

**INFLUENCE OF INSTITUTIONAL CULTURE ON STUDENTS'
INVOLVEMENT IN ARSON AT PUBLIC BOARDING SECONDARY
SCHOOLS IN KENYA: THE CASE OF MIGORI COUNTY**

BY

K'ODERO JANNES OKINYI

2022

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**A Thesis Submitted in Partial Fulfilment of the Requirements of the
Degree of Master of Arts in Sociology of the Department of Humanities
and Social Sciences, Rongo University**

2022

DECLARATION

This thesis is my original work and has not been presented for examination in a University or any Institution of Higher Learning.

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DEDICATION

I dedicate this thesis to my brother Maurice Odero Odero, and my father John Otieno Odero.

ACKNOWLEDGEMENTS

In the journey to obtain my master's degree, I was lucky to have met people who helped me directly and indirectly. It is long to list all of them here, but I would like to list some of those without whose guidance and encouragement I would have long given up since I faced a lot of difficulties in completing this thesis. First, I would like to thank the Almighty God for the gift of life, good health, and the opportunity to accomplish this mission; secondly I acknowledge Rongo University for the opportunity to study. My deepest gratitude also goes to my supervisors: Prof. Wilson A.P. Otengah and Dr. Lazarus Millan Okello for guiding me throughout the study. I would also wish to thank Dr, Eliud Oyoo, Dr. John Sibuur, Dr. Taji Shivachi and Dr. Agwaya Aomo for their overwhelming support as I was working on this thesis.

I am humbled and most grateful to my fellow students Amos Odhiambo, Maureen Kwamboka, McDonald Odhiambo, Elon Akuno and Calvince Ouko for their unwavering support throughout this study. Big thanks also goes to the various school principals, teachers and students where this study was conducted. I would also like to acknowledge my family particularly my wife Celestine, children: Arshley, Jannes Jeremy and Celestine Roosevelt for the moral support that they offered to me during my study.

Thank you very much colleagues at my work places, relatives and friends for your continuous encouragement, financial and moral support.

ABSTRACT

There has been marked global increase of episodes of school unrests from the year 2002 characterized with violence and arson attacks. Most of which have resulted to massive destruction of school property and loss of lives. Despite implementation of policies, recommendations and laws such as Education Act, Children Act and Penal Code of 2019, arson still persists and claims lives and valuable property destroyed with latest cases evident in the year 2021 immediately after recovery from COVID-19. Previous studies have not focused much on institutional cultural in learning institutions as the possible causes of arson. The purpose of the study was to establish the influence of institutional culture in students' involvement in arson in public boarding secondary schools in Migori County, Kenya. Specifically, the study sought to determine the extent to which application of school rules and regulations contribute to students' involvement in arson; to find out the influence of informal discussions to students involvement in arson, and to establish the effectiveness of institutional intervention strategies aimed at curbing arson in public boarding Secondary schools in Migori County. The study was based on Strain theory of Robert J. Merton. Descriptive cross-sectional survey design was utilized and a sample of 380 students of forms 3 and 4 drawn from 28 public boarding secondary schools which had experienced arson from 2017 to 2020. Key informant interviews was conducted to the purposively selected principals in 28 schools. The study used triangulation sampling techniques by applying simple random sampling to select students, FGDs were conducted in 12 schools with 12 participants per school. Data was collected using structured questionnaires designed for students and interview schedule guide for school principals and FGD guide for students. Inferential statistics was analysed using Pearson's product moment correlation with the aid of SPSS Version 26.0 while descriptive statistics presented using percentages, mean and standards deviation. Qualitative data was analysed thematically as per the objectives. The result showed that application of school rules and regulations had a positive and moderate relationship ($r = .447$, $p < .000$) with students' involvement in arson, informal discussions had a positive and moderate relationship ($r = .477$, $p < .000$) with students' involvement in arson, the study further established that institutional intervention strategies like guidance and counselling, punishment and price giving had positive and moderate relationship ($r = .498$, $p < .000$) with curbing arson in schools. The study recommends that the Ministry of Education should outline the guideline on students' involvement in formulation of school rules and regulations, MOE should formulate guidelines for regular meetings between schools administrations and students to discuss student's issues. The MOE in collaboration with the TSC should also develop a framework for training guidance and counselling teachers on professional counselling skills.

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OPERATIONAL DEFINITIONS

Arson	: An act of a person deliberately setting fire to school property
Coded languages	: These are unofficial informal languages that students use while in schools, they have hidden meaning
Curbing arson	: Modalities put in place by school administration in school to prevent, manage and mitigate the impact of school fire.
Institutional culture	: Way of life of students while in the learning institution, their interactions, behaviour and character determined by school environment
Institutional Intervention Strategies	: These are alternative ways that the schools are using to control students discipline, behaviour and shaping character to prevent arson in schools
Informal Discussions	: These are conversations that the students engage in outside the knowledge and glare of the teachers and school administration and they are usually not reorganized by the school
Institutional intervention strategies	: The interventions in this study are guidance and counselling, punishment and price giving
Peer to peer discussion	: This means the conversation and dialogues that the students have amongst themselves while in school
Politically motivated discussions	: These are discussions which students involve in while in school which have aspect of political denotation
Public schools	: These are Institution of second level of basic learning in Kenya sponsored by the government and are meant for all the eligible students
Price giving	: Refers to the rewards given to students after a good or impressive performance in academics, co-curriculum activities or displaying of outstanding behaviour while in school
Punishment	: The act of infliction or imposition of a penalty as retribution for an offence committed by a student while in school by prefect or a teacher

LIST OF ABBREVIATIONS AND ACRONYMS

BOM	:	Board of Management
FBI	:	Federal Bureau of Investigation
FGD	:	Focused Group Discussion
FFI	:	Forensic Fire Investigation
ISCE	:	International Standard Classification of Education
KII	:	Key Informant Interview
KNEC	:	Kenya National Examinations Council
KPC	:	Kenya Population Census
MOE	:	Ministry of Education
NCRC	:	National Crime Research Centre
NFPA	:	National Fire Protection Association
NNREC	:	Norwegian National Research Ethics Committee
SANPS	:	South Africa National Police Services
SPSS	:	Statistical Package for Social Sciences
TSC	:	Teachers Service Commission
UK	:	United Kingdom
USA	:	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Oburu, Coetzee, and Swartz (2020), the 20 years from 2002 have been marked with increased episodes of school unrests characterized with violence and arson attacks globally. Most of which have resulted in massive destruction of school property and loss of lives. Across the world, acts of arson have been reported to be on the rise and 90% of the fires are caused by students burning school dormitories, classes, staff rooms and administration blocks (Mutuku & Wangare, 2016). There was a 15% increase in cases fires caused by juveniles was reported between 2017 to 2020 in the United States of America (USA) (NFPA, 2021). This caused loss of property worth 25.6 billion US dollars, 3,655 deaths and 15,200 civilian injuries.

The Federal Bureau of Investigation, FBI (2019) indicated that there was an increase in arson associated expenditure by 11% and youth involvement by 25% from 2013 to 2020 notably 89% of the destructions were in learning institutions. In the United Kingdom (UK), approximately one million cases of arson were reported in public arena during the period between 2015 and 2019 (Gaught, Galluci & Smallldridge, 2019) resulting in over 100 deaths and property worth 15 billion US Dollars destroyed. Kocsis (2012) observed that arsons in schools in developed countries were lower as compared to the cases reported in developing countries.

In the Middle East, in a case of Jerusalem where arsonists set fire to a school which was suspected to be a hate crime against the only early childhood institution in the city where Arabs and Jews learnt together. The fire made out of books and objects burnt a classroom destroying property worth 100,000 US Dollars (Bel, 2016). In Saudi Arabia, Mecca girls were burnt down by students killing 15 students, more than 50 injured and property of unknown value destroyed in the year 2020 (Alarabina, 2020).

In Africa, a decrease in cases of arson by 29% between the year 2004 and 2014 was reported in South Africa (South Africa National Police Services, [SANPS], 2014). Arson attacks were reported in Vuwani, Limpopo Province in the second term of 2016, which left 20 schools damaged, 18 partially damaged and 24 others vandalized (Sitole, 2018). Additionally, in April 2018, angry students burnt down a technical high school in Port St Johns; 28 schools torched in May. Some were razed to the ground in Vuwani, Limpopo, and 103 schools closed down in the Vhembe region; in June, three schools were torched in Ledig, North West in late 2018 where classrooms were burnt in three schools (Voice Africa, 2019).

In East Africa arson cases among youths have increased especially in the wake of 21st Century, for instance, in Uganda fatal cases were experienced in Masaka in 2012 killing five students (Jjingo, 2012). France-Presse (2016) in Tanzania reported similar fatal incidences in which 12 students were killed while 20 others were injured in 2015. Besides, it was reported that 100 students narrowly escaped death when their hostel got burnt and property of unknown value was destroyed in Lowasa Secondary School of Madulu District in Tanzania.

Incidences of student protest and violence in Kenyan secondary schools have been perennial since the beginning of the 20th Century when the first case was reported at Maseno School in 1908 (Republic of Kenya, 2017). The 1960s-1970s periods recorded few student protests that were less violent and which took the form of boycott of classes and mass walk-outs (Nope, 2019; Sagini Report, 1991). In late 1990s and early 2000s, schools experienced violent students' protests that most of which resulted in catastrophic school fire outbreaks, rapes, loss of student lives and destruction of school property. Some of the notable cases experienced in Kenya were Bombolulu fire outbreak of 1998 which killed 26 girls (Kasami, 2016).

According to the National Crime Research Center (NCRC) (2016), more than 300 public secondary schools were involved in strike and arson in Kenya between January and May 2018 hence resulting in destruction of property. Omollo (2018) stated that at least 110 secondary

schools were burnt between the year 2016 and 2018 resulting to loss of property worth 80 million Kenyan Shillings. In 2016, over 230 schools were closed across Kenya due to arson cases.

Statistics show that 96 public boarding secondary schools in Migori County were set ablaze between 2016 and 2021 which was the highest in Kenya (Migori County, Ministry of Education, 2022). The DCI report of 2021 on profile data of ring leaders in schools unrest, fires indicates that in Western region Migori County ranked number one at (25%), followed by Kisii at 19%, Kisumu 14%, Vihiga, Busia and Trans Nzoia 13%, Kakamega 6% and others below 4% (DCI Report, 2021).

When the Covid-19 pandemic struck in 2020 and Kenyan schools were closed for 9 months, students, parents and educationists were worried about how school closures would affect children's wellbeing and progress. Immediately after restrictions were eased in early 2021, the overriding concern became whether those students would set fire to their schools. In their first month after opening of schools arsons cases was experienced 51 boarding secondary schools in Kenya. In October and November 2021, 40 more were hit with arson. Tragically, one student died in one of the 2021 incidences. Hundreds more experienced the fright of waking to find their dormitories on fire, watched their personal possessions burn, and were threatened by authorities to confess responsibility. Dozens of secondary school students were arrested and charged in court. Several schools were closed and parents tasked to bear the burden by facilitating reconstruction of damaged structures (Cooper & Schindler, 2019).

The Ministry of Education (MOE) announced that students across the country would take a compulsory break on November 19-23 after a petition was filed by the Kenya Secondary Schools Heads Association to allow students to have some time to rest (MOE, 2017). It is against this background that the study sought to establish the instructional culture as a factor

of students' involvement in arsons in public boarding secondary schools in Kenya a case of Migori County.

According to National Assembly report (2019) on the inquiry into the wave of students' unrests in secondary schools in Kenya in the second term of 2018; the report revealed that some of the causes of students' unrest were fear of internal examination as a result of pressure from home and sponsors; strict rules and regulations imposed by the KNEC; and nature of invigilation during internal exams. This was similar to findings from a study in Nigeria by Odu (2013) which found that exposing students to examination without proper preparation made them feel intimidated, frustrated and misplaced; they then could hide behind some uncontrolled actions to avoid examination. As much as the report indicated that the cause of school fires in schools was fear of internal examination, the report was concentrated on the dynamics of the second term in focus, but this study was concerned with general students conduct throughout the years of study.

The fright of each incident of arson is real, but the overall trend of school fires in Kenya is shocking. According to government and media reports, there were at least 750 arson attempts at Kenyan secondary boarding schools from 2008-2021. In some cases, there have been relatively more cases, for instance, there were 239 cases in 2016 (Cooper & Schindler, 2019). From January 2016-May 2019 reports indicate that 96 public boarding secondary schools were burnt in Migori County which was the highest in Kenya (MOE Migori County Arson Report, 2021).

The DCI report of 2021 on profile data of ring leaders in schools unrest, fires indicates that in Western region Migori County ranked number one at (25%), followed by Kisii at 19%, Kisumu 14%, Vihiga, Busia and Trans Nzoia 13%, Kakamega 6% and others below 4% (DCI Report, 2021). Immediately after schools were reopened following the closure due to the Covid 19 pandemic, over 51 schools were closed and students sent home due to school fires, 1 student

died and property worth millions of shillings destroyed due to school fires forcing the parents who were recovering from implications of the pandemic to cater for the damages.

Omollo (2018) states that at least 110 secondary schools were burnt between the year 2016 and 2018 resulting to loss of property worth 80 million Kenyan Shillings. Between January 2016 to May 2020, 96 secondary schools were burnt in Migori County and 94 of them were schools having boarding facilities (MOE Migori County Arson report, 2021). However, there are negligible cases of arson in day schools, besides, most studies have focused on other causes of arson such as peer influence, long schools term dates, drug abuse, and meals in school, but few studies focused on social and cultural factors of arson in schools hence this research sort to study institutional culture as a factor of Students involvement into arson in public boarding secondary schools in Migori County.

1.2 Statement of the Problem

Students' involvement in arson poses a serious threat to the educational system and to the nation at large. They result in destruction of property, wastage of learning time, and psychological effects to staff and students. These translate to low achievement in learning outcomes hence affecting the quality of education provided.

The Government of Kenya has formulated policies such as Education Act, 2018 to address the rising cases of student arsons. Besides, there are reports and recommendations by task forces and commissions like Sagini Report of 1991, Kima Commission of 1994, Wangai Task Force of 2001, Koech Commission of 2008 and the Rapid Assessment by NCRC of 2017. Despite the adoption of these policies and reports by the Government of Kenya, arson cases in public secondary schools persist.

Statistics show that 96 public boarding secondary schools in Migori County were set ablaze between 2016 and 2021 which was the highest in Kenya (Migori County, Ministry of Education, 2022). The DCI report of 2021 on profile data of ring leaders in schools unrest, fires

further indicates that in Western region, Migori County ranked number one at (25%). It is due to the foregoing that this study sought to establish the influence of institutional culture as a factor of students' involvement in arson in public boarding secondary schools in Kenya in Migori County.

1.3 Purpose of the Study

The study sought to establish the influence of institutional culture as a factor of students' involvement in arson in public boarding secondary schools in Kenya in Migori County.

1.3.1 Specific Objectives

1. To examine the extent to which application of school rules and regulations contribute to arson in public boarding secondary schools in Migori County.
2. To assess the influence of informal discussions in students' involvement in arson at public boarding secondary schools in Migori County.
3. To establish the effectiveness of existing institutional intervention strategies to curb students' involvement in arson in public boarding secondary schools in Migori County.

1.3.2 Research Questions

1. What is the extent of application of school rules and regulations contribute to students' involvement in arson at Public boarding Secondary schools in Migori County?
2. What is the influence of institutional culture to student's involvement in arson in Public boarding secondary schools in Migori County?
3. What is the effectiveness of existing institutional intervention strategies in curbing arson in public boarding secondary school in Migori County?

1.4 Justification of the Study

Education Act 2018 stipulates the various measures, controls and mitigations of student's indiscipline, unrests and arson in schools and additionally task forces and commissions have recommendations which have been implemented by the Ministry of Education to curb arson in

schools. However, more than 300 public secondary schools were involved in arson in Kenya between January and May, 2018 resulting in destruction of property (Ngonga, 2019). Additionally, this was the period that the Ministry of Education was forced to review the academic calendar to allow students go home for some time while in 2020 the Ministry had to give half- term break to all schools to manage the wave of schools arsons.

1.5 Significance of the Study

This study may contribute to the Ministry of Education and school managements in formulating and enhancing relevant policies, school rules and regulation to curb and mitigate the impact of student's unrests, strike, rampage and burning of schools

This study hopes to fill the gaps of knowledge and complement other researches done in this line. This study may help in unveiling the social determinants to students' involvement in school's arson. The Ministry of Education may also use the findings to influence management of discipline in public secondary schools.

