

**ANALYSIS OF STUDENTS' AFFAIRS MANAGEMENT AND THE PREVALENCE OF
STRIKES IN UGANDA UNIVERSITIES:
A CASE STUDY OF KYAMBOGO UNIVERSITY**

BY

BAKUNGA EMMANUEL MUBIRU

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Declaration

I Bakunga Emmanuel Mubiru hereby declare that this research proposal submitted to Kyambogo University is original work done by me under supervision of Dr. Naluwemba Enfrance and Rev. Dr. Lubale Grace and it has never been submitted to any other institution for any academic award.

Sign: 

Date: 01/12/15

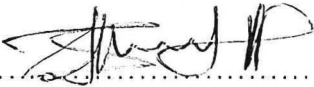
Approval

This research proposal has been submitted for examination under my authority as the supervisor of Bakunga Emmanuel Mubiru in the analysis of Student's Affairs Management and Prevalence of Strikes in Kyambogo University.

Signed: Naluwemba Frances

Dr. Naluwemba Frances

Supervisor

Signed: 

Rev. Dr. Lubale Grace

Supervisor

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Abstract

The general purpose of the study was to analyse students' affairs management and the prevalence of strikes in Universities of Kyambogo University. The study specific objectives were to identify causes of strikes, to examine the level of management of student affairs regarding strikes in Kyambogo University and to identify possible administrative strategies for improving the management of student affairs to mitigate the occurrence of strike sin Kyambogo University.

The study was carried out among 121 students and 10 administrative staff, who were selected using simple and convenience sampling strategies. Data was collected using interview guide and a questionnaire. Data was analysed using SPSS Version 17 to generate frequencies, percentages while qualitative data was analyzed using critical judgment approach method following themes and subthemes of the several causes of strikes involving poor communication, denial of student consultation before major policies are passed, poor management strategies, poor quality teaching, delay to release examination results. It was found out that strikes are managed at various levels through putting student bodies to represent them in meeting, improving on the teaching through introducing modern teaching methods, problem based learning. The findings also revealed that putting up a communication platform for students, improving on students' welfare services, among others as likely options to reduce strikes. It was concluded that; over 65% of the study respondents agreed that strikes in Kyambogo University are caused by poor funding, under payment of staff, poor management strategies, poor teaching and poor communication; over 68% of the study respondents showed that there are strategies like improving on staff salaries, improving on teaching by introducing modern teaching strategies, creation of student leadership bodies among others; the university management should put several income generating projects to increase on staff salaries, should put up effective team management, should create and student leadership bodies and consult them before policies are passed. It was recommended that; to curb the problem of strikes in Kyambogo university, the university council, should put up committees at all departments and faculty to identify the causes of strikes; the university should strengthen on its revenue base, should improve on the quality of teaching by introducing problem based teaching strategies, improve on communication with students.

Chapter One

Introduction

1.0 Over view

This chapter covers the background to the study, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, justification of the study and conceptual framework. The study is intended to analyses students' affairs management and the prevalence of strikes in Universities using a case of Kyambogo University.

1.1 Background to the study

1.1.1 Historical perspective

In the West, student strikes date to the early days of universities in the Middle Ages, with one of the earliest and most significant being the University of Paris strike of 1229, which lasted 2 years and yielded significant concessions (Bloland, 1979). In more recent times, significant walkouts occurred in the late 1960s and early 1970s – the French May 1968 uprisings began as a series of student strikes (Dungy, Gwendolyn Komives, Susan, Woodard, Dudley, 2003). The largest student strike/boycott in American history occurred in May and June 1970, in the aftermath of the American invasion of Cambodia and the killings of student protesters at Kent State University in Ohio. An estimated four million students at more than 450 universities, colleges and high schools participated in the Student Strike of 1970. Students' strike in universities due to students dissatisfaction with a given structure or academic issue and try to communicate this dissatisfaction hoping that their problems will be solved (Rhatigan, 2000). Strike forms include but are not limited to: sit-ins, occupations of university offices or buildings among others.

More extreme forms of strikes include suicide such as the case of Kostas Georgakis' protest against the Greek military junta of 1967–1974 (Basinger, 2003). In Africa striking in Universities and public schools has been an unsolved problem often popular in Government agendas. Edinyang (2013) in a study about effect of strike action on Human Resource development among social studies secondary school students in Oyo local government Area of Akwa, Bom stat Nigeria recommended that the government and other educational stake holders stand up to their responsibility and stabilize their education system while standing on strike actions in the system for effective human development in the field of social studies

In background the education sub sector secondary in Nigeria have witnessed incessant closures to strike actions. The effect of repeated closures of schools and academic programs on student learning effectiveness has made Nigeria suffer tremendous setbacks as a result of teacher strike actions. This has always subjected to pitiable conditions.

In East Africa strikes have been rampant in Universities, for example (Kasozi, 2009) noted in Kenya strikes have been occurring in Nairobi University, Kenyatta universities among others. A common tactic of student strike is to the boycott of classes. This has occurred in Ugandan Universities such as Makerere, Kyambogo, Mbararara Universities among others. This occurs when students enrolled at a university refuse to go to class (Wilson, 2012). It is meant to resemble a strike action by organized labour. It is often used as a negotiating tactic in order to put pressure on the governing body of the university, particularly in countries where University education is free, and the government cannot afford to have a student cohort miss an entire year (Barr and Desler, 2000). This can cause an overload of students in one academic term and the absence of an entire class in the following term.

Striking of university students as a means of seeking public administrative attention or protest in Ugandan universities is becoming rampant in Uganda (Cowley, 2006). Among Uganda's universities, Makerere, Kyambogo and Nkumba campuses have the highest occurrence of student strikes (Kasozi, 2009). They have each had at least one strike every year since 2009. Students at the three universities generally go on strike over a range of reasons including poor feeding, poor quality meals, high tuition charges, delay to publish results among others and it is these reasons that have caused some disquiet. The concern of this study is that research has not correctly addressed the role of students affairs management in resolving conflicts related to strikes.

There various reasons for the occurrence of strikes in Universities among which discipline of students plays a central role. Gitome, Katola, Nyabwer (2003) argues that discipline has to do with the unquestionable recognition of authority, the readiness to obey instructions and uphold the code of regulations laid down by governing authority. Once the undesirable behavior is corrected a high standard of desirable behaviors is maintained hence effective curriculum implementation and excellent performance.

There can be no order in schools nor can the objectives of the education system be achieved unless rules and regulations are established to enforce discipline must be observed if the school management has to implement the curriculum effectively (and avoid strikes).

Some teachers in the course of their work promote indiscipline in schools by overburdening learners with excessive work. This is especially so when students are made to remain in class long after school their making them fatigue. Other times the students are given very little work and they get bored. When students are not occupied with school work, they direct their energies into unproductive ventures like drug abuse, sexual immorality or school

riots. Ayieko (1998) noted that school rules should be clear and not cumbersome, to followed, rules which are vague or meaningless are bound to be and can easily be broken. The study revealed that most rules and regulations broken by students are those designed by individual schools. Alternatively Heancecho (2002) noted that non motivated students are more likely to engage in strikes. It discourages them from learning, it's not surprising that during actions most students are seen involved in diverse activities such as sexual immorality, cyber scan, pool betting, unnecessary gossips, and watching funs, reading comic materials for entertainment. However this study will be interested in establishing how students' affairs management relates with the occurrence of strikes yet Myaminjoh, Konings, Nkwi (2002) pointed out that faced with deepening crisis in universities, African students have demonstrated a growing activism and military. They have engaged in numerous, often violent shrikes for improvement in their deteriorating living, and study conditions, introduction of democratic culture in the universities and society as a whole, including the right views, organize in student unions and participate in university management.

In addition a society which is dominated by acts of violence endangers the youth into stimulating violent tendencies to the detriment of their lives. Mass media as most parents observed expose the youth to the culture of violence. As such there is need to control the number of violent movies and television programs which the youth watch at home and in schools. Undirected energy particularly in schools where co-curricular activities are minimal or in residential areas where co-curricular activities are non-existent can build up tension which may be realized into violent activities in school. Management of student affairs plays an important part in mitigating the occurrence of strikes in university (Wilson, 2012). However, if issues concerning students are not properly addressed this triggers off strikes in the university.

1.1.2 Conceptual background

The independent variable in this study is management of student affairs defined by (Barr and Desler, 2000) as the intended offer services and support for students at institutions of higher education to enhance student growth and development. A strike is defined by Gove (1993) as a kind of boycott of a given group of people. In this study students' strikes were looked at basing on the causes of strikes administrative strategies of overcoming these strikes.

1.1.3 Contextual back ground

Unlike at Makerere University, where the reasons for striking was a delay in payment of faculty and internship allowances, there was a concern over the gravity of the issues raised by the students at Kyambogo University (Madete, 2011). In 2012 students at Kyambogo University protested over the poor hygienic conditions in the lecture rooms, toilets, lack of books and computers in the library and delay in releasing their examination results yet they were about to seat exams. Students were demanding changes in the way the university administration handles their affairs (Kayiira, 2012). Students from the Faculty of Arts, cited poor sanitary conditions, lack of water and late release of examination results as some of their reasons for the protest.

