

**FACTORS INFLUENCING ARSON ATTACKS IN SELECTED
PUBLIC BOARDING SECONDARY SCHOOLS IN TRANS-
NZOIA COUNTY, KENYA**

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**A research project submitted in the partial fulfillment of requirement of the award of
Degree of Master of Arts in Project Planning and Management of the University of Nairobi**

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DECLARATION

Declaration by Student

I declare that this research project is my original work and has not been presented in any university for a degree.

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Declaration by Supervisor

This research project has been submitted for examination with my approval as a university supervisor.

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DEDICATION

I would like to extend my sincere gratitude to my wife Mary Okayo and my son and daughters, who always believed and encouraged me in life. I appreciate them for being there for me especially when I needed them most.

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ACRONYMS & ABBREVIATIONS

CS:	Cabinet Secretary of Education
TSC:	Teachers Service Commission
CDF:	Constituency Development Funds
BOM:	Board of Management
CEO:	Chief Executive Officer
KNUT:	Kenya National Union of Teachers
KUPPET:	Kenya Union of Post Primary Education
CORD:	Coalition for Reforms and Democracy
SPSS:	Statistical Program for Social Scientists
US:	United States of America
FBI:	Federal Bureau of Investigation
CNN:	Cable News Network
UK:	United Kingdom

ABSTRACT

The purpose of this paper was to establish factors influencing arson attacks in selected boarding secondary public schools, in Trans-Nzoia County, Kenya. Specifically, the study sought to establish how peers-pressure, drug abuse, management strategy and environmental factors influenced arson attacks in selected boarding public secondary schools in Trans-Nzoia County, Kenya. The study revisited various theories including McGregor Theory X and Y, the Strain theory, and the theory of crowd behavior to relate theory to the study. As that was not enough, other scholarly works were reviewed in order to provide a clear understanding of the topic of study in relation to other literal works. This study considered a sample 3300 students, teachers, school heads, social workers, and parents from affected schools. The study considered the use of descriptive research methods that included the use of structured questionnaires and interviews to collect quantitative and qualitative data. Sampling units were identified using stratified and purposive sampling because the two methods incorporated various characteristics and thereafter identify those that were directly affected. The sample size adopted was 357; this was the number of respondents who took part in the study. After data collection, it was analyzed using SPSS version 17 and presented findings in tables where an analysis of regression, correlation, and other measures of dispersion was undertaken. Secondary data accessed from Newspapers, peer-reviewed journals, Published Books, and publications from government institutions helped in supporting the study. Following data analysis, it was noted that peer-pressure, drug abuse, management strategy, and environmental factors all influenced arson attacks in selected public secondary schools in Trans-Nzoia County, Kenya. It was recommended that learning institutions should employ trained security personnel to regulate the movement of learners and curb the entry of contraband in schools. It was also suggested that Guidance and Counselling departments be established in schools to manage the emotional problems among learners. Furthermore, there was need to involve all stakeholders in consultation before formulation, implementation of any policies, and rules affected the welfare of learners and teachers. In the future, scholars should to delve on the research to find out other factors such as economic, and socio-cultural influencing arson attacks in schools.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

With the emergence of the need to present ideas, views and opinions, students usually engage in unruly behavior aimed at seeking attention from the management to listen to them. Some of the commonly known students malpractices aimed at venting grievances include unrests, arson attacks, vandalism, and damage of property. In their study that sought to find out “fire-setting” behavior Burton, McNiel, and Binder (2012) defined arson as a criminal offense where one deliberately sets on fire or aids practice of burning a building, dwelling or a property belonging to another. Sadler (1950) refers to the tenets of the law of England and defines arson as a malicious move by a person to set on fire an aircraft, land, dwelling, or property of another. He stresses that, arson like murder has degrees to which the crime can be committed as outlined in the modern legal provisions.

According to the National Fire Protection Association, arson cases contributed to a loss of property worth \$729million in 2014 compared to \$663, which was up 10% lower in 2013. The FBI’s uniform crime reporting program noted that 42,934 and 44,713 arson offenses were committed in 2014 and 2013 respectively. Juvenile aged 18years and less accounted for 27.9% of those arrested in America for committing arson related crimes in 2013 (Federal Bureau of Investigation National Office, 2015). The U.S. department of justice observed that arson cases involving adolescent involve elements of low level of intent, curiosity, or maliciously using fire as a weapon to instill fear (U.S. Department of Justice: Federal Bureau of Investigation, 2011).

