THE ROLE OF SCHOOL BOARDS OF GOVERNORS IN FORESTALLING STUDENTS' STRIKES IN GOVERNMENT SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA.

BY

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POST GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

NOVEMBER, 2016

DECLARATION

I, Nambi Miriam, declare that this dissertation is my original work and has not been submitted for any award of a degree or any other academic award in any other University. I further declare that, all works cited in this report that are not my own have been duly acknowledged.

Signature : .....

Date : 2nd/12/2016

APPROVAL

This dissertation titled **"The Role of School Boards of Governors in Forestalling students' strikes in Government Secondary Schools in Wakiso District"** has been submitted to the school of post graduate studies, Kyambogo University with our approval as nominated university supervisors.

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DEDICATION

I dedicate this research to my late grandparents and parents for the efforts of ensuring that they offered me the best opportunities, encouragement and resources to study.

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ABBREVIATION OR ACRONYMS

ANOVA	-	Analysis of Variance
GSS	-	Government Secondary School
LRA	-	Linear Regression Analysis
PCA	-	Pearson Correlation Analysis
SBOG	-	School Board of Governors
WD	-	Wakiso District

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ABSTRACT

This study investigated the role of School Boards of Governors in forestalling students' strikes in government secondary schools in Wakiso District. Specifically the Study focused on the relationship between the strategic leadership of School Boards of Governors and students' strike, the relationship between effective financial stewardship by the School Boards of Governors and students' strike, the relationship between policy making and implementation by the School Boards of Governors and students' and strike in government secondary schools and the relationship between effective engagement of key stakeholders by the of the school Boards of Governors and students' strike in government secondary schools in Wakiso district. The study employed an explanatory research design that used a mixed method to collect both quantitative and qualitative data. Data was collected using questionnaires and interviews. Findings of the study revealed that: 1) Strategic leadership of School Boards of Governors was found to have positive but moderate statistical significant relationship on students' strikes, 2) Providing effective financial stewardship by the School Boards of Governors was found to be having positive but weak statistical significant relationship on students' strikes, 3) Policy making and implementation had positive but moderate statistical significant relationship on students' strikes, 4) Engagement of key stakeholders of the schools by the School Boards of Governors had positive but low statistical significant relationship with students' strikes. Basing on the above findings, the study recommends that: a) Government of Uganda need to continue investing in building leadership capacities of the School Boards of Governors in handling students' strikes in secondary schools in the district, b) Government need to invest more on building capacities of the School Boards of Governors on financial stewardship as a way of improving the development of the schools and particularly effectively handling students' strikes in the district, c) Government need to scale up investment in policy making, implementation, monitoring and evaluation as a strategy of handling students' strikes, d) Government need to scale up effective engagement of key stakeholders of schools as a means of promoting sustainable development of education in the communities. The study recommends future studies to focus on students' strikes in private secondary schools, Universities and Colleges. Furthermore, the role of the school managers and parents in forestalling students' strikes in secondary schools also need to be investigated.

CHAPTER ONE

INTRODUCTION

1.1. Introduction

Until now however, there has been lack of researched evidence to show whether or not School Board of Governors are forestalling students' strikes in government secondary schools in Uganda and particular in Wakiso. Considering the above scenario, this study therefore investigated the role of school boards of governors in forestalling students' strikes in government secondary schools in Wakiso District. This chapter therefore presents historical, theoretical, conceptual and contextual background of the study, problem statement and purpose of the study, specific objectives, research questions, conceptual framework, significance and justification of the study, scope of the study and operational definition of key concepts.

1.2. Historical background to the study

From the medieval period until now, students have been struggling with and resisting school administration through strikes which sometimes have been violent (Boren, 2001). Students' strikes whether passive or violent have always been a critical object of educational planning and management considering that students always raise issues which are fundamental in their lives, studies and their school environment (Byaruhanga, 2006; Okuda, 2013).

Boren (2001) traces the history of violent students' resistance far back to the renaissance period where he notes that students used their numerical strength to bargain power with society in Paris. He cites scenarios where students were involved in a series of violence in towns at Cambridge

and Oxford schools during the middle of the fourteenth century which resulted into death of number of students.

Boren (2001) further argues that medieval universities had internal struggles with students when students would resist their masters through formal protest and legal recourse. Altbach (1968) notes that students' unrest has been one of the India's most serious education and political problem where student agitation has caused State Governments to fall and forced Central Government to reverse policies.

Altbach and Cohen (1990) on the other hand points out that in 1960s students' strike took a central stage in the politics of the United States of America when the students demonstrated against the American policy on Vietnam. The students' demonstrations greatly influenced President Lyndon Johnson not to run for re-election in 1968.

In Africa, students have continued to be very instrumental in influencing government policies on social, economic and political programs. Amutabi (2002) notes that university students have been leaders of protest, activism, dissent, strikes and demonstrations. He observes that in Kenya, students' activism has a long history where students have engaged government and school authorities in running battle and some of them have been violent.

Amutabi (2002) further notes that students' activism in Kenya traditionally has been informed by democratic agenda and conditions perceived by students as infringements on their rights and freedom such as spying of students activities by police and security agents, suppression of freedom to association and speech, marginalization in representation in leadership and managerial positions in the Universities and contestation of bad policies that negatively affect the general public.

Ponings (2002) on the other hand observes that in the 1980s, Cameroon experienced unprecedented wave of student revolution in the Universities which were linked to the political struggle within the country. Students voiced their dissatisfaction about the deteriorating living conditions, lack of infrastructure and dwindling opportunities for employment after the university.

In Uganda, there has been rampant students' strike in Secondary and Tertiary Institutions right up from the late 1990s to date. Byaruhanga (2006) in his book titled "Students power in Africa" argues that the new wave of secondary school strikes in Uganda is a manifestation of leadership, governance and administration gaps which have failed to address the problems of students like indiscipline, food, and school fees. There however seems to be no literature that has chronologically documented the development of students' strikes in Uganda until the time of this research.

Giguere and Lalonde (2010) argue that students can be motivated to strike because of "collective identification" which manifests itself into *"intergroup ties, intergroup affect and cognitive centrality"*. According to these scholars, intergroup ties refer to a situation where there is frequent contact and connectivity with other group members, meanwhile intergroup affect involves arousal of positive or negative emotions that arise from group members.

The two political psychologists further argue students' strike can be because of "cognitive centrality" which basically involves the frequency with which the group come together and start to mind about issues that concern them. Giguere and Lalonde (2010) believe that when students strike then collective action participation is at play.

More to the above, the psychologists explain that groups like students usually believe in a strategic path philosophy which holds that for an industrial action to happen, the group must

come to a conclusion that collective action will lead to improvement of their condition. In a situation where individuals perceive that the benefit of their action outweigh the perceived cost of their action, and then it means they have reached a state of "perceived instrumental value" which usually motivate them to act.

Political scientists like Solorzano and Bernal (2001), Amutabi (2002) and Ponings (2002) tend to believe that students' strike are usually caused by the students desired to address some fundamental political problems for instance, the need to transform society from racial discrimination, oppression, ethnicity, oppressive political regimes that suppress their freedom to association, assembly, and expression. The above scholars tend to believe students resort to strike when they perceive that their dignity and wellbeing are at stake.

Youth Alive - Kenya (2008) observes that some school leaders and administrators tend to abuse their power by exercising excessive bureaucratic and dictatorial tendencies which often infringes on the rights of the students and in the end causes violent strikes. It is also noted in the same policy brief that some school leaders and administrators tend to deliberately meddle in the election of student leaders with the intention of getting student leaders who are stooges so as to advance their political agenda and hegemony in the schools. This type of leadership style is however considered repressive and unsustainable as attested to by the 1998 violent strike in Nyeri High School which resulted into the fatal death of four school prefects who were burnt to death by their fellow students who believed that they (prefects) were given too much powers that they abused.

Youth Alive - Kenya (2008) consider lack of effective communication between school leaders, administrators, lack of parental guidance and exposure of students to violent homes and communities as pertinent causes of strikes in schools especially where there is mistrust, anxiety

opaqueness in decision making in schools and homes. Effective channels of communication however allow students to vent out their grievances, learn about new developments in the school and get feedback from the school administration on issues they consider pertinent to their studies and wellbeing at the school.

Ebila (2004) argues that students' strikes affect the advancement of education considering that they interfere with the progress of students who would have benefited from school and gotten to higher institutions. She further argues that most of the affected students end up being expelled from school and thus ending as truck drivers, prostitutes, or at best joining army and police forces without qualifications, yet if they had received mentorship, coaching, career guidance and inspiration from successful people who have gone through these experiences, they could end up completing their careers as public servants, successful sportsmen/women, great mothers/fathers, musicians, and teachers.

Ssekamwa and Lugumba (2001) observe that in Uganda student's leadership was intended to be part and parcel of school governance structure by the Ministry of Education and Sports. The prefects and the school council members are supposed to serve as channel of communication between the students and the school administration and call to the attention of the head teacher and the staff problematic issues that require their attention. School assemblies which were used as important aspect of communication are no longer effective channel of communication due to the large numbers of students enrolled in most schools.

Over the years students have become indispensable constituents of governance, leadership and management and they are increasingly becoming conscious of the need to organize their affairs and demand for their rights (Lee, 2014). Globally there are indications that students shall continue to influence governance and management decisions through their collective action

considering that they are a unique community with unique demands, expectations and potentials (Giguere and Lalonrde, 2010). Most of the times however, students' activism have ended up in violent and destructive strikes (Leach, 2003; Mugasha, 2013; Gikungu & Karaga, 2014).

Globally School Boards of Governors have statutory responsibility that can be used to forestall students' strikes in secondary schools considering that they are responsible for initiating and implementing school programs, providing effective strategic leadership, formulating policies, offering financial steward, monitoring and ensuring strategic engagements with key stakeholders of the schools (The Uganda Education Act, 2008; Micheal, 1999; Phiri, 1999; Ssekamwa and Lugumba, 2001; Berg, Melaville and Blank; 2006).

The concept and practice of school governance is a global history and contemporary reality. School boards of governors globally are considered to have particular mandate which can positively shape the life and learning of students in their schools considering that they are responsible for initiating and implementing school programs, providing effective strategic leadership, formulating policies, offering financial steward, monitoring school and having strategic engagements with key stakeholders of the schools (Micheal, 1999; Phiri, 1999; Ssekamwa and Lugumba, 2001; Berg, Melaville and Blank, 2006).

In the United States of America, the concept and practice of school governance dates back to the time of enlightenment and the rise of modern state where the influence of parents over the management of the education of their children started to diminish when the states started to enact school legislation around 1830 – 1840. Congress enacted laws which aimed at rebuilding sense of nationhood following the civil war (Herbs, 2006).

The Supreme Court ruling of 1925 in the United States of America which allowed Private Schools to exist changed the terrain of school governance in America, because it allowed the

Federal Governments to become more forceful in the management of schools in America as a way of desegregating American Schools from racial discrimination (Herbs, 2006). To date democratic values are core principles of schools governance in America. McCloskey and Herzberg (1959) argued that in the United States of America, school boards were official links between citizens and schools. School boards of governors were elected to establish local school policies which were considered beneficial to students, the community and the nation. School board had great influence on public understanding and support of schools.

In England, the early years of formal education were directly in the hands of the churches that controlled the provision, contents and processes of the education (Derek, 2011). From mid-1940 to 1970, local education authorities took control of schools (Balarin, Brammers and Mccormack, 2008). Central government had limited direct involvement in the governance and management of education until late 1990 where the central government took a center stage in the governance of education when the Prime Minister James Callaghan questioned the value for money spent on education which trigged the establishment of the education reform Act of 1988.

The enactment of the Education Reform Act of 1988 was a critical factor in the transformation of the governance of education in England where parent had the freedom to send their children to the best school and the school had to strive to attract the best pupils. The Education Reform Act empowered the school governing bodies to become central in managing school by ensuring that schools develop and implement their strategic plans. Schools also became more transparent especially with the establishment of the office of Standards in Education in 1992 (Balarin et al, 2008).

In South Africa, school governance has been part of the political struggle and is viewed as a democratic right which aimed at granting the marginalized people political and ownership space.

It is considered a way of involving the people in their development process (Murray and Robberts, 2001). They continue to note that in South Africa, the school governance structure is the closest statutory structure to the people, as its members are elected directly from local communities. The South Africa School Act 1996 makes provision for a simple system of organization, governance and finance of public schools, requiring each school to establish a democratic school governing body comprising representatives of parents, educators, learners and non-educator staff following elections in each of the categories (Murray and Robberts, 2001).

In Uganda the concept and practice of "school governance" has developed and changed a lot over time but apparently without scholarly work on the roles of the school board of governors on forestalling students' strikes. Until 1925, the missionaries were responsible for managing and governing all aspects of education in Uganda (Ssekamwa and Lugumba, 2001). The government only started to participate directly in the governance and management of the education system in Uganda after the Phelps-Stoke's Commission's report of 1924 which highlighted failures of the missionaries in managing the education system in the country for example, failure to relate education activities to the needs of the pupils and the community, low standard, lack of supervision among others which led to the establishment and of the Advisory Council on Native Educational which included all provincial commissioners and representatives of the mission member (Ssekamwa and Lugumba, 2001).

The education Ordinance of 1927 directly changed the governance of the education system in Uganda when it provided for the development and regulation of education where the whole education system was brought under the government direction and control. Much as the government was not the owner of the educational schools, it had the powers to direct and determine the functions of the schools. The ordinance empowered the education directors to

register, clarify and close all education institutions which were not meeting required standards (Ssekamwa and Lugumba, 2001).

The 1942 Education Ordinance established school boards of governors who were responsible for controlling education policies in line with direction from the Director of education. This however was to be done in consultation with the Advisory Council for African Education whose actions on religious matters were subject to direction of denomination authority school board of governors who were required to receive school inspection reports, scrutinize and submit to the government (Ssekamwa and Lugumba, 2001).

The 1942 Education Ordinance in Uganda provided that school boards of governors should consists of three government nominees and three nominees of denominational authority. Each board of governors was to have a chairman nominated by the denominational authority. The chairman and nominated members would elect five members to the board and the chairman could remain in office as long as he was still needed by the denominational authority but a third of the members of would retire at the end of every school year but they may still be eligible for election. The boards were required to meet at least once a year, it was responsible for the business of the headmaster who attended all their meeting but could not vote (Ssekamwa and Lugumba, 2001)

In 1944, board of governors were appointed for self-governing schools and training colleges, in 1962 rules governing board of governors was published in relation to 1959 Education Ordinance. Each board of governors consisted of thirteen (13) members approved by the minister of education. The school boards of governors were responsible for over-seeing the administration, and proper conduct of the schools under their charge. They supervised the head teacher and all

the teaching and non-teaching staff as determined by the ministry (Ssekamwa and Lugumba, 2001).

As the school board of governors provided oversight of the schools, the actual administration of the schools were in the hands of the head teachers and all the other teachers who were responsible for ensuring that the pupils were studying well, had sufficient food, slept well, participated in athletics, sports and games. Teachers were expected to go to class when well prepared, not to come late, provide and mark work to avoid causing breakdown in school administration that can cause strike or any kind of rebellion by students (Ssekamwa and Lugumba, 2001).

The Uganda Education Act of 2008 empowers the Minister of Education to establish school board of governors consisting of at least twelve (12) people of which five should be representatives of the founding body of the school (at least one must be a woman), a representative of the local government representing the district standing committee responsible for education, one nominee of local council, two representatives of parents, two representatives staff and one representative old students (The Uganda Education Act, 2008). The Act, articulates the functions of the school governing board as governing and administering of the property, funds chattels or things of the school; providing welfare and discipline of students and staff and fixing fees and charges with approval of the Minister and performing other relevant functions as prescribed in the regulation (The Uganda Education Act, 2008).

1.3. Theoretical background to the study

This study is guided by the Institutional Theory as espoused by Scott (2004). The theory holds that institutions are systems which are composed of regulated, normative and cultural cognitive

elements that produce meaning, stability and order. Regulative elements in the institutions entail capacity to establish rules, surveillance mechanism and sanction to influence behavior by use of force, fear and expedience tempered by rules which includes states trade and professional association, business groups, firms and agencies. Meanwhile normative element involves the creation of expectation that introduce perspectives, evolutions and obligatory dimension into social life. Cultural cognitive element on the other hand, involves the creation of shared conception that constitute the nature of social reality and the frames through which meaning is made.

In this study, "secondary schools" are considered institutions that have normative and cultural cognitive elements that produce meaning, stability and order. It produces meaning in the sense that it provides values that are critical in the transformation and development of the students who are being prepared for meaningful lives and productive professions. The schools are also considered to be having regulative elements which have established rules, surveillance mechanism and sanction to influence behavior of the students by the use of force, fear and expedience tempered by rules.

Further still, a school as an institution is considered to possess normative element which involves the creation of expectation that introduce perspectives, evolutions and obligatory dimension into social life of the students. The school is also considered to possess cultural cognitive elements which entail the creation of shared conception that constitute the nature of social reality and the frames through which meaning are made to the life of the students.

1.4. Conceptual background to the study

School Board of Governors, is a school governing body which sets strategies for the school and plays a vital role by ensuring that each child/learner gets the best possible education as attested by ; United Kingdom Department for Education 2014)

It is a supreme governing body or group of people who have been elected or appointed to govern the affairs of a secondary school within the confines of the Uganda Education Act 2008 to oversee and ensure the smooth running of a secondary school.

This study was conceived basing on a perception that school boards of governors are very instrumental in forestalling students' strikes in Uganda considering that they are mandated by the law as attested to by the Uganda Education Act of 2008 which mandates the school board of governors to govern and administer the property of the school, maintain welfare and discipline of students and staff and oversee the finances of the school.

The study perceived that the law and the good trust of the community give the school boards of governors the legitimacy, power and confidence to effectively govern the social, political and economic aspects of the school which cumulatively results into peace, harmony and tranquility in the school and consequently eliminate occurrence of students' strike in the school. Specifically, the study was conceptualized basing on the ideas that:

When the school board of governors set clear strategic direction for the school by articulating a clear vision, mission, values, strategies and goals, and make efforts to monitor the implementation of the strategic plan, then the school administration can know what to achieve in the school and how to achieve them. As a result they shall be able to work and produce tangible results that can make the school succeed in its entire programs such as administration, academics

and welfare of the students hence elimination of possibilities of occurrence of students' strikes in the school. Ontario Ministry of Education (2010) refers to this strategic process as creating a caring and safe schools system where school leaders establish and maintain a culture of knowing what are required for the welfare and learning of students, understanding students behavior and implementing progressive discipline behavior.