Nakabuye (2011) connote that students needed new furniture, books in the library and computers and a better medical health centre. The demonstration reportedly started after many students turned up for lectures only to find the lecture rooms filled up yet many could also not find seats. They demanded that the Vice Chancellor, Professor Omolo Ndiege and his administration as well as the Guild President Frederick Etyang Frederick vacate their offices.

Many students complain that their affairs such as feeding, teaching sanitation allowances, use of facilities among others are not handled properly. Despite the university council to elect a committee which handles students' affairs still strikes are likely to happen. Madete (2011), the

university publicist, described the demonstration as a mere excitement by the students. He, however, confirmed that the university is in a poor hygienic condition, lacks computers and furniture and that there has been a delay in releasing students' results.

1.2 Statement of the Problem

Poor management of students' affairs in many universities has resulted into the prevalence of strikes (Madete, 2011). Many strikes have sprouted in university because concerned authorities pay less attention on issues which affect students. Hardly a year passes without a university striking and the pattern is becoming bizarre with university property being destroyed by students. On March 23, 2011 police fired teargas to disperse Kyambogo students who woke that morning in arms against the universities poor hygiene, food and delay of the semester's results. The students were angry that the University management had neglected their consistent complaints including poor hygiene (dirty toilets and halls of residencies), late release examination results, lack of furniture in lecture rooms, lecturers failing to turn up and teach, and poor meals. The strike came a week following a notice board statement by the student's body asking the university to handle these issues. The students warned that if not listened to, they would take action on March 23. The university administration instead put up an end of year timetable yet the students expected to receive the previous semester's coursework and examination results. This shows that if these student affairs are not well managed the prevalence of strikes will continue in the university. This warrants an investigation of how students' affairs management relates with the occurrence of strikes in Kyambogo University.

1.3 General purpose of the study

The general purpose of the study was to analyze students' affairs management and the prevalence of strikes in universities using a case study of Kyambogo University.

1.4 Specific objectives

The study was guided by the following objectives;

1. To identify the major causes of strikes in Kyambogo University.
2. To examine the level of the management of students affairs regarding strikes in Kyambogo University.
3. To identify possible administrative strategies for improving the management of students affairs to mitigate the occurrence of strikes in Kyambogo University.

1.5 Research questions

The study sought answers to following research questions;

1. What are the major causes of strikes in Kyambogo University?
2. What is the level of management of students' affairs management regarding strikes in Kyambogo University?
3. What are the possible ways of improving the management of students' affairs to mitigate the occurrence of strikes in Kyambogo University?

1.6 Scope of the study

This section concerns limitations of the study in terms of geographical, content and time scope.

Geographical scope

Geographical scope dealt with the location of the study area. The study was carried out in Kyambogo University which is one of the government universities in Uganda. The University is located 8km from Kampala City Centre along the Kampala – Jinja highway.

Content Scope

Content scope in the study dealt with the study areas. The study focused on analysis of students' affairs management and the prevalence of strikes in Kyambogo University. The study causes of strikes, level of management of students affairs regarding strikes and administrative strategies for improving the management of students affairs in Kyambogo University.

Time Scope

The study covered the period 2009-2012 this is the period in which strikes have been more pronounced in the Kyambogo University (Kyambogo University Report, 2012).

1.7 Significance of the study

The findings of the study would build knowledge on the major causes of strikes in university to university authorities and design appropriate strategies of mitigating the occurrence of strikes in the university. Added knowledge would facilitate planning and supervision in Kyambogo University.

The findings of the study would contribute on improving the process of resolving students' problems in the University.

The study would be beneficial to the students to learn the implications of strikes and how they can affect their studies.

The study would help the policy makers in the Ministry of Education and Sports in examining the facilities of universities to determine if they are in good state. Because the prevalence of strikes in universities is to some extent played by the policy makers if they can allow a whole university to operate without the most required facilities like toilets, urinals, water etc.

Chapter Two

Literature Review

2.0 Introduction

This chapter is presented following the variables (students' affairs management and the prevalence of strikes) used in the study and comprises a critical review of related literature basing on the scholarly work done by academicians and researchers. The chapter presents the theoretical review, conceptual review, literature review written as per the objectives of the study and the study conclusion.

2.1 Conceptual framework

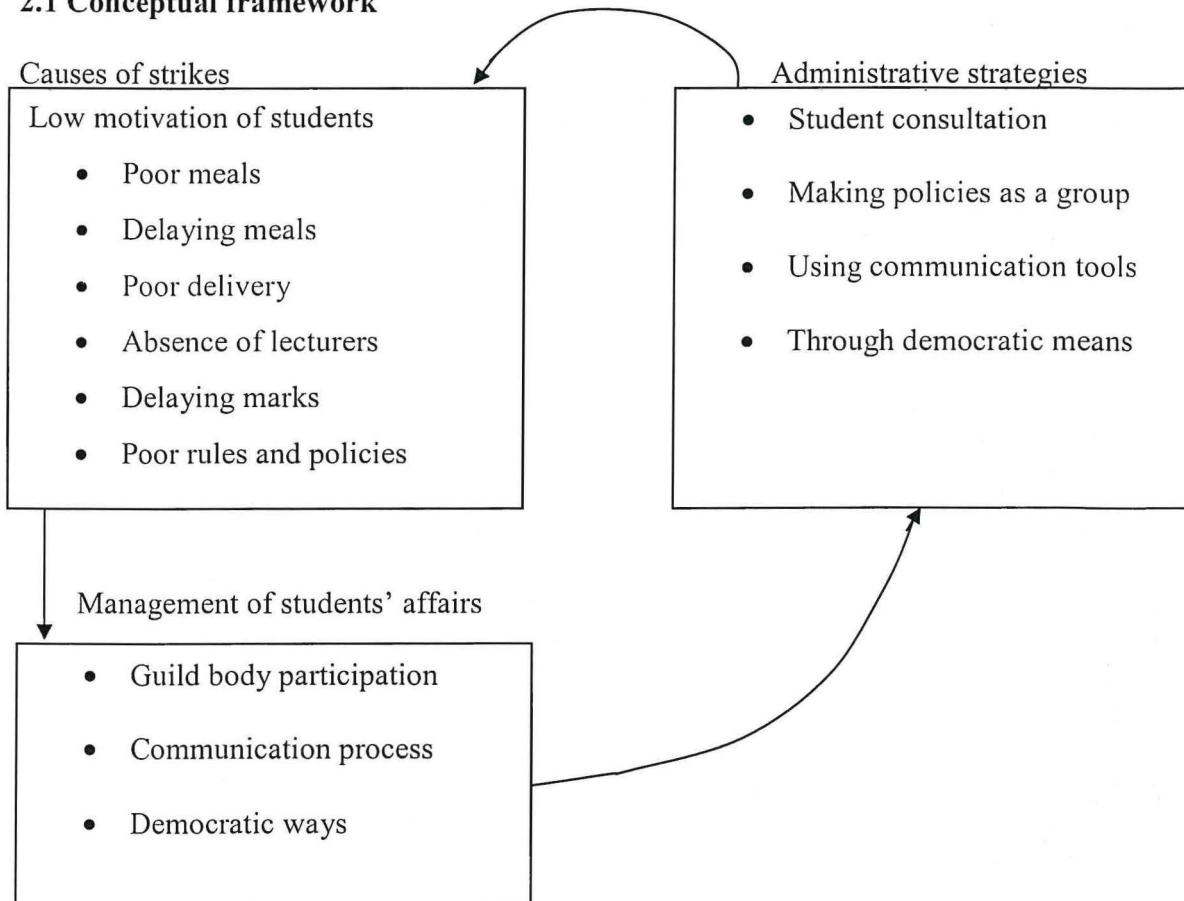


Figure 1: Conceptual framework showing the relationship between students' affairs management and prevalence of strikes.

The conceptual framework in figure 1 shows that the causes of strikes include low motivation of students, poor meals, delaying meals, poor content delivery, absence of lecturers, delaying marks, poor rules and policies. If these students' affairs are well managed through guild body participation in decision making, using two-way communication process and democratic processes, the administrative process will be easier and acceptable to students implying that the occurrence of strikes will be minimal and the reverse is true.

2.2 Causes of strikes in Universities

Often the university administrations err in their dissemination of information. The students bodies are not used properly otherwise they would detect an impending strike (Basinger, 2003). However, if people roundly castigate and condemn students for using violent means, then they need to look at the causes of strikes critically (Wilson, 2012). For example, if water is bad or not there at all and the university administration does not treat the problem as a matter of urgency, what do you expect? If it is routine, that students on weekend eat chicken, though not official, and then you don't provide such without informing them why, circumstances are that they will riot. But with a strong prefectorial body things might be different (Barr and Desler, 2000).

Ugandan universities have attracted students from neighboring Kenya, Tanzania, Rwanda, Sudan, Burundi and the DRC (Madete, 2011). This new phenomena is due to the apparently good education Ugandan universities provide, cheaper than their home countries. Ask the Kenyans. Often these students are not disciplined, lawless and not really interested in going to class. These values quickly spread to Ugandan students thereby creating a problem.

