possible ways.

CHAPTER FIVE

SUMMARY OF THE RESEARCH FINDINGS RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter contains the summary of my research findings recommendation and conclusion. It also includes the problems faced by secondary schools in Uganda. This includes all the findings of all the research case study.

5.1 Summary

The question of why schools in Uganda continue to experience sporadic and at time spontaneous strikes and violence puts our education system and the leadership of this country under scrutiny. The question further being asked by critics is what exactly are the objectives for schooling?

During the recent wave of violent school strikes characterized mostly by burning down of classroom and dormitories, two schools of thought emerged on how best to deal with the situation. The dominant school of thought advocated are turn to stem disciplinary action including caning. Those in favor of this action proposed it as an African way of dealing with indiscipline and generally pointed to the moral decline of societies opposed to corporal punishment. Specifically the western ones. The wisdom of the bible spare the rod and spoil the child, was often quoted another less punishment schools of thought argue that it is time we examined how schools are run, listen more of the students and review the taxing curriculum. Almost everybody seemed to be in agreement that banning mobile phones and DVD players in schools buses would reduce the violence.

Just like the dominant institutions including multinational corporations and the nation state the school is a concept that operates on a system of logic unique suited to the furtherance of its own objectives and agenda. The school sustains other institutions conceived on a common agenda and aiming at a common objective.

These institutions include the dominant system of the market economy, the political system (also called democracy) and the global media their common objective is to create a mass of human beings that will further the development agenda.

To better understand this, it is important to have an idea of the history of schools how they were conceived and designed to work. Modern models of schools first emerged strongly in Prussia (now Germany) in the 18th century. These had the stated aim of creating a class of obedient soldiers and civil servants to serve the nation in its quest to conquer the world, later, Lord Thomas Babington Macaulay, a British politician who had the following to say on the matter. It is possible for education to being about a class of persons Indians in blood and colour but English tests in opinions in morals and in intellect". It was this class that would generally act as interpreters, factory workers and civil servants to the colonial regime. It is with this thinking that modern schools and the concept of the middle class were introduced into the colonies.

Schools have been cast in the pride themselves in being objective "national" and "neutral". This cannot be the case because like any other system the school was designed to operate on and transmit certain values to achieve its objectives and these have not changed much since the day of Lord Macaulay those values are inherent in the system and at times work in contradiction to what were perceived as critical values held by our traditional communities. At the same time the school often considers illegitimate other space and opportunities for learning that have existed since time immemorial. For example the traditional African world view was nurtured along context-relevant values such as co-operation and interdependence that informed societal ways of living.

5.2 VALUES THAT UNDERSCORE PRESENT UGANDAN SCHOOL SYSTEM

5.2.1 Competition

The current Kenyan school system is based on competition students compete against one another classes compete against each other schools also enter into competition with each other and even districts and provinces are graded in this matter when competition turns out to be the core value at the expense of other values like co-operations competition is destructive because it breads selfishness anxiety and distrust.

By prioritizing competition schools cultivate hatred and selfishness as a result of the belief in the minds of the competitors that a particular class or set is superior to another. Pupils attending schools are neither class nor breed conscious the school inculcates this spirit of individualism competition restricts the vision of the student to the local environment to the family and to society. The focus is on defeating / beating others. The quality and character of what one does is only important in so far as it helps the student to win infact most parents judge their children based on the grades in school irrespective of other positive qualities that they have.

Competition in schools is enhanced by the winner takes all mentality. The students are conditioned to accept the fact that only a few of them will pass examinations and therefore succeed in life. The result is the emergence of a large mass of frustrated, stressed and, irritable young people. This burden of stress finds expression in the violent behavior witnessed in Ugandan high schools. Competition creates adversarial relationships and fractures the social fabric. Competition provides little room to imagine much loss contemplate the benefits of co-operation. Yet interestingly co-operation and interdependence as opposed to competition were some of the values around which the traditional African World View was developed.

5.2.2 Inequality

The mythology that schools offer to people an equal opportunity to rise up the academic and economic ladder must be not working. Whereas it is claimed that school education will offer all equal opportunities recent studies into human intelligence have revealed that while human being possess in array of up to seven different types of intelligence the school system develops utmost three areas the mathematical logic the scientific and the linguistic. This means that quite a number of students will be marking time in school.

The school also has an insidious linkage to the largest economic system, whereby just as about 20% of people own and control about 80% of the world's resources only about 20% of students rise through the ranks and ultimately get access to the privileges of the economically successful. Students see this linkage clearly and 80% explode in violent ways as a protest against this large socio-economic reality. Thus schooling has become the most effective weapon that the dominant socio-economic reality. Thus schooling has become the most effective weapon that the dominant socio-economic system uses to legitimize the 20-50 arrangement. (The 20-80 arrangement is the understanding that 80 percent of society must be kept under water for the 20% to breath).