The study further perceived that when the school board of governors provide effective and sustainable financial stewardship by approving school budget, source of funding, monitoring financial utilization of the school and appointment of external auditors, then the school shall be able to meet its financial obligation and adequately provide the needs of the students and the workers at the school hence, avoiding creation of situation that can cause students' strikes. Manitoba School Board Association (2014) alludes to this line of thought by arguing that the financial stewardship role of the School Board entails strategic reasoning, evidenced based decision making, prudent fiscal management, clear definition of communication process and protocol, information sharing, public reporting, and engendering public confidence by the school board through the maintenance of professional code of conduct.

Furthermore, the study perceived that when the school boards of governors formulate and ensure effective implementation of clear policies and rules to manage the schools, they provide a framework for what needs to be done, how it should be done, who should do it and when it should be done. It was envisaged therefore in this study that clear policies articulate procedures of performing work, defines roles and responsibilities and set clear disciplinary procedures that in itself eliminate situations that can create students strikes. United Kingdom Department of Education (2014) shares in this line of thought when it argues that school governing bodies are strategic leaders of the school who play vital role in ensuring that each child gets the best

possible education by setting strategic vision, providing strategic direction, setting strategic frameworks setting targets, agreeing on strategic priorities, aims and objectives of the school, signing off policies and plans, and reviewing progress against set targets.

Last but not least, the study envisaged that when the school board of governors devises effective and sustainable mechanism of engaging with the students, staff, parents of the students, government and other key stakeholders of the school, then they shall be able to diffuse and neutralize forces that can cause strikes in the schools. Manitoba School Board Association (2014) holds that school board system was founded on the principle that schools should be managed by members of the communities that the school serves. Community engagement is therefore a component of school board operation and school board of governors therefore need to ensure that broad spectrum of community have input into the day today decision making of the school as a way of respecting their core values because schools are so integral part of communities that decisions they make on issues like hour of operation, curriculum, and code of conduct affect everyone at some time.

1.5. Contextual background to the study

Secondary schools in Uganda are currently governed and managed within the Uganda Education Act of 2008 as amended. The Act provides for among others the roles, functions and procedures of the school boards of governors (The Uganda Education Act, 2008). By law, all secondary schools must have operational school boards of governors which make policies and guidelines and monitor the operations of the schools. However, despite the existence and efforts by the school board of governors and school administrators to govern and manage schools well, there are still rampant incidences of students' indiscipline which sometimes results into student's strikes where students reject normal rules of conduct, boycotted routine activities, stoned

buildings and teachers, tipped and set on fire staff cars in Uganda (Ssekamwa and Lugumba 2001, Okuda, 2013).

There are many secondary schools in Uganda which have experienced violent students' strikes which have resulted into enormous destruction of property, loss of lives, arrest and detentions of students and disruption of school programs. Majority of the students' strikes seem to be caused by lack of effective communication between students and school administrators, indiscipline among students, inability of school administrators to check the background of students before they are admitted, lack of meaningful involvement of students and incompetency of school administration among other factors (Okuda, 2013).

Occurrences of student's strikes however, seem to be less in some regions than others. There are also some regions which have witnessed more rampant and destructive students' strikes than others. For example in 2013 Western Uganda seems to have witnessed more incidences of students' strikes than the rest of the regions of Uganda when Sheema District alone registered 42 cases of students' strikes which led to closure of 44 secondary schools in the district (Mugasha, 2013). The situation however seems to be different in Central Uganda and particularly in Wakiso district where there seems to be fewer cases of students' strikes or nonoccurrence of students' strikes in most secondary schools.

The available scholarly literatures on Uganda Education system does not account for the prevalence and nature of students' strikes and more specifically they are silent on the roles of school boards of governors in managing strikes in schools.

1.6. Problem statement

The main purpose of a school is to provide learners with educational foundation from which they can build successful independent lives (Obiweluozor, Momoh and Ogbonnaya, 2013). Disruption in school learning environment is therefore an impediment in student achievement (Aboko, 2013). Students in secondary schools need safe environment, sufficient infrastructure, adequate teaching and learning materials as well as co-curricular activities in order to study well and develop their intellectual and social skills.

School boards of governors are considered very instrumental in creating safe and enabling school environment basing on the fact that they are mandated to decide on what a school should be, oversee generation and management of school finances, make and oversee implementation of school policies and engage with key stakeholders of the school to ensure that discipline and order is maintained in the school (Uganda Education Act 2008; Resnick, 1999).

Despite the presence of school boards of governors in all secondary schools in Uganda, Wakiso district has continued to experience rampant, violent and destructive incidences of students' strikes. Students of London College Nansana went on strike protesting an external mock exam from the National Schools Association instead of the usual one from the district. This incident resulted into destruction of school property and buildings such as the laboratory and residences (Wandera, Ssebuyira and Senkabirwa, 2011). Kirinya secondary School in Kiira Sub County experienced students riot where the police fired rubber bullets and teargas which injured some of the students (Nantambi, 2011).

Another incidence of students' strike in Wakiso District was that of the Wakiso School for the Deaf where the students went on strike claiming that they were experiencing maladministration

and poor the living conditions in their school. The strike resulted into interruption of school programs when the school was forced to close for two weeks (Bariyanadamali, 2012).

Despite the rampant incidences and destructive nature of students' strikes in Uganda, there seems to be very limited scholarly literature on the subject matter in Uganda. The available scholarly literatures on Uganda Education System until the time of this study, seem not to account for the relationship between the students' strikes and the role being played by school boards of governors which specifically entails providing strategic leadership, providing effective and sustainable financial stewardship, setting and monitoring the implementation of school policies, rules and regulations and effectively engaging key stakeholders of the schools in how to maintain discipline and peace in the school. It was upon this background that is why this study was conceived to investigate the roles of the school boards of governors in forestalling student's strikes in secondary schools in Uganda with particular focus on Wakiso district.

1.7. Purpose of the study

The purpose of the study was to investigate the role of School Boards of Governors in forestalling students' strikes in government secondary schools in Wakiso District.

1.8. Specific objectives of the study

a) To examine the relationship between leadership of School Boards of Governors and students' strikes in government secondary schools in Wakiso district.

b) To investigate the relationship between financial stewardship by the School Boards of Governors and students' strike in government secondary schools in Wakiso district.

c) To find out the relationship between policy making by the school boards of governors and students' strike in government secondary schools in Wakiso district.

d) To examine the relationship between engagement of key stakeholders of the school by the School Boards of Governors and students' strikes in government secondary schools in Wakiso District.

1.9 Significance of the study

The study was intended to contribute new knowledge in the discipline of Education Policy, Planning and Management specifically in the areas of governance and management of secondary schools. The findings of the study might be useful in improving understanding of students' strikes which is a very serious problem in the country because they claim lives, destroys property, disrupt school programs and cause instability in the community.

Furthermore, the findings of the study is considered important in improving understanding on school leaders, managers and academicians on the roles of school boards of governors in general but specifically in handling students' strikes in secondary schools. The study provides insight to government on how to make laws, by-laws and policies that can improve on governing of secondary schools in the country. The findings of the study bridges the knowledge gap on roles of school boards of governors and students' strikes and sets a base for further research on related issues on the subject.

1.10. Justification of the Study

By the time of conducting this study, there was lack of researched evidence on the persistence of students' strikes and the role of school boards of governance in forestalling students' strikes in the education system in Uganda yet it is a major concern to the education managers, parents and the government due to its destructive nature that usually claim lives, destroys property, disrupt educational programs and destroy future of young children. The works of Wandera, Ssebuyira

and Senkabirwa (2011), Nantambi (2011), Mugasha (2013) and Okuda (2013) all aim at reporting occurrences and nature of students' strikes but fall short of systematic investigation of the roles of school boards of governance in forestalling students' strikes in the secondary schools. This study therefore is justified because it aimed at studying an area which is least studied and requires a lot of scientific study, scholarly writings and publishing.

1.11. Scope of the study

1.11.1 Content scope

The contents of this study is limited to the prevalence and nature of students' strikes, extent to which school boards of governors are capable of forestalling students' strikes in secondary schools in Wakiso District and the roles of school boards of governors in forestalling students' strikes in the secondary schools. Specifically the study considers the roles of school boards of governors as very critical factors in forestalling students' strikes. These factors are: providing strategic leadership to the schools, providing effective and sustainable financial stewardship to the school; formulating and ensuring implementation of clear policies and rules for the school; effective engagement of key stakeholders of the school on how to maintain discipline and peace in the school.

1.11.2. Geographical scope

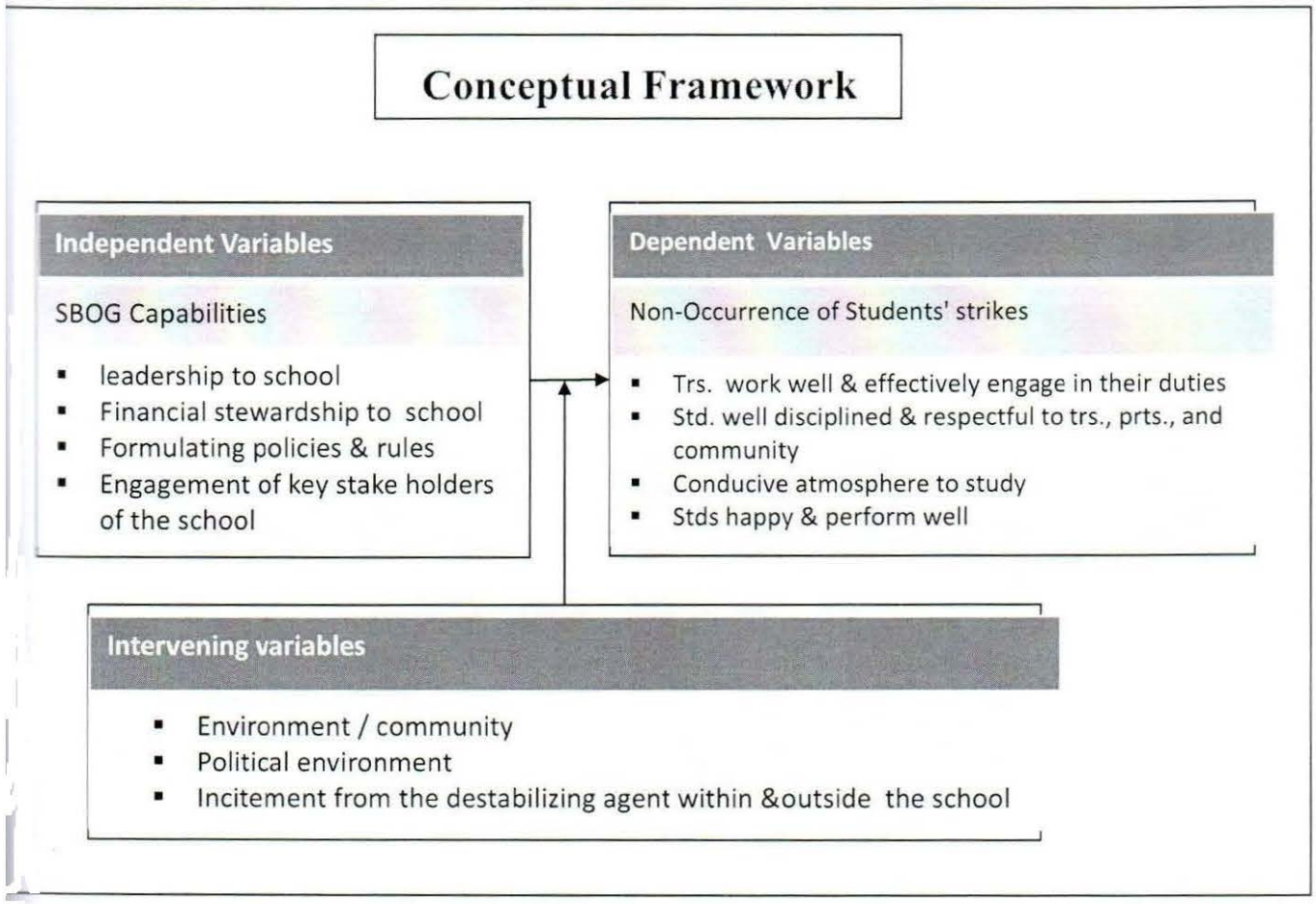
The study was conducted in Wakiso district which is located in Central Uganda bordering Nakaseke and Luweero districts in the North, Mukono in the East, Kalangala district in the South, Mpigi district in the South West and Mityana in the North West. The study was conducted in the two Counties of Wakiso namely Kyaddondo and Busiro where twelve (12) government schools were randomly selected. The schools were drawn from the following sub-counties:

Busukuma, Entebbe Municipality, Gombe, Kakiri Town, Katabi, Kasanje, Kira Town, Makindye, Masuliita, Nabweru, Namayumba, Nangabo, Nansana Town council, Nsangi, Ssisa and Wakiso Town Council.

1.11.3. Time scope

The study focused on the period from 2008 – 2013 considering that was the period when there were rampant students' strikes in the country.

Figure 1: Conceptual framework for the study



Conceptual frame work for the study

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents literature reviewed in line with the theory that guided the study and the study objectives which looks at the relationship between the leadership of the school boards of governors and students' strikes, the relationship between provision of financial stewardship by the School Boards of Governors and students' strikes, the relationship between policy making by the School Boards of Governors and students' strikes, the relationship between engagements of key stakeholders of a school by the School Boards of Governors and students' strikes. The chapter further provides summary of the literature and hypotheses of the study.

2.2. Theoretical orientation

This study used Institutional Theory as espoused by Scott (2004). The theory holds that institutions are systems which are composed of regulated, normative and cultural cognitive elements that produce meaning, stability and order. The theory further states that regulative elements in the institutions entail capacity to establish rules, surveillance mechanism and sanction to influence behavior by use of force, fear and expedience tempered by rules which includes states trade and professional association, business groups, firms and agencies.

More still the theory holds that, normative element in institutions involves the creation of expectation that introduce perspectives, evolutions and obligatory dimension into social life. Cultural cognitive element on the other hand, involves the creation of shared conception that constitute the nature of social reality and the frames through which meaning is made.

Dacin, Goostein and Scott (2012) in their study titled "institutional theory and institutional change" observed that institutional theory is a credible theory that has been comparable with other approaches. To them much as the theory has been criticized for being used to explain persistence and homogeneity of phenomenon, it is still credible.

Vermeule (2006) provides a legal aspect of the institutional theory in his book "Judging under uncertainty: An Institutional Theory of legal interpretation" when he argues that in the interpretation of a law one can adopt an institutional approach to legal interpretation without subscribing to formalities and conclusion. He further argues that institutional analysis is indispensable to any account of legal interpretation. Vermeule (2006) further argues that in law the question is always "What decision procedure should particular institution, with their particular capacities use to interpret the text?

Covaleski, Dirsmith and Michelman (1993) argue that Institutional Theory proposes that organization survival requires it as much as possible to conform to social norms acceptable to achieve higher levels of production effectiveness. In their argument on the Institutional Theory, Covaleski, Dirsmith and Michelman (1993) echo the arguments of Meyer and Rowman (1977) and DiMaggio and Powell, (1983) that many aspects of an organization's formal structure, policies and procedure serve to demonstrate conformity with the institutionalized rules and expectations.

Carpenter and Feroz (2001) in their study of "Institutional Theory and Accounting Choice" argue that Institutional Theory is complementary to economic theory and resource dependency theory. They hold that Institutional Theory provides another lens through which one can view economic resource dependency incentives for accounting rules choice. The duo appreciates the argument of

Oliver (1997) where they share in his perspective that Institution Theory views organization as operating within a social framework of norms and values.

Peters (2000) on the other hand in his study "Institutional Theory: Problems and Prospects" observes that institutional theory is static in explaining the nature of institutions and it faces difficulty in measuring institutional variables.

2.3. Students' strikes in secondary schools and the leadership role of the school boards of governors

Micheal (1999) considers school boards of governors to have fundamental obligation of providing effective leadership to schools. He expects them to provide leadership that creates enabling learning environment for students. According to him, school boards of governors generally make policies, rules and regulations for secondary schools; they ensure that they are implemented, monitored and evaluated.

Shober and Hartney (2014) on the other hand holds that school boards of governors are expected have requisite knowledge in governing schools, their focus need to be on improving students' learning, and ability to apply "work practices" which signify training, compensation, and time spent on doing their the job in providing leadership to schools under their jurisdiction.

The Uganda Education Act of 2008 outlines the functions of the school governing board as governing and administering school property, funds chattels or things of the school; providing welfare and discipline of students and staff and fixing fees and charges with approval of the Minister and performing other relevant functions as prescribed in the regulation (The Uganda Education Act, 2008).

When the boards of governors perform their duties well, it is perceived that they eliminate or minimize occurrence of students' strike considering that the causes of students' strikes are mostly related with the governing functions of the schools. Specifically the roles of school boards of governors which relates to managing students' strikes are the following.

Byaruhanga (2006) holds that the new wave of secondary school strikes in Uganda is a manifestation of leadership, governance and administration gaps which have failed to address the problems of students like indiscipline, food, and school fees. Kaziba (2008) in his study of *"aggressive behavior in education Institutions in Uganda"* observes that *students in secondary* schools and Universities in Uganda have continued to use violent strikes as a means of influencing school leadership and management to act in their favor.

Omollo (2013) argues that in Kenya school boards of governors and school management committee are generally appointed from among persons who have qualities of commitment, competence and experience which can enhance the management and development of educational institutions. This line of thought can be interpreted to mean that school boards of governors in Kenya are expected to create situation that promotes development of schools and negates promotion of students' strikes which is usually detrimental to school development.

Hamilton (2013) holds that school boards of governors are expected to understand their roles, comply with existing legal requirements that govern their school, act honestly, in good faith, with integrity and unwaveringly in the best interests of their school. To him, school boards of governors are expected to be open and honest during their meeting, stay informed about activities and affairs of their school; have complete understanding of all board issues, they need to be informed and contribute to making independent and sound judgment on issues that come to them for decision.

Desirable attributes of school boards of governors include but may not necessarily be limited to having expertise in areas that are important for the school; knowledge of its operation and management, its external environment; ability to make and influence decisions; willingness to commit to the task of governing; and willingness to devote time to effective decision making (Hamilton, 2013). Much as Hamilton (2013) explains desirous attributes of school boards of governors in the governance of schools, he however does not explicitly show how school boards of governor can forestall students' strikes in secondary schools.