Policy makers in the Ministry of Education and Sports are partially to blame (Nakabuye, 2011). How do you allow a whole university to operate without the most required facilities like toilets, urinals, water etc? How does a university 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 universities (Cowley, 2006). But they do. If something is not done to these "universities", our education system is being eroded by these opportunists (Madete, 2011). For example, in 2011, the students at Nkumba University signed a memorandum of understanding with the university senate in which it agreed to provide good sanitation, decent meals, a well-equipped library and improvements to the general academic environment. Instead, the senate failed to address the students' needs as agreed.

University strikes cannot be roundly blamed and condemned on one pillar of the university's management (Rhatigan, 2000). Communication, feedback and dissemination of information is paramount. However, some university managers often ignore this and without weighing the implications (Dungy, Gwendolyn, Komives, Woodard, Dudley, 2003). Though the students' bodies (Guild) are in each and every university, they are not effectively used yet they are capable of detecting an impending strike (Deck, 2012). Universities have also been in a rush to admit students without taking note of their track record of discipline.

One is that strikes are the result of mistakes or imperfect information; the other is that strikes are rational choices made in expectation of gain (Wilson, 2012). The differences in these views are significant, since they can lead to divergent theoretical and policy conclusions.

It is also very disheartening to note that many intellectuals, business leaders, managers and professionals have ignored, refused and neglected to participate in the management of public education institutions (Basinger, 2003). Service in University Boards is not remunerated and consequently many people choose to stay away from it. I guess it is more pleasurable to spend time in bars and other social places, rather than giving service to the society. The result is that many public Universities managed by old and unenergetic retirees and other non-professionals. This has created a managerial gap in most schools since many of those old managers cannot cope up with the rapid social, technological, economic and cultural changes in our country (Madete, 2011). This is paradoxical since the recent changes in the Education Act and the newly enacted Public Procurement and Disposal Act require Universities to be managed by person with a fairly good understanding of Public Finance and Institutional Management. University Boards with members who do not possess managerial skills, expertise and experience are a major source of discontent among students and parents (Deck, 2012). Parents usually oppose a University administration if they perceive it to be opaque or unaccountable. Students on the other hand will engage in insidious conduct to protest against such managers (Cowley, 2006). The protests have become more pronounced and dangerous since there is no use of corporal punishment in universities.

Kasozi (2009) identified that over forty percent of the student strikes in Makerere University were caused by bread and butter issues for instance what students consider as their privileges. In August 1952, students protested against what they considered as low quality food, boycotted meals and prevented willing students from entering dining halls. In 1989 students went on strike to protest government refusal to restore allowances “boom”. In December 1990 students went on strike demanding allowances including stationary. Two students were reported

killed in the chaos that followed. In 1990 students continued to demand allowances and improved food. In November (2003), students protested against delayed living-out allowances at the inauguration of new chancellor (Appolo Nsibambi) by trying to block roads.

Student strikes are also caused by their refusal to contribute to the cost of their education however much the costs of inputs have risen. In October 1996 students protested against an increase of 50,000 shillings (\$30.00) required for examination of first year students.

Surprisingly there has not been a major student strike at Makerere caused by such concerns as bad lecturers, lack of books, absenteeism on part of lecturers, miss assessments, lack of course documentation, marking schemes or mobility of lecturers to complete syllabi. Yet getting quality education is the major reason students go to university.

Elunya (2012) pointed out that Gulu University students went on strike protesting delay of government to release their living day allowances and poor living conditions for 800 students who were on government sponsorship. It was noted that a single meal in a market shift restaurant in Gulu goes for 4000 shillings yet student are given 5000 shillings per day. This discontent causes anger of most students and the only way to live.

Ediyang & Ubi (2013) defined a strike as workers refusal to protest to work as protest for inadequate service or poor condition. A strike is however defined as a breakdown of cordial relationship. It is the collective efforts to bring about an end of a halt at work place which is intended to, hence it was observed that student strikes in universities are majorly caused by disruption of academic programme which gives students undeserved study years extension. Poor assessment implies that students may not complete their secondary education and proceed to tertiary institution as scheduled hence their learning effectiveness will be negatively affected leading to strikes. Kizito (2008) noted that failure to meet students' needs was the primary cause

of student strikes in Nkumba University. Among issues raised included eating posho and beans with weevils from Monday to Sunday, students were kept in an environment where bed bugs, fleas, lice, jiggers and rodents were regular companions. This unhygienic environment had caused bubonic plague and other health hazards to many students. Further, students were poorly fed, and lecturers missed lectures, instead of referring students to the university library, which was poorly equipped to meet students' academic standards.

In line with the above, Senkumba (2015) observed that a number of student strikes in universities are attributed to drug abuse. Drug abuse and addiction is a common problem in most educational institutions. Lack of effective guidance and counseling services was also singled out as a major cause of strikes. These services are usually given at crisis times since schools lack permanent councilors and teachers are too busy to cover syllabus leaving little time for students. Other major causes of student strikes identified included poor parenting, lack of essential facilities, poorly cooked food, political interference.

Maicibi (2003) emphasized that students' unrests strikes come as a simple opportunity to escape from tight economic situation on campus restraining their feeding habits to be coded expression 1-0-1, 0-1-1 and 1-1-0 as the case may be. The '1' means a meal, while the "0" means no meal. A gain others see it as an avenue to settle scores and to verge their anger on lecturers whose courses they are carrying over.

Mamdani (2007) noted that police is also responsible for occurrence of strikes. This is because of brutal ways police adopt in controlling students demonstrations or riots in various universities. This argument was similar with that of Maicibi (2003) who stressed that in 1986, the Nigerian police invaded Alimadu Bello University (ABU), Zaria, on the pretext of quelling students riot on campus. They killed several demonstrating students. This set off a wave of anti-

government demonstrations by students nationwide. In February 2001, a student from University of Lagos Akoka was shot by a police escort at their school gate. This innocent student was assisting in controlling the movement of vehicles in front of their university. In turn the entire body of students from universities of Lagos went on rampage and succeeded in arresting some uniformed policemen whom they tortured in their campus. This situation was getting out of hand, as such the university was closed down. Similarly, in Kyambogo University the situation (relationship between police and university students always gets out of control leading to serious strikes. However, the magnitude to which police intervention contributes to these strikes will be empirically studied.

In several reports of Makerere and Kyambogo University, the issue has been always singled out as a prime cause of strikes. Cases of failure to mark students tests on time, failure to give back students results, poor grading, among others were also singled out as responsible for strikes. In this visitation committee report (2007), it was noted that on many occasions students in public universities go on strike over examination and failure to provide conducive academic environment.

2.2 Management of students' affairs in universities

The management of student affairs is intended to offer services and support for students at institutions of higher education to enhance student growth and development (Barr and Desler, 2000). Outside Uganda these services or departments are sometimes called "student support" or "Student Services". People who work in this field are also known as Student Affairs practitioners or Student Affairs professionals. They work to provide services and support for students at institutions of higher education (Rhatigan, 2000).

The main objective of Student Affairs Management is to establish and maintain a positive living, learning and work environment for students, faculty, administrators, and staff. Student Affairs provides a wide range of vital services to the campus community including residential services, campus safety, enrollment management, sports, medical and psychological services, disability services, leadership development, event programming and career consultation (Wilson, 2012). Student Affairs Management enhances the university's student experience by complementing the University's academic mission and reinforcing the collective commitment to social justice and equity (Evans, Forney and Guido-DiBrito, 1998).

The quality of university life is often one of the most significant factors that determine whether students will complete their courses of study (Dungy et al., 2003). Management of Student Affairs seeks to enhance students' experiences at Kyambogo University by establishing a vital co-curricular program and providing support services that help students attain their personal and academic goals (Nakabuye, 2011).

Kizito (2008) noted that when a serious strike happened, then Makerere University chancellor Luboobi proposed to close the university for one year because the government failed to fund the university as required. However, Maicibi (2003) identified that to overcome strikes in universities, there should be proper funding of universities and indeed the entire education sector, so as to enable managerial capacity in the following sphere of university administration, financial administration, facilities infrastructural management, student administration welfare administration, administration of academic programmes and administration of better remuneration and reward systems. This would stem down tides of strikes generally.

In line with the above Elunya (2013) added that there is the desirability to look into working conditions of university teachers. Teachers generally need to be motivated to put in their best so that students are fully equipped with academic material. This is necessary because students are future leaders, the better they are modeled today, the most they are better leaders the country may have tomorrow. Likewise McGregor (2009) stated that there is necessity to have enough quality and quantity of chemicals in laboratories, latest journals for teachers. Through doing all this teachers engagement in strikes that lead to student strikes will be renounced. However, all the above studies were discussing strikes in other contexts not in Kyambogo University where this study was concentrated to establish the different modes of managing strikes in the university.