1.6 Scope of the Study

This study is concerned with institutional culture as a factor of student's involvement in arson in public secondary schools, the study was conducted in Migori County in the 10: Sub-Counties; Suna East, Suna West, Nyatike, Uriri, Rongo, Awendo, Kuria East and Kuria West, Ntimaru and Maberu. The study utilized the cross-sectional survey design and targeted students of form three and four in 28 public boarding secondary schools which had attempted or had arson cases in the years 2017 to 2020. Data and information was collected using questionnaires, interview schedules and FGD guides. The study specifically established the influence of institutional culture in students' involvement in arson, interventions in place to curb arson in public boarding secondary schools in Migori County.

1.7 Limitations of the Study

Cases of schools arson were experienced countrywide and the move to sample out schools in one county and make generalization might not be true representation of the situation affecting students. In order to mitigate such challenge the researcher enhanced sampling frame and incorporated a significant number of sampling unit to ensure representation.

Considering that arson is a criminal act and student's feared giving some information for fear of incrimination, the researcher informed the participants on the need to find truth about arson and promised non-disclosure of the identity of respondents.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter discusses literature from global perspective, Africa, Kenya and study area based on the objectives which addressed application of school rules and regulations contribution to students' involvement in arson, informal discussions and students' involvement in arson in public boarding secondary schools and effectiveness of existing institutional intervention strategies in curbing arson in public boarding secondary schools. The chapter also discusses theory which guided the study and the conceptual framework which shows the relationship between variables. It further analyses the gap that the study sought to fill.

2.2 Application of School Rules and Regulations and Students' Involvement in Arson

There is a rising trend of schools burning worldwide and this phenomenon has resulted in destruction of property, loss of lives, closure of schools and suspension or expulsion of many students. Africa and other developing countries are reported to have the highest number of arson cases from the year 2017 to 2020 (Forensic Fire Investigation [FFI], 2021).

Silvia (2020) in her study conducted in London, United Kingdom (UK) states that every person is unique, which makes enforcing some of the school rules completely unfair. What may be no big deal to one student could be the end of the world for another. Siva further argues that sometimes rules are just made to be broken and that is the exact reason students end up engaging in deviant behaviours like strikes, riots, burning and torching. This study which was conducted in Migori County was seeking to understand whether rules and regulations in schools are unfairly applied then the students would likely be moved to acts of arson as it was in the UK.

Yamak and Chaaban (2022) in a study conducted in schools in Beirut, Lebanon revealed that students were not adequately involved in formulation of school rules and regulations though

they were highly involved in the implementation of the same. The findings further revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement. The set-up of this study was in the city therefore the researcher was comparing the opinion of students in the city and that of the rural students in Migori County, further he found out if students in Migori County were also willing to embrace school rules and regulations even if not involved in formulation.

Student involvement in implementation of school rules refers to the work of student representative bodies - such as school councils, student parliaments and the prefectural body in formulation of school rules (Dunga & Mncayi, 2016). It is used to incorporate all aspects of school life and decision-making where students may contribute, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Student involvement also refers to participation of students in collective decision-making at school or class level and to dialogue between students and other decision-makers, not only consultation or a survey among students (Duet, 2011). This study established the extent of student's involvement in formulation of school rules and regulations as compared to what happens in Russia where students are involved through representatives.

Alter and Haydon (2017) in her study '*37 classroom rules for student's success*' conducted in Yugoslavia, it was observed that teachers should be consistent in how they apply rules without favouritism or back down on the consequences. The study stated that students will not respect and follow the rules if they are not clear from the beginning on what the consequences are for breaking the rules. The study suggests application of "fix what you broke" approach that asks the student to pay for their behaviour through actions or words, or set time-outs and temporary losses of privilege. The study was conducted in Yugoslavia in a classroom set-up in one

particular school but this study seeks to establish the varied students' responses in several schools in the rural Kenya of Migori County.

Student involvement in formulation of school rules is often viewed as problematic to school administrators, parents and society at large. This is due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation is often confined to issues concerned with student welfare and not in core governance issues such as school rules (Khatei, 2011). However, it is worth noting that there is a likely effect of non-involvement of students in formulation of school rules and regulation. This study therefore, sought to find out whether lack of such involvement could contribute to arson in schools.

Adesoji and Adetoro (2015) conducted a study on the extent of student involvement in decision making in secondary schools in South West Nigeria. It was found that student involvement in decision making especially in formulation of school rules was debatable with conflicting viewpoints propagated by different stakeholders depending on their background and world view. There were three view-points found to guide the extent of student involvement in formulation of school rules. The first was that students must remain passive and receive instructions from parents and teachers. This perspective meant that rules must be designed by teachers and students are to follow them to the letter. The second view-point suggested that students can participate only to a certain degree. This study involved the other stakeholders other than students in seeking their opinions on students' involvement in formulation of school rules and regulations, the researcher directly sought the opinion of students on the likelihood of students' involvement in arson in schools due to failure of their involvement.

A study by Jeruto and Kiprop (2011) in the rural part of Kericho County concerning nature of student participation in decision making in secondary schools in Kenya revealed that students were not involved in the formulation of school rules and regulations but they were compelled

to follow them. The findings further revealed that students were unwilling to embrace rules and regulations in which their opinion was not sort as they were being formulated. They stated that most schools had cases of arson due to aggressiveness of students with regard to application of school rules and regulation. This study was there interested to find out if the reactions of students in Migori County could be similar with the ones in Kericho County in terms of the outcome of the forced use of school rules and regulations which they were basically not involved in formulation.

Mutua (2014) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to their discipline such as playgrounds, toilets and lockers. Aggrawal (2014) adds that while student representatives may not participate in matters relating to formulation of school rules and regulations, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this perspective tends to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life leaving out the most crucial aspect which is rules and regulations. These studies concentrated on the involvement of students in making school rules and regulations though not addressing their likely effect. In this case therefore, the researcher found that failure to involve students in making rules and regulations could influence their involvement in arson.

Simatwa (2012) opined that the notion that students do not have any mandate to decide on school administration is authoritarian and paternalistic, rather than democratic. It not only assumes that secondary school students have a legitimate interest only in student-specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved. The study, therefore, suggested that

opportunities for student participation should go beyond specifically student-related issues and extend to wider aspects of school life especially concerning school rules and regulations.

According to Ryndak, Taub, Jorgensen, Gonsier-Gerdin, Arndt, Sauer.... and Allcock (2014), effective involvement of students in formulation of school rules and regulations would give students a sense of ownership, thereby compelling them to abide by them. There are very few aspects of school life and decision-making in which school students cannot be meaningfully involved – depending on their age and experience (Unwin, Rooney & Cole, 2018). There is need to examine the third level of student involvement in decision making (Fielding, 2012). The studies sought to establish students' opinions on how failure to involve them in formulation of school rules and regulations and lack of ownership could result to their involvement in arson.

Students should fully participate in decision making which includes formulation of rules and regulations (Magadla, 2017). This view is supported by Njozela (2018) and Yngve, Lidström, Ekbladh and Hemmingsson (2019) who points out that principals and other stakeholders should not underestimate contributions of students especially if they are given opportunities to develop their skills and their level of maturity. Huddleston (2011) in further stated that students should be involved in all areas of school life; noting that the range of activities that make up the work of a school can be categorized in different ways. However, one should expect students to have opportunities for involvement in each major area, particularly in a schools' ethos and climate which include rules, rewards and sanctions. This study did not however point out the contribution of non-involvement of students in formulation of school rules and regulations to students' involvement in arson.

Jeruto and Kiprop (2011) conducted a research on the extent of student participation in decision making in secondary schools, establishing that there was no meaningful involvement of students in formulation and review of school rules and regulations. The study further stated that most school administrations were unwilling to involve students in issues of school rules

and regulations. This was because of the perception that it will give students too much liberty and freedom. The study however, did not connect failure to meaningfully involve students in school rules and regulation and school arsons.

In a study on nature of students' unrest in secondary schools in Kericho County, Chemutai, Onkware and Iteyo (2020) found that manifestation of student unrest was usually through burning of dorms, fighting among students, boycotting classes, theft of school property, refusing punishment, bullying and striking against school administration. The causes of students' involvement in arson were found to include changes in government policies on examinations such as strict examination invigilation, cancelation of results, and interdiction of teachers suspected to be involved in exam irregularities (Waseka & Simatwa, 2016). The study also noted that change of government policy in examination was one of the major causes of arson in schools. However, this study failed to specifically point out how application of examination rules led to students' involvement in arson.

According to Ngwokabuenui (2015), imposition of school rules and regulations to students in Cameroon had positive influence to their involvement into irresponsible behaviour like strike, unrests, boycotts and burning of schools. The study recommends that school rules and regulations should be harmonized to remain friendly for student's consumption. This study therefore sought to find out if similar scenario could be applicable to students in Kenya. Akoko (2017) further recommended a need to involve all stakeholders before formulation and implementation of any policies that could affect the welfare of learners and teachers.

Gikungu and Karanja (2014) in their study on epistemic understanding of strikes in secondary schools in Kenya, it was established that there was strong relationship between proper use of school rules and students' indiscipline in public secondary schools. The study further stated that if school rules and regulations were not well articulated to students, then resistance groups could be formed which may end up in disobedience to regulations issued by the school

administrations. The study however failed to establish the strength of relationship between application of school rules and regulations and burning by secondary school students.

Students utilize arson as an effective means and tactic in expressing their grievances against the school administration (Cooper, 2014). It was found that use of arson by students reflects what this generation has learnt about how protest and politics work in Kenya. The study further state that students' recognition and destructive collective action were effective in winning a response from the authorities. Findings from the study reflects a reactionary mode of governance in which citizens initiatives tend to be neglected until they pose direct threat to public peace. It therefore emerged that arguments which are politically inclined have a relationship with students' involvement in arson other than them copying the character of politicians.

According to National Crime Research Centre (NCRC) (2016), peer pressure factors as understood in the context of companionship and cooperation of students as a group bound together by common interests and experiences where the spread of student violence is an expression of solidarity; long absence of the 'person of authority'. Multiplicity of exams in second term was found to have generated a 'flight mode culture' in the minds of candidate students and school workload in second term means students are simply fatigued after a long, activity-packed, overloaded and gruelling term. NCRC indicated that the rapid increase of indiscipline across schools meant that schools have to contend with challenges of negative influence from indiscipline students who transfer between schools. NCRC further noted that students were influenced into arson by peer pressure and absence of principals in the compound. This study however went beyond peer pressure and sought to establish the effect of informal peer to peer discussion discussions to students' involvement in arson.

2.3 Informal Discussions and Student's Involvement in Arson

According to Atieno (2014), there is need to deploy well qualified head teachers to secondary schools because experienced head teachers consult widely and have developed ability to foresee discipline problems before they emerge. Peer counsellors are important because they teach others the positive aspects of behaviour and they capacity build their peers on the dangers of negative peer influence and how to choose. It was further indicated that lack of teachers' support to students caused arson in schools. This study however, sought to investigate how students own interactions and influence contribute to arson in secondary schools.

At school level there should be a change of attitude among teachers, parents and students and frequent open discussions in school gatherings (Kindiki, 2015). Teachers, parents and students should meet and listen to students and have a dialogue on how to solve important matters affecting the school (Elimu Center, 2022).

Kibera and Kimokat (2017) stated that peer pressure has been one of the school factors that influence students' discipline in schools. The behaviour formation and behaviour modification among students is largely influenced by peer pressure and has modelling provided by their fellow students. Peer pressure occurs when an individual experiences implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group. They further asserted that students in school belong to groups which exert great influence on their activities, interests, discipline and academic success. Muthiri, Kibera and Kimokat (2017) laid emphasis on peer pressure as the cause of students behaviour modelling and uncontrolled actions however this study went beyond informal peer to peer to peer discussions and how such discussions contributes to students involvement in arson.

Student engagement has important influence on achievement and learning in higher education. The dominant perspectives on student engagement include *holistic perspective* which has broader view of engagement; *psychological perspective* which outlines engagement as a

personal psycho-social process; *behavioural perspective* which addresses institutional practice and student behaviour; and, *socio-cultural perspective* which addresses role of socio-political context. This study identified the key problems such as determinants of student engagement, inadequate definitions and lack of distinction between state of engagement, and immediate and long-term concerns of engagement but failed to link such to student involvement in arson in schools, a gap this study sought to fill (Kahu, 2013).

Students benefits a lot when they are engaged in their own learning. However, there is minimal agreement on the concrete definition and effective measurement of engagement. This study outlined conceptual and engagement-related instrumentation. It focused on such dimensions as agentic, cognitive, behavioural, and emotional. The study however failed to capture how such engagement influenced students' involvement in arson (Sinatra, Heddy & Lombardi, 2015).

According to Karuri (2014), in peer groups in school youth learn positive values of co-operation, responsibility and other good habits. On the other hand, peer group pressure could also contribute to the acquisition of negative habits such as alcohol drinking, immorality and violence. Peer pressure influences the use of substances under the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

In a study by Bwoginda and Kirui (2011), it was noted that if a student would associate with a group that practice such things, the students discipline will be negatively affected because bad company corrupts good morals. If young people are eager to participate in shared activities and exchange ideas and opinions with their friends. It may lead to formation of stable friendship groups and the development of mutual togetherness. During adolescence secondary school students are challenged with demand for personal needs and social pressures and this forces them to identify with a peer group. Students' peer influence and peer pressure contribute to their character change and development; in addition to providing room for positive change.

This study therefore, sought to find out the effect of peer pressure on informal discussion and contribution of peer to peer discussion to students' involvement in arson.

Nasibi (2013) indicated that failure to conform to the group norms could lead to isolation, resulting to loneliness. This can lead to the affected student feeling desperate and depressed leading to indiscipline in the school. Peer groups can however, be positively used to enhance discipline in schools. Teachers could initiate some activities that could enhance peer group experiences positively, such as conduct activities that encourage students to work and learn together, encourage students to support and accept others, assign students responsibility for the welfare of their peers among others. Peer counsellors can be constructively used to influence the behaviour of age-mates positively. This is because the youth find it easier to open up to their age-mates. This study however focused on peer-to-peer interactions through informal discussion and how such, contributes to student's involvement in school arsons.

According to Elimu Center (2022), bad company ruins good morals because many young people are easily influenced during adolescence. Some do things to please others or to get accepted. Negative peer pressure influenced students to the level where they burn their schools just to prove to a neighbouring school that they can also do it. It was further elaborated that another outstanding cause of fires in Kenyan schools is the fact that some parents do not take the initiative to guide their children. In most cases, students who plan to burn schools have actually been suspended in other schools due to indiscipline. Children lacking proper parental guidance will likely do what pleases them. The rate of social decadence in the country has increased and society has developed crooked attitudes where people do not care as long as the issues surrounding them are not affecting them directly. This study was however, concerned with specific ways in which students company, politically motivated arguments and informal discussions in school leads to their involvement into arson.

2.4 Institutional Intervention Strategies to Curb Arson in Schools

According to M'itiiri (2011), external political interferences, prevalent monotonous methods of instruction and examination phobia influenced student's animosity. Besides, students' strikes in secondary schools was found to be due to poor public relations, poor school nutrition, peer pressure and bad leadership in management of schools.

Majority of secondary school students are normally at adolescent stage where important people in their lives may negatively influence their behaviour at school. The school, family, peer pressure, community and media negatively impact on their behaviour. Besides, these systems may endeavour to socialize social and emotional skills which may enhance social competence and help in eliminating disruptive behaviour such as arson in schools (Jangir & Govinda, 2018; Ali, Dada, Isiaka & Salmon, 2014; Butovskaya, Burkova & Mabulla, 2010).

Zwier and Vaughan (2020) in a study conducted in America emphasized that counselling and career guidance helps students appreciate the value of education for their future and reduce unrest. Students always identify positively with their school if well nurtured to appreciate everything and everyone in school. They further argued that open discussion among teachers, parents and learners should be encouraged to understand and resolve grievances. Learning institutions should have effective counselling and career guidance programmes for students to shun violence and concentrate on studies. Illicit behaviours in schools could be lowered through helping learners appreciate that schools are a foundation for their future. The study clearly indicated importance of guidance and counselling and career guidance and the contribution they make in curbing arson in schools. This study went much further to establish the effectiveness of guidance and counselling as an intervention strategy to curb arson in schools.