During the FBI national press, the agency reported that arson offenses decreased by 5.4% in the first half of the year 2015 (Federal Bureau of Investigation National Office, 2016). With regard to arson attacks among juveniles, the cases increased by 6.2% in 2015 as compared to 2014. In 2005, the FBI reported 13,315 arson cases, 9% having involved children of school going age. Comparatively, arson cases as reported by the government of U.K. In the period 2014/2015, 496,000 arson cases were reported in the England as compared to approximately 1million arson cases in the period 2003/2004 (Gaught, Gallucci and Smalldridge, 2016). Juvenile in England as opposed to United States engage in few arson attacks because of strict rules and regulations governing the conduct of juveniles. Kocsis (2002) reporting for the Australian Institute of Criminology observes that arson attacks in schools in developed countries are lower compared to cases reported in developing countries because of structured guidelines set to regulate behavior in the former compared to the latter.

Regionally, the South African National Police Service reported decreased cases of arson crimes by 29% from 2004 to 2014. Notably, arson cases involving juvenile were higher as compared to related cases in developed economies. In east Africa, arson cases among juveniles have been on the increase especially in the wake in the 21st century. In recent cases of arson attacks in schools were experienced in Uganda, Masaka School was went ablaze in 2012 killing five students and leaving more than 50 foreign students stranded (Jjinggo, 2012). In 2009, 12 students in Tanzania were killed while 20 others were injured after their school dormitory caught fire (France-Presse, 2009). In Moduli District, In Tanzania, more than 100 students of Lowasa secondary school escaped death by a whisker after their hostel burnt destroying property of an unknown value.

In 2001, Kenyan government banned the use of corporal punishment in schools thereby changing the dynamics in the way behavior of students is regulated by teachers at school. In 1998, a dormitory of Bombululu girls' went on fire that killed 26 girls who were asleep at the time the fire started (Kasami, 2016). A commission of inquiry that was set up revealed that the cause of the fire was electricity fault; however, there were allegations that the fire was intentionally started. In 2001, just a few months after the banning of corporal punishment in schools, Kyanguli boys' secondary school went ablaze killing 67 students and destroying property worth millions of Kenyan shillings in one of the most severe school fires in Kenyan history (Burrow, 2009). Although investigations were conducted, the cause of the fire was never made public; though, locals allege that the fire was deliberately started. In 2010, students of Endarasha Boys secondary school consciously set their school dormitory on fire killing two students who failed to escape because of they were locked from the outside. In 2015, two boys of Stephjoy Boys high school died after their school caught fire whose cause was not ascertained.

In Trans-Nzoia County, in 2011, a dormitory was burnt to ashes at night when students were in their respective classes for their evening preps session. Even though no student succumbed to the fire, the school management and the students lost millions worth of properties. Investigations were launched to find out the cause of the incidence, but findings reveal that the fire was deliberately started. In 2015, students of St. Josephs Boys high school spent their night in the cold after their dormitory went on fire early in the evening. Although the area chief, Mr. Namunyu confirmed that the fire was caused by electric fault, it was later noted that a student deliberately caused the electric fault (Wamalwa, 2015). In the same year 2015, students of Kitale School observed as their dormitory was burning with authorities stating that the fire was caused by an electric fault. In 2016, Trans-Nzoia County has registered four cases of arson attacks and

one case of attempted arson attack. Among the schools that were set ablaze in 2016 include St. Francis Suwerwa, St. Theresa's Girls-Bikeke, and Kapsara Secondary School. Schools where students attempted to bring dormitories on fire include St. Theresa's Boys-Bikeke, and Immaculate Conception Mukuyu (Mwangi, 2016).

After releasing the 2015 KCSE national examination results, the Cabinet Secretary of education Science and technology, Dr. Fred Matiang'i cancelled the results of more than 7,000 secondary and primary students. This prompted the ministry and other stakeholders to come up with policies that would curb the increased cases of exam cheating especially in secondary schools and primary schools. The announcement of the new rules and policies rolled down in the month of May 2016 triggered a series of arson attacks in school with the first case experienced a few weeks later when students of Itierio Boys high school in Kisii County torched their school (Agutu & Mutimba, 2016). This happened because students allege to have been denied a chance to watch premier league football matches.