Management of Student Affairs supports students throughout the continuum of their student experience. Beginning with admission and enrollment, continuing with support services and learning opportunities that enhance academic progress and personal growth, and culminating with the search for employment upon graduation, the division facilitates a student's journey through the university and beyond (Madete, 2011). Throughout the student journey Management of Students' Affairs is focused on enhancing academic and career success, encouraging engagement within the University learning community and community at large, supporting the develop of diverse and global perspectives, and promoting healthy living practices.

The Dean of Students' department at Kyambogo University like in other University is a welfare department charged with the responsibility of ensuring provision of welfare services to students and maintenance of discipline among students in accordance with the University rules and regulations (Nakabuye, 2011). The main functions of the department include the following:

- Ensuring that all Halls of residence at the University and/or affiliated hostels are well maintained and managed.
- Developing appropriate strategies for minimizing and managing students' conflicts and unrest.
- Ensuring that the cafeterias are efficiently managed in the University.
- Ensuring that the security of students is catered for and all cases of insecurity are reported and handled accordingly.
- Ensuring that students' leadership is run in accordance with the University policy and regulations.
- Establishing and monitoring channels of communication with regard to students' welfare with the view of giving the students the necessary advise.
- Planning and directing matters related to the operations of the Students' Guild (Students' Union) and other appropriate advice and guidance.
- Directing all matters relating to students' health in liaison with the Medical officer in charge.
- Ensuring, with the help of Guidance and Counseling Centres, that students get appropriate counseling services.
- Ensuring that all sports and recreation activities are well organized.
- Providing the necessary sports and recreational facilities to promote sports in the University.
- Advising, in liaison with the University Chaplains and Imam all policies related to the organization of places of worship.
- Any other functions as and when directed by Management or the University Council.

2.3 Students' affairs management in order to mitigate the occurrence of strikes

Effective channels of communication between university authorities and students still elude many universities. Ndiege (2011), argues that involvement of students in all the projects and programmes of the university through effective communication, can check these strikes. Once in a while, students will complain but once they know what is happening and why in time, this checks possible unrest and discontent which usually builds into strikes. Ndiege's, argument is supported by findings of the report commissioned by the Ministry of Education and Sports in 2005. The report cited weaknesses on the part of university's authorities as a major cause of strikes, highlighted embezzlement of university's funds by administrators, poor quality food, high-handedness and lack of communication between students and the administration as largely responsible for strikes (Basinger, 2003). The recommendations make it certain that students involved in strikes be held accountable for their acts. Apart from dismissal from university, the report recommends that students be made to pay in compensation of destroyed property (Lucas, 2006).

However, Nuwagaba (2012), insists that the tough measures should be taken after cleaning up the poor governance in universities. Many university authorities are dictatorial and do not involve students in the management of their affairs. But in this case students should demonstrate or stage a sit down strike as a last resort (Rhatigan, 2000). They should not be involved in hooliganism and destruction of property. Usually the causes of strikes range from denial by university authorities to grant students services they are supposed to get (Cowley, 2006). The argument is that strikes are sometimes instigated by external forces. And that even in instances where the university is operating well, any flimsy act, not necessarily out of negligence by the administration can spark off violent strikes (Evans et al, 1998). Even when a university is

well-organised, something slight triggers off a strike which in many cases turns violent and leads to destruction of university property.

Atwine (2012) says many times students send signals of discontent to the administration, but they are ignored. Usually there are signs that things are University administrators should be trained in the field of Student. These student affairs practitioners should work to provide services and support for students at institutions of higher or in specific services for students (Wilson, 2012). Sometimes given the goal of developing programming, advising student organizations and student leaders and conducting research to meet the needs of the whole student education. Student affairs professionals are charged with the tasks of working in the various areas—physical, emotional and mental (Dungy et al., 2003). Challenges in meeting this goal include the budget, staffing of students at colleges and universities, not fine, but the authorities take students for granted. She adds that to manage efficiently students' affairs to mitigate the occurrence of strikes, universities should identify typical departments within a division of Student Affairs (Barr and Desler, 2000). Departments may overlap or combined into one office, especially at smaller institutions. Some departments can include:

- **Academic and research services**
 - Academic Advising the office or department aimed to provide student academic guidance relating to courses.
 - Career Development or **Career Services** including employer relations, interview placement, course of study guidance and internships (Madete, 2011).
 - **Assessment and Research** focused on assessment and research implementation

- **Judicial Affairs** sometimes called student conduct enforces community standards and campus codes of conduct, may include ethical programs/education and mediation for academic or behavioral concerns (Atwine, 2012).
- **Alumni and fundraising**
 - **Alumni Services** a department focused on graduated students and fundraising
 - Fund Raising and Fund Development or Development or Advancement(Deck, 2012)
- **Campus life**
 - Campus Safety or Police Services, may be city law enforcement officers.
 - Student Union or Student Centers, College Centers or University Centers, responsible for day-to-day operation of facility and may include food services/catering or other auxiliary services. Sometimes this building might be associated with student activities (Dungy et al., 2003).
 - **Student Activities** or Student Involvement provides co-curricular programming on campus, advises campus programming, student organizations and student governance. It may include Student Activity Board, student government and student activity fee disbursement (Atwine, 2012).
 - **Leadership** Programs provides leadership opportunities, may include Student Government (Lucas, 2006).
 - **Community Service** engage students in community service and experiential learning opportunities and Service Learning (Evans et al, 1998).
- **Diversity and Inclusion**

- **Multicultural Affairs** provides support and programming to create an environment of respect and education. This area or depart might have specific areas to serve students of various backgrounds. Institutions may have specialized departments such as a Women’s Center as well as technology support (Cowley, 2006).
- **Commuter Services** or Adult Students or Non-Traditional Students, services for students living off-campus including social programs and transition for non-traditional students (Rhatigan, 2000).
- **International Student Services** assists and supports international students, may include Study or Education Abroad (Dungy et al., 2003).
- **Disability Support Services** include note taking, accommodations and advocacy. This office many times advocates for policies and services relating to compliance with Ugandan laws (Atwine, 2012).
- **Spirituality, Faith or Religious Services** usually at private institutions regardless of institution’s affiliation
- **Health and wellness**
 - **Health Services** provides individual medical and/or mental health care, usually includes public health education programs and counseling services (Deck, 2012)
 - **Counseling Services** for students, faculty and staff, accredited counseling staff
 - **Wellness education** focused on providing services and information on alcohol, person wellness and financial wellness.
- **Housing or accommodations**

- Residence Life or Housing provides housing, programming and support for on-campus residents, may include food services. Outside the United States this might be called accommodations or housing services (Madete, 2011).
 - **Dining and Food Services** may be auxiliary and/or part of the Student Union.
 - **Of campus student services** might focus on providing resources for student who live off campus and off campus housing options (Lucas, 2006).
- **New student enrollment and enrollment services**
 - Enrollment Management may include Financial Aid, Bursar and Registrar. As well, it can relate to all aspects of incoming students and services provided to them (Dungy et al., 2003).
 - Student orientation and First-Year Experience provides support and programming for first-year students, usually includes orientation and may include Parent and Family Relations (Madete, 2011).
 - **Sports and recreation**
 - Recreation and Fitness Programs or Campus Recreation, provides recreational activities such as intramural sports, club sports and outdoor activities for promoting wellness (Kayiira, 2011).

2.4 Summary

In conclusion of this chapter, it has been crystal clear that strikes in universities are caused by poor funding, poor communication, failure to maintain student welfare, delay to release results negligence of leaders in Ugandan universities and true in the reviewed literature there few strategies made to avert the problem of strikes in Kyambogo University. However, most of the

above cited literature was gathered from external world. Mainly Europe, Asia, Australia, America and the rest of Africa little efforts had been made to undertake empirical studies like this hence leaving gaps which this study filled in the context of Kyambogo University.

Chapter Three

Research Methodology

3.1 Introduction

This chapter is about the study methodology especially during the field stage. It comprised of the research design, population of the study, determination of sample size and sample selection techniques, data collection methods, data collection instruments, validity and reliability, procedure of data collection, data analysis, measurement of variables, and the limitations of the study.

3.2 Research design

The research used a cross sectional survey design where data was gathered from respondents at once without repetitively going back for data collection. This design was used because of a big number of respondents. The qualitative design was used to collect qualitative data using interviews. The descriptive survey design involved the administration of a questionnaire which will be developed to collect qualitative data on variables under study.

3.3 The study population

A population according to Amin (2005) is a total sum of all elements studied. The study was carried out in Kyambogo University which is one of the government universities in Uganda. The University is located 8km from Kampala City Centre along the Kampala – Jinja highway. The targeted population of 196 staff comprising of top administrators, deans, and student leaders of Kyambogo University.

3.4 The sample size

The sample size of the study was adopted from Krejcie and Morgan (1970) which is an efficient method for obtaining a representative sample. The theory indicates that a randomly chosen sample for a given finite population of 196 cases requires a sample population of 127 respondents. However it were only 121 respondents who responded positively and were within the total of population proportion with a 95% level of confidence.