A study by Ngwokabuenui (2015) to identify the level of students' discipline problems and dominant factors that contribute to students' discipline problem among secondary school

students in Cameroon showed that students with family issues always hanged out with friends and others faced high level of disciplinary issues compared to those with stable families. This study therefore linked students' indiscipline to family instability and opined that children from unstable families were prone to indiscipline as opposed to those from stable families. This study was focused on the factors within the learning institutions as opposed to Yahiya's which based his argument on family factors as a contributor to students' involvement in arson.

Idu and Olugbade (2011) observed that cultural influences by the community contribute to indiscipline among secondary school students. Due to fear among parents, students may join peer groups that consequently influence them negatively. The school environment has both internal and external factors such as parents, teachers, students and social workers. The presence of all these actors is critical to upbringing of students, hence, a concern is raised when this individuals distance themselves. The study was suggested that external factor was one of the main causes of arson in schools while this study focused on the factors in school due to students' daily interaction and their way of life. This study brings the external forces as the main factors contributing to students' involvement of arson. However, it was important to investigate the internal factors within the institution.

Upindi (2013) in his study on the views of teachers and parents on factors that contribute to learners' indiscipline in secondary schools, revealed contributing factors to include lack of parental involvement in education of their children, peer pressure among learners, home environment of learners, advancement in technology, lack of support from the Ministry and unprepared teachers. The study however focused on the home environment and parental factors as major contributors to arson in schools while this study is specific about schools environment and how day-to-days students' interactions while in school influences their involvement in arson.

NCRC (2016) identified cultural conflicts filtering into school. These include influence of opinion leaders at variance with students' interests; moral decay afflicting youths; deteriorating levels of nationalism; external school environment full of vices and images of violence; drug and substance abuse; unauthorized visitors and visiting days; increased human rights awareness; bad role models; role of mass media that appeared to glorify violence; hopelessness of school leavers given the hard economic times; and the huge disparity in resource distribution in the society as the main contributors to arson in schools. In this regard, students tend to follow certain happenings and behaviour of some members of the society, some events and phenomenon which influences their involvement in arson in secondary schools this study focused on the internal factors and specifically interaction between students and how such influences their involvement in arson.

White (2020) in a study conducted in British International School in Shanghai on stated that students prefer celebrating success in all its forms as publicly as possible since it is important and is one of the most rewarding about working in a school. It also helped to motivate students to revel in learning, to value it as an activity and to think that it as being a 'cool' thing to do. The study further stated that prize giving helped to restrain students from participating in deviant behaviours such as strike, destruction of school property and burning of schools expecting to be rewarded as best behaved student. This finding emphasize motivation of prize giving to students especially if done publicly. This study however went further to establish whether price giving was an effective strategy to curb arson in schools.

According to Efimenko, Roman, Pinto, Remião and Teixeira (2018) in a study in Europe on enhancement and recognition of teaching and learning in higher education, the study assessed the impact of teaching and excellent prizes and found that prize giving could be a dangerous trend if not sustained because it may lead to students going on rampage in case of inconsistency. The study noted that students could excel in examination due to prize giving but

if they go out in the community where there is no motivation then they risk failing to excel in their lifetime goals due to lack of motivation. The study however, failed to show how prize-giving could be effective in curbing arson in secondary schools.

As outlined by Nyatiko and Allida (2018), while many appreciate ditching of the prizes that are clearly farcical, there is an argument that even the merit-based awards should be dropped. The students are aware that they are the brightest, smartest, fastest and most talented in the school; therefore, giving them a trophy will not change the mind-set. Besides, it will undermine the students who are not best performers and this may easily create conflict among students and teachers. This study however was interested in knowing whether prize giving was an effective intervention strategy to curb arson in schools.

In a study by Bel (2016) it emerged that most teachers in the torched schools only took time to teach and leave the school for their homes. Teachers hardly spent time with learners in conducting guidance and counselling or extra-curriculum activities, which would allow students to bond with their teachers. It was also revealed that school heads are of significance when it comes to student discipline.

Nyatiko and Alida (2018) in a study on corporal punishment in schools conducted in Gulu District, Uganda noted that children subjected to corporal punishment suffered from low self-esteem, clinical depression and suicidal ideation, all so that teachers can instil fear and artificial control. The study emphasized that apart from the negative psychological effects, the use of corporal punishment had negative implications since it made students to have the perception that it was acceptable and sometimes necessary to solve problems using violence. Therefore, stakeholders concerned with young persons especially children or students which include school administrators and teachers instil high levels of moral capacities and obedience unto children only for them to grow up into a world that applies force and violence at every nonconforming moment. Corporal punishment is therefore regarded as wrong, but the

hypocrisy in the Ugandan culture on the issue drives a wedge in the progress towards eliminating the vice. The study highlighted the negative long term social and psychological effects of corporal punishment and measures which can be taken to get rid of the vice in schools. This study however sought to explore punishment in a perspective where it is an intervention available in schools to help eliminate arson.

In a study on punishment in secondary education in Tanzania, Lawrent (2012) outlined important tips on using punishment, impacts of punishment on student learning as well as alternatives to corporal punishment were also examined. The paper concluded that, corporal punishment should be eliminated because it does not enhance positive student learning but instead brings a lot of negative consequences to both teachers and students. It emerged that punishment brings negative consequences to both teachers and students, however, it failed to capture effectiveness of punishment as an intervention strategy to eliminating arson in schools.

Akoko (2017) in a study on factors influencing arson attacks in boarding secondary schools in Trans Nzoia County recommended that guidance and counselling departments should be established in schools to manage emotional problems among learners. The study further recommended that school administrations should establish active mandatory school-based families and put in place intensive parent-mentoring programs which aim at sensitizing parents on their parental duties. The study however failed to capture effectiveness of guidance and counselling in schools to help in curbing arson in schools.

A study by Kithuku (2015) on the home based factors influencing secondary schools' students discipline in Nzau Sub County of Kitui County Kenya recommended that parents should find more time of being involved with their children, be more caring and friendly, and that parents who preferred relaxed parenting style and had good jobs need to be restrictive and avoid too much freedom that make children do whatever they wish to. From the study however, a clear link between parental guidance to arson in schools was lacking, a gap that this study sought to

fill since it was more concerned with the schools interventions that support in curbing arson and not home interventions.

According to Kindiki (2015), differences in attitudes towards the policy on abolition of corporal punishment forced schools to evaluate other means of instilling discipline by incorporating measures such as counselling and suspension which were perceived as the most effective alternative methods. Other alternative methods were ranked differently except suspension, pinching or pulling ears, which were ranked equally by all the categories of respondents. Despite the ban, corporal punishment thrive illegally. The study recommended in-service courses for teachers, public education on harmful effects of corporal punishment and promotion of positive non-violent, democratic, participatory approaches to child training and education at the national level. This study however sought to investigate the extent to which punishment was effective in helping curb arson in secondary schools.

Olwe (2020) in a study on arson in schools in Kisii County Kenya found that banning of corporal punishment in Kenya in the year 2001 contributed significantly to increased indiscipline in school, thus recommended need for its re-introduction. Indiscipline was attributed to lack of proper parenting and ban on teachers' use of corporal punishment. It was therefore important to find out how punishment in schools could help in preventing and managing arson in schools.

According to Elimu Center (2022), corporal punishment ensured that students with constant cases of indiscipline were dealt with and they actually felt the effect of their behaviour. The study highlighted that abolition of punishment made many students to have caused deaths of their fellow students. It was noted that it was important for schools to have a counselling department that is always ready to offer necessary support to students. Peer counselling ensures that students can learn from people who are at their own level. The study however failed to

address effect of guidance and counselling and how it could help in curbing arson in schools, a gap this study sought to fill.

2.5 Knowledge Gaps

Much of the literature reviewed had studies which had factors that influence student's involvement in arson concentrated mainly on parental negligence, poor schools administration, poor food and school terms but a few captured socio-cultural issues. In the utilization of school rules and regulation the literature pointed out that students were not involved in the formulation of school rules and regulations but they hardly addressed how none involvement of students in formulation of school rules and regulations contributed to arson in schools, a gap this study sought to establish. Further the other studies articulated that the application of examination rules was cruel and not giving students atmosphere to do them, there were hardly any studies that directly linked application of school rules and regulations to students' involvement in arson hence importance of this study.

Most studies linked instructional factors as contributors to arson in schools; the factors were more from other personalities within schools including teachers, principals and prefects. However, there were no studies that linked arson in schools with students' peer to peer discussion, use of coded languages and politically motivated arguments and therefore this study has established how such institutional culture contributes to student's involvement in arson.

Finally, the institutional intervention strategies used in schools like guidance and counselling, punishment and prize giving were good to shape the characters of students whiles in school. As much as these strategies were utilized in most of the schools there were no studies that established the effectiveness of the strategies therefore our study was designed to establish the effectiveness of guidance and counselling, punishment and prize giving in curbing arson in public secondary schools.

2.6 Theoretical Framework: The Strain Theory

This study adopted for adopted the Strain Theory which is a sociological and criminology theory developed in 1938 by Robert K. Merton. The theory proposes that society puts pressure on individuals in the society to achieve certain socially accepted goals, aspirations and expectations though they may not have sufficient means to achieve such goals (Rosenfeld, 1989). Merton advanced the view that when individuals in the society are faced with a challenge of achieving their goals against expectation and aspirations, strain occurs (Agnew, 2017).

According to Agnew and Brezina (2019), when individuals are faced with strain, Merton outlined five different ways in which they respond including: *conformity* which entails pursuing goals through socially accepted ways with fear of having conflict with the existing culture (Hopeful poor); *innovation* in which case individuals resort to using socially unaccepted or unconventional means to obtain culturally approved goals such as dealing in drugs or stealing to achieve financial security (Surviving poor), *ritualism* which entails use of the same socially acceptable means to achieve less elusive goals; *retreatism* whereby individuals resort to rejecting both the cultural goals and the means to obtain culturally approved goals then find a way to escape it; *rebellion*-whereby groups reject cultural goals and the prescribed ways of achieving, and then work towards replacing both of them.

However, Burton and Cullen (2015) in advancing Strain Theory had a different opinion and argued that aspiration-expectations measure is not related to criminal involvement while perceived blocked opportunities and feelings of relative deprivation significantly affects an individual's involvement in deviant behaviour. They further opined that individuals' involvement in criminal activities is dependent on their own personal conviction and it is out of their choices.

Crossman (2019) in her argument on Strain Theory questioned Merton's concept of '*deviance*', arguing that deviance is a social construction and perceptions. Those who engage in deviant behaviour to obtain economic success may simply be involving in normal behaviours for individuals in their circumstances. She further stated that profiling crimes of acquisition as deviant may lead to policies that seek to control people rather than make society more equitable. This theory is based on the idea that delinquency is as a result of individuals who are unable to achieve their goals through legitimate channels.

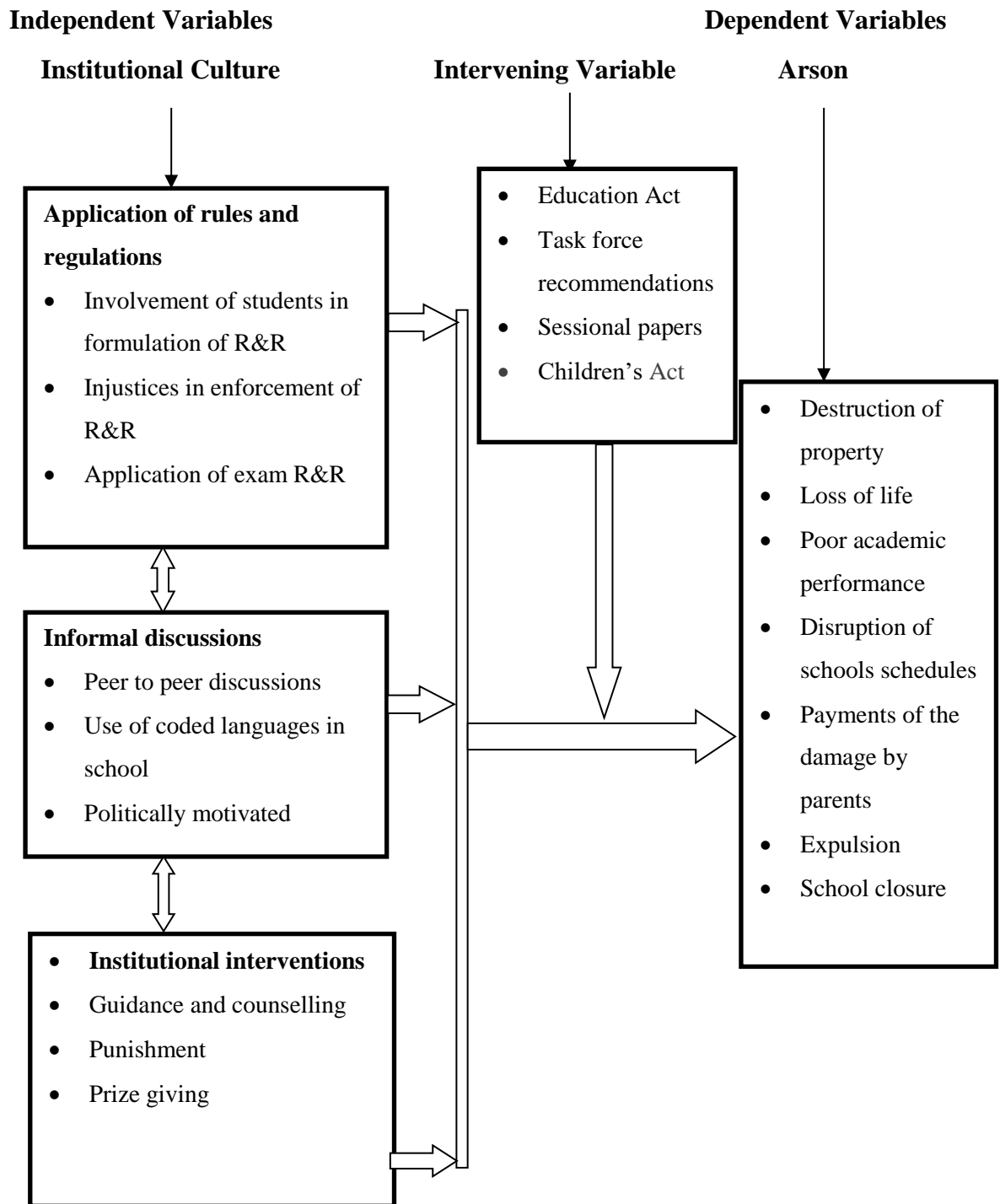
This theory was applicable to this study because students' exposed to stringent school rules and regulations, formal communication procedures and character shaping interventions that prohibit them from meeting their expectations may exercise some unaccepted actions to achieve the aspirations (Agnew, 2020). While they use all the acceptable avenues to express themselves, students may resort to burning of schools as the only way to express their grievances.

Further, students consider that they have a right of expression and information and that any attempts by the school management through school rules and regulations and school culture to hinder them from accessing information or expressing their views leads them to deviant means of achieving their aspirations and therefore always expressed through rampage, unrest, arson which target school infrastructure, teachers and other students.

2.7 Conceptual Framework

Figure 1

Conceptual framework on the Influence of Institutional Culture in Students Involvement in Arson



2.7.1 Description of the Conceptual Framework

The framework shows the influence of institutional culture in students' involvement in arson in public boarding secondary schools, highlighting the key indicators in the independent variable. The factors in the independent variable include application of school rules and regulations in schools; which include involvement of students in formulation of school rules and regulations, injustices in application of schools rules and regulations and application of examination rules and regulations. The framework also gives summary of institutional culture as it influences students' involvement in arson which include peer to peer discussions, use of coded languages and politically motivated arguments.

The framework further describes the institutional intervention strategies which are geared towards curbing arson in public boarding secondary schools, the strategies are guidance and counselling, punishment and prize giving. The Conceptual Framework displays the intervening variables which are other existing variables which are responsible also in one way or the other for management, prevention and mitigation of arson in schools. The intervening variables include Education Act, recommendations of task forces, available sessional papers and Children's Act.

The framework also highlights the dependent variables identified to be related to the independent variables (institutional culture), these include destruction of property, loss of life, poor academic performance, disruption of school schedules, payment of damaged or destroyed facilities by parents, students' expulsion from school and school closure.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the design of the study, the location, the description of the target population, sample size and sampling techniques, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

This study adopted mixed approach, in which a variety of designs were used to collect qualitative and quantitative data. The first design, descriptive cross-sectional survey design was selected because it sought to explore a phenomenon on students' involvement in arson in public boarding secondary schools.