United Kingdom, Department for Education (2015) holds that school boards of governors have a strategic role of providing leadership for their schools. They are responsible for determining vision, mission, values, goals, objectives and strategies for their schools. They are required to ensure that schools have robust strategy that can help to set priorities and achieve schools' visions. The Department consider school board to be capable of addressing fundamental strategic questions such as 'where are we now?', 'where do we want to be?', and 'how are we going to get there? Their focus need to be on creating strategic challenges and opportunities for school improvement. They need to avoid unnecessary detail and peripheral issues that can derail them from their core functions (United Kingdom, Department for Education, 2015).

According to Micheal (1999), school boards of governors are expected to be on the forefront of setting long term and compelling vision for a school by stimulating dialogue, obtaining consensus necessary for shaping the future of their schools. To him, school board of governors are expected to be innovative and forward thinkers that can set challenging goals to improve performance of the school by evaluating the past and present, identifying trends and emerging issues that shape the future of a school.

Farrell (2005) on the other side argues that school boards in the United Kingdom are empowered since 1980s to have major control of all school activities including strategic leadership, resourcing decision, employment of professional staff and development of key policies including curriculum and discipline. She however observes that some school board of governor in the United Kingdom are not being significantly involved in strategic activities of their schools much as they are also required to monitor and evaluate the implementation of the strategic plan of schools.

2.4. Financial stewardship by the school boards of governors and students' strikes in government secondary schools.

One of the main causes of students' strikes in secondary schools in Uganda is poor resources supplies and management in the schools. Many secondary schools in the country lack basic facilities like toilets, decent dormitories and teachers (Gikungu, & Karanja, 2014). Related to the above is a concern raised by Ssekamwa and Lugumba (2001) that numbers of school board of governor in Uganda have observed that the costs of running secondary schools in Uganda is on the rise. They further hold that school boards of governors are responsible for approving school budgets, scrutinizing financial accounts of the school and advising head teacher on financial control and expenditures.

Micheal (1999) argues that school boards of governors have significant fiduciary responsibilities as stewards of public funds because their responsibilities entail ensuring that school funds are efficiently, equitably, wisely utilized. According to him school boards must adopt an annual school budget, approve needed school facilities and assure equitable allocation of financial and human that allows students access school programs. Much this argument does not explicitly explain the relationship between students' strikes and the financial stewardship role of school

boards of governors; it however explain what the school boards can do to avoid conditions that can make students to strike in the schools.

Phiri (1999) on the other hand observes that Swaziland Education Reform Act of 1988 mandates school boards of governors to oversee the management of school budget to allow children receive the best possible education in the country. According to her, school boards of governors are responsible for deciding on the education needs and priorities of the school, conducting cost benefit analysis of expenditures, assessing employment needs of schools and monitoring operation of the schools. The above argument much as does not explicitly discusses students' strikes, it clearly points to what the school boards of governors can do to avoid conditions that can make students to strike in the schools.

The World Bank (2008) observes that school boards of governor are responsible for setting school fees in line with the government guidelines; they are required to ensure appropriate financial management of schools, resource mobilization, oversee school facilities and monitor general school performance. Much as this document does not explicitly discuss students' strikes in secondary schools, nevertheless it shades light on what school boards of governors do that can help in forestalling students strikes.

According to Hamilton (2013) school boards of governors are required to maintain familiarity with the financial status of their school by regularly reviewing and understanding of financial statements; and actively turn their minds to a consideration of the financial reports they are obliged to consider. According to him, they are also required to act with care and diligence when executing their roles which implies that they are required to apply reasonable care in the performance of their office with a consideration that the standard of care and diligence is

determined both by reference to the school's circumstances and the specific member's position, experience and responsibilities.

2.5. Formulation of school policies by the school boards of governors and students' strikes in secondary schools

School boards of governors have statutory responsibility for setting policies that can provide appropriate responsibility and authority for administering school. In Uganda, the school boards of governors have governing responsibility for ensuring that school has sufficient relevant policies that can govern, administer and manage a school (The Uganda Education Act, 2008). Vale of Glarmorgan Council (2011) holds that school governing boards are responsible for developing, monitoring, implementation and evaluation of school policies. Much as the above schools of thoughts are not explicit on students' strikes; they however all point to creation of conditions that can deny occurrence of students' strikes in secondary schools.

For any school to be effectively managed, it requires policies on human resource management, school logo, admission, child protection, discipline and complaints procedures, equal opportunities and gender equality, curriculum, development planning, financial planning, finance and administration, security, health policy among others (Vale of Glarmorgan Council, 2011). Chicago Teachers' Union (2012) observes that school governing boards have a role to make policies that aims at eradicating racial discrimination, pedagogy of poverty and criminalization of students. The union observes that school policies that do not prioritize and invest in enhancing involvement of key stakeholders of schools, usually fail to serve students, they therefore need not to be promoted. This perception clearly advocates for policies that can improve learning and wellbeing of students but does not explicitly show the relationship between the role of school

boards of governors in formulating and implementing policies and rules in secondary schools and occurrences of students' strikes in secondary schools.

Hamilton (2013) argues that school boards are required to have least a "rudimentary" understanding of the business of the school, keep informed about the school's activities; monitor the school's affairs and policies and manage information overload either by decreasing the amount of information which the school boards members are presented with or increasing the amount of time they have to absorb the information.

2.6. Engagement of key stakeholders of the schools and students' strikes in secondary schools

Stakeholders are individuals, groups and organizations that have interest in the actions of firms and have ability to influence it (Savage, 1999). Major stakeholders of firms include consumers, employees and the natural environment (Carol, 2004). Berg, Melaville and Blank (2006) consider effective stakeholders' engagement in a school to consist of regular and meaningful meeting with all the key stakeholders like students, staff of the school, government and security officers, parents of the students, business suppliers and the community in which the school is located. They refer to it as collaboration, conversation and reflection with key issues of the school.

Berg et al, (2006) further argue that engaging school stakeholders entail knowing more about the community surrounding the school and having honest discussion with them about the types of families, where they live, work, what social issues concerning them and sharing responsibilities of leading the school with them as a way of mobilizing resources, supporting and ensuring collective decision on the school. Berg et al, (2006) however do not explain how engaging school stakeholders relate to students' strikes in secondary schools.

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Kendall (2006) argues that effective engagement of key stakeholders in education can lead to improvement in the quality of an educational program as attested to by the Malawi project where regular meeting, collaboration and effective feedback was encouraged among donors, government, non-governmental organization and communities. In the above project, designed collaboration with stakeholders is considered to have helped to promote innovation and consensus among the school stakeholders but nowhere does it explain the relationship between students' strikes engagement of key school stakeholders.

2.7. Summary of the literature review

The main argument on Institutional Theory is that there is need for social order and regulation of activities of organization as attested to by the work of Michelman (1993), Covaleski, Dirsmith and Carpenter and Feroz (2001), Vermeule (2006) and Scott (2008). Much as the theory does not explicitly explain the occurrence of students' strikes, it provides a basis to understand institutional arrangements in secondary schools that provide for the existence of School Boards of Governors and how they are required to perform their work which eventually can affect occurrence of students' strikes in secondary schools.

Available literature show that school boards of governors are have fundamental obligation to provide effective leadership to schools by creating enabling learning environment for students (Micheal, 1999), controlling school activities, providing strategic leadership, resourcing and development of key policies (Farrell, 2005). These lines of thought are considered instrumental in controlling occurrence of students' strikes in schools.

Literature further confirms that school boards of governors play fiduciary role in the management of the school by ensuring that school funds are efficiently, equitably and wisely utilized to allow students to access school program (Micheal, 1999). It was also observed that

school boards of governors have governing responsibility of ensuring that schools have sufficient policies for governing, administering and managing their affairs and that effective engagement of key stakeholders in education can lead to improvement in the quality of an educational program (Kendall, 2006).

Generally, most of the literatures reviewed on the roles of school boards of governors explicitly explain what they do as far as the governance of schools are concerned but do not explicitly explain how they forestall students' strikes in secondary schools.

2.3. Hypotheses of the study

- There is significant positive relationship between the leadership provided by the school board of governors and students' strike in government secondary schools in Wakiso district.
- There is significant positive relationship between providing financial stewardship by the school board of governors and students' strike in government secondary schools in Wakiso district.
- There is significant positive relationship between policy making by the school board of governors and students' strike in government secondary schools in Wakiso district.
- There is significant positive relationship between engagement of key stakeholders of schools by the school board of governors and students' strike in government secondary schools in Wakiso district.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter provides how data was collected, analyzed, presented and discussed. The chapter presents, the research design, population of the study, methods used to collect data, sample size, sampling strategies and procedures, techniques and instruments of data collection, validity and reliability and ethical considerations.

3.2. Research design

This study employed an explanatory research design considering that the purpose of an explanatory research is to explain why a phenomenon occurs and allows the researcher to identify causes that determine why a behavior occurs (Jackson, 2009 and David, 2001). Explanatory research seeks to explain observed phenomena, problem or behavior. It seeks to answer the question why, how and attempts to identify the causal factors and outcomes of target phenomenon (Bhattacherjee, 2012).

The explanatory research design was considered appropriate because it aimed at explaining the issue under investigation which in this case is "the role of school boards of governors in forestalling students' strike". The study was conceptualized basing on the following ideas: that when school boards of governors effectively provide strategic leadership and sustainable financial stewardship to schools, formulate and oversee implementation of clear policies and rules in the schools and effectively engage the key stakeholders of the school on how to maintain discipline and peace in the school, then students' strikes would not occur in a school.

The above research design was considered appropriate framework and a guide for conducting the study, a comprehensive plan for data collection in an empirical research project and blue print that aims at answering specific research questions or testing hypotheses. It also specified the data collection process, instrument development process and sampling process (Sousa, Valmi, Driessnack, Martha, Mendes and Isabel, (2007), Bhattacherjee, 2012).

3.3. Research method

The study used survey method because it was considered appropriate for capturing snapshot of practices, beliefs or situation in a field setting using questionnaires and structured interviews (Bhattacherjee, 2012). The study employed mixed method of data collection where both quantitative and qualitative data were collected and analyzed to answer research question.

Mixed research method was used to allow both quantitative and qualitative data to be collected and integrated at some stage of the study (Andrew and Halcomb, 2009). Quantitative data was used to test the relationship between the hypotheses meanwhile qualitative data was used to provide deeper understanding of the relationship between the variables by explaining perceptions, values and meanings attached by the participants on the subject under study. The above methods were considered appropriate means of collecting and analyzing data for this particular research basing on the lesson from Andrew and Halcomb (2009).

3.4. Population of the study

The population of this study consisted of District Education Officer, District Inspectors of Schools, Head Teachers, and Teacher in charge of Discipline, Board of Governors, School Security Officer, Students leadership. The accessible population was therefore visualized to consist of at least three hundred and sixty (360) people drawn from the above mentioned categories within Wakiso district.

The District Education Officer, District Inspectors of Schools were chosen because they were directly responsible for the welfare and well- being of schools in the district. They were therefore privy in providing technical data, policy related insights and clarification of some facts relating to the issue under study. Head teachers were chosen because they are directly concerned with the administration of selected schools.

Board of governors' chairpersons and members of the boards of governors were included in the population because they provide oversight to the schools and are responsible for policy making and implementation. Students leadership were selected because they represent the students' body and the administration, teacher in charge of discipline were selected because they are the personnel knowledgeable about the disciplinary procedure of the respected schools. Security Officers were selected because they are directly concerned with security of the schools.

The above population was chosen because from it, it was possible to select the target sample. This perception agrees with the view of Kombo and Tromp (2006) who hold that a population of research project refers to the aggregated category from which a sample is taken. The population consisted of all those who were critical in providing vital information on the subject under study. It is the population to which the researcher wishes to generalize her study findings. The groups were clearly defined by establishing the boundary conditions which allowed members and non-members to be easily identified. A practice attested to by Tuckman (1994) cited in Odiya (2009).

3.5. Sample size

The study sampled one hundred eighty six people (186) participants drawn from the accessible population of three hundred sixty (360). The sample is based on Krejice and Morgan table of (1970) as cited by Amin (2005). The sample units were from strata which represented two

counties and twelve (12) government secondary schools. According to Amin (2005) and Mugenda and Mugenda (2005) this is a useful way of sampling in this kind of study.

Figure 2 : Category of the population and the sample size

Category of Population	Accessible Population	Sample Size	Sample Technique	Data collection Method
District Education Officer	01	01	Purposive Sampling	Interview
District Inspector of Schools	03	01	Purposive Sampling	Interview
Head Teachers	23	12	Purposive Sampling	Interview
Trs. in charge of Discipline	23	12	Purposive Sampling	Questionnaire
Chairpersons of the SBOG	23	12	Purposive Sampling	Interview
Members of the SBOG	148	72	Random Sampling	Questionnaire
School Security Officers	44	12	Purposive Sampling	Questionnaire
Student's Council	95	64	Random Sampling	Questionnaire
Total	**360**	**186**		

3.6. Sampling techniques and procedures

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population (Amin, 2005). Sampling techniques are the techniques used by the researchers to draw samples from a population (Odiya, 2009). This study used the following sampling techniques:

3.6.1. Simple random sampling

The study used simple random sampling techniques which applied lottery techniques to select the following samples from schools in Wakiso District: Teacher in charge of discipline, member of the school Boards of Governors, school security officer and student's council members.

Simple random sampling is chosen to allow equal chances for the participants to be chosen in the study so as to avoid bias and generating data that is representative of the entire population. The data from the participants are used to provide statistically representative samples to estimate the characteristics of the wider population in line with the view of Maruster and Gijsenberg (2013).

Samples for the study were drawn from twelve (12) out of twenty three (23) Government schools located within the Counties of Kyaddondo, Busiro and Entebbe Municipality. Four (04) schools were randomly selected from each county and the municipality. The researcher used a lottery method where all names of the schools were written on tag and placed in a container of which one tag was picked without replacement until names of schools were selected to participate in the study. This kind of sampling technique is considered by Amin (2005) as important because it eliminates bias.

The following sample units were randomly selected from each school: Twelve (12) Teachers in charge of discipline, seventy two (72) members of the school boards of governors, twelve (12) school security officers and sixty four (64) members of student's Council.

3.6.2. Purposive sampling

Purposive sampling was used in selecting participants who are considered to be having specific knowledge on the roles of the school boards of governors, school discipline and management. The rationale of the selection was that the target participants regularly interface, manage, supervise, advice and have knowledge about indiscipline and students strikes. To ensure gender balance in the study, participants were grouped according to their sex (males and females) then an attempt was made to choose proportionate numbers of males and female as per category of participants. The following sample units were chosen using purposive sampling: the District

Education Officer, the District Inspector of School in-charge of secondary schools, Head teachers and Chair persons of the boards of governors.

The purposive sampling was based on the views of Cohen and Manion, (1997) and Odiya (2009) who hold that it helps in selecting participants basing on particular knowledge that they have that can satisfy the needs of research.

3.7. Data collection techniques and instruments

Data was obtained from both the primary and secondary sources. The primary was obtained directly from sampled population by the use of interviews and questionnaires, whereas secondary data (literature) was generated from documents such as text books, journal articles and government papers with information related to the subject of governance in secondary schools. Interviews and questionnaires were used to collect primary data.

3.7.1. Interview

Semi-structured interview was used because it was considered a conversation initiated by interviewer for specific purposes of obtaining research relevant information and focused on contents specified by the research objectives of specific description or explanation (Cohen and Manion 1997). The interviews questions and answers were recorded, transcribed and analyzed to answer research questions.

The researcher worked out questions in advance but sometimes changed the wordings of questions, gave explanations and left out questions which seemed inappropriate with a particular interviewee and added new ones in line with the views of Cohen and Manion (1997), Kane (1990) and Robson (1993). The researcher considered this type of interview important because it involves face to face interaction, it was flexible and adaptable. Interview was used to get in-

depth understanding of the board of governors on their roles on forestalling students' strikes in secondary schools. It helped the researcher to capture the non-verbal cues from the interviewees.

3.7.2. Questionnaire

The researcher used a structured questionnaire in this study which contained close-ended questions that enabled collection of quantitative data. The choice of the questionnaire was on the basis that the respondents were able to read and write. It was also a strategy not to influence the participants of the study as they fill in the questionnaires. The questionnaire also enabled the researcher to collect vast amounts of data in short time and it was less expensively. This line of thought is shared by Amin (2005). All the participants who participated in the study were contacted in advance to fix an appropriate date for interviews. Reasons for this arrangement were to create maximum co-operation and friendliness with the participants prior to the interviews similarly.

3.7.3. Data collection tools

The study used close-ended questionnaire guide and semi-structured interview guide. Each of the data collection tool used is explained below.

3.7.3.1. Close-ended questionnaire

Close-ended Questionnaire guides were administered to collect data from the members of the Board of Governors (not chairperson), Teachers in charge Discipline, student Council and School Security officer. The Questionnaire Guide were developed basing on Likert Scale 1-5 representing: Strongly Agree (SA), Agree (A), Not Sure (NS) Disagree (DA) and Strongly Disagree (SD).

3.7.3.2. Structured interview

The researcher used structured interview guide to collect data from chairperson boards of governors, District Education Officers, Inspector of Schools and Head teachers from twelve (12) government secondary schools selected from Wakiso District. This instrument was used to access first-hand and in-depth data because it was considered the quickest tool of collecting data and allowed questions to be repeated for clarity for some participants to be help improve on their comprehension and internalization.

3.8. Validity and reliability

3.8.1. Validity

In social research validity of data collection instrument refers to the appropriateness of the instrument in measuring the study variable so as to come up with the intended results (Amin, 2005). Norman (1990) considers validity as truthfulness or accuracy of measurement. In this study the validity of the research instrument was checked using face and content validity approach by expert judgment.

The drafted questionnaire was given to the supervisors for rigorous assessment which helped to determine their relevancies. Content Validity Index (CVI) was computed and appropriate adjustments were made. The following formula was used:

$$CVI = \frac{\text{Item rated relevant}}{\text{Total number of items on the questionnaire}}$$

CVI = 30/40 = 0.75. This is considered acceptable according to Amin (2005).

Questionnaires and interview were pre-tested before administering them to the participant. The purpose of the pre-testing exercise was to design understandable questions that the selected respondents would comprehend. This enabled the researcher to identify questions which were not clear and responses in the categories, interview instructions and questionnaire length. The pre-testing exercise gave the researcher indicators of how the interview would be conducted, proper ways of sequencing questions and how to record responses from participants.