3.5 The sampling design and procedure

The research used stratified sampling method, purposive sampling method and random sampling method. Stratified sampling was used to identify lecturers in various departments and purposive sampling was used to select top administrators, deans and student leaders. On the other hand students were selected using purposive and convenience sampling. Purposive sampling was used on administrative staff while convenience sampling was used to select students at the disposal of the researcher. These techniques were used to select respondents of the study without any predisposition and to enable every respondent to have equal chance to be part of the study.

3.6 Data collection

Primary data was obtained from a self administered questionnaire for lower staff and personal interviews with departmental heads. Secondary data was collected from Kyambogo University documents and reports.

3.7 Research instruments

The researcher used an interview guide to collect necessary data for the study. The researcher asked top administrators, deans, and heads of departments and student leaders some questions centered on the management of students' affairs in order to ascertain how it affects the

prevalence of strikes. This instrument was used to access first hand information and it is the quickest technique of collecting data and questions can be repeated clearly for the respondents so that they comprehend them better.

3.8 Research procedure

A letter of introduction seeking for permission to carry out the research was obtained at Kyambogo University and this was used to carry out the study without any inconvenience. The researcher distributed questionnaires to lower lectures and students which were collected in 2 weeks. Further appointments were scheduled for collecting the filled in questionnaires which after will be analyzed to obtain relevant results. Structured questionnaires were used to measure the variables. A five point Likert scale ranging from strongly agrees as response 5 to strongly disagree as response 1 were used. The variables of the study that is, students' affairs management and prevalence of strikes in universities was measured by their attributes as reflected in the conceptual framework.

3.9 Validity and Reliability

3.9.1 Validity

Validity of the instruments was ensured using content validity. The questionnaire was given to two experts who rated items as either relevant of irrelevant. After the content validity index was computed using a formula below;

$$CVI = \frac{\text{Number of items rated relevant}}{\text{Total number of items}} = 0.5$$

$$CVI = \frac{25}{29}$$

$$CVI = 0.862$$

The instrument was considered valid as the validity value was 0.862 greater than 0.5.

3.9.2 Reliability

A pilot study of two instruments was administered to students in Kyambogo University. After data collected was entered in a computer program SPSS, the reliability was computed using Cronbach Alpha method. Table 3.1 gives findings;

Table 3.1: Reliability values for various sections

Variable	Number of items	Reliability value
Causes of strikes	08	0.867
Level of management of students affairs regarding strikes	08	0.746
Way of improving the management of students affairs	08	0.846

Table 3.1 shows that the reliability values for different parts of the study computed were greater than 0.5 implying that the instrument was highly reliable. Thus the researcher went ahead to distribute the rest of the questionnaires to the respondents.

3.10 Data processing and analysis

Qualitative and quantitative data collected was analyzed, interpreted, arranged and tabulated. Quantitative data were analyzed using frequencies and percentage distribution technique. Percentage distribution techniques were used to show the particular frequencies of respondents in different categories preferring a particular alternative and to give their attitude. Themes and subthemes about the study objectives were created. Critical judgment approach method was used to verify the study objectives.

3.11 Limitations of the Study

The following anticipated limitations were encountered in the course of the study;

- a) Research design was one the problems the researcher would encounter. This is because the period for carrying out the research is limited.
- b) Theoretical and practical limitations. While carrying out the research, the researcher may not change the theory that was used to suit the current situation. Practically the researcher cannot influence the university to change their style of management basing on the findings that were obtained.

Chapter Four

Data Presentation, Interpretation and Analysis

4.0 Introduction

In this chapter, information on respondents background variables and information obtained on each of the three study objectives is presented.

4.1 Background variables

In this section, data related with respondents bio data is given for instance information on age bracket, gender, year if study, course offered, as presented.

Table 4.1: Respondents age

Age (years)	Frequency	Percent
20-29	36	29.7
30-39	35	28.9
40 plus	50	41.3
Total	121	100.0

Source: Primary data

Results in table 2.1 reveal that most of the respondents 41.3% were aged over 40 years, followed by 29.7% in age bracket 20-29 years while 28.9% were in the age bracket 30-39 years. These percentages implied that the youth were more at campus.

Table 4.2: Gender of respondents

Gender	Frequency	Percent
Female	43	35.5
Male	78	64.5
Total	121	100.0

Table 4.2 reveals that most of the respondents were females hence it implies that traditional rigidities to female education were removed and no longer functional.

Table 4.3: Year of study

Year of study	Frequency	Percent
1	07	5.8
2	37	30.6
3	76	62.8
Others	01	0.8
Total	121	100.0

Table 4.2 results shows that most of the respondents in the study were from third year 76 (62.8%), followed by 37 (30.6%). In second year followed by 07 (5.8%) in first year while 1 (0.8%) was in the category of others. This revealed that since most of the students who participated in the study were second year they could have a view of how strikes are occurring in Kyambogo University.

Table 4.4: Distribution of students by course

Course	Frequency	Percent
Humanities	98	81
Sciences	23	19
Total	121	100.0

Findings in table 4.4 shows that most of the respondents on this study were offering humanities 98 (81%) compared to 23 (19%) who were offering sciences. This suggested that most of the students who participated in this study were from the humanities disciplines.

4.2 Testing of the study objectives

This section deals with testing of the study objectives. The study objectives included identifying major causes of strikes in Kyambogo University, examining the level of the management of student affairs regarding strikes and identifying possible strategies of improving the management of students' affairs to mitigate the occurrence of strikes in Kyambogo University.

4.2.1 Causes of strikes

The first objective of the study was to identify the major causes of strikes in Kyambogo University. Students in Kyambogo University were requested to rate themselves on causes identified. Table 4.5 gives how respondents rated on these causes.

Table 4.5: Causes of strikes

		Frequency	Percent
Poor pay	SD	04	3.4
	D	12	10.0
	N	05	4.2
	A	56	46.7
	SA	43	35.7
Teacher quality	SD	09	7.5
	D	14	11.7
	N	09	7.5
	A	60	50
	SA	28	23.3
Student related affairs	SD	23	19.2
	D	30	25.0
	N	24	20.6
	A	03	2.5
	SA	40	33.8
Communication problems	SD	26	21.7
	D	29	24.2

	N	07	5.8
	A	37	30.8
	SA	21	17.8
Management challenges	SD	24	19.8
	D	32	26.4
	N	26	21.5
	A	20	16.5
	SA	19	15.7

Source: Primary data

Table 4.5 results showed that most of the percentages were aggregated into three; strongly disagree and disagree to form “disagree”, strongly agree and agree to form “Agree” while neutral remained intact. The percentages showed that strikes are caused by poor pay of staff 82.4% percent compared to 13.4% who disagreed while 4.2% were neutral. This suggests that most of the students confirmed poor pay as a cause of strikes.

In addition, 73.3% of the study respondents agreed that the quality of teaching causes strikes compared to 19.2% who disagreed while 7.5% were neutral. This implied that most of the students showed poor teaching as a cause of strikes in the university. In an interview with administrative staff it was revealed that poor methods of teaching on the side of lecturers influence student strikes.

Further, over 44.2% disagreed that strikes in the university are caused by student related affairs compared to 36.2% who agreed while 20.6% were neutral. Such issues are related with lecturer failure to complete syllabi, poor assessment strategies of student works and delay to give

feedback from examination done. In addition 45.2% of the study respondents agree that strikes in the university are caused by poor communication compared to 32.2% who disagreed while 21.5% were neutral. This implied that poor communication between students and the university may be responsible for strikes.

The above findings revealed that strikes are majorly caused by poor pay, high financial charges made by the university and imposed on students, poor management strategies applied on university students.

The qualitative findings with administrative staff from Kyambogo University showed that strikes are caused by several factors including funding, managerial, digital revolution that is the influx of ICTS use in various institutions' on the globe, unruly students' behaviours, drug abuse and so forth. In an interview on the question what are some of the general causes of strikes in Kyambogo University, one administrator showed that the funding dilemma and corruption of acquired funds were primarily responsible for strikes. It was stated that "the current findings of the university is poor, with students being relied on as the main source of funds for the university. However, these finds are too low to meet all the needs. Further most of these funds once acquired are not effectively utilized to the benefit of the university. This has left severe wounds that have created continuous strikes in the university. This shows that inadequate funding from government and from students in addition to misuse of money acquired have greatly contributed on occurrence of strikes in Kyambogo University.

In another interview it was identified that "student strikes are caused by unruly students normally arising from poor parenting during their early stages of growth, students of this nature are a big problem and cannot be tamed since they are already deeply engaged in moral misbehaviors. Likewise such students' right from their secondary schools are the organizers of

strikes. When they join university, any disagreement with the management of the university to them would be solved using a strike”.

In another interview, it was identified by another administrator that strikes in Kyambogo University are caused by the continuing globalization in Uganda and elsewhere. As many students get information that students in universities elsewhere are striking over grievances with the university, they are motivated to strike due to this global band wagon effect.”

This implies that students networking and access to information of students strikes elsewhere is a strong factor influencing students strikes in Kyambogo University.