Despite the implementation of free schooling, Ugandan now accept the fact that their children can only access the highest levels of learning and pursue professional courses of their choice if they have the money. Learning has effectively been turned into a commodity and the quality of schooling one afford to one's children depends on one's bank account. This minority segment enjoys unparalleled levels of luxury while the vast majority lives in life threatening squalor and deprivation. This exposes the myth that the school afford everyone equal opportunity.

5.2.3 Decontextualization

The curriculum consists of a mind- consuming array of subject matter that students must learn to be considered successful. More often than not, emphasis is on students to be able to learn and reproduce certain facts and therefore the subject matter in schools does not always provide a meaningful content to the existing social and economic context. Simply put schools promote de-contextualization. Accruing isolated facts and skills can have a negative impact for example many students have difficulty identifying and nurturing local ideas and knowledge that might serve their context better. Students and hardly appreciate, let alone creatively volunteer ideas that will serve to benefit their local environment instead it is likely that a properly schooled individual will dismiss as irrational ideas dealing with the challenges facing that local environment.

There is little doubt that the range of academic information that students master in school is enormous. This leads to information overload and impairs the students ability to process and then make sense and meaning of what is truly useful. And because examinations do not require the ability to make sense of the information one has required, students are forced to spend time digesting mounds of information disembodied from its context. When one experiences such an information glot, a person may lose her appreciation of things worthwhile and may no longer even have the capacity to make meaning out of future experiences.

5.2.4 Value Driven Education

Can the school be the answered towards value driven education? Merely to educate people to be expert engineer's brilliant scientists, capable business executives will not create the kind of humane peaceful society that we desire. The big question thus is whether the school can be used as a space to explore the values necessary for people to co-exist and to define the community in which they want to live. Previous attempts to introduce subjects dealing with

social and moral issues such as sex education as opposed to the school to be the major player in instilling values in their children.

As working parents spend less time with their children, other institutions such as the media schools, churches as well as peer groups will play a major part in transmitting core values. The role that was played by the family, the clan and society in general in transmitting values has been coded to schools without equipping or designing the school, to carry out this role. Student find contradictions and alternative in learning such as media.

What we need to ask ourselves is what are the value that we aspire to as a nation? Education is for what purpose? Who really is an educated person? Attempting to answer these question should be at the core of our education system. To do this we need to challenge the monopoly enjoyed by schooling as the only avenue through which learning takes place. We must urgently create space and practices the enable us to facilitate the transformation of structures and institutions so that they truly capture our aspirations as human societies.

5.3 Recommendation of the Study

To be able to prevent or reduce the magnitude of strike in Kenya a number of preventive mechanism need to be in place. First and foremost examination phobia need to be dealt with early before final examination students will need to be prepared thoroughly and examined in the areas covered during the entire term. Many teachers have been quite faithful in covering the content taught and have showed a lot of fairness when it comes to setting the examination. Students at time resist sitting examinations when they are sure they have not covered the syllabus adequately. Uganda National Examination Board (UNEB) at the same time has no information on the ground. They set examination as per syllabus.

Secondly it is assumed that students normally will comply and adhere to the set school rules without much trouble. However students tend to feel discriminated when they are asked to sign rules they did not participate in

making. Therefore due to cultural change taking place across the globe. It is important that school administrators will seek permission from students on matters of policy and conduct of students while at school. It is very clear within the provision of Education Act of that student is expected to conduct himself in certain ways that are uncompromisable. However school share challenges of creating educative forums that allows participation of students in areas that are of great concern and at the same time explaining areas that promote harmony and peaceful and conductive learning environment.

Thirdly, other forms of complain that causes students to not are areas of service delivery. Often it has been perceived that certain decisions are only made by the headteachers without involving relevant staff committees. Teaching is one of the roles teachers are trained and well equipped. Teachers are taught on how to prepare scheme of works lesson plans and at times curriculum. Lessons should be delivered and examination set professionally headteachers have a duty to demand these professional documents from his teachers this process will give him/her first hand information on what is happening. He/she will be able to know lessons/ topics covered by respective teachers and areas that have not been teachers and areas that have not been covered and seek clarification on the same from concerned teachers and decide whether remedial teaching is necessary or extra work of assignment given to the learners.

5.4 Conclusion

The study was an attempt to investigate causes of the strikes in secondary schools in Fort Portal municipality a problem has been witnessed across the country. Most parents have opted to abandon their God given responsibility of nurturing their children to schools teachers. Much of the time for development stages of the young people are away from home within a school community where new values have to be acquired by the students.