3.8.2. Reliability

In this study the reliability was determined through test and re-test method of the questionnaires and the interview guide until results of the tests are confirmed that they are consistent, accurate and reliable. This approach is in line with the views of Kirk and Miller (1986), Schell, (1992), Charles (1995), Joppe cited, in Golafshani (2003), who hold that reliability of research study requires the research to repeat the same process until it realizes consistent result. To them, reliability of research study means explicability and repeatability of the study findings. It is the extent to which results of a study are consistent over time and accurately represent the total population under study. It also refers to the ability of a study to be able to be reproduced under a similar methodology.

3.9. Data quality management

Triangulation techniques were used in order to gain confirmation and further clarification of data obtained from one source. Bryman (2009) holds that triangulation offers the prospects of enhanced confidence and refers to multiple uses of research methods. Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in ensuring findings.

For this study, the methodological triangulation was adopted considering the advice of Bryman (2009) that in order to understand and make sense of the distinctions between methodological paradigms; the scholar must understand the nature of characteristics of the phenomena being examined and the process of knowing.

In this study, the rationale for triangulation was to cross-check and cross-breed information gathered from different categories of participants. This involved the use of different methods of data collection such as semi structured interviews, and close-ended questionnaires. In some cases some of the participants were interviewed more than once for purposes of validating and elaborating the information given earlier. This helped to ensure validity and reliability of the study.

3.9.1 Quantitative data analysis and presentation

Data generated quantitatively by use of questionnaires were analyzed using the Statistical Package for Social Science (SPSS) and interpreted both quantitatively and qualitatively. The purpose of this type of analysis was to yield the desired statistical output and measures of relationships between the variables and testing hypotheses. The findings of the study were presented in form of tables, charts and narrative.

3.9.2 Qualitative data analysis

Qualitative data on the other hand was generated using interviews. The analysis was done through description of events as gathered from the interviews. The main reason for using this type of analysis was to present issues in detailed analysis of the issues under study.

3.9.1.1. Editing

After collecting filled questionnaires, the data were edited to check completeness, consistency and relevancy of the data collected. For the participants who were interviewed, checking of correctness of data was done before leaving the participants. This was done to ensure that all questions which are relevant to each participant asked, answered and responses got are clearly written.

3.9.1.2. Coding

Data edited was further coded so as to derive statistical meaning of the collected data and also to bring related responses together. Responses were tailed to enable the computation of cumulative frequencies and percentages to facilitate easy presentation.

3.9.1.3. Tabulation

After coding, construction of tables and interpretation of results was done. The researcher computed cumulative frequencies and percentages from which tables, graphs and pie charts were to be constructed to precisely present the findings.

3.10 Ethical considerations

The study was conducted successfully, the researcher first disclosed her identity to the participants to ensure transparency of the study and then explained the purpose of conducting the study to them (participants) and its benefits. The researcher went ahead to give an assurance to the participants that the information given or provided and gathered from them was to be held with most sincerity and it was for academic purposes only.

The researcher ensured protection of the participants against harm, physical threat and risk; by keeping the collected data with utmost confidentiality. The findings of the study were presented

honestly without distortion. Participants were requested to consent for interview and filling of questionnaires as a basis for their participation in the study.

3.11 Procedure of the study

Prior to data collection, the researcher prepared a proposal containing chapters one, two and three under the supervision of the supervisors and presented it for approval. Then, the researcher obtained a letter from the department of Education Policy, Planning and Management of Kyambogo University which introduced her to the schools administration and district administration Wakiso District as she administered the questionnaires and conducted the interviews. Another letter assuring confidentiality of the information to be provided was designed and signed by the researcher.

3.12. Limitation of the study

This study was considered to be limited by time for conducting the research, the content scope which focused on only four roles of school boards of governors namely strategic leadership, policy making, financial stewardship and engagement of key stakeholders of schools. Geographically, the scope of the study was limited only to twelve (12) government secondary schools within Wakiso district; the study was also limited to the use of explanatory research design considering using quantitative and qualitative methods. The population of the study was also limited to only one hundred eighty six (186) participants. The above explanations are consistent with the views of Marilyn and Goes (2013).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1. Introduction

This chapter presents, analyses, and interprets the responses of the participants of the study in terms of gender, education level and age. The section further presents and analyses quantitative and qualitative findings on the following six research questions: What is the relationship between leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso district? What is the relationship between provision of financial stewardship by the school boards of governors and students' strike in government secondary schools in Wakiso district? What is the relationship between policy formulation by the school boards of governors and students' strike in public government secondary schools in Wakiso district? What is the relationship between engagements of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso district?

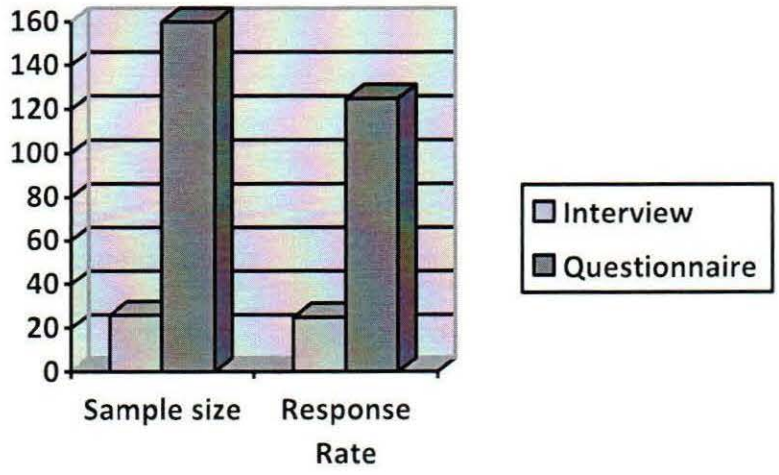
4.2. Response rate

The table I below shows the sample size of participants and the response rate from each category from twelve (12) schools and the District Education Office. Participants who were interviewed were 25 out 26 (96.2%), and those who filled and returned the questionnaires were 125 out of 160 with a percentage of (78.1%)

Table I: Response rate

	Sample size	Response Rate	Percentage (%)
Interview	26	25	96.2%
Questionnaire	160	125	78.1%
Total	**186**	**150**	**80.6%**

Figure 3: Response rate



The above table (I) and the graph (figure 3) show the response rate of participants in the study. The participants responded very well to the interview and questionnaire. The high response is attributed to high level of cooperation of the participants, persistence and strictness of the researcher in time management, keeping appointments and flexibility in rescheduling of appointments. This level of response rate is considered acceptable according to Sitzia and Wood (1998) who hold that an average response rate in academic study is about 55.6%. This view is further supported by Fincham, (2008) who advises researchers to aim at realizing a response rate of approximating 60% which is the expectation of the Editor and Associate Editors of the Journal Articles.

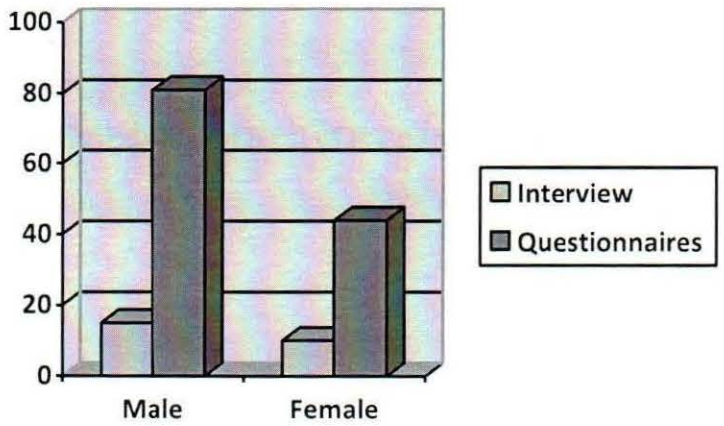
4.3. Demographic characteristics of the participants

The table (II) below shows the participants by sex. Out of 25 participants for interviews 15 (60%) were male and 10 (40%) were female, for questionnaires participants were 125 and 81 (64.8%) were male whereas 44 (35.2%) were female.

Table II: Response by sex

	Sampled	Respondents	Male	Percentage %	Female	Percentage %
Interview	26	25	15	60.0%	10	40%
Questionnaires	160	125	81	64.8%	44	35.2%
Total		**150**	**96**	**64%**	**54**	**36%**

Figure 4: Response by sex



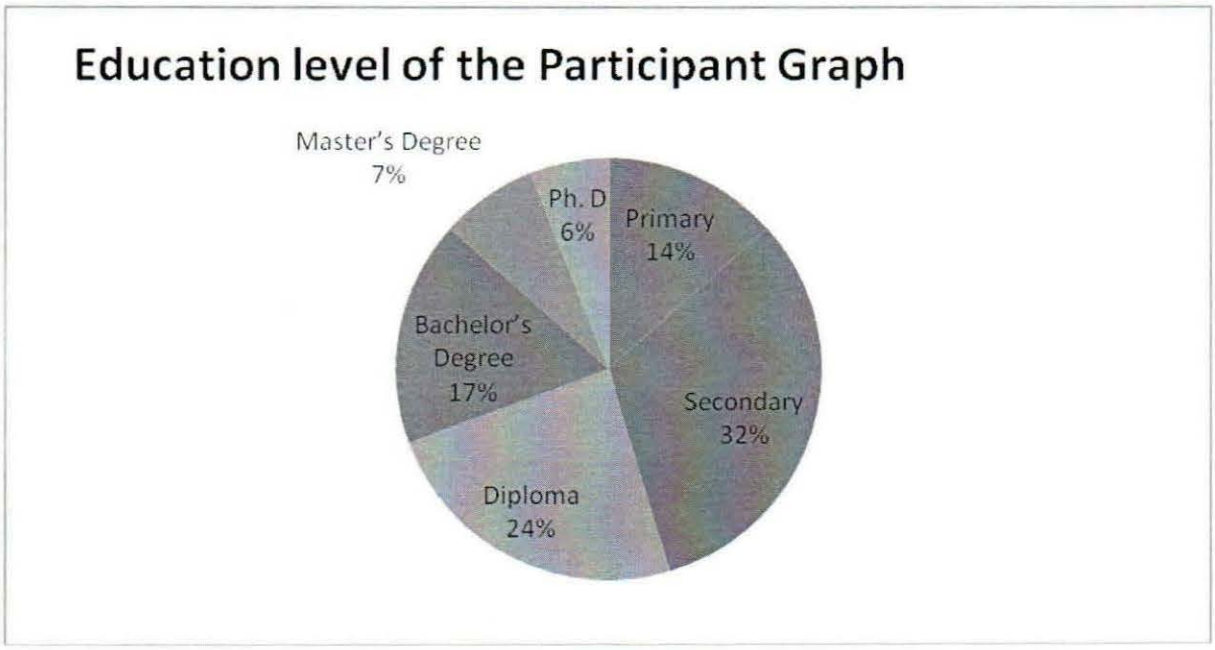
The researcher interviewed ten (10) female participants; who consisted of five (05) head teachers and five (05) chairpersons of school boards of governors. Fifteen of the interviewees on the other hand were male who comprised District Education Officer, School Inspector and chairpersons of school boards of governors. One hundred and twenty five (125) of the participants filled in questionnaires, eighty one of them were male while forty four (44) were female.

The findings on gender of the participants shows that until now fewer women are holding strategic leadership and management positions in the education sector in Wakiso district compared to their male counterparts. This may be an issue that further researchers can pick it up to find out if it (the gender imbalance in the leadership positions) has influence on students' strikes in the district considering that women and men usually approach leadership and management differently, have unique challenges and opportunities in organization (Brinia, 2012).

Table III : Education level of the participants

Education Level	**Frequency**	**Percentage (%)**
Primary certificate	20	13.3%
Secondary certificate	48	32.0%
Diploma	36	24.0%
Bachelor's Degree	26	17.3%
Master's Degree	11	07.3%
Ph. D	09	06.0%
Total	**150**	**100**

Figure 5: Education level of the participants

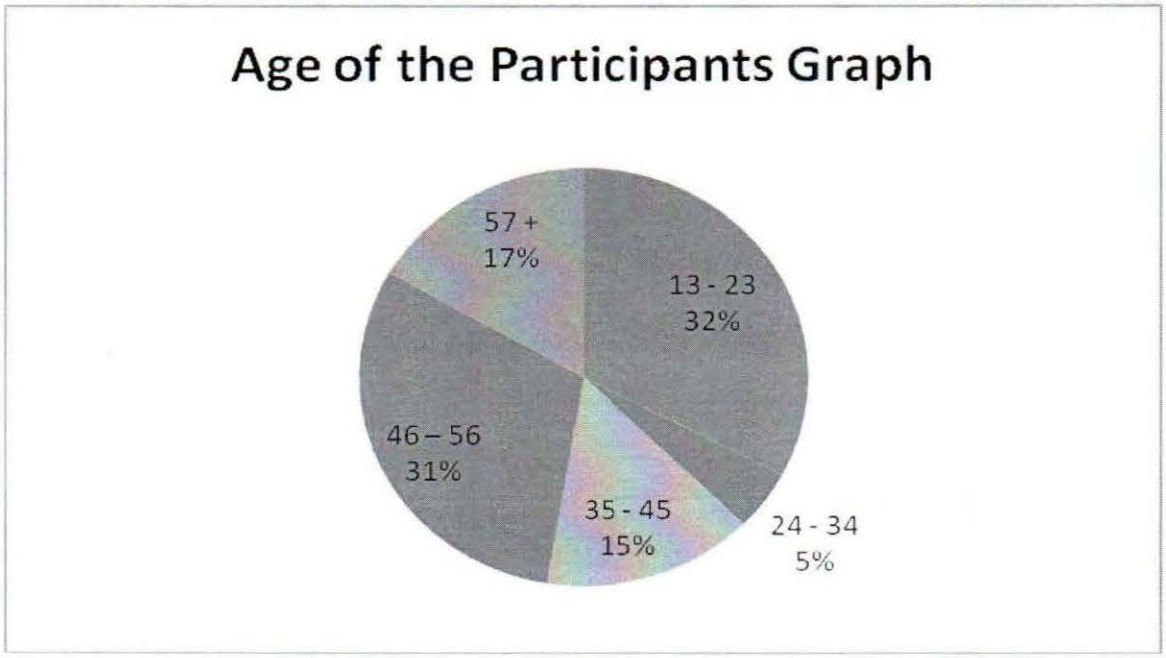


The above table (III) and the pie chart (figure 5) show that most of the participants of the study (32%) have attained secondary level of education, followed by those with Diplomas (24%), Bachelor Degrees (17%), Primary level (13.3%), Masters (07.3%) and those with Ph. D (06%). The findings reveal that all the school boards of governors were literate, capable of analyzing and interpreting governance and management issues in the schools. The teachers, head teachers, school inspector and district education officer are all highly educated, professionals who understand the issue understudy very well. The members of the students' council and the security officers were all literate and knowledgeable about the study subject. The education background of all the participants in the study therefore provides confidence on the data provided, increases reliability, trustworthiness and credibility of the study.

Table IV : Ages of the Participants

Age Group	Frequency	Percentage (%)
13 - 23	49	32.6%
24 - 34	07	04.6%
35 - 45	23	15.3%
46 – 56	46	30.6%
57 +	25	16.6%
Total	**150**	**100**

Figure 6 : Age of the participants



The findings on the age of the participants reveal that most of the boards of governors are 45 years and above which implies that they have sufficient experience to govern schools and handle students' strikes. The school teachers however are within 34 – 56 years of age which implies that they are all mature and capable to manage students' issues in the schools. Students' leaders who participated in the study however all fall within the age bracket of 13 – 23 years which means

they are old enough to understand issues that can cause strikes, their management and governance. The implication of the age of the participants is that they are all within the age group that can provide credible, reliable and trustworthy data on the subject under study.

4.4 Leadership of school boards of governors and students' strike in government secondary schools in Wakiso District

The third research question for this study was: What is the relationship between the leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso District? The above relationship was measured using statements that show the level to which the school boards of governors involve the various key stakeholders of the school in developing and achieving school vision, mission, goals, objectives and values but also how they monitor implementation of the school development plan. The table below provides descriptive statistics of the findings on this research question.

Table V: Involvement of key stake holders in setting and achieving school goals, mission, and vision

Participants	Questions	SA	A	NS	D	SD	Mean	S.D.
Members of School Board	Our SBOG involve all key stakeholders in setting and achieving school vision	30 (55.5%)	05 (9.2%)	06 (11.1 %)	03 (5.5%)	10 18.5%		
	Our SBOG involve all key stakeholders in setting and achieving school mission	02 (4.2%)	28 (59.5%)	03 (6.3%)	02 (4.2%)	12 (25.5 %)		
	Our SBOG involve all key stakeholders in setting and achieving school goals	18 (34.6%)	26 (50.0%)	06 (11.5 %)	02 (3.8%)	-	2.00	.741
	Our SBOG involve all key stakeholders in setting and achieving school objectives	11 (21.2%)	33 (63.5%)	05 (9.6%)	03 (5.8%)	-	1.94	.850
	Our SBOG involve all key stakeholders in setting and achieving school values	17 (32.7%)	24 (46.2%)	08 (15.4 %)	03 (5.8%)	-	2.04	.885

	Our SBOG involve all key stakeholders in setting and implementing school development strategies	14 (26.9%)	27 (51.9%)	06 (11.5 %)	05 (9.6%)	-	2.02	.860
	Our SBOG effectively monitor the implementation of strategic plan	14 (26.9%)	26 (51.0%)	07 (13.7 %)	04 (7.8%)	-	1.98	.761
Teachers in charge discipline	Our SBOG involve all key stakeholders in setting and achieving school vision	04 (33.3%)	05 (41.7%)	-	01 (8.3%)	02 (16.7 %)	2.33	1.49 7
	Our SBOG involve all key stakeholders in setting and achieving school mission	02 (16.7%)	06 (50.0%)	02 (16.7 %)	01 (8.3%)	01 (8.3%)	2.42	1.16 5
	Our SBOG involve all key stakeholders in setting and achieving school goals	03 (25.0%)	07 (58.3%)	01 (8.3%)	-	01 (8.3%)	2.00	.853
	Our SBOG involve all key stakeholders in setting and achieving school objectives	02 (16.7%)	08 (66.7%)	01 (8.3%)	01 (8.3%)	-	2.08	.793
	Our SBOG involve all key stakeholders in setting and achieving school values	02 (16.7%)	08 (66.7%)	-	02 (16.7 %)	-	2.17	.937
	Our SBOG involve all key stakeholders in setting and implementing school development strategies	03 (25.0%)	05 (41.7%)	02 (16.7 %)	02 (16.7 %)	-	2.25	1.05 5
	Our SBOG effectively monitor the implementation of strategic plan	01 (8.3%)	08 (66.7%)	02 (16.7 %)	-	01 (8.3%)	2.33	.985
Security officers	Our SBOG involve all key stakeholders in setting and achieving school vision	03 (25.0%)	06 (50.0%)	02 (16.7 %)	01 (8.3%)	-	2.17	1.11 5
	Our SBOG involve all key stakeholders in setting and achieving school mission	02 (16.7%)	06 (50.0%)	04 (33.3 %)	-	-	2.17	.718
	Our SBOG involve all key stakeholders in setting and achieving school goals	01 (8.3%)	08 (66.7%)	03 (25.0 %)	-	-	2.17	.577
	Our SBOG involve all key stakeholders in setting and achieving school objectives	03 (25.0%)	06 (50.0%)	03 (25.0 %)	-	-	2.00	.739
	Our SBOG involve all key stakeholders in setting and achieving school values	02 (16.7%)	07 (58.3%)	03 (25.0 %)	-	-	2.08	.669

	Our School Board of Governors involve all key stakeholders in setting and achieving school development strategies	04 (33.3%)	04 (33.3%)	04 (33.3 %)	-	-	2.00	.853
	Our School Boards of Governors effectively monitor the implementation of strategic plan	03 (25.0%)	07 (58.3%)	01 (8.3%)	-	-	2.00	.853
Student leadership	Our School Boards of Governors involve all key stakeholders in setting and achieving school development strategies	01 (2.1)	21 (43.8)	06 (12.5)	10 (20.8)	10 (20.8)	3.15	1.25 5
	Our School Boards of Governors effectively monitor the implementation of strategic plan	04 (8.5)	16 (34.0)	04 (8.5)	11 (24.4)	12 (25.5)	3.23	1.38 6

Quantitative findings in table (V) reveal that majority of participants of the study agreed that key stakeholders of the schools are involved in the strategic leadership of the schools considering that they are involve in developing and achieving school vision, mission, goals, objectives and values but also on monitor implementation of the school development program as attested to by the majority of the school boards of governors (65.8%) who agreed that key stakeholders of the schools are involved in setting and achieving schools' vision. This view is also shared by 75% of the teachers in charge of discipline, 75% of the security officers and 46% of the student leaders.