This study utilized sequential exploratory approach using descriptive cross-section survey design to achieve analysis of the institutional culture that influence the arson in public boarding secondary schools in Migori County. Cross-sectional survey was used because it helped the researcher to establish social issues in a cross-section of the population at a particular point in time (Mugenda, 2018). This method enabled the researcher to acquire information from findings that were a representation of the population. It was therefore useful in collecting data on various factors that influence learners' involvement in arson (Munyi & Orodho, 2015). Furthermore, descriptive research was concerned with how? What is? Or what exists? And is related to some preceding events that have influenced or affected a present condition and this was suitable to explaining arson in public boarding secondary schools as a social phenomenon.

The researcher used descriptive cross-section survey to examine the menace of rampant arson in boarding secondary schools which needed analysis but this could only happen if the root cause of the phenomenon was thoroughly established hence this research. The researcher through this study determined the root causes of the school's arson, the available interventions

and presented recommendations to curb further arson in public boarding secondary schools in Kenya.

3.3 Location of the Study

The study was conducted in Migori County which lies in the South-western part of former Nyanza Region, Kenya. Migori County borders Homa Bay County to the North, Kisii County to the North East, Narok to the South East, Tanzania to the West and South and Lake Victoria to the West. The County also borders Uganda through Migingo Island across Lake Victoria.

The main economic activities in Migori County are subsistence farming, fishing along Lake Victoria, gold mining and small scale businesses. The population of Migori County is 1,116,436 (KNBS, 2019), Latitude: -0.6667 Longitude: 34.8333. Migori County has a total of 270 public secondary schools and of these 84 schools have boarding facilities which this study targeted in the 8 Sub-Counties of Migori County: Suna-East (9), Suna-West (13), Nyatike (11), Uriri (9), Awendo (13), Kuria East (7), Kuria West (14), and Rongo (8). Specifically, the study was conducted in 28 public boarding secondary schools across the 8 sub-counties as follows; Suna East (3), Suna West (4), Nyatike (5), Rongo (4), Awendo (5), Uriri (3), Kuria West (3), Kuria East (1).

Table 1

Schools with boarding facilities and experienced arson from 2017-2020

Sub-County	Number of schools	Number of schools with boarding facilities	Number of school with attempted/ experienced arson from 2017-2022
Suna East	32	9	3
Suna West	22	13	4
Nyatike	56	11	5
Rongo	32	8	4
Awendo	38	13	5
Uriri	35	9	3
Kuria West	16	14	3
Kuria East	19	7	1
Total	270	84	28

Source: MOE Migori County (2020)

3.4 Target Population

The study targeted students of form 3 and 4 in 28 schools which had experienced arson between the years 2017 to 2020, the reason for form 3 and 4 was that students in those forms had interacted with the various schools institutional culture and had sufficient or rich information for this study. Furthermore, UNESCO (2021) in its international classification of standards grade 12 and 13 are classified to be 15 to 18 years. The 28 schools had a total population of 10,191.

3.5 Inclusion and Exclusion Criteria

To be included in the study, the respondents were only to be students and principals from the sampled schools and must have been in Form 3 or Form 4 within Migori County. The study also selected only those who were present in the study area during the time of the study and those who were willing to participate in the study and gave informed consent.

The study excluded all students and principals who were not within the sampled schools and students who were not forms 3 and 4, those who were not present in the sampled schools during the study, those who were not willing to participate in the study and did not consent to the study.

3.6 Sample Size

Shirima (2020) states that a sample is a small group of people obtained from the accessible population. Hence, defines sampling as the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

The sample size was determined by the use of Glen Israel 2013 table to get sample size from the form 3 and 4. To determine the sample size, the study applied Glen Israel (2013) formula. (See Appendix 7 Glen Israel sampling table)

$$n = \frac{z^2 \cdot p \cdot q}{e^2}$$

Table 2***Principal's Sample***

Sub County	Principals
Uriri	3
Suna East	3
Suna West	4
Kuria West	3
Kuria East	1
Rongo	4
Awendo	5
Nyatike	5
Total Schools	28

Source: MOE Migori County (2020)

The target schools for this study were 84 schools with boarding facilities in which the researcher purposively selected all the 28 schools which had experienced arson from 2017 to 2020 as justified by Urio (2020). This gave the study enriched the information because the targeted participants either directly participated in the arson or witnessed. This study used proportionate sampling to select students from each school which had experienced arson to get the participants in Form 3 and 4 (as shown in Appendix 6). The choice of form 3 and 4 was purposive. At the class level the study utilized simple random sampling to select the participants for the study using raffle tickets.

All the principals from the 28 public secondary schools which had experienced arson were interviewed as key informants, this helped the study to get responses from various school heads that had different academic backgrounds and experience in handling different students from different backgrounds.

Focused Group Discussion (FGDs) was conducted in 12 schools which were purposively selected considering schools status, geographical coverage, population, cultural diversity, and location (urban and rural): totalling to 144 participants who participated in the FGDs. Agung and Saud (2016) state that 40% sample from homogenous populations is sufficient for good FGD results in a qualitative research. Each school had 12 participants who participated in FGD from forms 3 and 4, Agung and Saud proposes FGD participants to be from 9 to 12. Convenience sampling method was used to select schools for follow up on the results from the questionnaires, the researcher considered girls schools, school status, location of schools (rural or urban), cultural and ethnic composition.

3.7 Data Collection Instruments

Questionnaires, interview schedules guide and FGD guide were used. These are discussed in the subsequent sections.

3.7.1 Questionnaire

Questionnaires were administered to 290 students who were the main respondents. Orodho (2008) explains that a questionnaire is fast way of obtaining data with ability to collect a large amount of information in short time and there is greater uniformity hence greater compatibility in the responses. A well designed questionnaire makes the researcher's work easier and improves the quality of data obtained (Roopa & Rani, 2012).

Both open-ended and closed-ended questions were used to collect data from main respondents. According to Orodho (2008), structured questions are accompanied with a list of possible alternative versions from which the respondents are required to select the answers that best describes their opinions in developing questionnaires. Structured questions with a list of possible alternatives were used since they are easy to compute and analyse. In open-ended questions respondents are given complete freedom to express their views about particular

phenomenon (Orodho, 2008). The level of literacy of the respondents was high, making it appropriate for the target population.

Five RAs were recruited to collect data using the questionnaires. Each of the RAs had at least Diploma in social sciences related courses and with good command of English language. They were then taken through a two days training by the researcher before commencing data collection. During the training the RAs were informed about the purpose of the study and taken through the questionnaires. They were also trained on basic communication skills like clarity, audibility, interpersonal skills and importance of observing etiquette while interacting with respondents and teachers; they were also taken through the ethical principles in social research.

After the training, the RAs distributed the questionnaires and close supervision of the researcher. Upon arriving in schools the RAs introduced themselves to the school administration by showing the letters of authorization, and then they worked with the teacher assigned to them to distribute the questionnaires to the sampled students after the consents. They returned to schools after agreed time within three days to collect the filled questionnaires from the students.

3.7.2 Interview Schedule

Interview schedule was used for the 28 principals who were the key informants. Luenendonk (2019) defines interview as a conversation where questions are asked and the corresponding answers given. The setting and execution of the interview range from casual to semi-formal to formal, and involves two parties which are the interviewer and interviewee. The interviewer's objective is to collect data and information by asking questions, and probing the answers that are given by the interviewee.

According to Orodho (2008), it is a set of questions an interviewer asks when interviewing respondents, in which case, the researcher seeks answers to a set of pre-conceived questions through personal interviews. They usually yield high response rates.

Interviews were conducted by the researcher assisted by the RA in note taking. Each interview took approximately one hour; the researcher introduced himself and the RA and offered the interviewee opportunity to present him/herself. The Researcher used questioning skills such as probing, reflection, paraphrasing, focusing and point challenging to guide the discussion. The data gathered was used to complement the survey findings on the socio-cultural determinants of arson in schools.

3.7.3 Focus Group Discussion Guide

Focus Group Discussion (FGD) guide was used for 12 participants per school for 12 schools. FGD guide enhances understanding of people's thoughts and feelings (Acocella, 2012). It was used to get qualitative information from students. Guiding questions were used based on the three objectives. The researcher also used the FGD to interrogate the findings of the participant's responses in the questionnaire

FGDs were conducted in the selected schools by the researcher with the help of one RA who took notes and recorded proceedings. The participants consent was acquired before the FGDs. The researcher guided the participants to make ground rules, through which all of them were assured of their freedom of expression and confidentiality. The researcher moderated the discussion and ensured that each participant got an equal chance to air their views.

3.8 Instruments Validity and Reliability

The section discusses validity and reliability of the instruments used in the study.

3.8.1 Validity

According to Munyi and Orodho (2015), validity is concerned with the degree to which an empirical measure or several measures of a concept accurately represents a concept. Thomas (2019) states that it is the degree to which the instrument measures what it supposed to be measuring. Study supervisors validated the study tools through examination of the questions

to establish the content, face and construct validity. The researcher received their views on the relevance, representativeness, and clarity.

3.8.2 Reliability

Piloting was done to establish the reliability of research instruments using the test-retest method. 39 questionnaires (representing 10% of the sample size) were administered students in Homa Bay High School in Homa Bay County, which is a school that had experienced arson within the period of 2017 to 2020 (Saud 2016). The questionnaires were scored manually by the researcher. The researcher re-administered the same questioners to the same group of respondents after a period of two weeks, while keeping all the initial conditions constant. The findings were analysed based on the responses manually and computation of Cronbach alpha of internal consistency and a general threshold of .78 was achieved which is adequate as justified by Bolarinwa (2015).

The answers were then compared as the first and second set of questions; to show to what extent the responses were consistent. Besides, research assistants (RAs) were trained to enhance their understanding of the study in terms of context, content of the data collection tools and be competence in administering the tool. This helped in controlling prejudice that could emerge from random errors, incorrect code, incorrect instructions, and the fatigue of the interviewee/interviewer, interests or view points of the interviewer.

3.9 Data Analysis and Presentation

The study generated both qualitative and quantitative data. Qualitative data was generated from FGDs, KI interviews and open ended questions in the questionnaires, while quantitative data was obtained from closed-ended questions in the questionnaires.

Data analysis involved editing, organizing and summarizing data extracted from the instruments. Duly filled and completed interview schedules and questionnaires were cleaned and cross-checked for data integrity. The data was then coded and entered into code books for

analysis. Computation and analysis of quantitative data was done using Statistical Package for Social Sciences (SPSS) Version 26.0 based on percentages, mean and standard deviation and Pearson's product moment correlations. Qualitative data were thematically analysed as per the objectives.

3.10 Ethical Considerations

The study embraced the principles of research as stated by Kombo and Tromp (2019) that any research involving human beings should consider the guiding principles. According to Australian Market and Social Research Society [AMSRS] (2019), ethics are based on the confidence that the research is carried out objectively and that protects the rights of the participants.

The researcher obtained a letter from Rongo University School of Graduate Studies to enable him get research authorization from National Commission for Science, Technology and Innovation (NACOSTI). The researcher obtained a letter from the Migori County Commissioner's Office and an introduction letter from Ministry of Education Migori Office to further seek permission to carry out the research. The researcher then made a prior visit to the schools to establish a rapport and seek permission from the schools administration to collect data from their respective schools. On the second visit the researcher issued the questionnaires to students. Arrangements were then made on when to collect the questionnaires. On the third visit, the questionnaires administered to the students were collected. As the students used the questionnaires the researcher conducted the interviews to the principals of the schools.

The researcher also ensured other ethical considerations such as *informed consent* in which case, Cambridge University (2022) classifies minors age 16-18 as low-risk population in involvement in research therefore the researcher obtained written informed consent from the minor and the teachers. The choice of form 3 and 4 was due to the age bracket of 15 to 18 years as recommended by International Classifications of Standards which categorizes grade 11 and

12 (Equivalent to form 3 and four in Kenyan education system) to be between 16 to 18 years UNESCO (2021). As per recommendations by Scientific Ethics Review Unit (SERU) under Kenya Medical Research Institute (KEMRI, 2021) any person above 15 years of age is competent to make informed consent with guidance from the teachers in social research. This is further justified by NNREC (2019) which states that minors who have turned 15 can consent to researchers collecting and using their personal data.

If a child is under 15, researchers must usually obtain consent from their parents or guardian, with exception of sensitive personal data, which can only be acquired with consent of the parent. The researcher also shared the purpose of the research to the students and principles using the information sheets which contained information on the role of the researcher, activities to be done during data collection, role of the participants in the study and the possible uses of research information.

Secondly, *privacy and confidentiality* whereby information from the study were safely stored, hard copies under lock and key in a cabinet while soft copies in a password protected computer. The researcher committed not to disclose any information shared by the participants to any individual or authority. All the information is kept private, confidential and safe.

Thirdly, *anonymity* whereby participants were not identified by name, but rather, codes were used to represent the names. Personal information would not be disclosed. The participants were assured that the information obtained were only for purposes of the research and would remain anonymous in the research report.

Fourthly, *trustworthiness*, in which case triangulation method of research was conducted by the researcher to enhance its trustworthiness by involving multiple sources of data which included questionnaire, key interview schedule and focus group discussion guide. After addressing all the insufficiencies and inconveniences in pilot testing, the instruments were reliably ready for the actual study.

CHAPTER FOUR

ANALYSIS, PRESENTATION, AND DISCUSSIONS

4.1 Overview

This chapter presents the results, interpretation and discussions of the study findings in as per the objectives of the study and research questions. The first two sections of this chapter discusses the response rate and address the demographic information respondents such as gender, class and years of study in the current school. This is followed by findings and discussions.

4.2 Questionnaire Return Rate

Out of 390 questionnaires administered, 380 (97.4%) were filled and returned. This high percentage return rate was realized due to the fact that the researcher and his data assistants distributed the questionnaires to schools regionally and made contacts with the schools principals and teachers for follow up and immediate collection as soon as they were done. The return rate was adequate as justified by Cooper and Schindler (2019) who pointed out that a response return rate of more than 75% was sufficient for a study.

Table 3

Questionnaires Return Rate

Questionnaires distributed	Number returned	Return rate (%)
390	380	97.4

4.3 Demographic Information

This section presents the demographic information of the respondents in regard to gender distribution, class of respondent and years of study in the current school.

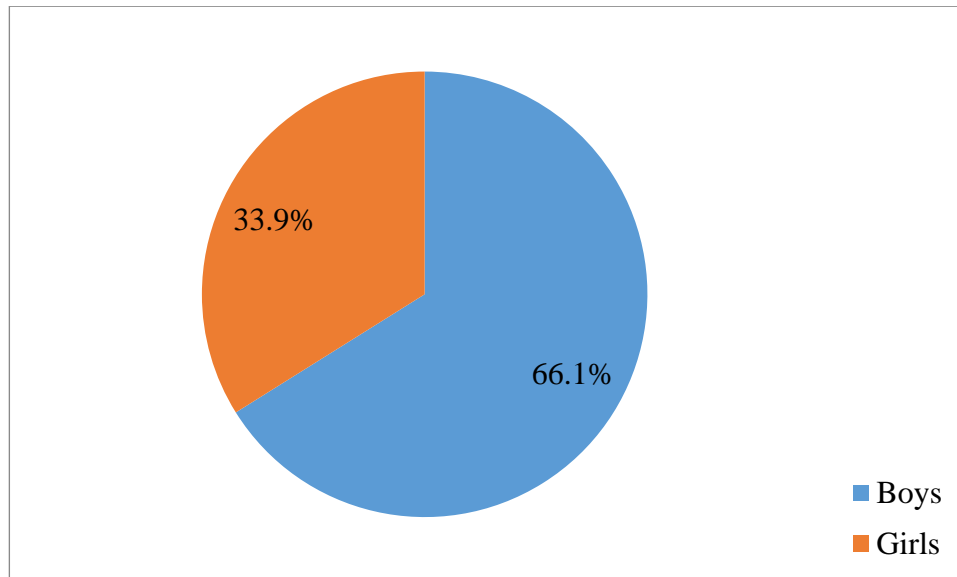
4.3.1 Gender Distribution of Respondent

The results in Figure 2 reveals that majority of the respondents were male who represented 66.1% of the sample while 33.9% were female. The male dominance could be attributed to the fact that the study involved more boys' boarding schools (19) than girls' boarding schools (9) that had experienced arson in the last 4 years were boy's schools hence translating to a greater representation by male respondent than female. This was contrary to the County population which indicates that females are more than males where by 48% male and 52% female (KNBS, 2019) the figures contradicts Wakiaga (2022) publication on secondary schools enrolments in Kenya 2015 to 2019, by gender which states that the number of girls in secondary schools in Kenya overtook the number of boys in 2019. The difference was however minimal, 1.634 million girls to 1.626 million boys.