Any sign of behavioral change among the young people may not easily be detected by both the parents and at times also with the teachers. When strikes of students occur it means there is something missing. There is a disconnection between life in school and life at home and value formation. The other problems again occurs when a misunderstanding on the students and administration occurs and there is no side willing to bend down for reasoning. Both sides harden up then an impulse occurs.

5.5 AREAS FOR FURTHER STUDY

Some of the tempting areas for further research are:

1. Impact and effects of students strikes in schools in Uganda.
2. Counseling victims of school strikes since research is part and parcel of human life learning is a continuous process, it could be interesting to find out the impact and effects of students strikes in secondary school in Uganda. This is because many parents and stake holders in the education sector have invested a lot in terms of children upbringing, support towards school infrastructure, and developing future leaders. Ethically it could be interesting to find out how the society is going to be like when training youth who lack discipline but apply the rule of the jungle. Since time may not allow. It would be prudent to give room to other researchers to other dimensions related to this subject matter.

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APPENDIX A

LETTER OF INTRODUCTION

TUMWEBAZE KAGANDA

Kampala International University

P.O Box 20000 Kampala

Dear Sir/Madam

RE: <u>RESEARCH PROJECT: CAUSES OF STUDENT'S STRIKES IN</u>

<u>SECONDARY SCHOOL IN FORT PORTAL MUNICIPALITY IN UGANDA</u>

You have been identified as a key person to provide worthwhile information to the causes of strikes in secondary schools in your district.

Your responses will be treated confidential and will not be released without your permission by affixing your signature in the questionnaire form. Do not write your official names in the form unless you want to be used as reference.

Thank you for providing this valuable information that will be analyzed and form part of the project to enable me be awarded Degree in Education at Kampala International University.

Yours faithfully,

TUMWEBAZE KAGANDA

BAE/46565/152/DU

QUESTIONNAIRE GUIDE

You have been identified as one of the key persons in your school to offer information that will be viable to this topic. As the headteacher, deputy head /senior teacher/PTA member/religious sponsor, you have been selected to assist the researcher TUMWEBAZE gather information on the causes of strikes in secondary schools as part of the requirements for a degree in education at Kampala International University.

Personal information for students: Optional

Name: (optional)

Age:

Sex: Male ☐   Female ☐

If student tick here

Formal 1 ☐   form 2 ☐   form 3 ☐

Form 4 ☐   form 5 ☐   form 6 ☐

1. In your own view, what do you think has contributed to the strikes in secondary schools?

....

2. Has your school participated in any strikes?

....

3. If yes in 2 above, what was the effect of that strike?

....

4. Briefly explain what caused these strikes?

....

....

....

5. Who do you feel is responsible for the student's unrest in secondary schools?

   ....
   ....
   ....

6. In which part of the year have the students been going on strikes?

   ....
   ....
   ....

7. What explanation can you give to the above answer?

   ....
   ....
   ....

8. What is your school doing to ensure strikes don't occur in your school again?

   ....
   ....
   ....

9. In what way do you think students, PTA, teachers, religious leaders and other stake holders can contribute to discourage strikes from spreading around other parts of the country?

   ....
   ....
   ....

Tick appropriate

		Agree	disagree	Others
a)	Poor nutrition contributes to strikes			
b)	Fear of exams leads to strikes			
c)	Bad examples from leaders lead to strikes			
d)	Drug abuse can lead to strikes			
e)	Peers can make others participate in strikes			
f)	Communication breakdown can cause strikes			
g)	Poor teaching leads to strikes			

10. If you agree, disagree or have opinion in any of the above (10   ) briefly explain.

Section B: Questionnaire for teachers and other stake holders

(Tick appropriate)

Personal details (optional)

Background information

1. Kindly state your gender and age

       Male   ☐

       Female   ☐

Age below 25 years

       25- 35   ☐

       36-45   ☐

       45 + over   ☐

2. Kindly state your marital status

       Married   ☐

       Single   ☐

       Separated ☐

       Widow   ☐

       Widower   ☐

       Divorced   ☐

3. Level of education

       College Diploma   ☐

       College Certificate ☐

       University Degree ☐

       Postgraduate   ☐

       'O' level   ☐

       'A' level   ☐

4. Is your school public or private

       Private   ☐

       Public   ☐

5. What challenges do you think your school is facing

       Poor diet   ☐

Inadequate facility ☐

Understaffing ☐

Qualified teachers ☐

Non co-operative management ☐

Political interferences and other external factors ☐

Indiscipline students ☐

Others ☐

b) What do you think should be done to curb the problem from spreading in the entire region?