According to the Education Act of 2001 chapter 211, Section 56 on education (School discipline) regulations, head teacher is responsible for the management of students discipline by formulating rules and regulations that govern the conduct of learners (Government of Kenya, 2001). For instance, the formulated rules and regulations should govern against indiscipline cases involving arson, time management, school activities, relationships with teachers and fellow students among others. However, the constitution of Kenya under the education act 2001 chapter 211 provides a legal framework within which the head teacher and students should follow with regard to disciplinary matters. For instance, the procedure to be followed by head teachers before suspending a student in a public school. As that is not enough, the Basic Education Act of 2013

empowers the cabinet secretary of education science and technology to formulate policies that seeks to enhance discipline among teachers and students in the education sector. On contrary to the Basic Education act of 2013, the Teachers Service Commission Cap 212 and Chapter 237 of the Kenyan constitution, the law provides that it is the commission's mandate to establish rules and regulations that govern the conduct of teachers, advise the Cabinet Secretary of Education on matters affecting teachers. The two institutions, the Ministry of Education Science and Technology, and the Teachers Service Commission are having conflicts of interest as to who should regulate the conduct of teachers. Firstly, the Basic Education Act of 2013 empowers the cabinet secretary of Education science and technology to formulate any policies that regulate the conduct of teachers (school heads) and students in the education sector with consultations with other stakeholders. As that is not enough, the TSC claims under section 237 of the constitution that it is independent and tasked with the management of discipline of teachers. Further, the TSC is tasked with the constitutional role of advising the Cabinet Secretary of Education on the affairs of teachers. The Conflict of interest arose when the CS on Wednesday, May 18, 2016 unveiled tough rules and regulations, which sought curb examination cheating in schools without consulting the TSC, KNUT, KUPPET and other stakeholders in managing the affairs of teachers and students in the education sector. The announcement of the rules raised a heated debate that caused arson attacks on school infrastructure (Wanzala, 2016).

1.2. Statement of the problem

After the enactment of the education act of 2001, which provided for the rights of children against corporal punishment, the ministry of education science and technology banned the use of corporal punishment to regulate behavior in schools. School heads and their management were limited in the way they managed the affairs of students in school thereby prompting students to

engage in indiscipline cases, which were aimed at destroying school infrastructural development belonging to the Ministry of Education. Cases of school unrests, drug and substance abuse among other juvenile vices have been on the increase since then because lack of effective disciplinary measures to regulate behavior. School fires since 2001 have been relatively high especially the case that happened in Kyanguli Boys, which claimed the lives of at least 67 students (Ndetei, Othieno, Gakinya, Ndumbu, Omar, Kokonya, Ongecha, Mutiso, Oketch and Mwangi, 2004). The Kenyan system of education works in such a way that it favors students who performed highly in national examinations thereby forcing students to use any means possible including cheating to pass examinations. High cost of living that has seen parents pay high school fees including other costs to fund learning of students makes them to exert pressure to the children to pass examinations.

The wake of the 21st century has seen many students access information via the social media and through television sets installed in their schools. Such accessibility to information enhances aggressive behavior among learners, which makes them engage in violent crimes (Duggan, 2016). In a move to curb increased cases of examination cheating, the cabinet secretary of education science and technology unveiled strict rules, which triggered an increase in the arson attacks in boarding secondary schools. Oduor (2016) reports that so far at least 117 schools have been set ablaze by students who focus on majorly dormitories with a few cases reported to destroy administration blocks, laboratories, dining hall among other infrastructural developments.

As at the end of July, 2016, Mwangi (2016) reports that in Trans-nzoia County, three schools have been set ablaze and they include Kapsara Secondary, St. Theresa Girls' Bikeke, and St. Francis Surerwa secondary school. Despite the move to enhance security and engage students in

friendly conversations, students have continued to burn school facilities. This therefore forms the major problem, which this study seeks to establish the effects of increased arson attacks in secondary schools on infrastructural development.

1.3. Purpose of the study

To find out factors influencing arson attacks in selected boarding, public secondary schools in Trans-Nzoia County.

1.4. Research objectives

1. To establish how peers-pressure influenced arson attacks in selected boarding public secondary schools in Trans-Nzoia County, Kenya.
2. To determine the influence of drug abuse on arson attacks in selected boarding public secondary schools in Trans-Nzoia County, Kenya
3. To access how management strategy influenced arson attacks in selected boarding public secondary schools in Trans-Nzoia County, Kenya
4. To evaluate how environmental factors influenced arson attacks in selected boarding public secondary schools in Trans-Nzoia County, Kenya

1.5. Research questions

1. How does peer pressure influence arson attacks in selected public boarding secondary schools in Trans-Nzoia County?
2. How does drug abuse influence arson attacks in selected public boarding secondary schools in Trans-Nzoia?

3. How does management strategy influences arson attacks in selected public boarding secondary schools in Trans-nzoia?
4. How do environmental factors influence arson attacks in selected public boarding secondary schools in Trans-Nzoia?