Data from Migori County Ministry of Education agrees with the finding stating that in Migori County enrolment in 2019 to 2021 boys had 79.55% as opposed to girls 70.57% as it also gives contrary information that gender parity between girls and boys in 2019 was 1.13 favouring girls at 47,590 while boys at 42,109. The fact that most boys' schools were involved in arson could be attributed to the fact that African culture emphasizes on the aggressiveness of boys in solving problems as opposed to the girls who are expected to be submissive and soft as noted by Butovskaya, Burkova and Mabulla (2010).

Figure 2

Gender Distribution

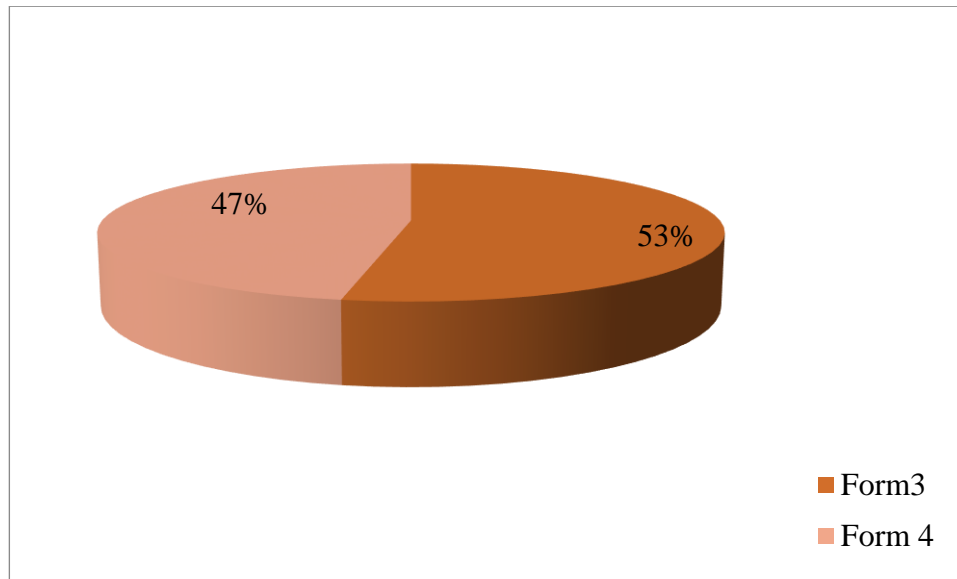


4.3.2 Class Distribution of Respondent

Figure 3 shows that 201(53%) were in form 3 while 179 (47%) were in form 4. This is confirmed by the fact that the total number of students in form 3 is greater than the number in form 4 in Migori County as per Ministry of Education (2019). However, this was inconsistent with Australian Government Department of Education report (2020) which indicate that enrolment in year 12 (Equivalent to form 4) is greater than enrolment in year 11 (equivalent to form 3) by 5%. This disparity in numbers in form 3 and form 4 could be attributed to the challenges faced in transitioning from one class to the other; suggesting that not all the students transition from form 3 to form 4. Some of the students could be eliminated through mocks or elimination examinations as noted in Vanderoost et al. (2018).

Figure 3

Class Distribution for the Study Respondents

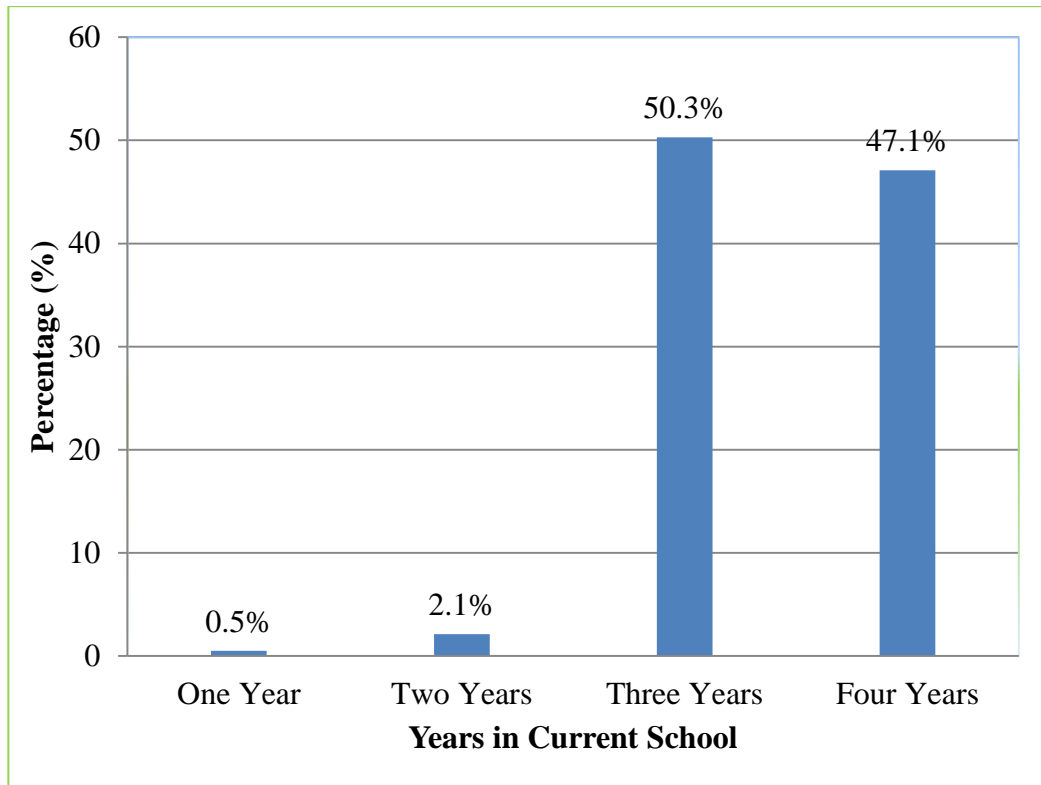


4.3.3 Years in Current School of Respondent

With regards to years of study in the current school, Figure 4 indicates that majority 191(50.3%) had studied for 3 years while 179 (47.1%) had studied for 4 years, 8 (2.1%) for 2 years and 2 (0.5%) for one year. This suggests that retention in school was high for students joining form 1 to form 4 with minimal decline as they join form 4. This indicates that most students take longer time in one school which improves their peer to peer interaction for a longer period. This may contribute to their influence on each other's characters and behaviour that may contribute to their increased involvement in deviant behaviour like strike and arson.

Figure 4

Years in Current School



4.3.4 Age Categorization

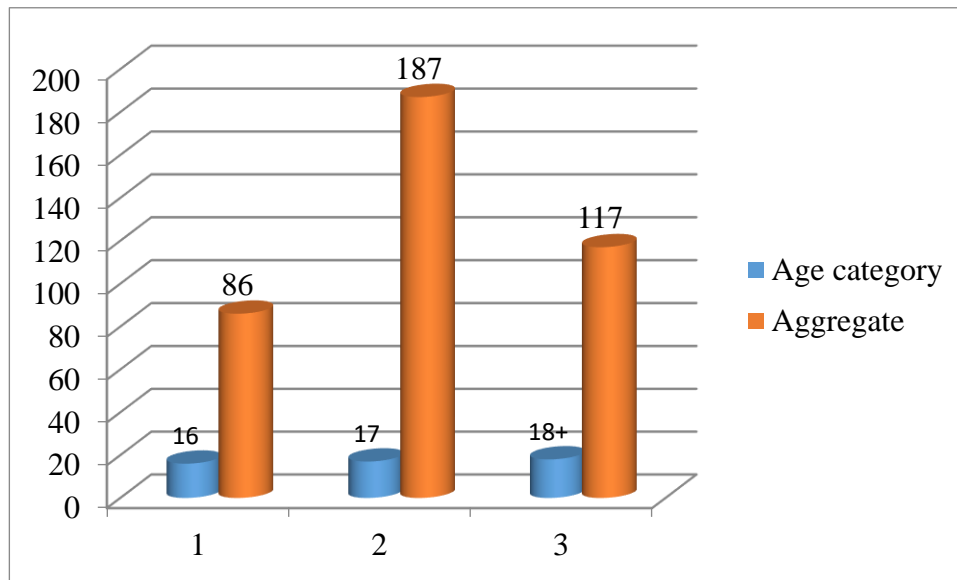
On age categorization, Figure 4 indicates that majority 187 (48%) were 17 years old 117 (30%) were 18 years and above, 86 (22%) were 16 years. These findings is in agreement with International Standard Classification of Education (ISCE) which states that lower secondary education is categorized as first stage of secondary education building on primary education, typically with a more subject-oriented curriculum. Students are generally around 12-16 years old.

Upper secondary education is categorized as second stage of secondary education and final stage of formal education for students typically aged 16–18, preparing for tertiary/adult education or providing skills relevant to employment (The International Standard Classification of Education, 2011). This shows that majority of students are either already adults or are nearing adulthood and their choices of deviant behaviour may be independent and

of sound mind as any other criminal therefore culpable for consequences that results of their acts.

Figure 5

Age Categorization for the Respondents



4.4 Application of Rules and Regulations on Students' Involvement in Arson

To establish the extent at which application of school rules and regulations determines students' involvement in arson in public boarding Secondary schools in Migori County, the study examined the extent at which injustices in enforcement of school rules and regulation, influence of application of examination rules and regulations and involvement of students in formulation of school rules and regulations. This was measured on how strongly students agreed or disagreed to the statements on influence of utilization of school rules and regulations on students' involvement in arson.

Table 4

Student's responses on application of Rules and Regulations

Indicators	SD(1)	D(2)	U(3)	A(4)	SA(5)	Mean	Std. Dev.
Injustices in enforcement of school rules & regulations	15 (4.0%)	43 (11.3%)	42 (11.1%)	139 (36.6%)	141 (37.1%)	3.92	1.13
Application of Examination rules	28 (7.4%)	43 (11.3%)	42 (11.1%)	154 (40.5%)	113 (29.7%)	3.74	1.21
Involvement of students in formulation of school rules and regulation	35 (9.2%)	42 (11.1%)	39 (10.3%)	151 (39.7%)	113 (29.7%)	3.82	1.17

4.4.1 Injustices in Enforcement of Rules and Regulations on Arson

Tables 4 indicate that 280 (73.7%) respondents agreed that injustices in application of school rules and regulations contributes to students' involvement is arson. With a mean of 3.92, respondents agreed that injustices in enforcement of rules and regulations influenced students' involvement in arson. The standard deviation of 1.13 also emphasised the spread of views among students.

The study suggests that if certain rules and regulations in schools are unjustly enforced, the students may resort to other means of expression of discontent and may get involved in acts leading to arson. Besides, when students feel that they are unfairly treated by the prefects, teachers and school administration then they may resort to other means that such as strike, riot, unrests and burning of schools.

These findings are in line with Silvia (2020) which stated that every person is unique, which makes enforcing some school rules completely unfair. Silvia further stated that what may be no big deal to one student could be the end of the world for another. It also concurs with Kampen (2021) who observed teachers must be consistent in how they apply rules without any bias or backing down on the consequences. Besides, the study stated that students may not respect and follow the rules if they are not clear from the beginning on what the consequences are for breaking the rules. However, the studies failed to capture the connection between school rules and regulations to student arson in schools.

The findings also concurred with Blad (2017) which stated that when students perceive that schools are unfair places, their loss of trust can lead to lack of engagement that affects them for years. Besides, students who perceive injustice or disparate treatment for certain racial groups may respond with deviant behaviour.

The findings agrees with an ethnographic study conducted in two primary schools in Sweden which indicated that rules which are not clearly understood but applied by teachers may cause misunderstanding between teachers and students leading to conflict. Students will obviously feel that such rules are unfairly applied therefore leading to rebellion and protests as highlighted in Thornberg (2017). These studies focused more on the need to be fair in enforcing school rules and regulations which they emphasized that fairness should be considered while enforcing the rules and regulations. However, they failed to capture contributions of unfair enforcement of school rules and regulations towards student's involvement in arson, a gap this study sought to address.

To interrogate the data above, students and principals of various schools who participated in FGD and KII respectively had different opinions regarding application of school rules and regulation, majority of the participants agreed that unfair enforcement of school rules and regulations could lead to students' involvement in arson while some had different opinions.

Majority of the participants had a feeling that the school rules and regulations could be well stipulated, articulated and displayed every time for reference. It also emerged in the focus group discussions that unjust enforcement of school rules and regulations influence unrest or arson acts in boarding secondary schools, they sighted ways of punishing students without clear laid down punishment that is equivalent to the offence committed. Some of the sentiments by participants in the focus group discussions included;

'In our school if a student is assigned to mop a classroom with others and fails to do so then he is forced to mop the whole classroom alone, this punishment is too much for one student, sometimes the whole class can rebel and resort to other means of expressing displeasure including burning school' (Male student participant 3, FGD site 4)

"I don't believe there are any rules and regulations which are unjustly applied, all the punishment in school corresponds to the kind of offence committed by the student, for example if a student jumps over the fence she should be asked to bring barbed wire to compensate."(Female Participant 8, FGD Site 6)

"But if you fear being punished, why do you commit an offence? Students commit offences knowing well that the punishment is likely to follow so they should avoid committing offences that will attract punishments" (Female Participant 12, FGD site 7)

"I agree that if certain rules and regulations in schools are not justly implemented then it can cause revolution from some students that can lead to students resorting into uncouth means of retaliation against the school administration" (Female Participant, KII 12)

"Some teachers are too cruel in the application of the set rules and regulations to an extent that they do not think they are handling human beings, teacher's needs to be moderated in giving punishment" (Male participant, KII 6)

“Spare the rod spoil the child, all the rules in school are meant to shape up rogue students who may have come with wired characters from home, in this case only rules can contain them” (Female Participant, KII 15)

These sentiments show that if the school administration applies rules and regulations in a way perceived by students as unjust, unfair or biased then students are likely to rebel against the administration and resort to other means of expressing their displeasure to the school. The rules and regulations are not well linked to the likely punishment that are commensurate to the offence committed by the students hence some students feel that some punishments are unjust and biased. This is attributable to the fact that the society and families where these students come from are full of resistance against the government and other authorities especially when they feel that the authority does not treat them well.

Demonstrations, picketing and riots by teachers and other workers unions ending up in destruction of property may be copied by the students and directly applied in schools as they show their discontent to perceived unjust treatments. With the sharp contrast between those who feel that unjust application of school rules and regulation may cause arson and those who disagree depicts how political alignments and formations are advanced in the society today.

There is a big confusion caused by the political ideologies witnessed in Kenya and other parts of the world, in Kenya for example there are the ‘*dynasty*’ and ‘*hustlers*’, ‘*bottom-up*’ and ‘*trickle down*’ ideologies which have brought confusion to most Kenyans and many are confused which side is saying the truth. Back in families, the way in which conflicts are resolved through violence may as well be attributed to the behaviour of students in school as they try to solve grievances resorting to using force to be heard by the school administration.

4.4.2 Examination Rules and Arson

Table 4 shows that in a Likert scale of 1-5, 154 (40.5%) respondents agreed while 113 (29.7%) strongly agreed that strict application of examination rules and regulations influenced students’

arson in schools. With a mean of (3.74), respondents were in agreement that application of examination rules and regulations in key internal tests contribute to student's involvement in arson. A standard deviation of 1.17 shows that participants spread of the opinions. This implies that when examination rules and regulations are strictly applied on students they may feel that their chances of passing exams are limited by the rules and this may make them revolt against the administration.

These findings were in agreement with Chemutai, Onkware and Iteyo (2020) who found that causes of student's involvement in arson included changes in government policies that governs examination which includes strict examination invigilation, cancelation of results, and interdiction of teachers suspected to be involved in exam cheating.