The main finding on this objective is that strikes in Kyambogo University are caused by several factors including funding dilemmas, poor communication, globalization problems, high corruption rates, economic situations that do not favour provision of quality education. Further failure to manage academic issues, especially counseling out unnecessarily, counseling awarded degrees, poor communication strategies, failure to provide results on time, delay to graduate students on time, poor examination and grading of students.

4.4.2 Management of students affairs regarding strikes

The second objective of the study was to examine the level of the management of student affairs regarding strikes in Kyambogo University. On this objective students were requested to rate themselves on strategies on the strategies undertaken by the university to manage strikes. This also was based on a scale where 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree. Table 4.6 gives results.

Table 4.6: Findings on the strategies undertaken by management regarding strikes in Kyambogo University

Strategy		Frequency	Percent
Putting proper communication channels	SD	24	19.8
	D	17	14.0
	N	25	20.7
	A	24	19.8
	SA	31	25.6
Making students get represented in council	SD	19	17.4
	D	18	14.9
	N	27	22.3
	A	41	33.9
	SA	26	21.6
Increasing staff payments	SD	10	8.3
	D	17	14.0
	N	42	34.7
	A	27	22.3
	SA	25	20.7
Improving on teaching strategies	SD	28	23.1
	D	26	21.5
	N	13	10.7
	A	29	24.6
	SA	25	20.7

Improving on management strategies	SD	19	15.7
	D	25	21.5
	N	21	17.4
	A	37	30.6
	SA	18	14.9

Source: Primary data

Table 4.6 results shows that most of the students agreed that the universities should put proper communication channels 45.4% compared to 33.8% who agreed while 20.7% were neutral. This suggested that the university has put up communication channels to solve problems of strikes. The communication strategies put according to one administrator involved putting notice boards, getting students leaders meetings.

Respondents 55.4% agreed that students are represented in the university council compared to 22.3% who disagreed while 22.3% were neutral. This shows that involving students in the university council has helped to reduce strikes.

Further, 43% of the study respondents agreed that staff salaries should be increased compared to 23.7% who disagreed while 34.7% were neutral. This suggested that university is making strategies to increase staff payments. In an administrative interview it was noted that “we have been always making meetings as staff with administrative staff to increase staff salaries although requests are not fully met to enable the university increase staff salaries.

Likewise over 45.7% agreed with improving on teaching while 44.7% disagreed compared to 10.7% who were neutral. This suggested that teaching as a strategy has been used to eliminate students strikes. Further, 45.5% of the study respondents agreed with improving on

management strategies compared to 37.2% who disagreed while 17.4% were neutral. This meant that teaching as a strategy has been improved for students to eliminate strikes.

The qualitative findings on this objective showed that there are several strategies undertaken by the university to overcome strikes in the university. For instance, one administrative staff showed that

“there are several steps undertaken to reduce on the ever increasing strikes in the university. Previously most of the lecturers have been striking over poor pay, however, the university has negotiated with the government and of recent the salary structures of academic staff have increased”.

This has minimized on occurrence of student strikes in Kyambogo University.

In addition, several probe committees have been put to look into the matter of mismanagement of mobilized finances in Kyambogo University. The IGG report has identified several management dilemmas of which it is hoped in the end of it all the rate of which these strikes occur will be minimized.

This suggests that there are positive steps undertaken by Kyambogo university to redress the problem of strikes in the university.

In another interview it was identified that

“there are several steps to undertaken to improve on the communication process between students lecturers and university management. Through this the university has been in position to identify and get informed of students grievances which are handled for their benefit”.

In so doing the rate at which strikes occurred in the previous semester reduced.

In further interviews it was revealed that teaching strategies in the university had to be improved. Emphasis is now put on application of modern teaching approaches especially online teaching and other problem learning methods.

In another interview one administrative staff identified that

“Kyambogo University had suffered administrative challenges in the past five years. There has been continuous strikes of who should do what. With these administrative challenges the university has been suffering serious strikes from both students and staff.”

The qualitative findings show that in all, there are several steps undertaken to overcome the problem of student strikes in Kyambogo University including improving on communication, funding, putting probe committees, among others.

4.4.3 Administrative strategies for improving the management of student affairs to mitigate occurrence of strikes

The third objective of the study was to identify possible administrative strategies for improving the management of student affairs to mitigate the occurrence of strikes in Kyambogo University. The administrative strategies identified were rated on a scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. Table 4.7 gives results.

Table 4.7: Administrative strategies for improving on the student affairs to mitigate on strikes

Administrative strategies		Frequency	Percent
The universities should listen to students' affairs	SD	25	20.7
	D	27	23.3
	N	20	16.5
	A	26	21.5
	SA	23	19.0
The university provides students with all education requirements meant to offer	SD	20	16.5
	D	33	27.3
	N	28	23.1
	A	24	19.8
	SA	16	13.2
Teaching quality on the university should be the best	SD	31	25.6
	D	23	19.0
	N	31	25.6
	A	18	14.9
	SA	18	14.9
Staff salaries have to be improved	SD	24	19.8
	D	20	16.5
	N	19	15.7
	A	26	21.5
	SA	32	26.4

Students welfare, accommodation have to be the best	SD	18	14.9
	D	32	26.4
	N	22	18.2
	A	19	15.7
	SA	30	24.8

Source: Primary data

Table 4.7 shows that most of the respondents agreed that the university should listen to students affairs 44% compared to 30.5% who disagreed while 16.5% were neutral. This implied that the university should always put mechanisms to listen to students' views attentively. Further, respondents 43.8% agreed that guardians/ parents should give students all educational requirements compared to 33% who disagreed while 23.1% were neutral. This implied education needs of students should be put at the center for students not to engage in strikes.

In an interview with one administrative staff it was revealed that "once teaching is effectively done through adequate lecturer preparation, using appropriate teaching methodologies, students cannot strike.

Respondents 44.6% agreed that teaching quality in the university should be the best compared to 29.8% who disagreed while 29.8% were neutral. This implied quality teaching especially that which promotes modern teaching strategies improves or reduces on the rate at which strikes occur in the university.

Further 41.3% of the study respondents showed staff salaries should be increased to eliminate strikes compared to 40.5% who disagreed while 18.2% were neutral. In an interview one of the respondents observed that "salaries make academic staff committed in the job hence

the rate at which strikes occur reduces in one way or another. Another lecturer said that “money is the engine that drives work with adequate remuneration part timing on the job is impossible.”

The qualitative findings on administrative strategies to overcome strikes in Kyambogo University showed that management has to greatly improve on the communication strategies with students. Streamline teaching and to effectively manage welfare and academic programmes.

In an interview one administrative staff said

“The university has to provide a two way communication flow of information between students and administrators. Several communication strategies involving use of mass media, newspapers, televisions, notice boards have to be employed to attend to student inquires. For instance policies on tuition, examination fees, registration fees increment have to be fully explained to students to reduce doubt”.

This implies that administratively communication would be used as a vital tool to curb strikes in Kyambogo University.

Another administrative stressed that

Teaching methods in the university are still traditional and that they do not provoke creative thinking. Further they observed that online teaching approaches are still limited in the university. To my dismay these old computers were dumped by donors to the university. Without application of modern teaching methods like the problem based learning, competency based learning strikes will continue to occur in the university

Administratively, university management has to provide students with requirements in the teaching learning process. These requirements in the teaching-learning process. These requirements include providing competent staff, teaching materials like books, internet facilities. This will enable students to feel at home and to have a conducive learning atmosphere.

In conclusion of the findings on this objective, management of strikes administratively has considered involving students consulting them over several policies that are being passed in the university. In addition, there should be increase in the university funding, ensuring transparency in the university among other administrative strategies especially in the area of teaching, research and community outreaches.

4.4 Summary

In this chapter, there are several causes of strikes established in Kyambogo University including poor funding, poor communication with students, poor management of teaching, student examination, grading, poor parenting of children high levels of globalization. However, the study revealed several steps undertaken to eliminate strikes like putting probe committees, improving on the teaching strategies replacing old teaching strategies with modern methods, providing competent human resources (academic staff and requesting government to increase on university funding. On administration side the study revealed that there are more moves to increase on the university revenue base by creating internal sources of revenue, engaging students in policy making, monitoring.

Chapter Five

Discussion, Conclusion and Recommendations

5.0 Introduction

In this chapter, the discussion of findings based on objectives conclusions drawn from the discussion as well as study recommendations are given.

5.1 Discussion

In this section, the discussion of the findings obtained in the previous chapter is given. The discussion of the study findings was discussed basing on the study objectives as in the subsequent sections.

5.1.1 Causes of strikes. The first objective of the study was to identify major causes of strikes in Kyambogo University. The findings obtained that averagely over 65% of the study respondents identified poor teaching, poor remuneration of staff communication barriers, student poor welfare and leadership challenges as core causes of strikes in the university. These findings concurred with those Barr and Desler, (2000) who found out that poor facilities were responsible for strikes in the University. For instance, if water is bad or not there at all and the university administration does not treat the problem as a matter of urgency, what do you expect? If it is routine, that students on weekend eat chicken, though not official, and then you don't provide such without informing them why, circumstances are that they will riot. This tallied with (Madete, 2011) who stressed on the same issue that poor communication between students and the university management is a strong factor responsible for the occurrence of strikes.