Akin to the above is the view of majority of the school boards of governors (64%), teachers in charge of discipline (66.7) and security officers (66.7%) who all agreed that stakeholders of the schools are involved in setting and achieving school's mission. Closely related to the above is the view of 85% of the school boards of governors who agreed that the key stakeholders of the secondary schools are involve in setting and achieving schools' goal. This is a position which is also shared by 83.3% of the teachers in charge of discipline and 78% of the security officers.

Related to the above view is the perception of 85% of the school boards of governors, 83% of teachers in charge of discipline and 75% of security officers who agreed to the statement that their school boards of governors usually involve all key stakeholders in setting and achieving school objectives. Linked to the above is the issue of realization of school values where 79% of the school boards of governors agreed that key stakeholders of the schools are usually involved in setting and realizing school values. A view shared by 83.5% of teachers in charge of discipline and 75% of the security officers. Closely linked to the above is a perception of 79% of the school boards of governors who agreed that key stakeholders of schools are involved in setting and achieving school development strategies. They share this perception with 68% of teachers in charge of discipline, 66.6% of the school security officers and 46% of students' leadership.

The above quantitative findings are supported by the qualitative results from the interview with chairpersons of the school boards of governors, district education officers and head teachers of the schools who generally believe that involving key stakeholders of schools in establishing clear school vision, mission, goals, objectives, values and strategies is critical in propelling schools to success hence setting a basis for forestalling students' strikes. The above line of thought is supported by the view of the following interviewee who observed that:

> "Involving key stakeholders of school in strategic leadership helps in shaping the future of the schools". It helps stakeholders to foresee what may happen in the schools" and it eventually contributes to the state of not having strikes in the school and can also allow the entire school to move together for a common goal hence denying chances for strike".

4.5.1 Correlation analysis between leadership of school boards of governors and students' strike in government secondary schools in Wakiso District

Table VII: Pearson correlations

		Strategic Leadership	Students' Strike
Leadership	Pearson Correlation	1	.603*
	Sig. (2-tailed)		.000
	N	45	45
Students' Strike	Pearson Correlation	.603*	1
	Sig. (2-tailed)	.000	
	N	45	45

*. Correlation is significant at the 0.01 level (2-tailed).

Table VII: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603[a]	.363	.348	.64580

a. Predictors: (Constant), Leadership of school board of governors

The Pearson Correlation Analysis (PCA) on the relationship between strategic leadership of school board of governors and students' strike in government secondary schools in Wakiso District shows that there is significant moderate positive relationship between the two variables where: $r = 0.603$, $\rho = 0.000$, $N=45$ and given that the computed value of "ρ" < 0.05.

Further to the above Pearson Correlation analysis, a Linear Regression Analysis (LRA) was used to statistically establish the extent to which the strategic leadership of school boards of governors influences students' strike in government secondary schools in Wakiso district. The table above (VII) shows that the coefficient of determination between the variables (adjusted R Square is 0.348) which implies that variability of strategic leadership of school boards of governors influences the variability in students strikes by 34.8%.

Table VIII: The extent to which strategic leadership of school boards of governors' influences students' strikes

Analysis of Variance (ANOVA) was performed as shown in the table below.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	10.223	1	10.223	24.513	.000[b]
	Residual	17.933	43	.417		
	Total	28.156	44			

a. Dependent Variable: Students' Strike

b. Predictors: (Constant), Strategic Leadership

The findings in table VIII shows that leadership of school boards of governors influences students' strikes considering that the computed "*p*" value (significance) is 0.000 and is less than 0.05.

The above findings show that leadership role of school boards of governors has moderate positive statistical significant relationship with students' strikes. The findings further indicate that strategic leadership influences students. The above findings therefore accept the hypothesis which was stated: "There is significant positive relationship between the leadership provided by the school boards of governors and students' strike in government secondary schools in Wakiso district". This means that effective leadership by the school boards of governors influences occurrences of students' strikes in the secondary schools.

4.6. Financial stewardship offered by the school boards of governors and students' strike

The fourth research question of the study was: What is the relationship between provision of financial stewardship by the school boards of governors and students' strikes in government secondary schools in Wakiso district? The above relationship was measured using statements

that show the level of clarity of setting school budget by school board of governors, sustainability of generating funds, effective utilization of school finances, ensuring auditing of school finances and carefulness in utilization of school finances. The table below provides descriptive statistics of the findings on this research question.

Table IX: Financial stewardship and students' strikes

Participants	Questions	SA	A	NS	D	SD	Mean	S.D.
Teachers in charge discipline	Our school Boards of Governors set clear school budget and ensure that it is properly implemented.	02 (16.7%)	05 (41.7%)	02 (16.7%)	03 (25.0%)	01 (8.3%)	2.58	1.240
	Our school Boards of Governors sustainably generate funding for the school	02 (16.7%)	04 (33.3%)	01 (8.3%)	03 (25.0%)	02 (16.7%)	2.92	1.443
	Our school Boards of Governors monitor and ensure effective utilization of school finance	02 (16.7%)	04 (33.3%)	05 (41.7%)	00 (0.0%)	01 (8.3%)	2.50	1.087
	Our school Boards of governors ensures effective audit of the school finances	03 (25.0%)	02 (16.7%)	03 (25.0%)	03 (25.0%)	01 (8.3%)	2.75	1.357
Security officers	School Boards of Governors always participate in setting clear school budget and ensure	03 (25.0%)	04 (33.3%)	03 (25.0%)	01 (8.3%)	01 (8.3%)	2.42	1.240
	School Boards of Governors always participate in generating funding for the school	00 (0.0%)	07 (58.3%)	03 (25.0%)	02 (16.7%)	00 (0.0%)	2.58	.793
	School Boards of Governors always participate in ensuring effective utilization of school finances	02 (16.7%)	06 (50.0%)	03 (25.0%)	01 (8.3%)	00 (0.0%)	2.25	.866
	School Boards of Governors always participate in ensuring that there is effective audit of the school finances	02 (16.7%)	04 (33.3%)	06 (50.0%)	00 (0.0%)	00 (0.0%)	2.33	.778
Student leadership	Our school offers us all what we need to stay comfortably in school	05 (10.6%)	16 (34.0%)	04 (8.5%)	13 (27.7%)	09 (19.1%)	3.11	1.355
	Our school has various ways of generating funds for the school	06 (12.2%)	14 (28.6%)	13 (26.5%)	03 (6.1%)	13 (26.5%)	3.06	1.391
	Our school spends money on important issues	15 (31.3%)	17 (35.4%)	10 (20.8%)	01 (2.1%)	05 (10.4%)	2.25	1.229

The table IX shows the relationship between financial stewardship offered by the school boards of governors and students' strike in government secondary schools in Wakiso District. The relationship was measured using statements that show the capability of school boards of governors in offering financial stewardship to the school. The views of teachers in charge of discipline, security officers and student leadership were sought in this regard and the results show that:

Majority of teachers in charge of school discipline (42%) agreed that their school boards of governors set clear school budget and ensure that it is properly implemented, 33.3% of them agreed that their school boards of governors sustainably generate funding for the school meanwhile 33.3% of them agreed that their school boards of governors monitor and ensure effective utilization of school finance. The teachers however had divergent views on the participation of the school boards of governors in the audit process of the school finances. Only 25.0% of them strongly agreed that they participate in ensuring effective audit of the school finances, 25% however are not sure and 25% disagreed that they participate in ensuring effective audit of the school finances.

A total of 33.3% of the school security officers agreed that their school boards of governors set clear school budget and ensure that it is properly implemented, 58.3% of them agreed that their school boards of governors sustainably generate funding for the school meanwhile 50.0% of them agreed that their school boards of governors monitor and ensure effective utilization of school finance. 50.0% of the school security officers however are not sure if their school boards of governor participate in ensuring effective audit of the school finances.

A total of 34.0% of the student leaders agreed that their school offers them all what we need to stay comfortably in school, 28.6% of them agreed that their schools have various ways of generating funds, 35.4% agreed that their school spend money on important issues. The above findings all suggest that school boards of governors are providing effective financial stewardship to their schools which imply that they are capable of dealing with financial problem which is usually the main cause of strikes in secondary schools. However, effective participation of the school boards of governors in the audit process of the school finances seems still be a function which needs to be given particular attention.

The above quantitative finding is supported by results of interview which shows that effective financial stewardship is critical in forestalling students' strikes as attested to by the following arguments from one of the interviewee:

> "Many times the student will strike because of lack of certain things. Now when we mobilize the resources to meet the needs of the school be it for the teachers, students, or support staff that will make everybody contented and satisfied. If they see that the Board is striving to provide what it can then they will not go on strike. "

Another interviewee observed that:

> "...When you budget and share your budget with the whole school and key stakeholders all of them become aware of what is happening. And if the students are aware, they get to know that when you strike there is nothing you can achieve. Transparency helps much for strikes not to happen..."

In addition, it was further reported that:

> "When budgeting is done by the whole community people will see where money comes from and where it is used. For example if you bring students body like the prefects in the budget making they will know the money they have provided is not enough or enough.

Students themselves can help to explain to others about the finances. So it is important that everyone is involved in budget making. "

More to the above, another participant holds that setting and sharing school budget with all the key stakeholders helps in avoiding the occurrence of students' strikes in the school because,

"If all key stakeholders know why finances are required to build up or develop the school like constructing a perimeter wall, the will own it as number one, they will appreciate it, achieve it and at the end of it we all say we have done it. It is not a one man's project; it's for all over us. "

4.6.1:Correlation analysis between financial stewardship offered by the school boards of governors and students' strike in government secondary schools in Wakiso District

Table IX: Correlation between financial stewardship and students' strikes

Pearson correlations

		Effective Financial Stewardship	Students' Strike
Effective Financial Stewardship	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.001
	N	45	45
Students' Strike	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.001	
	N	45	45

**. Correlation is significant at the 0.01 level (2-tailed).

Table XI: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479[a]	.229	.211	.71052

a. Predictors: (Constant), Effective Financial stewardship

Students themselves can help to explain to others about the finances. So it is important that everyone is involved in budget making. "

More to the above, another participant holds that setting and sharing school budget with all the key stakeholders helps in avoiding the occurrence of students' strikes in the school because,

"If all key stakeholders know why finances are required to build up or develop the school like constructing a perimeter wall, the will own it as number one, they will appreciate it, achieve it and at the end of it we all say we have done it. It is not a one man's project; it's for all over us. "

4.6.1:Correlation analysis between financial stewardship offered by the school boards of governors and students' strike in government secondary schools in Wakiso District

Table IX: Correlation between financial stewardship and students' strikes

Pearson correlations

		Effective Financial Stewardship	Students' Strike
Effective Financial Stewardship	Pearson Correlation	1	.479**
	Sig. (2-tailed)		.001
	N	45	45
Students' Strike	Pearson Correlation	.479**	1
	Sig. (2-tailed)	.001	
	N	45	45

**. Correlation is significant at the 0.01 level (2-tailed).

Table XI: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.479[a]	.229	.211	.71052

a. Predictors: (Constant), Effective Financial stewardship

The Pearson Correlation Analysis (PCA) on the relationship between providing effective financial stewardship by the school boards of governors and students' strike in government secondary schools in Wakiso District shows that there is significant but weak positive relationship between the two variables considering that: $r = 0.479$, $\rho = 0.001$, $N=45$ and $\rho < 0.05$.

More to the above PCA is the LRA was used to statistically establish the extent to which the effective financial stewardship offered by the school boards of governors influences students' strike in government secondary schools in Wakiso District. The table above shows that the adjusted R Square is 0.211 which implies that variability of effective financial stewardship by the school boards of governors influences the variability in students' strikes by 21.1%.

Table XII: Analysis of variance for students and financial stewardship

Model		Sum of Squares	D	Mean Square	F	Sig.
1	Regression	6.448	1	6.448	12.773	.001[b]
	Residual	21.708	43	.505		
	Total	28.156	44			

a. Dependent Variable: Students' Strike

b. Predictors: (Constant), Financial stewardship

To establish the extent to which providing effective financial stewardship by school boards of governors' influences students' strikes, an Analysis of Variance (ANOVA) was performed as shown in the table above and the finding shows that providing effective financial stewardship by the school boards of governors influences students' strikes because the computed value of "ρ" (the significance) is 0.001 and is less than 0.05.

The above findings show that providing effective financial stewardship by the school boards of governors has weak positive statistical significant relationship with students' strikes. The

findings also indicate that effective financial stewardship influences students' strikes. The above findings therefore accept the hypothesis which was stated, "There is significant positive relationship between providing effective financial stewardship by the school boards of governors and students' strike in government secondary schools in Wakiso district".

4.7. Policy formulation by the school boards of governors and students' strike

The fifth research question of the study was: What is the relationship between policy making by the school boards of governors and students' strikes in public secondary schools in Wakiso district? The above relationship was measured using statements that show the level of participation of the members of the school board in policy formulation, setting and ensuring procedures of work in the schools. The table below provides descriptive statistics of the findings on this research question.

Table XIII: Policy formulation by the schools boards of governors

Participants	Questions	SA	A	NS	D	SD	Mean	S.D.
Members of School Board	I participate in setting out what must be done in a school to achieve school goals	19 (36.5%)	30 (57.7%)	02 (3.8%)	01 (1.9%)	- (0.0%)	1.71	.637
	I participate in setting out clear procedures of work and ensuring that they are followed	19 (36.5%)	24 (46.2%)	05 (9.6%)	02 (3.8%)	02 (3.8%)	1.92	.987
	I participate in defining clear roles and responsibilities of staff and key stakeholders of the school and ensure that they are followed	19 (36.5%)	26 (50. 0%)	05 (9.6%)	01 (1.9%)	01 (1.9%)	1.83	.834
	I participate in setting out clear disciplinary procedures and ensure that they effectively implemented	17 (32.7%)	28 (53.6%)	05 (9.6%)	01 (1.9%)	- (0.0%)	1.80	.693

Teachers in charge of discipline	Our school Boards of Governors set what must be done in a school to achieve school goals	01 (8.3%)	08 (66.7%)	01 (8.3%)	02 (16.7%)	- (0.0%)	2.33	.888
	Our school Boards of Governors articulate procedures of work and ensure that they are followed	01 (8.3%)	08 (66.7%)	02 (16.7%)	01 (8.3%)	- (0.0%)	2.25	.754
	Our school Boards of Governors define clear roles and responsibilities if staff and key stakeholders of the school and ensure that they are followed	01 (8.3%)	07 (58.3%)	02 (16.7%)	01 (8.3%)	01 (8.3%)	2.50	1.087
	Our school Boards of Governors set clear disciplinary procedures and ensure that there are effectively implemented	01 (8.3%)	05 (41.7%)	03 (25.0%)	02 (16.7%)	01 (8.3%)	2.75	1.138
Security officers	School Boards of Governors participate in setting out what must be done in a school to achieve school goals.	03 (25.0%)	06 (50.0%)	02 (16.7%)	01 (8.3%)	- (0.0%)	2.08	.900
	School Boards of Governors participate in setting out clear procedures of work and ensuring that they are followed	02 (16.7%)	05 (41.7%)	03 (25.0)	02 (16.7%)	- (0.0%)	2.42	.996
	School Boards of Governors participate in defining clear roles and responsibilities of staff and key stake holders of the school and ensure that they are followed	01 (8.3%)	06 (50.0%)	03 (25.0)	01 (8.3%)	01 (8.3%)	2.58	1.084
	School Boards of Governors participate in setting out clear disciplinary procedures and ensure that they effectively implemented	04 (33.3%)	05 (41.7%)	03 (25.0%)	- (0.0%)	- (0.0%)	1.92	.793
Student leadership	Our school involves us in setting out clear disciplinary procedures and ensures that they effectively implemented	09 (18.4%)	20 (40.8%)	05 (10.2%)	08 (16.3%)	07 (14.3%)	2.67	1.345

Table XIII shows that majority of the school boards of governors (94.2%) agreed to the statement that they participate in setting out what must be done in a school to achieve school goals. 75% of the teachers in charge of discipline and security officers respectively shared the same view with the school boards of governors on this matter.

Linked to the above finding is the view of majority of the school boards of governors (82.7%) who agreed that they participate in setting out clear procedures of work and ensuring that they are followed. The same position was also held by 75.0% of teachers in charge of discipline and security officers of the schools respectively. On the other hand, majority of the school boards of governors (66%) and the teachers in charge of discipline (58.3%) of the security officers agreed to the same

In regards to setting out clear disciplinary procedures and ensuring that they are effectively implemented, majority of school boards of governors (86.3%), security officers (75%), teachers in charge of discipline (66.6%) and the students' leadership all agreed with the statement that their school boards of governors participate in setting out clear disciplinary procedures and ensuring that they are effectively implemented.