The study findings also concurred with the National Assembly Report of (2019) in an inquiry into the wave of student's unrests in secondary schools in Kenya term 2, 2018. The report indicated that fear of internal examination as a result of pressure from home and sponsors, strict rules and regulations that are imposed by the KNEC and nature of invigilation during internal exams, were some of the causes of student's unrest.

The findings also agreed with M'itiiri (2011) which found that lack of preparedness and fear of national examinations and stringent examination guidelines among students is the main cause of rampant school strikes. These studies however differed with study in terms of geographical context given that they were conducted in Kiambu and Nairobi Counties which are urban set ups as opposed to Migori County which is a rural set up. Besides, they were focused on external contributors like lack of preparedness, examination policies, pressure from home and sponsors as opposed to this study focused on the internal causes of arson within schools.

The findings were however inconsistent with Francisca (2019) which noted that lack of strict rules to moderate student's examination may lead to production of half-baked students for

skilled trainings in future because they will involve in exam cheating; thus highlighting need for strict application of examination rules.

The quantitative findings also agreed with qualitative responses from the FGDs and KIIs where most respondents stated that examination rules were not clear to students since most of the time they are verbally communicated by teachers, there was a general feeling that some teachers are just too strict and by imposing such rules it can easily tamper with their lifetime dreams. The students stated that some of the examination rules were only meant to intimidate students and therefore some students do not fail because they are poor in class but because of fear trauma caused by examination rules. Some of the responses were;

'Some of the examination rules imposed by teachers are just meant to intimidate students that is why you can realize some students just fail not because they are academic dwarfs but because of the trauma caused by the exam rules and regulations' (Female participant 1, FGD site 7)

However, other participants in the FGDs disagreed with the finding stating that if examination rules are softened then there is likelihood of producing students who are half baked and cannot go through university education efficiently, thus agreeing with findings of Fracisca (2019). Some of the responses were;

"I support the examination rules 100% because if the rules are not strict then students will end up cheating in examination but proceed to the university the end up failing or dropping out" (Female student 8, FGD site 2)

"In every institution there must be rules governing each sector otherwise there shall be no rule of law so those opposed to examination rules and regulation do not want to follow rule of law" (Participant 11, FGD site 5)

“Examination rules are sometimes extremely strict to an extent that students feel intimidated as they do examination, some students end up failing just because of some strict rules imposed on them either by the school or government during national examinations” (Male Participant, KII 19)

“You can imagine the kind of rules that the government has put to allegedly curb examination cheating in schools, everyone from invigilators to students are under intense pressure which may not work well for some students” (Female participant, KII 13)

These sentiments could be attributed to unpreparedness of students and fear of failing examinations which is normally attributed to eventual failure in life. Students on the other hand wish to have some space to cheat in examination to please teachers and their parents and also to get recognition among other students, therefore any conditions that may jeopardize their vision may be resisted by means which are destructive.

This kind of behaviour reveals that the students borrow a lot from the society where most people would prefer short cuts to achieve their livelihood, most of leaders, government officials have been accused of corruption dealings but not much has been done to them by the courts and other authorities. Because it is believed that no one can become rich or successful in life without going through short cuts the students seems to go that direction to cheat in examination to achieve their goals but if denied they resort to unrests, strike, rampages and arson.

4.4.3 Involvement of Students in Formulation of School Rules and Regulation and Arson

The findings depicted in Table 4 show that 264 (69.4%) respondents were in agreement that failure to involve students in formulation of school rules and regulations could motivate their involvement in arson. Further confirming this was a mean of 3.82 showing moderate influence of failure to involve students in formulation of rules and regulations to students' involvement in arson, and a standard deviation of 1.17 which confirms the distribution of opinions across the participants showing that majority agreed that failure to involve students in formulation of

school rules and regulations may lead to arson. This suggest that when the school administration fails to involve the students in the process of formulation and review of school rules and regulations then the students may feel that the rules and regulations are imposed to them and this may lead to rebellious act by the students.

This was consistent with a study by Yamak and Chaaban (2022) which revealed that students were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same. The findings also agreed with Magadla (2017) which stated that student involvement in formulation of school rules was often viewed as problematic to school administrators, parents and society at large. They further stated that students were viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation was often confined to issues concerned with student welfare and not in core governance issues such as school rules.

The findings concurred with observations made by Simatwa (2012) who suggested that opportunities for student participation should go beyond specifically student-related issues and extend to wider aspects of school life especially concerning school rules and regulations. The findings were in agreement with Akoko (2017) who suggested that involvement of all stakeholders before formulation and implementation of any policies that affects welfare of learners and teachers promoted good understanding and decreased chances of students' involvement in arson.

The findings further mirrored Magadla (2017) which suggested that students should fully participate in decision making which includes the formulation of rules and regulations. A perspective supported by Njozela (2018) and Yngve et al. (2019) who pointed out that principals and other stakeholders should not underestimate the contributions of students especially if they are given an opportunity to develop their skills and their level of maturity.

Huddleston (2017) also stated that students should be involved in all areas of school life, adding that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions.

However, the findings disagreed with Jeruto and Kiprop (2017) who observed that students were positive about school rules and regulations even though they were not involved in formulation. Reiterating that they were willing to embrace them and seemed to recognize their intrinsic value in daily life and discipline enhancement. Aggrawal (2018) added that student representatives should not participate in matters relating to formulation of school rules and regulations, their participation should be ensured in all other academic and administrative decisions taken by these bodies.

These studies however appreciated that the students' involvement in formulation of school rules and regulation was prudent and there should be meaningful involvement of students in formulation of school rules and regulations. However, none of them explored the possible results of failure to involve students in formulation of school rules and regulations; a gap this study explored.

In further interrogation of this finding in the FGDs and KIIs it emerged that most of students perceived school administration not have meaningfully involved them in formulation and review of rules and regulations. Citing a general perception that some rules and regulations were outdated and needed to be reviewed but the institutions had failed to review them. The following are some of the sentiments of students and head teachers during FGDs and KII respectively.

“Sometimes when the school administration adamantly opposes review of outdated school rules and regulations but continue apply them, it can prompt students to

impulsively react through unrest which if not managed well may trigger future acts of arson” (Male Participant 3, FGD Site 5)

“Even when the constitution of Kenya is being reviewed or amended the subjects are fully involved in a referendum, how comes they don’t involve us in making rules that will govern us as students?” (Female Participant 11, FGD Site 7)

“The first and the last time I saw the written rules and regulations was four years ago when I joined form one, since then I have never seen the administration involve us in review of the outdated rules and regulations but they still expect us to obey them” (Male Participant 1, FGD Site 26)

“If the students are not involved in leadership decisions in school makes them feel disregarded by schools administration which always make them go on strike and eventually burn school” (Male Participant 4, FGD Site 23)

“It is proper to once in a while involve the students in the review of the rules School is not a political field where everyone is expected to express their feelings and opinions, imagine if you allowed every student to give his views on the rules and regulations we can end up with 100 plus rules or no rules” (Male Participant 10, FGD Site 10)

“Rules and regulations used in schools through their representatives to promote students ownership of the rules and regulations” (Male participant, KII 17)

“It is true that some rules and regulations are outdated but the schools have not bothered to review them neither asks the students to give their views this has made some students rebel against the administration” (Female participant, KII 13)

“Why would the school administration involve the students on the review of school rules and regulations? That is giving them too much and if any school risks doing that students

might demand everything and if denied then be prepared for strikes and burning of schools” (Female participant 8 site 5)

These sentiments show that students need to be involved in management of school by getting their views on how the school administration should govern them, this could be attributed to the fact that the students tend to copy the current and past ways in which civil society organizations, lobby groups and politicians push for their opinions in the Kenyan constitution. The students feel that if the government can bend into demand by politicians and other groups to accommodate their views then the same should happen in schools.

Contemporarily there is the clamour for constitutional change in Kenya through the Building Bridges initiatives (BBI), politicians and other groups feel that the constitution should be reviewed to accommodate some important aspects while others are oppose to the same, this situation seems to be replicated in students minds who also feel that the school rules and regulations currently used are outdated and requires some review.

It has been witnessed that some groups end up on the streets, destroying property as they have tag-of-war with police as they push for their opinions either to be entrenched into the constitutions or acts of parliament and other policies, this may also attribute to why students end up protesting and end up burning school if their opinions and views are not considered into school rules and regulations. Students could also be copying the way conflicts of opinions manifests in families, sometimes the mother and the father may be having different opinions about certain important issues in the families which may lead to physical fight this may make students believe that one can only push his/her opinion through using force as is witnessed in families.

This finding justifies the Strain Theory used in this study which proposes that socially accepted norms are acceptable only if they are making individuals achieve their aspirations of life goals; in a case they are not able to achieve such goals through socially accepted goals then they resort

to illicit means of achieving such goals. This theory is quite relevant to this finding in such that students seems to follow school rules and regulations and other institutional culture put in place in schools to support them achieve academic and other social aspirations but if the rules and regulations tend to block them from achieving academic excellence and other school needs then they resort to other means like strike, riot, unrests and burning of school property.

4.4.4 Influence of Application of Rules and Regulations on Arson

Pearson correlation was run to find out the relationship between the Application of school rules and regulations and arson in schools, correlation significant level of 0.05 (2-tailed) was considered to determine the correlation between the two variables as shown in Table 5.

Table 5

Pearson Correlations Rules and Regulation and Arson

		Arson
Application of rules	Pearson Correlation	.447*
	Sig. (2-tailed)	.000
	N	380

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

The results in Table 5 indicates that utilization of school rules and regulations had moderately strong positive relationship ($r = .447, p < .000$) with students' involvement in arson. This finding suggests that application of school rules and regulations have moderate positive strength therefore have relationship with student's involvement in arson in public boarding secondary schools. The linear relationship between application of rules and regulations and arson indicating an increase shows that there is moderate positive relationship between application of rules and regulations and arson.

Application of school rules and regulation was negative due to students feeling that the rules and regulations are imposed on them by the administration without any dialogue, the feeling that they are not involved in the formulation and review of the school rules and regulations may have resulted to non-adherence to the school rules and regulations hence forcing them to result into deviant behaviour like strike, unrest and arson. It was found that most schools lack written school rules and regulations and some of the rules are just given verbally by the teachers and prefects, if these rules and regulations are not accurately articulated and understood by the students then this will result to misinterpretation and will determine the level of consumption of the rules and regulations by the student.

4.5 Informal Discussions in Schools and Arson

To determine the influence of informal discussions in schools on student's involvement in arson, the study measured on how students agreed or disagreed to the statement.

Table 6

Informal Discussions in Schools and Arson

Statement	SD(1)	D(2)	U(3)	A(4)	SA(5)	Mean	Std. dev.
Informal peer to peer discussions in school	22 (5.8%)	43 (11.3%)	40 (10.5%)	148 (38.9%)	127 (33.4%)	3.83	1.178
Use of coded language in school	28 (7.4%)	43 (11.3%)	42 (11.1%)	154 (40.5%)	113 (29.7%)	3.74	1.208
Politically motivated discussions in school	40 (10.5%)	49 (12.9%)	45 (11.8%)	148 (38.9%)	98 (25.8%)	3.57	1.287

4.5.1 Informal Peer to Peer Discussions

The results in Table 6 indicate that majority of students (148; 38.9% and 127; 33.4% agreed and strongly agreed respectively) affirmed that informal peer to peer discussion in school influence students involvement in arson. A mean of 3.82 showing that peer-peer discussion had moderate influence on students' involvement in arson while a standard deviation of 1.178 emphasize the spread of the responses among the participants indicating that majority of the respondents had similar opinion that peer-peer discussion contributed to arson in schools. This suggests that informal peer-peer discussion in boarding secondary schools could influence their involvement in arson.

This study finding agrees with the National Crime Centre (2016) in a rapid assessment conducted on arson in secondary schools in Kenya which revealed that peer pressure factors as understood in the context of companionship and cooperation of students as a group bound together by common interests and experiences where the spread of student violence is an expression of solidarity contributed to students' strikes. The study agrees with Upindi (2013) in a study conducted in Namibia which revealed contributing factors to include lack of parental involvement in education of their children, peer to peers engagement and interactions among learners.

The findings concurred with Kampen (2020) in a study in London which stated that students tend to utilize their free time discussing issues around school administration and they end up making certain negative decisions which leads into unrests while AGDE (2020) in a survey in Australia established freedom of expression and speech granted to students in school may influence their involvement in deviant behaviour.

These studies stated noted that peer-peer interaction could influence character of students negatively while in school but did not dig deeper to whether peer-peer interactions contribute to arson in schools. This study did not limit its scope to the negative characters of the students

as is influenced by peer-peer interactions but went ahead to establish how peer-peer discussion contributes to students involvement in arson.

The focus group discussions findings established that during informal discussions in the school's students focused on identifying out-dated school rules and regulations and debating on emerging socio-political issues in society. Two participants in the FGDs asserted that;

“In our school informal discussions are common and students use “sheng” language to hide misinterpretations of rules from administrative knowledge. Such discussions are done during our free time from school activities” (Male participant 3, FGD Site 4)

“Peer groups influence informal discussions. Students spend a lot of time during their free time to discuss school and administration issues and if they feel discontented with some issues they organize to revenge by using ways that provokes the administration”
(Female participant 9, FGD Site 7)

This means that students in-genuinely and informally created time to engage in informal discussions amongst themselves about issues of their concern in school, hence posing a great threat to the smooth running and management of school. This reveals that the kind of interactions that the students witness in the society have gotten into schools, students witness a lot of so called secret political meetings, retreats where mostly they discuss malicious ways of countering their opponents which sometimes leads to violence.

This is evident when students resort to having some discussions late in the night or during their free time and away from teachers and they discuss things meant to counter the school administration. It has been seen that such meetings and discussions behind the knowledge of teachers, prefects and school administrations sometimes end up fuelling unrests and arson in schools.

4.5.2 Use of Coded Language and Arson

To determine the influence of use of coded language on student's involvement in arson, the study measured how students agreed or disagreed to the statement. The results in Table 6 indicate that 267 (70.2%) respondents were in agreement that use of coded languages in schools motivated student's involvement in arson. With a mean of 3.74, it reveals that there was moderate influence on use of coded languages in schools and students' involvement in arson. A standard deviation of 1.20 further explains the spread of ideas from the respondents showing that the majority of respondents were in agreement that use of coded languages contribute to students' involvement in arson.

This findings was concurrent with Momanyi (2019) which stated that the code should be left to hip hop musicians, public transport touts, drug peddlers and school drop outs and not students, further suggesting that it should be banned in schools because mostly students use such languages to fuel violence. The study findings agreed with Atieno (2014) which indicated that most student disciplinary problems experienced were due to influence from the environment and their homes which include sheng'-speaking.

The findings agreed with Johnston and Rodgers (2020) which stated that use of unofficial languages in school was meant to hide some students' secrets from teachers when they intend to discuss issues perceived to be unacceptable by the administration especially when they intend to execute illegal acts. The findings also echo observations made by Sullivan (2015) who stated that peer interactions in schools influence some of their good and bad habits, they learn from each other and they take whatever is discussed amongst themselves as true.

These studies described use of coded languages as unacceptable languages used to hide information from teachers and school administration, however, they did not address contribution of utilization of coded languages to arson.

Qualitative responses indicated that coded languages are commonly used when students want to execute some deviant activities like strike, demonstrations, demolition of property, assaulting teachers, prefect or even fellow students and arson. Coded languages are the unofficial languages that are not allowed in schools but still used by students for example use of 'sheng', corroborated with mother tongues and other invented languages.

The finding is confirmed by FGD and KII responses as below;

'Most of our teachers are analogue so they do not quite understand sheng and other coded languages we use in school, when the students want to execute something without the knowledge of teachers then we use sheng to keep them of our communication'
(Female participant 12, FGD Site 2)

'When we are organizing strike we can even communicate our intention in the assembly using our own languages without teachers understanding what we are intending to do'
(Male participant 6, FGD Site 5)

'Of course these students take advantage of our ignorance of the languages that they are using to end up organizing for strike to even burn schools without us detecting their intentions' (Female participant, KII 18)

'Watoto wa siku hizi wanaitaji tu maombi, lugha zenye wanatumia inaweza choma ulimwengu mzima na wanaamini sisi walimu hatuelewi hizo lugha' (Male participant, KII 6)

Loosely translated as 'the children of these days just need prayers, the languages they use can burn the whole world and they believe we do not understand the languages'.

Students in private and sometimes in public schools use languages they feel may not be understood by the teachers mainly to hide some information from them; they use such languages in sports, at school when they intend to commit an offence like arson.