In the interview findings it was revealed that the mushrooming number of students in Kyambogo was also responsible for the occurrence of strikes since some of these students are lawless. Further Madete, (2011) agreed with this that Ugandan universities have attracted students from neighboring Kenya, Tanzania, Rwanda, Sudan, Burundi and the DRC. This new phenomena is due to the apparently good education Ugandan universities provide, cheaper than their home countries. Ask the Kenyans. Often these students are not disciplined, lawless and not really interested in going to class. These values quickly spread to Ugandan students thereby creating a problem.

Poor management and policy making was also identified as a root cause of strikes in the university. This concurred with Nakabuye (2011) who stressed that Policy makers in the Ministry of Education and Sports are partially to blame for the occurrence of strikes How do they allow a whole university to operate without the most required facilities like toilets, urinals, water etc? How does a university 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 in line also with Cowley, (2006) who added that poor planning on the side of ministry to license such universities without adequate facilities.

The study findings also showed that poor communication between the university management and students as responsible for the over increasing strikes. This was in line with Rhatigan, (2000), (Dungy, Gwendolyn, Komives, Woodard, Dudley, 2003) who stressed that University strikes cannot be roundly blamed and condemned on one pillar of the university's management Communication, feedback and dissemination of information is paramount. Some university managers often ignore this and without weighing the implications but the end result is

strikes. The findings showed that ignoring students Leaders in decision making is a strong factor leading to strikes. This is in agreement with Deck, (2012) who observed that though the students' bodies (Guild) are in each and every university, they are not effectively used yet they are capable of detecting an impending strike Universities have also been in a rush to admit students without taking note of their track record of discipline.

In the same direction with the above (Basinger, 2003) stated that it is also very disheartening to note that many intellectuals, business leaders, managers and professionals have ignored, refused and neglected to participate in the management of public education institutions. Service in University Boards is not remunerated and consequently many people choose to stay away from it. I guess it is more pleasurable to spend time in bars and other social places, rather than giving service to the society. The result is that many public University managed by old and unenergetic retirees and other non-professionals. This has created a managerial gap in most schools since many of those old managers cannot cope up with the rapid social, technological, economic and cultural changes in our country (Madete, 2011). This is paradoxical since the recent changes in the Education Act and the newly enacted Public Procurement and Disposal Act require Universities to be managed by person with a fairly good understanding of Public Finance and Institutional Management. University Boards with members who do not possess managerial skills, expertise and experience are a major source of discontent among students and parents (Deck, 2012). Parents usually oppose university administration if they perceive it to be opaque or unaccountable. Students on the other hand will engage in insidious conduct to protest against such managers (Cowley, 2006). The protests have become more pronounced and dangerous since there is no use of corporal punishment in universities.

The study findings are in agreement with Mamdani (2007) who noted that police is also responsible for occurrence of strikes. This is because of brutal ways police adopt in controlling students demonstrations or riots in various universities. This was also similar with that of Maicibi (2003) who stressed that in 1986, the Nigerian police invaded Alimadu Bello University (ABU), Zaria, on the pretext of quelling students' riot on campus. They killed several demonstrating students. This set off a wave of anti-government demonstrations by students nationwide. In February 2001, a student from University of Lagos Akoka was shot by a police escort at their school gate. This innocent student was assisting in controlling the movement of vehicles in front of their university. In turn the entire body of students from universities of Lagos went on rampage and succeeded in arresting some uniformed policemen whom they tortured in their campus. This situation was getting out of hand, as such the university was closed down. Similarly, in Kyambogo University the situation (relationship between police and university students always gets out of control leading to serious strikes. Thus the more the university fails to listen to students problems academic and non academic the more the prevalence of strikes. In conclusion of the discussion, the above factors are instrumental in the causing strikes in Kyambogo University.

5.1.2 Level of management of students affairs regarding strikes in Kyambogo University. The second objective of the study was to examine the level of management of students affairs regarding strikes in Kyambogo University. Over 68% of the study respondents showed that students guild body was put to represent them in meetings, there are steps made to increase staff salaries, communication has been improved following the structure in place, teaching has been improved especially through improving on teaching. These findings were in agreement with

those of Barr and Desler, (2000) who stated that the management of student affairs is intended to offer services and support for students at institutions of higher education to enhance student growth and development). In theoretical support of the study finding (Rhatigan, 2000) noted that outside Uganda these services or departments are sometimes called "student support" or "Student Services". People who work in this field are also known as Student Affairs practitioners or Student Affairs professionals. They work to provide services and support for students at institutions of higher education.

The study finding revealed that student affairs are managed to ensure that the quality of services the university offers are the best. This was in tandem with Wilson, (2012) who stated that the main objective of Student Affairs Management is to establish and maintain a positive living, learning and work environment for students, faculty, administrators, and staff. Student Affairs provides a wide range of vital services to the campus community including residential services, campus safety, enrollment management, sports, medical and psychological services, disability services, leadership development, event programming and career consultation. The study findings also showed that through effective management of student academic affairs they are in position to be justly treated. This was in direct support with (Evans, Forney and Guido-DiBrito, 1998) who emphasized that student Affairs Management enhances the university's student experience by complementing the University's academic mission and reinforcing the collective commitment to social justice and equity.

The study findings also agreed with (Madete, 2011) who stressed that management of Student Affairs supports students throughout the continuum of their student experience. Beginning with admission and enrollment, continuing with support services and learning opportunities that enhance academic progress and personal growth, and culminating with the

search for employment upon graduation, the division facilitates a student's journey through the university and beyond. Throughout the student journey Management of Students' Affairs is focused on enhancing academic and career success, encouraging engagement within the University learning community and community at large, supporting the develop of diverse and global perspectives, and promoting healthy living practices. The Dean of Students' department at Kyambogo University like in other University is a welfare department charged with the responsibility of ensuring provision of welfare services to students and maintenance of discipline among students in accordance with the University rules and regulations.

The study findings were in agreement with Ediyang & Ubi (2013) defined a strike as workers refusal to protest to work as protest for inadequate service or poor condition. A strike is however defined as a breakdown of cordial relationship. It is the collective efforts to bring about an end of a halt at work place which is intended to, hence it was observed that student strikes in universities are majorly caused by disruption of academic programme which gives students undeserved study years extension. Poor assessment implies that students may not complete their secondary education and proceed to tertiary institution as scheduled hence their learning effectiveness will be negatively affected leading to strikes.

In the same direction with the study findings Kizito (2008) noted that failure to meet students needs was the primary cause of student strikes in Nkumba University. Among issues raised included eating posho and beans with weevils from Monday to Sunday, students were kept in an environment where bed bugs, fleas, lice, jiggers and rodents were regular companions. This unhygienic environment had caused bubonic plague and other health hazards to many students. Further, students were poorly fed, and lecturers missed lectures, instead of referring students to the university library, which was poorly equipped to meet students academic standards.

In line with the above, Senkumba (2015) observed that a number of student strikes in universities are attributed to drug abuse. Drug abuse and addiction is a common problem in most educational institutions. Lack of effective guidance and counseling services was also singled out as a major cause of strikes. These services are usually given at crisis times since schools lack permanent councilors and teachers are too busy to cover syllabus leaving little time for students. Other major causes of student strikes identified included poor parenting, lack of essential facilities, poorly cooked food, political interference.

Maicibi (2003) emphasized that students unrests strikes come as a simple opportunity to escape from tight economic situation on campus restraining their feeding habits to be coded expression 1-0-1, 0-1-1 and 1-1-0 as the case may be. The '1' means a meal, while the "O" means no meal. A gain others see it as an avenue to settle scores and to verge their anger on lecturers whose courses they are carrying over.

In conclusion improving on staff salaries, improving on teaching strategies, improving on management of the university, creation of student leadership bodies have been devised as strategies to eradicate strikes in Kyambogo University.

5.1.3 Possible administrative strategies for improving the management of students affairs to mitigate the occurrence of strikes. The third objective of the study was to identify possible administrative strategies for improving the management of students affairs to mitigate the occurrence of strikes. the findings of the study revealed that over 65% of students identified strategies that would improve on the occurrence of strikes in the university would improve. Funding the university to full capacity, improving on teaching, giving students feedback on

various aspects, providing welfare services, consulting students on policies before coming up with one and implementing it.

These findings were in consonance with those of Ndiege (2011) who stressed that effective channels of communication between university authorities and students still elude many universities argues that involvement of students in all the projects and programmes of the university through effective communication, can check these strikes. Once in a while, students will complain but once they know what is happening and why in time, this checks possible unrest and discontent which usually builds into strikes. Ndiege's, argument in line with the study findings is supported by findings of the report commissioned by the Ministry of Education and Sports in 2005.