Interview results show that policy making and implementation by the school boards of governors is critical in forestalling students' strikes. The interviewees believe that:

> "Policies are guiding principles, if positively stated can help to guide everybody to know what to do in the school, it takes care of issues that may arise in school, ensures that things move properly to promote wellbeing of the student's hence controlling students' strikes. "

Further to the above, interview results show that effective policies making and implementation helps school to set what must be done and followed, one of the interviewee calls it "Mwenyango" which refers to a plant that is very itchy, If touched it makes your body itch and

you regret why you touched. It also set clearly roles and responsibilities, stipulates what should be done, and how it should be done,

4.7.1 Correlation analysis between policy formulation by the school boards of governors and students strikes in government secondary schools in Wakiso District

Table XIII: Policy making and implementation by the schools boards of governors and the students' strikes.

Pearson Correlations

		Policy Making	Students' Strike
Policy Making	Pearson Correlation	1	.547**
	Sig. (2-tailed)		.000
	N	45	45
Students' Strike	Pearson Correlation	.547**	1
	Sig. (2-tailed)	.000	
	N	45	45

**. Correlation is significant at the 0.01 level (2-tailed).

Table XIV: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547[a]	.299	.283	.67737

a. Predictors: (Constant), Policy Making

The PCA on the relationship between policy making and implementation by the school boards of governors and students strikes in government secondary schools in Wakiso District shows that there is significant moderate positive relationship between the two variables where: $r = 0.547$, $\rho = 0.000$, N=45 and considering that the $\rho < 0.005$.

Further to the above PCA, LRA was used to statistically establish the extent to which policy making and implementation by the school boards of governors influences students' strike in

government secondary schools in Wakiso District. The table above shows that the adjusted R Square is 0.283 which implies that, variability of policy making and implementation by the school boards of governors influences the variability in students' strikes by 28.3%.

Table XVI: Analysis of variance for policy making and implementation

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.427	1	8.427	18.367	.000[b]
	Residual	19.729	43	.459		
	Total	28.156	44			

a. Dependent Variable: Students' Strike

b. Predictors: (Constant), Policy Making

To establish the extent to which policy making and implementation by the school boards of governors influences students' strikes, an Analysis of Variance (ANOVA) was done as shown in the table above XV and the finding shows that policy making and implementation by the school boards of governors influences students' strikes because the computed value for "ρ" (the significance) is 0.000 and is less than 0.05.

Conclusion

The above findings show that policy formulation by the school boards of a governor has moderate positive statistical significant relationship with students' strikes. The findings also indicate that policy formulation influences students' strikes. The above findings therefore accept the hypothesis which was stated:

"There is significant positive relationship between policy formulation by the school boards of governors and students' strike in government secondary schools in Wakiso district."

4.8. Engagement of the key stakeholders of the schools and students' strikes in government secondary schools in Wakiso District

The sixth research question of the study was: What is the relationship between engagements of key stakeholders of a school by the school boards of governors and students' strikes in government secondary schools in Wakiso district? The above relationship was measured using statements that show how school boards of governors engage various key stakeholders in making decisions on matters that affect the schools. Findings on the research question are as indicated in the table below (XVII).

Table XVII: Engagement of stakeholders and students' strikes

Participants	Questions	SA	A	NS	D	SD	Mean	S.D.
Members of School Board	I participate in regular meetings with students to discuss and address issues affecting them	15 (28.8%)	28 53.8%)	03 (5.8%)	05 (9.6%)	01 (1.9%)	2.02	.960
	I participate in regular meetings with staff of the school to discuss and address issues affecting them	22(42.3%)	25 (48.1%)	01 (1.9) %	03 (5.8%)	01 (1.9%)	1.77	.899
	I participate in regular meetings with government officers to discuss and address issues affecting the school	17 (32.3%)	25 (48.1%)	05 (9.6%)	04 (7.7%)	01 (1.9%)	1.98	.960
	I participate in holding regular meetings with security officers to discuss and address issues affecting the school	17(33.3%)	24 (47.1%)	02 (3.9%)	07 (13.7%)	01 (2.0%)	2.04	1.058
Teachers in charge of discipline	Our School Boards of Governors hold regular meetings with students to discuss and address issues affecting them	01(8.3%)	05 (41.7%)	01 (8.3%)	02 (16.7%)	03 (25.0%)	3.08	1.443

	Our School Boards of Governors hold regular meetings with staff of the school to discuss an address issues affecting them	01(8.3%)	06 (50.0%)	01 (8.3%)	02 (16.7%)	02 (16.7%)	2.83	1.337
	Our School Boards of Governors hold regular meetings with government officers to discuss and address issues affecting the school	01(8.3%)	03 (25.0%)	04 (33.3%)	02 (16.7%)	02 (16.7%)	3.08	1.240
	Our School Boards of Governors hold regular meetings with	01(8.3%)	04 (33.3%)	02 (16.7%)	01 (8.3%)	03 (25.0%)	3.09	1.446
Security officers	Our School Boards of Governors participate in regular meetings with students to discuss and address issues effecting them	03(25.0%)	02(16.7 %)	04 (33.3%)	01 (8.3%)	02 (16.7%)	2.75	1.422
	Our School Boards of Governors participate in regular meetings with staff of the school to discuss and address issues affecting them	03(25.0%)	06 (50.0%)	02 (16.7%)	00 (0.0%)	01 (8.3%)	2.17	1.115
	Our School Boards of Governors participate in regular meetings with government officers to discuss and address issues affecting the school	04(33.3%)	03 (25.0%)	01 (8.3%)	02 (16.7%)	02 (16.7%)	2.58	1.564
	Our School Boards of Governors participate in regular meetings with security officers to discuss and address issues affecting the school	04(33.3%)	02 (16.7%)	03 (25.0%)	02 (16.7%)	01 (8.3%)	2.50	1.382
Student leadership	We meet regularly with the school authority to discus and address issue affecting us	11(22.4%)	24 (49.0%)	02 (4.1%)	02 (4.1%)	09 (18.4%)	3.04	4.306

Table XVII above shows the relationship between effective engagement of key stakeholders of the schools and students' strikes in government secondary schools in Wakiso district. The figures

reveal that the majority of the school boards of governors (82.6%) agreed that they participate in regular meetings with students to discuss and address issues affecting them. This view is also supported by 50% of teachers in charge discipline and 41% of the security officers in the schools. Related to the above are the views of the majority of participants who agreed that their school boards of governors hold regular meetings with staff of the school to discuss and address issues affecting them as shown by 90.4% of the school board of governors, 58.3% of the teachers in charge of discipline, 75% of security officers and 71.4% of the students leaderships.

Further to the above findings, majority of the school boards of governors (80.4%) agreed that their school boards of governors participate in regular meetings with government officers to discuss and address issues affecting the school. This view is supported by 58.3% of the security officers and 43.3% of teachers in charge of discipline who also agreed to the statement. Closely linked to the above is the position taken by majority of the participants that their school boards of governors participate in regular meetings with security officers to discuss and address issues affecting the schools as reflected by 80.4% of the school boards of governors who agreed to the statement, followed by 50% of the security officers and 41.3% of the teachers in charge of discipline in the schools.

More findings on the above subject reveals that holding regular meetings with students help in avoiding occurrence of students' strikes in the schools because it creates opportunity for school leaders to understand students better and focus on issues that affect their studies. It helps the students to know themselves, their school and the community much better. This view is reinforced by the view of the following interviewee who observed that:

> "If you continuously share with them (the students), they get to understand that it is not necessary to mess up the development of their school and the community."

More to the above is the findings which show that holding regular meetings with staff of a school helps in avoiding occurrence of students' strikes because it strengthens team work, identifies and solve problems in the schools. Related to the above is the need for school leaders to hold regular meetings with government officers so as to find alternative ways of solving school problems and ensuring that government policies that can improve development of the schools are implemented.

Holding regular meetings between the school boards of governors and security officers was found helpful in avoiding the occurrence of students' strikes in the school considering that it helps the school leaders to identify causes of strikes, strategies for addressing them hence promoting safety, security, law order in the schools. In this regards, one of the participants believes that:

> "Security officers are the only staff around when students tend to do what they want and when you meet the security people they can tell you some of the behaviors of the students and then from this you can analyze some of it that may lead to problem to strikes."

4.8.1 Correlation between engagement of the key stakeholders of the schools and students' strikes in government secondary schools in Wakiso District.

Table XVIII: Correlation between key stakeholders and students' strikes

Pearson Correlations

		Effective Engagement of key stakeholders of schools	Students' Strike
Effective Engagement	Pearson Correlation	1	.344*
	Sig. (2-tailed)		.021
	N	45	45
Students' Strike	Pearson Correlation	.344*	1
	Sig. (2-tailed)	.021	
	N	45	45

*. Correlation is significant at the 0.05 level (2-tailed).

Table XIX: Model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.344[a]	.118	.098	.75985

a. Predictors: (Constant), Effective Engagement

The Pearson Correlation Analysis (PCA) on the relationship between effective engagement of the key stakeholders of the schools by the school boards of governors and students strikes in government secondary schools in Wakiso District on the other hand shows that there is significant but low positive relationship between the two variables where: $r = 0.344$, $\rho = 0.021$ N=45 and considering that the $\rho < 0.05$.

Further to the above, Linear Regression Analysis (LRA) conducted to statistically establish the extent to which effective engagement of the key stakeholders by the school boards of governors influences students' strike in government secondary schools in Wakiso District shows that the adjusted R Square is 0.098 which implies that, variability of the effective engagement of the key stakeholders by the school boards of governors influences the variability in students' strikes by only 09.8%. This implies that much as there is need to effectively engage key stakeholders of the schools, the school boards of governors and school management team need to pay particular attention to other factors other engagement of school stakeholders that can influence students to strikes in the schools.

To establish the extent to which effective engagement of the key stakeholders of the school by the school boards of governors influences students' strikes, an Analysis of Variance (ANOVA) was done as shown in the table below.

Table XVIII: Analysis of engagement of keys stake holders and students' strikes

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.329	1	3.329	5.766	.021[b]
	Residual	24.827	43	.577		
	Total	28.156	44			

a. Dependent Variable: Students' Strike

b. Predictors: (Constant), Effective Engagement

The findings in table XX show that effective engagement of key stakeholders of the school by the school boards of governors influences students' strikes because the computed value for "ρ" (the significance) is 0.02 and is less than 0.05.

Conclusion

The above findings show that effective engagement of key stakeholders of the schools by the school boards of governors has low positive statistical significant relationship with students' strikes. The findings also indicate that effective engagement of key stakeholders of the schools by the school boards of governors influences students' strikes. The above findings therefore accept the hypothesis which was stated: "There is significant positive relationship between engagement of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso District."

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of findings of the study, discussion, conclusions, recommendation, limitation of the study, contribution of the study to the body of knowledge of education policy, planning and management and areas for further research.

5.2.1: Relationship between the leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso District

Findings on the above research question revealed that leadership of school boards of governors has positive but moderate statistical significant relationship with students' strikes. The findings show that strategic leadership influences students' strikes in government secondary schools in Wakiso District. The above findings are supported by the following evidence:

a) The Pearson Correlation Analysis (PCA) which shows that there is significant moderate positive relationship between the strategic leadership role of the school boards of governor and students' strikes where: r = 0.603, ρ= 0.000, N=45 and given that the $\rho < 0.05$.

b) Linear Regression Analysis (LRA) which established that the variability of strategic leadership of school boards of governors influences the variability in students strikes by 34.8%.

c) Analysis of Variance (ANOVA) which shows that strategic leadership of school boards of governors influences students' strikes considering that the computed value of "ρ" (significance) is 0.000 and is < 0.05.

d) Descriptive statistics which shows that majority of the school boards of governors, teachers, security officers, district education officers and student leaderships all agreed that involving key stakeholders of the schools in the strategic leadership of the schools help in forestalling students' in the secondary schools as attested to by:

i) 65.8% of the school boards of governor, 75% of the teachers in charge of discipline, 75% of the security officers and 46% of the student leaders who all agreed that key stakeholders of the schools are involved in setting and achieving schools' vision,

ii) 64% of the school boards of directors, 67% of the teachers in charge of discipline, 67% of security officers who all agreed that stakeholders of the schools are involved in setting and achieving school's mission.

iii) 85% of the school boards of governors, 83.3% teachers in charge of discipline and 78% of the security officers who all agreed that the key stakeholders of the secondary schools are involve in setting and achieving schools' goal.

iv) 85% of the school boards of directors, 83% of teachers in charge of discipline and 75% of security officers who all agreed to the statement that their school boards of governors usually involved all key stakeholders in setting and achieving school objectives

v) 79% of the school boards of governors, 83.5% of teachers in charge of discipline and 75% of the security officers who all agreed that key stakeholders of the schools are usually involved in setting and realizing school values.

vi) 79% of the school boards of governors, 68% of teachers in charge of discipline, 66.6% of the school security officers and 46% of students' leadership who all agreed that key stakeholders of schools are involved in setting and achieving school development strategies but also on the:

e) Result of the interviews which generally showed that involvement of key stakeholders of the school in establishing clear school vision, mission, goals, objectives, values and strategies is critical in forestalling students' strikes as alluded to by the following extract from the interviews:

> "...involving key stakeholders of school in strategic leadership helps in shaping the future of the schools", "...it helps stakeholders to foresee what may happen in the schools" and "...eventually contribute to the state of not having strikes in the school and can also allow the entire school to move together for a common goal hence denying chances for strike."

5.2.2. Relationship between provision of financial stewardship by the school boards of governors and students' strike in government secondary schools in Wakiso district

Findings on the research question revealed that providing effective financial stewardship by the school boards of governors has positive but weak statistical significant relationship with students' strikes. The findings also indicate that effective financial stewardship influences students' strikes as evidenced by:

a) The Pearson Correlation Analysis (PCA) which shows that there is significant but weak positive relationship between the two variables considering that: $r = 0.479$, $\rho = 0.001$, $N=45$ and the computed value for "ρ" < 0.05.

b) The Linear Regression Analysis which shows that the variability of effective financial stewardship by the school boards of governors influences the variability in students' strikes by 21.1%.

c) Analysis of Variance (ANOVA) which shows that providing effective financial stewardship by the school boards of governors influences students' strikes considering that the computed value of "ρ" (the significance) is 0.001 and is less than 0.05.

d) Descriptive statistics that shows that:

i) Majority of teachers in charge of school discipline (42%) who agreed that their school boards of governors set clear school budget and ensure that it is properly implemented, sustainably generate funding for the school (33.3%) and effective ensure utilization of school finance

ii) Majority of school security officers (33.3%) who agreed that their school boards of governors set clear school budget and ensure that it is properly implemented, sustainably generate funding for the school (58.3%) monitor and ensure effective utilization of school finance (50.0%) participate in ensuring effective audit of the school finances (50.0%) .

iii) Majority of student leaders agreed (34.0%) who agreed that their school offers them all what we need to stay comfortably in school and spend money on important issues (35.4%)

iv) Interview results which show that effective financial stewardship is critical in forestalling students' strikes as pointed out by the following extracts from the interviews:

> "Many times the student will strike because of lack of certain things, "...when you budget and share your budget with the whole school and key stakeholders all of them become aware of what is happening. And if the students are aware they know that when you strike there is nothing you can achieve. Transparency helps much for strikes not to happen..." "When budgeting is done by the whole community people will see where there money is used and where it is not used. For example if you bring students body like the prefects in the budget making they will know the money they have provided is not enough or enough. Students themselves can help to explain to others about the finances. So it is important that everyone is involved in budget making. "

> "If all key stakeholders know why finances are required to build up or develop the school like constructing a perimeter wall, they will own it as number one, they will appreciate it, achieve it and at the end of it all will say we have done it. It is not a one man's project; it's for all over us."

5.2.3: Relationship between policy formulation by the school boards of governors and students' strike in public secondary schools in Wakiso District.

Findings on the above research question revealed that policy making and implementation by the school boards of governors has positive but moderate statistical significant relationship with students' strikes. The findings also indicate that policy making and implementation influences students' strikes. The above findings are supported by the following evidence:

a) The Pearson Correlation Analysis which shows that there is positive but moderate statistical significant relationship between policy making and implementation by the school boards of governors and students' strikes considering that r = 0. 547, ρ= 0. 000, N=45 and the value of $\rho <$ 0.05.

b) The Linear Regression Analysis (LRA) which established that the variability of policy making and implementation by the school boards of governors influences the variability in students' strikes by 28.3%.

c) Analysis of Variance (ANOVA) which shows that policy making and implementation by the school boards of governors influences students' strikes considering that the value of "ρ" (the significance) is 0.000 and is less than 0.05.

d) Descriptive statistics which shows that:

i) Majority of the school boards of governors (94.2%), teachers in charge of discipline (75%) and security officers (75) all agreed that participate in setting they participate in setting what must be done in a school to achieve school goals.

ii) Majority of the school boards of governors (82.7%) agreed that they participate in setting out clear procedures of work and ensuring that they are followed. The same position was also held by 75.0% of teachers in charge of discipline and security officers of the schools respectively.

iii) Majority of school boards of governors (82.7%), teachers in charge of discipline (66%) and 58.3% of the security officers.

iv) Majority of school boards of (86.3%), security officers (75%), teachers in charge of discipline (66.6%) and the students' leadership all agreed with the statement that their school boards of governors participate in setting out clear disciplinary procedures and ensuring that they are effectively implemented

v) Interview results show that policy making and implementation by the school boards of governors is critical in forestalling students' strikes:

> Policies are guiding principles, if positively stated can help to guide everybody to know what to do in the school, it takes care of issues that may arise in school, ensures that things move properly to promote wellbeing of the student's hence controlling students' strikes.

vi) Effective policy making and implementation helps school to set what must be done and followed, one of the interviewee calls it "Mwenyango" which refers to "a plant that is very itchy" if touched it makes your body itch and you regret why you touched. It also set clearly roles and responsibilities, stipulates what should be done, and how it should be done,

5.2.4: Relationship between the engagements of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso District

Findings on the above research question revealed that effective engagement of key stakeholders of the schools by the school boards of governors has positive but low statistical significant relationship with students' strikes. The findings further indicate that effective engagement of key stakeholders of the schools by the school boards of governors influences students' strikes. The above findings are realized basing on the following evidence:

a) The Pearson Correlation Analysis (PCA) which shows that there is significant but low positive relationship between effective engagement of key stakeholders of the schools and students' strikes considering that: $r = 0.344$, $\rho = 0.021$ N=45 and $\rho < 0.005$.

b) The Linear Regression Analysis (LRA) which established that the variability of the effective engagement of the key stakeholders by the school boards of governors influences the variability in students' strikes by only 09.8%

c) Analysis of Variance (ANOVA) which shows that effective engagement of key stakeholders of the school by the school boards of governors influences students' strikes basing on the fact that the computed value of "ρ" (the significance) is 0.02 and is less than 0.05.

d) Descriptive statistics which provides that:

i) Majority of the school boards of governors (82.6%) agreed that they participate in regular meetings with students to discuss and address issues affecting them, a view supported by 50% of teachers in charge discipline and 41% of the security officers in the schools.

ii) Majority of the school boards of governors (90.4%), 75% of security officers and 71.4% of the students' leaderships who agreed that they hold regular meetings with staff of the school to discuss and address issues affecting their schools.

iii) Majority of the school boards of governors (80.4%) who agreed that their school boards of governors participate in regular meetings with government officers to discuss and address issues affecting the school. A view supported by 58.3% of the security officer and 43.3% of teachers in charge of discipline who also agreed to the statement.

iv) Majority of the school boards of governors (80.4%), 50% of the security officers and 41.3% of the teachers in charge of discipline in the schools who agreed to the statement that their school boards of governors participate in regular meetings with security officers to discuss and address issues affecting the schools

e) Interview results which show that holding regular meetings with students help in avoiding occurrence of students' strikes in the schools because it creates opportunity for school leaders to understand students better and focus on issues that affect their studies and help students to know themselves, their school and the community much better as pointed out by the following extracts from the interviews

> "If you continuously share with them, they get to understand that it is not necessary to mess up the development of their school and the community"..."security officers are the only staff around when students tend to do what they want and when you meet the security people they can tell you some of the behaviors of the students and then from this you can analyze some of it that may lead to problem to strikes."