Some students learn from the families where they come from whereby parents tend to use deep native languages to hide so much from their children as children also try to use languages like 'sheng' to hide information from parents. This kind of behaviour in the family has created mistrust in most families which sometimes leads to conflict. Sometimes even couples in a family work hard to hide some issues or facts from each other which later cause disagreements and children are exposed to such kind of behaviour.

In schools students may want to communicate to each other but they do not use the official languages like English and Swahili to hide some illegal intentions from the teachers and school administration, they end up using such platforms to cause chaos in schools.

4.5.3 Politically Motivated Discussions and Arson

To determine the influence of politically motivated discussions on student's involvement in arson, the study measured on how students agreed or disagreed to the statement. Findings on Table 6 indicate that 246 (64.7%) students were in agreement that politically motivated discussions influence students' involvement in arson. The mean of 3.57 shows that there is a moderate influence of politically motivated discussions and arson while standard deviation 2.287 show that respondent's opinions spread across and majority being in agreement. This suggest that certain characters, behaviour, habits and actions of the politicians in the political arena may be triplicated into school setups as the students' tend to copy what happens in the society.

This finding agrees with Coopers (2014) which suggest that use of arson by students reflects what that this generation has learned about how protest and politics work in Kenya. Further stating that students' awareness that destructive actions are effective in winning a response from school administration. It was also in concurrence with Wales et al (2016) indicating that political context shapes students' behaviour while in school and at home as the students learn the conducts of politicians and apply it in school set-ups while Wangeci (2016) noted Kenyan

politics is rotten to an extent that students also copy what transpires in the current politics. The study further stated that a lot of unethical, unbecoming and uncontrolled behaviour portrayed in schools by students are heavily borrowed from the political actions in Kenya.

Analysis of these studies shows that they attributed the behaviour of Kenyan and global politicians to the behaviour of students while in schools relating some of the happenings with what students copy from the outside society. This study however concentrated on the outcome of politically motivated discussions and how such discussions contribute to students' involvement in arson in public boarding secondary schools.

This finding suggests that students engage in some political arguments which are politically motivated in school influence them to involve in acts that can lead to arson. This is in concurrence with the FGD and KII conducted by this study;

“The politicians at the national and local levels engagements and behaviour motivate us to also discuss our issues politically with similar actions as is seen by the politicians”

(Female participant 6, FGD Site 11)

“Some of the students who feel like they want to be prominent politicians in future have their talks associated with politics and they influence other students to join them in such discussions and they end up behaving like politicians by resorting to something similar to mass action ending up destroying school property” (Male participant 8, FGD Site 5)

“How do you expect the students to discuss meaningful issues as they watch our politicians discussing none issues? Our students copy the discussions by our politicians and intend to do the same in school” (Male participant, KII 6)

“Students spend a lot of time during their free time discussing politics to an extent that sometimes they differ based on their political alignments which threatens peaceful co-existence in school” (Female participant, KII 23)

Students tend to copy so much from what is going on in the society especially in the political scenes. This is attributed to the fact that the current political situations in Kenya and the behaviour of some politicians contributes much on the way students behave, most of the students discussions during their free time is inclined towards politics. Students watch in the televisions, listen to radios and find information from social media which they imitate in schools. Politicians usually utilize public meetings to instigate violence and the students sometimes feel that using violence is the best way to communicate to the authority. Students have also seen teachers and other trade unionists leading violent demonstrations, picketing, and riots against the governments to express their graveness.

This objective finding is in line with the Strain Theory used in this study; it propagates the unity of purpose that the society always embraces to advance their interests to the authorities, Robert Merton proposes that individuals in the society retreat to informal groups to discuss certain issues behind the authority and plan to execute unlawful acts. This is applicable to this finding which shows that students' gets into their secret discussions off the school administration to come up with ideas meant to counter the school administration which leads to torching of school property.

4.5.4 Influence of Informal Discussions on Arson

Pearson correlation was computed in a SPSS to find out the relationship between the students' culture and arson in boarding secondary schools, correlation significant level of 0.05 (2-tailed) was considered to determine the correlation between the two variables.

Table 7

Pearson's Correlation Informal Discussions and Arson

		Arson
Informal Discussions	Pearson Correlation	.477*
	Sig. (2-tailed)	.000
	N	380

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

The results in Table 7 indicates that institutional culture on arson has a moderate strength in relation ($r = .477$, $p \leq .000$) to students' involvement in arson. This finding suggest that institutional culture has moderate positive influence on students' involvement in arson in public boarding secondary schools.

Informal discussion on rules and regulations is a common happening in schools during class time when the teacher is not in class, during games time, during break time and during other student's free times while in school. Such discussions are influenced by what takes place in school environment and outside school environment, these discussions may instigate spirits of rebellion and revenge among the students that may lead to unaccepted acts like strike, unrests and eventual arson.

It is evident in this finding that the students seems to borrow so much from the politicians in Kenya and across the world in the way they behave and conduct themselves through the political events, speeches and campaigns. The political movements like mass actions, demonstrations, demolition of property and burning public and private property.

4.6 Institutional Intervention Strategies to Curb Arson

The third objective of this study sought to determine the effectiveness of institutional intervention strategies to curb arson in the public boarding secondary school in Migori County.

The students were asked to assess the effectiveness of guidance and counselling, punishment and price giving as intervention strategies for curbing arson in schools as shown in Table 8.

Table 8

Institutional Intervention Strategies

Statement	Very Low (1)	Low (2)	Moderate (3)	High (4)	Very High (5)	Mean	Std. Dev.
Guidance & counseling	63 (16.6%)	51 (13.4%)	65 (17.1%)	87 (22.9%)	114 (30%)	3.36	1.449
Punishment	60 (15.8%)	49 (12.9%)	69 (18.1%)	90 (23.7%)	112 (29.5%)	3.62	1.311
Price giving	61 (16.1%)	45 (11.8%)	72 (18.9%)	92 (24.2%)	110 (28.9%)	3.43	1.171

4.6.1 Guidance and Counselling

Findings in Table 8 shows that 201 (52.9%) students were in agreement that guidance and counselling was a strategy used in schools to curb students involvement in arson while 114 (30%) students disagreed, and 65 (17.1%) students neither agreed nor disagreed. The mean score of 3.36 with standard deviation of 1.175 on a scale of 1 to 5 suggests that guidance and counselling was effective in curbing arson in schools.

The study agreed with findings of Akoko (2017) who recommended that guidance and counselling departments should be established in schools to manage emotional problems among learners. Kindiki (2015) also opines that due to differences in attitudes towards the policy of abolition of corporal punishment, schools have been forced to evaluate other means of instilling discipline such as counselling which appeared to be regarded as the most effective alternative methods.

Zwier and Vaughan (2020) emphasized that counselling and career guidance helps students appreciate the value of education for their future and reduce unrest, students always identify

positively with their school if well natured to appreciate everything and everyone within the school. These studies indicated that guidance and counselling was perceived to be effective especially after abolition of corporal punishment in schools in managing emotional problems of learners but did not attribute it to arson in schools. This study went further to establish the effectiveness of guidance and counselling in curbing arson in secondary schools.

The study findings were attributed to the fact that most teachers who conducted guidance and counselling in schools could be having basic guidance and counselling knowledge and were acquainted with sufficient skills to handle students with discipline issues, however a few students felt that guidance and counselling was ineffective because they feared disclosing their issues to the teachers fearing disclosure to the third party. These evident in the FGD and KII with students and teachers respectively. The respondents gave their opinions as follows;

“I agree that guidance and counselling is the best way of addressing arson in secondary schools because during the session the teacher can support the student to achieve academic goals other than the issue at hand (Male participant” 12, FGD Site 2)

“Those teachers may just want to get your secretes which they can disclose to other students or teachers in staff room, for me I better go for canning than going to a teacher for counselling” (Male participant 8, FGD Site 5)

“As a head teachers we are required to appoint a teacher to be in-charge of guidance and counselling but sometimes the whole staff room does not have a teacher with counselling skills, in this case we just appoint any teacher regardless of their skills and this may not be effective” (Female participant, KII 28)

Most schools have embraced guidance and counselling as an effective way of shaping students character therefore all schools should enhance guidance and counselling by offering in-service

trainings to guidance and counselling teachers to build their counselling skills to support students with psychosocial problems.

4.6.2 Punishment as an Intervention Strategy to Curb Arson

Table 8 shows that 202 (53.2%) students were in agreement that punishment was a strategy used in schools to curb arson while 109 (28.7%) students differed and 69 (18.1%) students neither agreed nor disagreed. The mean score of 3.45 with a standard deviation of 1.321 on a scale of 1 to 5 suggests that punishment was highly effective in curbing arson.

The findings were concurring with observations made by Nyatiko and Alida (2018) which suggested that children subjected to corporal punishment suffer from lowered self-esteem, clinical depression and suicidal ideation, all so that teachers can instil fear and artificial control. The study emphasized that apart from the negative psychological effects, use of corporal punishment has negative implications as it teaches children that it is acceptable and sometimes necessary to solve problems using violence. Further, a study by Lawrent (2012) stated that corporal punishment should be eliminated because it does not enhance positive student learning instead it brings a lot of negative consequences to both teachers and students.

However, the study was inconsistent with findings of Olwe (2020) which suggested that indiscipline in school increased since corporal punishment was banned in Kenya in 2001 and that it should now be re-introduced. Cooper (2014) attributed lack of discipline to lack of proper parenting as well as the ban on teachers' use of corporal punishment. Lawrent (2012) noted that corporal punishment should be eliminated because it does not enhance positive student learning instead it brings a lot of negative consequences to both teachers and students he went ahead to emphasize that punishment brings negative consequences to both teachers and students.

These studies emphasized that punishment should not be used in schools since it exposes students to low-esteem, clinical depression and does not enhance positive students learning

while others argue that lack of punishment in schools have promoted indiscipline in schools. This study went further to establish the effect of punishment in curbing arson in schools and the study found that punishment is highly effective strategy to curb arson.

Based on this study finding it can be concluded that the way of dealing with indiscipline cases in schools is mainly through corporal punishment and most students will avoid committing some offences for fear of being punished. In further interrogation of the students on the kinds of the punishments in schools they stated that it varies with the magnitude of offence committed.

The most common ways of punishing in schools were mentioned mopping classrooms alone, cleaning toilets, uprooting trees, digging flowers, kneeling on the floor for 5 to 10 minutes, suspension, expulsion, and buying a roll of barbed wire for those who passed over the fence. It was further stated during FGDs and KII that there is no standard way of applying the punishment and therefore a teacher or prefect has the discretion of deciding on the kind of punishment to give.

The following were some of the responses from the FGDs and KII;

“Punishment in our school is not well defined and is not written anywhere so teachers and prefects just make personal decision on which kind of punishment to give against the offence which is quite unfair” (Female participant” 12, FGD Site 7)

“African child cannot be managed without punishment, if it were so all these schools should have been burnt down by now, spare the rod spoil the child” (Female participant, KII 6)

Most schools use corporal punishment for correcting behaviour in public secondary schools as the most available means to instantly correct behaviour. Although corporal punishment was

banned in schools, teachers and prefects still use corporal punishment as the effective means of correcting behaviour

4.6.3 Prize Giving as an Intervention Strategy to Curb Arson

As regards prize giving, Table 8 indicates that 202 (53.1%) students were in agreement that prize giving was a strategy used in schools to curb arson while 106 (27.9%) students differed and 72 (18.9%) students neither agreed nor disagreed. The mean score of 3.55 and a standard deviation of 1.371 on a scale of 1 to 5 suggests that prize giving was moderately effective in curbing arson.

This finding concurs with White (2014) which indicated that prize giving in schools motivated teachers and students to work hard and help them to achieve academic goal, he further stated that prize giving was not only limited to material items but even the word of mouth, shaking hands and saying “good work”. However, Efimenko et al. (2018) indicated that prize giving could be a dangerous trend if not sustained because it may lead to students going on rampage if the prize giving is not consistent further stating that students might do well in examination due to prize giving but if they go out in the community where there is no motivation then they risk not failing to excel in their lifetime goals due to lack of motivation.

Nyatiko and Allida (2018) urged that while many would be agreeing with the dishing out of the prizes that are motivational, there is an argument that even the merit-based awards should be dropped. The brightest, smartest, fastest and most talented kids in the school all know they are the brightest, smartest, fastest and most talented, and giving them a trophy is not going to change. These studies however focused on the significance of prize giving in schools but there was no emphasis on the possibility of helping curb arson, a gap this study explored.

The finding could be attributed to the fact that prize giving in schools was meant to reward good behaviour, good academic performance and good conduct of students while in school, by doing so most students would strive to behave well to attract prizes. This strategy was also

used to reward improvement in various fields like co-curriculum activities, in-door activities and even in congresses, since it acted as a motivator.

Strain Theory proposes that the authority always put in place measures to control social conduct and unethical behaviours in the society. The measures are both formal and informal such that they are not cast on stone but must members of the community must subscribe to the measures. In this finding, guidance and counselling, punishment and price giving are some of the measures that are found to be effective in schools to help in character shaping and preventing of arson in schools.

This finding was supported by students during FGD and KII sessions by head teachers and students respectively, the students stated that some students try to carry themselves in a good way to attract prizes and recognition. In the interrogation the students and teachers stated that the common prizes given to students and teachers are medals, certificates, books, pens, food items and even just appreciation by shaking hand and saying “well done”, the students prefers food items as prize than other materials though most of schools do not give food items as a prize.

Some of the responses are as below;

“Students feel motivated when recognized by award of prizes and this makes them work harder to get more in future” (Female participant 11, FGD Site 8)

“It is very dangerous for the students to base their performance in prizes or awards because this may make them just focus on the awards than achieving the goals for their future lives” (Male Participant 12, FGD Site 3)

In the above responses there is difference in opinion on prize giving as a strategy of child behaviour shaping, it is proper to note that prize giving in schools is only given to cultivate and

motivate good behaviour, good habit and positive rewards hence students will always strive to achieve more due to prize giving motivations.

4.6.4 Influence of Intervention Strategies on Arson

Pearson correlation was computed in SPSS to find out the relationship between the institutional interventions and arson in public boarding secondary schools, correlation significant level of .05 (2-tailed) was considered to determine the correlation between the two variables.

Table 9

Pearson's Correlation Institutional Interventions and Arson

		Arson
Institutional Interventions	Pearson Correlation	.498*
	Sig. (2-tailed)	.000
	N	380

*Correlation is significant at the .05 level (2-tailed).

The results in Table 9 indicate that institutional interventions on arson had a moderate strength in relation ($r = .498$, $p \leq .000$) to students' involvement in arson. This finding suggest that institutional interventions have moderate positive influence on students' involvement in arson in public boarding secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter discusses the summary, conclusions. Both quantitative and qualitative data were collected with using questionnaires, interview schedules and FGD guide; and analysed using both descriptive and inferential statistics. This chapter further presents suggestions for future studies.

5.2 Summary of Findings

This section captures the key findings summarised per objective.

5.2.1 Application of Rules and Regulations and Arson

The study established that perceived unjust application of school rules and regulations led to students' involvement in arson in public secondary schools as shown in Table 4 which indicate that 280 (73.7%) students agreed that perceived injustices in enforcement of school rules and regulations led to arson, The study also established that strict application of examination rules and regulations in key internal tests as indicated in Table 4 (267; 70.2%) motivated students' involvement in arson, while 264 (69.4%) respondents were in agreement that failure to involve students in formulation and review of school rules and regulations motivates student's involvement in arson as shown in Table 4.

Table 5, in a correlation between the variables revealed that utilization of school rules and regulations had a positive significant relationship ($r = .447$, $p < .000$) with students' involvement in arson.

5.2.2 Influence of Institutional Culture and Students Involvement in Arson

Under this objective, as shown in Table 6, the study established that majority of students affirmed that informal peer to peer discussion of school rules and regulations (275; 72.3%),

use of coded language in boarding secondary schools (267; 70.2%), and politically motivated arguments on school rules and regulation (246; 64.7%) could influence students' involvement in arson. This suggest that use of informal communication in boarding secondary schools could influence students' involvement in arson.

In a correlation between the informal discussions and arson as shown in Table 7, it was established that informal discussion on rules and regulations had a positive significant relationship ($r= .477$, $p<.000$) with students' involvement in arson. This finding suggests that informal discussion on rules and regulations moderately and positively influenced students' involvement in arson in public boarding secondary schools.