The study findings also showed that management of the university should be well streamlined to curb strikes. This was in consonance with Basinger, (2003) who cited weaknesses on the part of university's authorities as a major cause of strikes, highlighted embezzlement of university's funds by administrators, poor quality food, high-handedness and lack of communication between students and the administration as largely responsible for strikes. The study findings also showed that remuneration significantly relates elimination of strikes. This is in line with Basinger, (2003) the recommendations make it certain that students involved in strikes be held accountable for their acts. Apart from dismissal from university, the report recommends that students be made to pay in compensation of destroyed property (Lucas, 2006). Further in agreement with the study findings Nuwagaba (2012), insists that the tough measures should be taken after cleaning up the poor governance in universities. Many university authorities are dictatorial and do not involve students in the management of their affairs.

The findings also showed that university management should be flexible and listen to student needs. This is in the same vein with Rhatigan, (2000) who noted that students should demonstrate or stage a sit down strike as a last resort They should not be involved in hooliganism and destruction of property. Usually the causes of strikes range from denial by university authorities to grant students services they are supposed to get (Cowley, 2006). The argument is that strikes are sometimes instigated by external forces. And that even in instances where the university is operating well, any flimsy act, not necessarily out of negligence by the administration can spark off violent strikes (Evans et al, 1998). Even when a university is well-organised, something slight triggers off a strike which in many cases turns violent and leads to destruction of university property.

Further the study findings showed that university management should be flexible to allow students views be considered and implemented. In consonance with study findings Atwine (2012) says many times students send signals of discontent to the administration, but they are ignored. Usually there are signs that things are University administrators should be trained in the field of Student. These student affairs practitioners should work to provide services and support for students at institutions of higher or in specific services for students (Wilson, 2012).

The study findings revealed that the university should stated team to investigate on the causes of strikes. These findings were supported by Dungy et al., (2003) who stated that sometimes given the goal of developing programming, advising student organizations and student leaders and conducting research to meet the needs of the whole student education.

In addition the study findings revealed that the university management should look at the physical infrastructures in the university to help realize that they match with student educational needs. This was in agreement with Dungy et al.(2003) who asserted that Student affairs

professionals are charged with the tasks of working in the various areas– physical, emotional and mental Challenges in meeting this goal include the budget, staffing of students at colleges and universities, not fine, but the authorities take students for granted. She adds that to manage efficiently students' affairs to mitigate the occurrence of strikes, universities should identify typical departments within a division of Student Affairs. Departments may overlap or combined into one office, especially at smaller institutions. Some departments can include. In conclusion, the above strategies could mitigate strikes from Kyambogo University.

5.3 Conclusions

In this section the study conclusions were made. These conclusions were made basing on the respective study conclusions.

5.3.1 Causes of strikes. From objective one it was concluded that over 65% of the study respondents agreed that strikes in Kyambogo University are caused by poor finding, under payment of staff, poor management strategies, poor teaching and poor communication. Similarly it was concluded that failure to mark students' examinations on time, delay to release results were also responsible for occurrence of strikes. Due to these examination management failures students opt to strike. Conclusively it was also realized that the handling of students especially by police and other security organs of the state was also responsible for increasing strikes in the university.

5.3.2 Level of management of students affairs regarding strikes in Kyambogo University. It was concluded that over 68% of the study respondents showed that there are strategies like improving on staff salaries, improving on teaching by introducing modern teaching strategies,

creation of student leadership bodies among others. it was also concluded that mainly increasing funding in Kyambogo university is crucial in eliminating strikes. Through adequate funding cases of students rioting over poor welfare especially feeding would be rectified. Beans, posho and over food varieties given would be improved. Students would have meals containing balanced diet. In addition, with adequate funding lecturers would mark, teach, grade learners effectively. Effective communication in the university can also be used as a strategy to improve on the current state of affairs especially when there are shortages and problems in education service delivery.

5.3.3 Possible administrative strategies for improving the management of students affairs

to mitigate the occurrence of strikes. From objective three it was concluded that the university management should put several income generating projects to increase on staff salaries, should put up effective team management, should create and student leadership bodies and consult them before policies are passed. Likewise the university public relations office role in the delivery education has to be enhanced. Explanations from people who matter on several issues should be constantly explained to students, through their leaders' offices of university administrators should always be open and accessible to students to explain issues regarding tuition fees increment, failure to release exams on time, among others.

5.4 Recommendations

From the study discussion, conclusions the following recommendations were done objective by objective.

5.4.1 It was recommended that to curb the problem of strikes in Kyambogo University, the university council, should put up committees at all departments and faculty to identify the causes of strikes.

5.3.2 In addition the university should strengthen on its revenue base, should improve on the quality of teaching by introducing problem based teaching strategies, improve on communication with students, so doing strikes will be improved.

5.3.3 Finally the university should open up gates for communication between students and university administration. This should be done at several fronts where students need to be consulted on issues of policy making in the university.

5.5 Areas for further research

Due to a wide range of study variables and study scope complexities, this study was limited into causes of strikes, what has been done to eliminate strikes and what eventually ought to be done to eliminate strikes, yet there other areas which need to be studied like government policies, nature of students admitted, the globalization phenomenon, students diversities, among others to find out how these influence on the prevalence of strikes in the university.

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Appendices

Appendix 1

A questionnaire for students on students' affairs management and the prevalence of strikes in Kyambogo University

Kyambogo University

P.O Box 1

28 June, 2014

Dear Student,

You have been randomly selected to participate in this study on the above titled subject leading to the award of a Masters in Education Policy, Planning and Management of Kyambogo University. Your cooperation in administering this instrument will go a long way in ensuring success of this study. Endeavour to fill it in two weeks and return it completed to the researcher.

Yours faithfully,

Bakunga Emmanuel Mubiru

Section A

A1. Age: 1) 20-29, 2) 30-39, 3) 40+ years

A2. Gender: 1) Male 2) Female

A3. Year of study: 1) II 2) III 3) Others (specify).....

A4. Course: 1) Humanities 2) Science

Section B: Causes of strikes

In this section use a scale where 1= strongly disagree, 2= Disagree, 3= Neutral, 4 = Agree and 5= strongly agree

B1.1	Strikes in this university are caused by poor pay	1	2	3	4	5
B1.2	The quality of teaching influences strikes	1	2	3	4	5
B1.3	Student related academic issues cause strikes	1	2	3	4	5
B1.4	Student welfare influences occurrence of strikes	1	2	3	4	5
B1.5	Management approaches applied in this university have much to do with strikes	1	2	3	4	5

Fill answers in spaces provided

B1. What are the general causes of strikes in Kyambogo University?

.....

B2. How does the quality of teaching contribute to strikes.

.....

B3. What student related factors contribute to occurrence of strikes in Kyambogo University?

.....

B4. What management related factors contribute to strikes in Kyambogo University?

.....

C. Objective II: Level of management of students' affairs regarding strikes

In this section use a scale where 1= strongly disagree, 2= Disagree, 3= Neutral, 4 = Agree and 5= strongly agree

C1.1	The university has put proper communication channels with students	1	2	3	4	5
C1.2	Students are represented in the university council	1	2	3	4	5
C1.3	Students are allowed to communicate their affairs freely to management	1	2	3	4	5
C1.4	Management seeks consultation of students on issues arising	1	2	3	4	5
C1.5	Student leaders are consulted before policies affecting students are passed	1	2	3	4	5

Fill answers in spaces provided

C1. What steps have been adopted to minimize strikes in Kyambogo University?

.....

C2. What is the level of student involvement in management of strikes in Kyambogo University?

.....

C3. To what extent have these steps helped to eliminate strikes in the University?

.....

D. Ways of improving the management of students' affairs

In this section use a scale where 1= strongly disagree, 2= Disagree, 3= Neutral, 4 = Agree and 5= strongly agree

D1.1	The university listens to students issues attentively	1	2	3	4	5
D1.2	The university provides students with all education requirements its meant to offer	1	2	3	4	5
D1.3	The university ensures that the quality of teaching is the best	1	2	3	4	5
D1.4	The university has maintained effective communication channels with students	1	2	3	4	5
D1.5	The university provides quality meals to students	1	2	3	4	5

Fill answers in spaces provided

D1. How has the occurrence of strikes been eliminated in Kyambogo University?

.....

D2. What strategies are undertaken by university to eradicate strikes in the university?

.....

D3. Which strategies would be the most effective?

.....

Thank you for your positive response

Appendix 2

Interview guide for administrative staff on students' affairs management and the prevalence of strikes in Kyambogo University

Dear Administrator,

As one of the key personalities in administration of Kyambogo University, you are expected to be fully aware of students affairs management and the prevalence of strikes in the University.

Feel free to provide necessary information. This information will be used for academic purposes only.

Yours faithfully,

Bakunga Emmanuel Mubiru

Section A: Objective one

- i) What are the primary causes of student strikers in the University?
- ii) How do you manage students' affairs (teaching, feeding and examinations)?
- iii) How does the way you manage such students' affairs influence the occurrence of strikes in the University?

Objective two

- i) At what level do you participate in the management of students' affairs?
- ii) How does the level of your participation in management of students' affair influence the occurrence of strikes?

Objective three

- i) Can you suggest ways of improving on the management of student affairs to mitigate strikes?
- ii) From the above ways which ones would be immediate to mitigate strikes?

Thank you for your positive response