5.3. Discussion

5.3.1. Relationship between leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso District

Findings on the relationship revealed that strategic leadership of school boards of governors has positive but moderate statistical significant relationship with students' strikes. The findings show that strategic leadership which entails developing and achieving school vision, mission, goals, objectives and values, influence students' strikes in government secondary schools in Wakiso District.

Descriptive statistics show that majority of the school boards of governors, teachers, security officers, district education officers and student leaderships all agreed that involving key stakeholders of the schools in the strategic leadership of the schools helps in forestalling students' in the secondary schools.

Qualitative findings show that involving key stakeholders of schools in establishing clear school vision, mission, goals, objectives, values and strategies is critical in propelling schools to success hence setting a basis for forestalling students' strikes as attested to by the following captions.

> "...involving key stakeholders of school in strategic leadership helps in shaping the future of the schools", "...it helps stakeholders to foresee what may happen in the schools" and "...eventually contribute to the state of not having strikes in the school and can also allow the entire school to move together for a common goal hence denying chances for strike."

The above findings fit well with the view of the United Kingdom, Department of Education: Governors Hand book (2014) that school governing bodies are the key strategic decision making body in every school. They set school's strategic framework and ensure that it meets all of its

statutory duties, agree on the strategic priorities, aims and objectives of the school, formulates policies, plans and targets check on progress and review regularly strategic framework for the school in the light of that progress.

The above view is augmented by Shober & Hartney (2014) who hold that leadership roles of school boards of governors require them to have particular focus for a schools, ability to improve student learning (*academic focus),* prioritize education of students over the needs of adults and fulfilling responsibility in a way that provide students with a high quality education. The implication of the above view to this study is that if the school boards of governors perform their strategic leadership roles very well, then they can moderately influence conditions that can lead to occurrence of students' strikes.

The above findings reveal that effective strategic leadership of the school boards of governors provides basis for forestalling students' strikes in schools. This is in line with the view of Resnick (1999) who holds that effect school boards of governors set foundation for development by developing and cultivating a powerful and compelling vision for their school, they are forward thinkers, innovative planners, stimulators of dialogue, obtain consensus necessary for development, provide structure that can create success, involve and engage communities creating conditions that foster student learning, account for results, empower staff, make policies, foster collaboration with other agencies to develop the school and committed to continuous improvement.

5.3.2. The relationship between provision of effective financial stewardship by the school board of governors and students' strike in government secondary schools in Wakiso district

Findings of the study on the above relationships revealed that providing effective financial stewardship by the school boards of governors has positive but weak statistical significant relationship with students' strikes. Specifically the findings show that school boards of governors in the secondary schools set clear school budget and ensure that it is properly implemented, generate funding to the school, effectively utilize school finances, monitor and ensure effective auditing of the school finances.

In agreement with the above findings, majority of student leaders observed that their school offers them all what we need to stay comfortably in school and usually spend money on important issues. Interview results on the above subject further show that effective financial stewardship is critical in forestalling students' strikes considering that:

> "Many times the student will strike because of lack of certain things, "...when you budget and share your budget with the whole school and key stakeholders all of them become aware of what is happening. And if the students are aware they know that when you strike there is nothing you can achieve. Transparency helps much for strikes not to happen. "

The above finding is in line with the view that effective financial stewardship eliminates situations that can breed students' strikes like shortage of food, poor hygiene, and poor teaching. Okuda (2013) reports that several strikes in the secondary schools are caused by financial mismanagement as attested to by one of his interviews

> "...the Ministry of Finance in the financial year 2012/13 released funds ahead of time and most schools thought the money would go in every term.

> Money for the other quarters was advanced at once. We alerted them that if you fail to plan for this money you are going to be in the trouble."

In line with the above point, Micheal (1999) contends that school boards of governors have very important fiduciary responsibilities which entail ensuring that school funds are efficiently, equitably, wisely utilized. According to him school boards must adopt an annual school budget, approve needed school facilities and assure equitable allocation of financial and human that allows students access school programs.

Related with the above, Ssekamwa and Lugumba, (2001) argue that school board of governors have a role to manage the finances of the school by approving the school proposed budget and carefully studying the school audited accounts of the preceding year. To them, this is a way in which school board of governors can offer advice to the head teacher on matters such as control of expenditure if there are grounds to suggest that expenditure has not been controlled well. They note that there has been concern by numbers of school governing boards in Uganda on the rising costs of running secondary schools.

In support to the above line of thought, Phiri (1999) observes that the Swaziland Education Reform Act of 1988 provides for the school boards of governors to manage school budget so that children receive the best possible education. According to her, the school board decides the education needs and priorities of the school, conducts cost benefit analysis of expenditures detail employment of school resources and monitor impact of the decision taken.

The guidelines for the Ontario School Trustee (2014) stipulate that school boards of governors are the stewards of school finances. They have authority to collect education development charges, they are responsible for developing a balanced budget that reflects their vision, and they are required to be responsive to the needs of the community, oversee day-to-day spending of the

schools and custodians of the schools' resources who must ensure that funds are spent according to the approved budget.

School boards of governors help the school constituents to understand the parameters within which the budget is developed, hold public consultations on finance, actively seek the viewpoints of interested parties, provide an opportunity for parents, students, taxpayers, businesspeople, and staff to offer their opinions. They create audit committees focus on transparency and accountability, safeguard assets of the school, ensure reliability of financial and management reporting, and compliance with laws, regulations, policies and procedures (Ontario School Trustee, 2014).

School boards of governor are required to ensure that internal auditors report their findings to the audit committee during the financial year in order to help the school boards achieve their stated objectives. The school boards of governors need to ensure that audit committees is constituted with members of trustee and non-trustee members to assist the board of trustees to oversee and objectively assess the performance of the organization, its management and its auditors.

The United Kingdom, Department of Education: Governors Hand book (2014) supports the above view and hold the school governing bodies are responsible for making sure their school's money is well spent, ensure that they have at least one governor with specific skills and experience of financial matters, constantly ask the following questions: are we allocating our resources in line with our strategic priorities? Are we making full use of all our assets and efficient use of all our financial resources? Are other schools buying things cheaper or getting better results with less spending per pupil? How can we get better value for money from our budget?

5.3.3. The relationship between policy formulation by the school boards of governors and students' strike in public secondary schools in Wakiso District

Findings on the above subject revealed that policy making and implementation by the school boards of governors has positive but moderate statistical significant relationship with students' strikes. The findings indicate that policy making and implementation influences students' strikes.

Further to the above, findings show that policy making and implementation by the school boards of governors is critical in forestalling students' strikes considering that:

> "policies are guiding principles, if positively stated can help to guide everybody to know what to do in the school, it takes care of issues that may arise in school, ensures that things move properly to promote wellbeing of the student's hence controlling students' strikes. "

The above findings are in line with the provision of section 63 of the Uganda Education Act of 2008, which articulate the statutory roles and responsibilities of the school boards of governors as setting and overseeing administration of the schools. School boards of governors are responsible for ensuring that school has sufficient relevant policies that can govern, administer and manage a school for example policies every school needs to have policy on curriculum, admission, discipline, development, finance and administration, security, health, fire etc. When the school boards of governors are clear and effectiveness in policy formulation and implementation, they become more effective in neutralizing conditions that can give rise to strikes in secondary schools.

Ontario School Trustee (2014) has similar view to the above findings basing on its view that school boards of governors are usually entrusted with the task of adopting policies that set clear expectations and standards for students' achievement, promote students' well-being in accordance with legislation and regulations. School policies need to cover all pertinent issues

like student support services, instructional material, administration of schools, staffing, transportation, accommodation reviews, facilities and equipment Clear policies help the board to make decisions about programs of instruction, provide student services, learning materials and matters regarding student safety. The need to formulate policies in schools cannot be better illustrated by an observation like that which appeared in Okuda (2013) "what is fuelling school strikes in Uganda" where a participant of the study remarked that:

> "...the headmasters are failing to put in place what is expected of a school"...we have just had athletics but some schools could not facilitate students and this angers them"

Ultimately, when policies are formulated, it is the responsibility of the school boards of governors to monitor and evaluate policies so that they can assess how effective they are in achieving the school goals.

5.3.4. The relationship between the engagements of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso District

Findings on the above relationship revealed that effective engagement of key stakeholders of the schools by the school boards of governors has positive but low statistical significant relationship with students' strikes. The findings indicate that effective engagement of key stakeholders of the schools by the school boards of governors influences students' strikes.

Further to the above, results of the findings show that holding regular meetings with students help to avoid occurrence of students' strikes in schools because it creates opportunity for school leaders to understand students better and focus on issues that affect their studies and help the

students to know themselves, their school and the community much better as attested to by some of the following remarks from the interviews:

> "If you continuously share with them, they get to understand that it is not necessary to mess up the development of their school and the community"..."security officers are the only staff around when students tend to do what they want and when you meet the security people they can tell you some of the behaviors of the students and then from this you can analyze some of it that may lead to problem to strikes."

The above findings on the positive significant relationship between effective engagement of key stakeholders and students' strikes is in agreement with view of Rensnick (1999) who holds that good governance in schools require engaging members of the community so as to create favorable conditions that foster students learning. He believes that the school needs the community to provide financial resources, supportive home environment necessary for the mental and social development of the students, mutual understanding of the different needs between the schools and the community and promoting collaboration with various stakeholders who are better placed to support different aspects of the developmental needs of children like health, nutrition, shelter and safety. Rensnick (1999) further argues that:

The above findings is in line with the view of Berg et al, (2006) who hold that school vision needs to be a product of collaboration, conversation, reflection, with the key stakeholders of the school like the families, staff and the community. For them, engaging school stakeholders entail knowing more about the community surrounding the school and having honest discussion with them about the types of families, where they live, work, what social issue concerns them and sharing responsibilities of leading the school with them as a way of mobilizing resources, support and ensuring collective decision on the school.

Kendall (2006) argues that effective engagement of key stakeholders in education can lead to improvement in the quality of an educational program as attested to by the Malawi project where regular meeting, collaboration and effective feedback was encouraged among donors, government, non-governmental organization and communities. In the project, designed collaboration helped to promote innovation and consensus among the stakeholders. All the above arguments put together, form a very useful strategy of combating students' strikes in secondary schools.

5.4. Conclusions

5.4.1. Relationship between the strategic leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso District

Basing on the findings that strategic leadership of school boards of governors has positive but moderate statistical significant relationship with students' strikes, considering that strategic leadership which entails developing and achieving school vision, mission, goals, objectives and values, influence students' strikes in government secondary schools in Wakiso district, and informed by the literature that strategic leadership is critical in dealing with situations that can cause students' strikes, it is therefore logical to conclude that strategic leadership of the school boards of governors is an important issue in the governance and management of student's strikes in government secondary schools in Wakiso district.

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5.4. Conclusions

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5.4.2. The relationship between provision of effective financial stewardship by the school boards of governors and students' strike in government secondary schools in Wakiso District

Following the findings that providing effective financial stewardship by the school boards of governors has positive but weak statistical significant relationship with students' strikes, but aware that school boards of governors in the secondary schools are able to set clear school budget and ensure that it is properly implemented, generate funding to the school, effectively utilize school finances, monitor and ensure effective auditing of the school finances,

Informed by the literature that effective financial stewardship by the school boards of governors destroys conditions that can cause students' strikes in schools, it can hereby be concluded that financial stewardship is significant governance and issue that needs to be given particular attention in government secondary schools in Wakiso district.

5.4.3: The relationship between policy formulation by the school boards of governors and students' strike in public secondary schools in Wakiso District

Considering the findings that policy making and implementation by the school boards of governors has positive but moderate statistical significant relationship with students' strikes, aware that policy making and implementation influences students' strikes, discovering that policy making and implementation by the school boards of governors is critical in forestalling students' strikes, informed by the literature that policy formulation, implementation and monitoring and evaluation are very critical in dealing with conditions that can create student's strikes, a conclusion can be drawn at this point that policy making, implementation, monitoring

and evaluation are critical aspects of governance of government secondary schools in Wakiso district. If not well handled, it can lead to possible escalation of students' strikes in the secondary schools.

5.4.4: The relationship between engagements of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso District

Following the findings that effective engagement of key stakeholders of the schools by the school boards of governors has positive but low statistical significant relationship with students' strikes, considering that effective engagement of key stakeholders of the schools by the school boards of governors influences students' strikes, aware that holding regular meetings with students help to avoid occurrence of students' strikes in schools because it creates opportunity for school leaders to understand students better and focus on issues that affect their studies and help the students to know themselves, their school and the community much better as attested to by some of the following remarks from the interviews and informed by the literature that effective engagement of key stakeholders of schools improves success of the schools which eventually diminishes chances of occurrence of students strikes, it is logical to therefore conclude that effective engagement of key stakeholders of schools is a critical factor in the governance of strikes in the government secondary schools in Wakiso District.

5.5. Recommendations

5.5.1: Relationship between the strategic leadership of the school boards of governors and students' strikes in government secondary schools in Wakiso District

Considering that strategic leadership of school boards of governors has positive but moderate statistical significant relationship with students' strikes, aware that strategic leadership which entails developing and achieving school vision, mission, goals, objectives and values, influence students' strikes in government secondary schools in Wakiso district, and cognizance that literature consider strategic leadership critical in dealing with students' strikes, the researcher therefore highly recommends that government of Uganda and Wakiso district in particular continues to sustainably invest in building leadership capacities of the school boards of governors in forestalling students' strikes in secondary schools in Wakiso district.

5.5.2: Relationship between provision of financial stewardship by the school boards and students' strike in government secondary schools in Wakiso District

Aware that providing effective financial stewardship by the school boards of governors has positive but weak statistical significant relationship with students' strikes, considering that school boards of governors in the secondary schools are able to set clear school budget and ensure that it is properly implemented, generate funding to the school, effectively utilize school finances, monitor and ensure effective auditing of the school finances, cognizance that literature informs that effective financial stewardship by the school boards of governors destroys conditions that can cause students' strikes in schools, the researcher hereby recommends that government of Uganda and particularly Wakiso invest more on building capacities of the school

boards of governors on financial stewardship as a way of improving the development of the schools and particularly effectively forestalling students strikes in the district.

5.5.3: Relationship between policy formulation by the school boards of governors and students' strike in public secondary schools in Wakiso District

Basing on the findings that policy making and implementation by the school boards of governors has positive but moderate statistical significant relationship with students' strikes, aware that policy making and implementation influences students' strikes, discovering that policy making and implementation by the school boards of governors is critical in forestalling students' strikes, informed by the literature that policy formulation, implementation and monitoring and evaluation are very critical in dealing with conditions that can create student's strikes, the researcher recommends that government of Uganda and Wakiso district scale up and sustain investment in policy making, implementation, monitoring and evaluation in the schools as a strategy of improving development of schools but also forestalling students strikes.

5.5.4. Relationship between the engagements of key stakeholders of a school by the school boards of governors and students' strike in government secondary schools in Wakiso District

Considering that effective engagement of key stakeholders of the schools by the school boards of governors has positive but low statistical significant relationship with students' strikes, aware that effective engagement of key stakeholders of the schools by the school boards of governors influences students' strikes, informed that holding regular meetings with students help to avoid occurrence of students' strikes in schools because it creates opportunity for school leaders to understand students better and focus on issues that affect their studies and help the students to know themselves, their school and the community much better and eventually diminishes

chances of occurrence of students strikes, the researcher hereby recommends that that government of Uganda and Wakiso district scale up and sustain effective engagement of key stakeholders of schools as one of the means of promoting sustainable development of education in the communities.

5.6. Contribution of the study

- The study has brought to light the role of school boards of governors in forestalling students' strikes in government school which is an important dimension of education planning, management and policy in Uganda.

- The study has established that in the last seven years strategic leadership of school boards of governors has been having positive but moderate statistical significant relationship with students' strikes in Wakiso District.

- The study has established that in the last seven years providing effective financial stewardship by the school boards of governors has been having positive but weak statistical significant relationship with students' strikes.

- The study has established that school boards of governors in the secondary schools in Wakiso District so far are able to set clear school budget and ensure that it is properly implemented, generate funding to the school, effectively utilize school finances, monitor and ensure effective auditing of the school finances.

- The study has established that policy making and implementation by the school boards of governors has positive but moderate statistical significant relationship with students' strikes, that policy making and implementation influences students' strikes, that policy

making and implementation by the school boards of governors is critical in forestalling students' strike.

5.7. Areas for further studies

5.7.1. Considering that this study focused only on the government secondary schools in Wakiso District, subsequent studies can focus on private secondary schools, Universities and colleges.

5.7.2. Considering that this study focused on the role of school boards of governors in forestalling students' strikes, subsequent studies can focus on the role of the school managers or parents in forestalling students' strikes.

5.7.3. Considering that this was only limited to Wakiso District, but literature has shown that students' strikes in secondary school has been rampant in the Eastern and Western parts of the country, subsequent studies would consider exploring the issues in those regions.