5.2.3 Institutional Intervention Strategies to Curb Arson

As shown in Table 8, the study established that 201 (52.9%) students were in agreement that guidance and counselling was a strategy used in schools to shape the behaviour of students. The study further found that 202 (53.2%) students were in agreement that corporal punishment was a strategy used in schools to shape the behaviour of students. It also emerged that 202 (53.1%) students were in agreement that prize giving was a strategy used in schools to shape behaviour of students. These intervention strategies were found to be effective in shaping behaviour of students in public secondary schools, therefore, they should be enhanced to curb student's involvement in arson in public boarding secondary schools.

5.3 Conclusion

To establish the extent to which application of rules and regulations in schools contributed to arson, the study concludes that there was positive and moderate relationship ($r= .447$, $p<.000$) with students involvement in arson in public boarding secondary schools in Migori County. This was because when school rules are applied to the students in a manner perceived as unjust then students end up revolting against the rules, students' involvement in formulation and

review of school rules and regulations was minimal, and rules and regulations used were not accessible by for students' for reference.

In the second objective, where the study sought to find out the influence of institutional culture to students involvement in arson. The study concludes that there was positive and moderate relationship ($r = .477$, $p \leq .000$) with students involvement in arson. This was attributable to the fact that informal discussions usually takes place during odd hours when students are out of reach of teachers and school administration and it is within these talks that idea of burning schools are crafted.

The third objective while seeking to establish the effectiveness of institutional intervention strategies, the study concludes that institutional interventions had positive and moderate (.498, $p \leq .000$) relationship with curbing arson in schools. A scenario attributable to the observation that the interventions helped in shaping students behaviour and character which positively helped in restraining students from participating in acts that could lead to burning of schools.

5.4 Recommendations

The study recommends that the Ministry of Education should outline the guideline and policy, in which students are involved in formulation of school rules and regulations.

The Board of Management through the principal should devise mechanism of controlling the informal meetings and discussions in schools.

The MoE in collaboration with the TSC should consider employing qualified counsellors and promote price giving to outstanding character.

5.5 Suggestion for Further Studies

A study should be conducted on school rules and regulations and corresponding punishments in schools.

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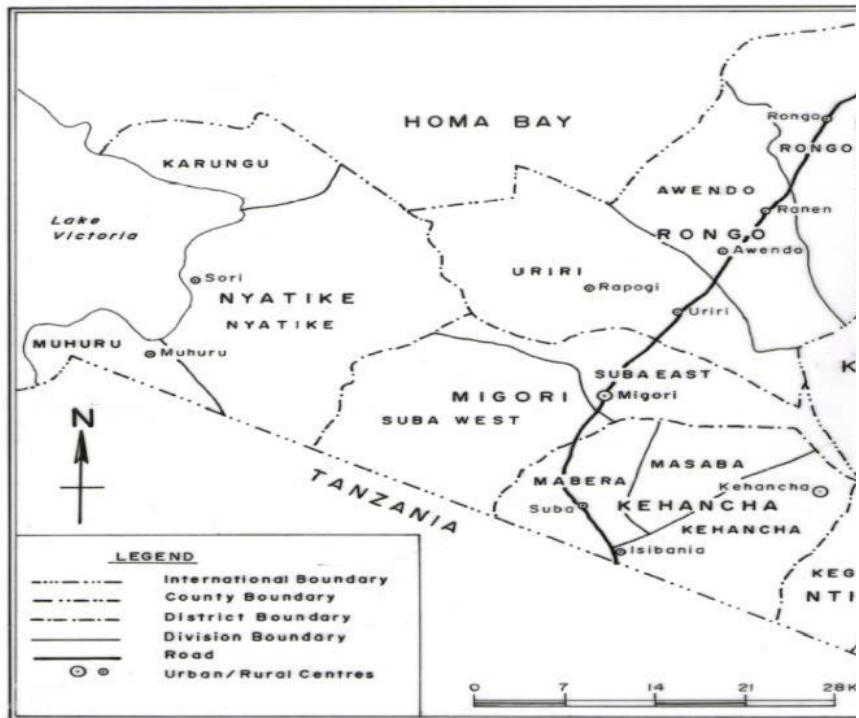
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APPENDIX 1: MAP OF MIGORI COUNTY (STUDY SITE)



APPENDIX 2: INFORMED CONSENT FORM

Dear participant,

My name is Jannes Okinyi K'Odero. I am a student at Rongo University pursuing Master of Arts in Sociology. I am carrying out a research study that aim is to establish the influence of institutional culture in students' involvement in the arson at public boarding secondary schools in Migori County. I'm appealing for your consent to participate in the study. All your responses and opinions will be kept confidential and your identity anonymous. You are kindly requested to complete this task in person and answer the questions honestly.

Kindly indicate your consent by signing here (Signature).....

Thank you.

Jannes K'odero

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APPENDIX 3: STUDENTS' QUESTIONNAIRE

THE INFLUENCE OF INSTITUTIONAL CULTURE IN STUDENTS' INVOLVEMENT IN ARSON IN PUBLIC BOARDING SECONDARY SCHOOLS IN KENYA: A CASE OF MIGORI COUNTY.

The purpose of this study is to investigate the institutional culture as a factor of students' involvement in arson in public boarding secondary schools in Kenya: A case of Migori County. This questionnaire consists of **THREE** sections. Please read the instructions on each section of the questionnaire carefully before giving your responses. Kindly note that questions asked in this questionnaire are supposed to capture your experience, therefore respond to them as objectively and accurately as possible. All the responses will be confidential. Do **NOT** write your name anywhere on this questionnaire

Section A: Background Information

Instruction: Tick (✓) or fill in appropriate responses in the spaces provided.

What is your gender? a) Male [] b) female []

What is your class? Form 3 [] Form 4 []

How many years have you been in this school? 1 Year [] 2 Years [] 3 Years [] 4 Years []

Section B: Application of School Rules and Regulations

Based on your experience in the school, on a scale of 1-5, rate the extent of agreement/disagreement to each of the following statements. Use a tick [✓] where appropriate,

where; SD= Strongly Disagree D= Disagree U= Undecided A=Agree SA= Strongly Agree

Statements	SD(1)	D(2)	U(3)	A(4)	SA(5)
Injustices in enforcement of school rules & regulations may lead to students involvement in arson					
Application of Examination rules leads to students involvement in arson					
Non-Involvement of students in formulation of school rules and regulation may lead to students involvement in arson					
School rules and regulations have helped in controlling student behaviour and discipline					
School rules and regulations are well displayed in public places for students easy access					
Our class rules create a quiet and orderly classroom environment conducive for learning					

Kindly state, any other important information you may have experienced with adherence to school rules and regulations.

Section C: Influence of Informal Discussions on students' involvement in Arson

Based on your experience in the school, on a scale of 1-5, rate the extent of agreement/disagreement to each of the following statements. Use a tick [√] where appropriate, where; SD= Strongly Disagree D= Disagree U= Undecided A=Agree SA= Strongly Agree

Informal discussions	SD(1)	D(2)	U(3)	A(4)	SA(5)
Peer to peer discussions are used by students to deliberate on secretive issues while in schools					
Peer to peer discussions happens during students free time					
Students use coded languages in schools to hide some communications from teachers					
Sheng is one of the coded languages used by students to hide conversation from school administration					
Coded languages are used by students especially when they want to execute illicit acts					
Students take tike time to discuss politics while in schools					
National and local politics influences what students discuss while in school					
Students copy actions by politicians and discuss them in school					

Kindly state, any other important information on **informal discussions** you may have experienced

Section D: Effectiveness of Institutional Intervention Strategies to curb Arson in Public boarding secondary schools

Misconduct of students has become more complicated and rampant in schools. Based on your experience, on a scale of 1-5, rate the extent of effectiveness, the following institutional intervention strategies have promoted in behavior shaping in the school. Use a tick [√] to choose an appropriate level, where;

1=Very Low 2=Low. 3= Moderate 4=High. 5= Very High

Intervention Strategy	VL(1)	L(2)	M(3)	H(4)	VH(5)
Guidance and counselling is an effective intervention strategy to curb arson in schools					
Punishment is an effective intervention strategy to curb arson in schools					
Prize giving is an effective intervention strategy to curb arson in schools					

Any other intervention strategy not covered above. Kindly state;

THE END – THANK YOU

APPENDIX 4: PRINCIPALS' INTERVIEW GUIDE

INSTITUTIONAL CULTURE AS A FACTOR OF STUDENTS' INVOLVEMENT IN ARSON AT PUBLIC BOARDING SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA.

What is the influence of students' utilization of school rules and regulations in the following areas in relation to Arson in Public boarding Secondary schools in Migori County?

Students' expectation

Group interpretation

Secondary socialization

What is the influence of institutional culture with regard to the following aspects on students' involvement in Arson in Public boarding secondary schools in Migori County?

Social environment

Student teacher interaction

Peer – peer influence

Briefly explain the effectiveness of the following institutional intervention strategies in enhancement of student's behaviour shaping in the public boarding Secondary school in Migori County?

Motivational talks

Guidance and counselling

Punishment and prize giving

APPENDIX 5: FOCUS GROUP DISCUSSION GUIDE

Utilization of school rules and regulations

In your own opinion why do you think students fail to adhere to school rules and regulation?

How do informal discussions of rules and regulations affect the understanding and utilization of school rules and regulations?

Explain the importance of boarding schools vs day schools, does boarding schools contribute to indiscipline, unrests and arsons in schools, if yes how?

How do examination rules affect the performance of students academically, contribute to unrests/arson?

How does the imposition of school examination rules lead to unrest/indiscipline/arson in schools?

Do school rules and regulations contribute to deduction of drug abuse in schools? If yes, explain how

Explain any remedies in case a student fails to adhere to school rules, how does the remedies contribute to unrest/arson in school

Influence of Institutional cultures

Are the students involved in key leadership decisions in school example, food, term dates and examination dates?

What can happen if leadership decisions are made without involvement of students?

Which situations do students feel being disrespected/acts by teachers and administration regarded as disrespect?

What are the possible actions of students if they feel disrespected?

Which particular talks are regarded as inappropriate in school, what can such inappropriate talks result into?

How often do students have open talks? Interactions and discussions in schools? What can happen in case such talks are not there?

In which situations do you regard teachers, support staff as role models? In which situations do you regard teachers and support staff as role models

Effectiveness of interventions

In your own opinion which kind of punishment do you think help shape students behaviour?

Do you think any form punishment should be promoted in school (Explain No or Yes?)

Any other interventions to help curb arson in school

APPENDIX 6: SAMPLE FRAME

SUB COUNTY	Boarding Schools which experience/attempted Arson last 4 years	Population F3	Sample F3	Population F4	Sample F4
Uriri	Rapogi High School	436	17	308	12
	Oruba Girls Secondary School	244	9	181	7
	Uriri Boys Secondary School	61	2	45	2
	Sub Total	741	28	534	21
Suna East	Kadika Girls Secondary School	420	16	420	16
	Nyabisawa Girls Secondary School	331	13	249	10
	Migori Boys Secondary School	202	8	165	6
	Sub Total	953	37	834	32
Suna West	Moi Suba Girls Secondary school	171	7	131	5
	Sagero Secondary	187	7	156	6
	Masara Secondary school	94	4	60	2
	Abwao Secondary school	70	3	69	3
	Sub Total	522	21	416	16
Kuria West	Taranganya Secondary	248	9	246	9
	Moi Nyabohanse Girls Sec	154	6	116	4
	Isebania Boys Sec	160	6	121	5
	Sub Total	562	21	483	18
Kuria East	Matare Boys Sec	132	5	98	4
	Sub Total	132	5	98	4
Rongo	Kanyawanga Secondary	300	11	250	10

	Oyugi Ogango	265	10	236	9
	Secondary				
	Kanga Boys Secondary	310	12	310	12
	Kodero Obara	425	16	318	12
	Secondary				
	Sub Total	1300	49	1114	43
Awendo	St. Albert Ulanda	431	16	372	14
	Manyatta High school	135	5	135	5
	Kokuro Boys Secondary	125	5	175	7
	Awiro Akoko Girls	80	3	86	3
	PEE-Hill	83	3	79	3
	Sub Total	854	32	847	32
Nyatike	Moi Nyatike sec School	58	2	57	2
	Ndiwa Girls sec School	50	2	40	2
	Bande Girls Sec school	90	3	46	2
	Sori Sec School	92	4	136	5
	Agenga Sec School	117	4	115	4
	Sub Total	407	15	394	15
	Total	5471	209	4720	181

Source: MOE, Migori County (2020)

APPENDIX 7: GLEN ISRAEL SAMPLING TABLE

Size of Population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
500	A	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,0>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967).

The entire population should be sampled.

Source: Glenn Israel (2013).

APPENDIX 8: RESEARCH PERMIT


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 421596 Date of Issue: 21/October/2020

RESEARCH LICENSE



This is to Certify that Mr.. JANNES OKINYI KODERO of Rongo University, has been licensed to conduct research in Migori on the topic: SOCIO-CULTURAL DETERMINANTS OF STUDENT'S INVOLVEMENT IN ARSON AT PUBLIC BOARDING SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA. for the period ending : 21/October/2021.

License No: NACOSTI/P/20/7196

421596
Applicant Identification Number


Walter Mwangi
Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION

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NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.

APPENDIX 9: RESEARCH LETTER FROM RONGO UNIVERSITY


RONGO UNIVERSITY
OFFICE OF THE DEAN
SCHOOL OF GRADUATE STUDIES

Email address: graduatestudies@rongovarsity.ac.ke P.O. Box 103 - 40404
RONGO

Our Ref: **MSOC/6003/2017** **Date:** Tuesday, August 11, 2020

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
off Waiyaki Way, Upper Kabete,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,


**RE: RESEARCH PERMIT FOR MR. JANNES OKINYI K'ODERO-
MSOC/6003/2017**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Arts and Social Sciences pursuing a Masters degree in Sociology. He has been authorized by the University to undertake research titled; **“Socio-cultural Determinants of Student’s Involvement in Arson at Public Boarding Secondary Schools in Migori County, Kenya.”**

This is, therefore, to request the commission to issue him with a research permit to enable him proceed for field work.

Your assistance to him shall be highly appreciated.

Thank you.


Dr. Edward Anino
DEAN, SCHOOL OF GRADUATE STUDIES


Copy to: Vice Chancellor
Deputy Vice Chancellor (Academic and Student Affairs).
Dean, School of Arts and Social Sciences
HoD, Social Sciences

**RONGO UNIVERSITY
THE DEAN**
11 AUG 2020
SCHOOL OF GRADUATE STUDIES
P. O. BOX 103 - 40404, RONGO

**APPENDIX 10: RESEARCH LETTER MINISTRY OF INTERIOR AND
COORDINATION OF NATIONAL GOVERNMENT**

**THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION OF
NATIONAL GOVERNMENT**

Telephone: (059) 20511
FAX (059)20361
Email: countycommissionermigori@yahoo.com



**OFFICE OF THE COUNTY COMMISSIONER
MIGORI COUNTY
P.O. BOX 2 - 40400
SUNA- MIGORI.**

When replying please quote

Ref. No: CC/ED.12/19 VOL.III/123


Date: 26th October, 2020

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

Mr. Jannes Okinyi Kodero **NACOSTI/P/20/7196** of Rongo University, has been authorized to carry out research on ***"Socio-Cultural determinants of student's involvement in arson at public boarding secondary schools in Migori County"*** for the period ending **21st October, 2021.**

Accord him the necessary assistance.



**JOHN K. MAGUTA
FOR: COUNTY COMMISSIONER
MIGORI COUNTY**

CC
The County Director of Education
Migori County

APPENDIX 11: RESEARCH LETTER MINISTRY OF EDUCATION



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

Telephone: (059) 20420
Fax: 05920420
When replying please
quote

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA - MIGORI

REF: MIG/CDE/ADMN./73/VOL.II 155

DATE: 23rd October, 2020

Mr. Jannes Okinyi K'odero
Rongo University

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on " Socio-cultural determinants of student's involvement in arson at public boarding secondary schools in Migori County, Kenya" , and subsequent approval by NACOSTI vide research license Ref no: NACOSTI/P/20/7196. I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 21st October, 2021.

During the research, you are expected to exercise high levels of research integrity.

Elizabeth Otieno (Mrs.)
County Director of Education
MIGORI COUNTY

FOR: COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466 - 40400, SUNA
MIGORI