5.7.4. Subsequent studies can also consider investing some of the specific issues studied here in details or using single approach or different design.

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APPENDIX I: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Date: 30th March 2015

TO WHOM IT MAY CONCERN

This is to certify that **NAMBI Miriam, Reg. No. 2010/U/HD/038/MEPPM,** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

The Role of School Boards of Governors in Forestalling Students' Strikes in Government Secondary Schools in Wakiso District.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Kyambogo University
FACULTY OF EDUCATION
★ Komba ★
HEAD OF DEPT.

Thank you

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

APPENDIX II: COVER LETTER

KYAMBOGO UNIVERSITY
Faculty of Education
Department of Education Policy Planning and Management

15th May, 2015

Dear Participant,

Re: Research project for a Masters of Education in Policy, Planning and Management

I am a Masters student at Kyambogo University pursuing Masters of Education in Policy, Planning and Management. I am carrying out a study the role of school boards of governors in forestalling students' strikes in secondary schools in Wakiso District. You have been identified as a key person who can help in providing valuable data for the study because of your knowledge and experience on the subject matter.

The data you provide shall be used purely for academic purpose and shall be treated with utmost confidentiality.

Thanks very much your cooperation

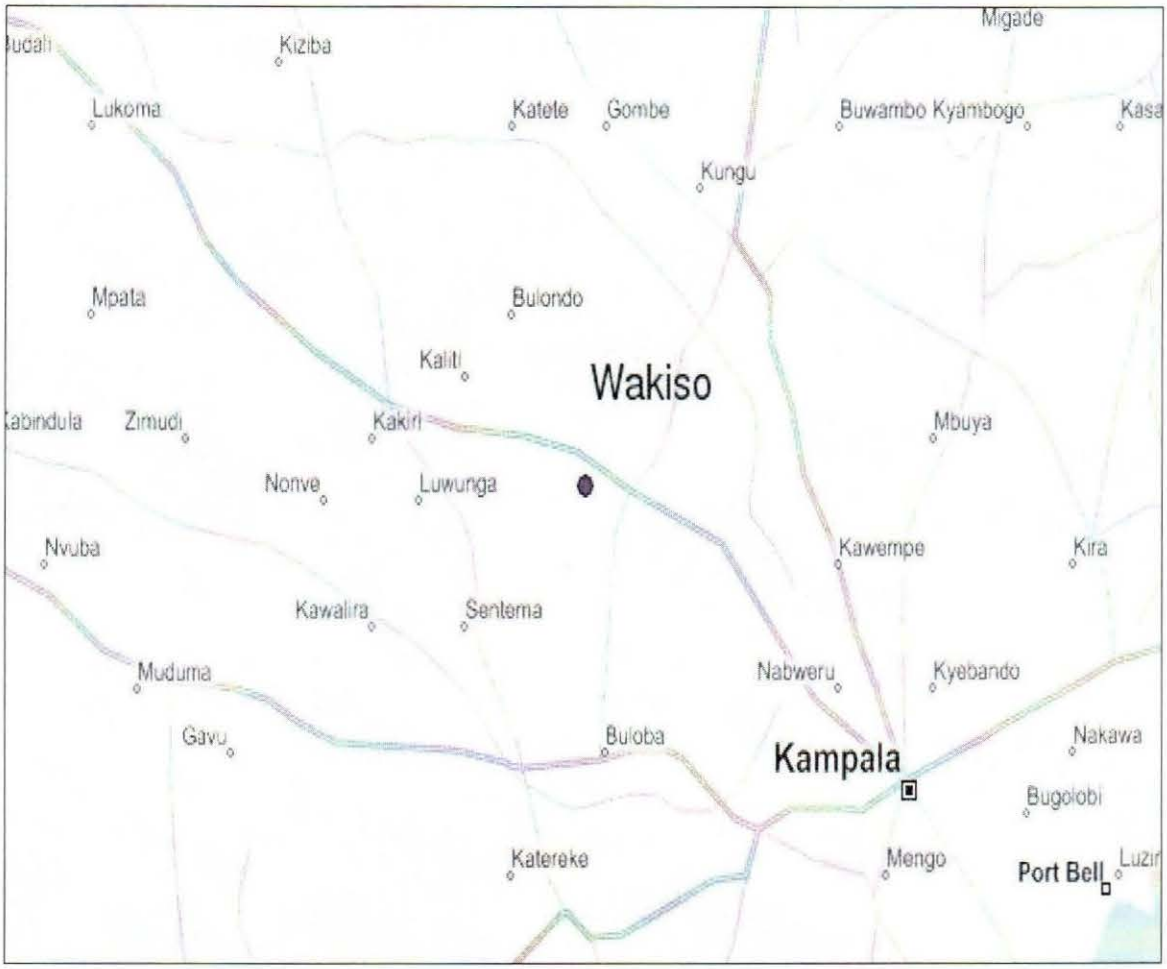
Yours Sincerely,

Miriam Nambi

(Reg. No: 2010/U/HD/038/MEPPM)

RESEARCHER

APPENDIX III: Map of the Study Areas- Wakiso District



APPENDIX IV: QUESTIONNAIRE FOR THE MEMBERS OF SCHOOL BOARDS OF GOVERNORS (NOT CHAIRPERSONS)

Background Information:

Gender(*Tick as appropriate*)				
Male ☐	Female ☐			
Age group (*Tick as appropriate*)				
Below 18 ☐	Between 18 and 35☐	Between 30☐ and50	Between 50 and 60 ☐	Above 60 ☐
Education Level (*Tick as appropriate*)				
No certificate☐	Certificate ☐	Diploma ☐	Bachelor's Degree ☐	Masters , PhD ☐

Please answer the Question below by ticking the appropriate box which corresponds to the particular question in line with the following: Strongly Agree (**SA**), Agree (**A**), Disagree (**D**), Not sure (**NS**), and Strongly Disagree (SD)

Scale	**1**	**2**	**3**	**4**	**5**
	Strongly Agree (SA),	Agree (A)	Not sure (NS)	Disagree (DA),	Strongly Disagree (SD)

1	**Strategic leadership of School Boards of Governors and student's strike:**	**SA**	**A**	**NS**	**D**	**SD**
1.1	We involve all key stakeholders in setting and achieving school vision					
1.2	I work with all key stakeholders in setting and achieving school mission					
1.3	I work with all key stakeholders in setting and achieving school goals					

1.4	I work with all key stakeholders in setting and achieving school objectives					
1.5	I work with all key stakeholders in setting and following school values					
1.6	I work with all key stakeholders in setting and achieving school development strategies					
1.7	I always participate in monitor the implementation of strategic plan of a school and take appropriate actions					
2	**The relationship between financial stewardship by the SBOG in forestalling students' strikes**					
2.1	I participate in setting clear school budgets and ensure that it is properly implemented					
2.2	I participate in the sustainable generation of funds for the school					
2.3	I participate in monitoring and ensuring effective utilization of school finances					
2.4	I participate in ensuring effective audit of the school finances					
3	**Policy formulation, implementation in forestalling students' strikes**					
3.1	I participate in setting out what must be done in a school to achieve school goals					
3.2	I participate in setting out clear procedures of work and ensuring that they are followed					
3.3	I participate in defining clear roles and responsibilities of staff and key stakeholders of the school and ensure that they are followed					
3.4	I participate in setting out clear disciplinary procedures and ensure that they effectively implemented					
4	**Relationship between engaging key stakeholders of the school in forestalling Students' strikes**					
4.1	I participate in regular meeting with students to discuss and address issues affecting them					

4.2	I participate in regular meeting with staff of the school to discuss and address issues affecting them					
4.3	I participate in holding regular meetings with government officers to discuss and address issues affecting the school					
4.4	I participate in holding regular meetings with security officers to discuss and address issues affecting the school					

APPENDIX V: QUESTIONNAIRE FOR TEACHERS IN CHARGE OF SCHOOL DISCIPLINE

Background Information:

Gender(*Tick as appropriate*)				
Male ☐	Female ☐			
Age group (*Tick as appropriate*)				
Below 18 ☐	Between 18 and 35☐	Between 35☐ and50	Between 50 and 60 ☐	Above 60 ☐
Education Level (*Tick as appropriate*)				
No certificate☐	Certificate ☐	Diploma ☐	Bachelor's Degree ☐	Masters , PhD ☐

Please answer the Question below by ticking the appropriate box which corresponds to the particular question in line with the following: Strongly Agree (**SA**), Agree (**A**), Disagree (**D**), Not sure (**NS**), and Strongly Disagree (**SD**),

Scale	**1**	**2**	**3**	**4**	**5**
	Strongly Agree (SA),	Agree (A)	Not sure (NS)	Disagree (DA),	Strongly Disagree (SD)

1	**Relationship between the strategic leadership of School Boards of Governors and forestalling student's strike:**	**SA**	**A**	**NS**	**D**	**SD**
1.1	Our School Boards of Governors involve all key stakeholders in setting and achieving school vision					

1.2	Our School Boards of Governors involve all key stakeholders in setting and achieving school mission					
1.3	Our School Boards of Governors involve all key stakeholders in setting and achieving school goals					
1.4	Our School Boards of Governors involve all key stakeholders in setting and achieving school objectives					
1.5	Our School Boards of Governors involve all key stakeholders in setting and following school values					
1.6	Our School Boards of Governors involve all key stakeholders in setting and achieving school development strategies					
1.7	Our School Boards of Governors effectively monitor the implementation of strategic plan of the school and take appropriate actions					
2	**Relationship between the financial stewardship offered by the School Boards of Governors in forestalling students' strikes**					
2.1	Our School Boards of Governors set clear school budget and ensure that it is properly implemented					
2.2	Our School Boards of Governors sustainably generate funding for the school					
2.3	Our School Boards of Governors monitor and ensure effective utilization of school finances					
2.4	Our School Boards of Governors ensure effective audit of the school finances					
3	**Relationship between policy formulation and implementing by the School Boards of Governors in forestalling students' strike**					
3.1	Our School Boards of Governors set what must be done in a school to achieve school goals					
3.2	Our School Boards of Governors articulate procedures of work and ensure that they are followed					
3.3	Our School Boards of Governors define clear roles and responsibilities of staff and key stakeholders of the school and					

	ensures that they are followed					
3.4	Our School Boards of Governors set clear disciplinary procedures and ensure that they effectively implemented					
4	**Relationship between engaging key stakeholders of the school in forestalling Students' strikes**					
4.1	Our School Boards of Governors hold regular meetings with students to discuss and address issues affecting them					
4.2	Our School Boards of Governors hold regular meetings with staff of the school to discuss and address issues affecting them					
4.3	Our School Boards of Governors hold regular meetings with government officers to discuss and address issues affecting the school					
4.4	Our School Boards of Governors hold regular meetings with security officers to discuss and address issues affecting the school					

APPENDIX VI: QUESTIONNAIRE FOR THE MEMBERS OF SCHOOL SECURITY COMMITTEE

Gender(*Tick as appropriate*)				
Male ☐	Female ☐			
Age group (*Tick as appropriate*)				
Below 18 ☐	Between 18 and 35☐	Between 35☐ and50	Between 50 and 60 ☐	Above 60 ☐
Education Level (*Tick as appropriate*)				
No certificate☐	Certificate ☐	Diploma ☐	Bachelor's Degree ☐	Masters , PhD ☐

Background Information:

Please answer the Question below by ticking the appropriate box which corresponds to the particular question in line with the following: Strongly Agree (**SA**), Agree (**A**), Disagree (**D**), Not sure (**NS**), and Strongly Disagree (SD)

Scale	**1**	**2**	**3**	**4**	**5**
	Strongly Agree (SA),	Agree (A)	Not sure (NS)	Disagree (DA),	Strongly Disagree (SD)

1	**Strategic leadership of School Boards of Governors and student's strike:**	**SA**	**A**	**NS**	**D**	**SD**
1.1	School Boards of Governors involve all key stakeholders in setting and achieving school vision					
1.2	School Boards of Governors work with all key stakeholders in setting and achieving school mission					
1.3	School Boards of Governors work with all key stakeholders in setting and achieving school goals					
1.4	School Boards of Governors work with all key stakeholders in setting and achieving school objectives					
1.5	School Boards of Governors work with all key stakeholders in setting and following school values					
1.6	School Boards of Governors work with all key stakeholders in setting and achieving school development strategies					
1.7	School Boards of Governors always participate in monitor the implementation of strategic plan of a school and take appropriate actions					
2	**Financial stewardship and students' strikes**					
2.1	School Boards of Governors always participate in setting clear school budget and ensure that it is properly implemented					
2.2	School Boards of Governors always participate in generating funding for the school					
2.3	School Boards of Governors always participate in ensuring effective utilization of school finances					
2.4	School Boards of Governors always participate in in ensuring that there is effective audit of the school finances					
3	**Relationship between policy formulation and implementing by the School Boards of Governors and occurrence of students' strike**					
3.1	School Boards of Governors participate in setting out what must be done in a school to achieve school goals					

3.2	School Boards of Governors participate in setting out clear procedures of work and ensuring that they are followed					
3.3	School Boards of Governors participate in defining clear roles and responsibilities of staff and key stakeholders of the school and ensures that they are followed					
3.4	School Boards of Governors participate in setting out clear disciplinary procedures and ensure that they effectively implemented					
4	**Relationship between engaging key stakeholders of the school and occurrence of Students' strikes**					
4.1	School Boards of Governors participate in regular meeting with students to discuss and address issues affecting them					
4.2	School Boards of Governors participate in regular meeting with staff of the school to discuss and address issues affecting them					
4.3	School Boards of Governors participate in holding regular meeting with government officers to discuss and address issues affecting the school					
4.4	School Boards of Governors participate in holding regular meeting with security officers to discuss and address issues affecting the school					

APPENDIX VII: QUESTIONNAIRE FOR THE MEMBERS OF STUDENTS' COUNCIL & HEAD PREFECT

Background Information:

Gender(*Tick as appropriate*)				
Male ☐	Female ☐			
Age group (*Tick as appropriate*)				
Below 18 ☐	Between 18 and 35☐	Between 3☐ and50	Between 50 and 60 ☐	Above 60 ☐
Education Level (*Tick as appropriate*)				
No certificate☐	Certificate ☐	Diploma ☐	Bachelor's Degree ☐	Masters , PhD ☐

Please answer the Question below by ticking the appropriate box which corresponds to the particular question in line with the following: Strongly Agree (**SA**), Agree (**A**), Disagree (**D**), Not sure (**NS**), and Strongly Disagree (SD)

Scale	**1**	**2**	**3**	**4**	**5**
	Strongly Agree (SA),	Agree (A)	Not sure (NS)	Disagree (DA),	Strongly Disagree (SD)

1	**Strategic leadership of School Boards of Governors and student's strikes:**	**SA**	**A**	**NS**	**D**	**SD**
1.1	Students are involved in planning of the school					
1.2	Students participate in monitoring the implementation of school plan					
2	**Financial stewardship and students' strikes**					
2.1	Our school offers us all what we need to stay comfortably in school					

2.2	Our school has various ways of generating funds for the school					
2.3	Our school spends money on important issues					
3	**Relationship between policy formulation and implementing by the School Boards of Governors and occurrence of students' strike**					
3.1	Our school involves us in setting out clear disciplinary procedures and ensures that they are effectively implemented					
4	**Relationship between engaging key stakeholders of the school and occurrence of students' strikes**					
4.1	We meet regularly with school authority to discuss and address issues affecting us					

APPENDIX VIII: INTERVIEW GUIDE FOR THE CHAIRPERSON OF SCHOOL BOARDS OF GOVERNORS, DISTRICT EDUCATION OFFICERS, INSPECTOR OF SCHOOLS AND HEAD TEACHERS

1. Providing strategic leadership to the school:

1.1. How does setting a clear vision by the School Boards of Governors help in avoiding the occurrence of students' strikes in a school?

1.2. How does setting a clear mission of a school by the School Boards of Governors helps in avoiding the occurrence of students' strikes in a school?

1.3. How does setting of clear goals for a school by the School Boards of Governors helps in avoiding the occurrence of students' strikes in a school?

1.4. How do setting clear school objectives by School Boards of Governors help in avoiding the occurrence of students' strikes in school?

1.5. How do setting positive values for a school by the School Boards of Governors helps in avoiding the occurrence of students' strikes in a school?

1.6. How does setting of clear strategies for a school by the School Boards of Governors help in avoiding the occurrence of students' strikes in a school?

1.7. How does effective monitoring of the implementation of strategic plan of a school with all the stakeholders, avoid the occurrence of students' strikes in a school?

2. Providing effective and sustainable financial stewardship to the School:

2.1. How does setting and sharing school budget with all the key stakeholders avoid the occurrence of students' strikes in the school?

2.2. How does identifying, approving and generating fund from reliable sources in a school by the School Boards of Governors' help in avoiding the occurrence of students' strikes?

2.3. How does monitoring and ensuring effective utilization of school finances by the School Boards of Governors avoid the occurrence of students' strikes in the school?

2.4. How does appointing external auditors for the school avoid occurrence of students' strikes in the school?

3. Formulating and implementation of clear polices and rules for the school:

3.1. How does setting what must be done in a school by the School Boards of Governors help in avoiding the occurrence of students' strikes in the school?

3.2. How does articulating procedures of work by School Boards of Governors and ensuring that they are followed help in avoiding the occurrence of students' strikes in the school?

3.3. How does setting of clear roles and responsibilities of staff and key stakeholders of the school avoid the occurrence of students' strikes in the school?

3.4. How do clear disciplinary procedures help in avoiding the occurrence of students' strikes in the school?

4. Ensuring effective engagement of key stakeholders of the school

4.1. How does holding regular meetings with students help in avoiding the occurrence of students' strikes in the school?

4.2. How does holding regular meetings with staff of a school help in avoiding the occurrence of students' strikes in the school?

4.3. How does holding regular meetings between the School Boards of Governors and government officers of a school help in avoiding the occurrence of students' strikes in the school?

4.4. How does holding regular meetings between the School Boards of Governors and security officers helps in avoiding the occurrence of students' strikes in the school?

THANK YOU

APPENDIX IX: Proposed research work plan and time frame for proposal writing, data collection and report writing

Year	**2014 and '15**											
Month	J	F	M	A	M	J	J	A	S	O	N	D
Activity Description												
Proposal writing												
Proposal submission, defense and corrections												
Literature review												
Data collection												
Data analysis and report writing												
Report submission and Viva												
Corrections & final submission												

APPENDIX X: KREJCIE & MORGAN SAMPLE SIZE DETERMINATION TABLE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*