1.6. Significance of the study

The successful completion of this study will benefit the ministry of education, Teachers' Service Commission, and Non-Governmental Organization among other educational stakeholders. The TSC can use the findings of this study to establish ways of preventing cases in the future where teachers get involved in inciting or influencing students to engage in malicious and other juvenile offenses to present their grievances. Non-Governmental organizations can use the results from the study to collaborate with the government in initiating guiding and counselling to learners and teachers in providing solutions to their psychological and emotional problems. The ministry of education can use findings of this study to formulate policies that would see a reduction in arson cases experienced in secondary schools and therefore influence positively infrastructural development in schools. Such policies will not only reduce arson attacks, but also uphold the discipline of students in secondary schools. Apart from that, Non-governmental organizations, private and public institutions might use the results of this study to provide humanitarian assistance and assist in reconstructing or repairing the destroyed infrastructure in schools that were torched. Furthermore, Teachers unions might use the findings of this study to advise their members accordingly to avoid situations where members of the union get in the way of the law with the employer. Parents, students and other stakeholders in the education sector might use the findings of this study to identify their role in infrastructural development.

1.7. Limitations of the study

Cases of schools being torched were experienced almost national wide and the move to sample out a few regions and make generalizations might not be a true representation of the situation affecting students. In order to mitigate such a challenge, the researcher will enhance the sampling frame and the incorporate a significant number of sampling units to ensure representation. Considering that, the President of Kenya and indeed everyone sought to find out the truth behind school fires, some of the respondents might avoid giving information for the fear of incrimination. In such a case, the researcher will have to inform the respondent about the need to find the truth and promise non-disclosure of the identity of respondents. Schools have been torched countrywide and such a situation requires a long time to visit such schools and their community to find out the truth about what influenced them. The only way the researcher can mitigate such problems is when he samples affecting schools and focus on them instead of covering all affected schools.

1.8. Delimitations of the study

This study was delimited by the need to focus on members of the school community, which is usually within the school compound and includes, teachers, learners, and social workers. It could have been wise if the study could have considered incorporating nearby members of the school community, social units like the church to take their views regarding the topic of study. Furthermore, it could have been wise if the purpose of the study could have incorporated even secondary schools that ever experienced attempted arsons or students' strikes; it could have enriched the information collected that in turn would be used in generalizing conclusions.

1.9. Assumptions of the study

1. It is assumed that all respondents sampled will take part in the study and cases of failure to access respondents will not be expected
2. It is also assumed that weather conditions are going to be favorable to allow an efficient and effective data collection

1.10. Definition of significant terms as used in the study

Arson: Arson is a deliberate and malevolent act of setting buildings, vehicles, wildland or other properties on fire. In the context of this study, arson attacks mean the malicious and intentional act of setting school infrastructure on fire.

1.11. Organization of the study

In chapter one, background to the study, which includes the definition and concept of arson attacks, is discussed, statistics related to the topic of study on the global, regional and local perspective will feature. In the same chapter, statement of the problem, purpose of the study, research objectives, and significance of the study will all be featured in chapter one. In chapter two, the paper will highlight on the theoretical, and empirical review will follow. After that, the paper will showcase pictorial relationship between independent and dependent variable, the conceptual framework. Research design, target population, and sample size will be covered in chapter three. Following that will be sampling procedure, research instruments, pilot study data collection procedure, data analysis techniques, and presentation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the study shall present other scholarly works that were consulted for purposes of this study. The theoretical background and theoretical framework sections introduce key theories that underpin this research and the empirical review highlights the past studies on the variables of the study. The chapter also includes a section on the critical review of the study.

2.2. The concept of Arson attacks

Arson is a criminal offense both in the local and in international law regardless of the person who committed the offense. Arson attacks among youths are a malicious and deliberate act that is meant to attract attention of the management or of other rival groups to listen to their views or subscribe to the ideologies of the delinquent group. Some of the commonly known students malpractices aimed at venting grievances include unrests, arsons attacks, vandalism, and damage of property. In their study that sought to find out “fire-setting” behavior Burton, McNiel, and Binder (2012) defined arson as a criminal offense where one deliberately sets on fire or aids practice of burning a building, dwelling or a property belonging to another.

Sadler (1950) refers to the tenets of the law of England and defines arson as a malicious move by a person to set on fire an aircraft, land, dwelling, or property of another. He stresses that, arson like murder has degrees to which the crime can be committed as outlined in the modern legal provisions. In the Kenyan penal code Cap 63 section 332 and 333, the law provides that arson is any willful and unlawful act of setting buildings, structures whether completed or not, setting a

vessel on fire, a stalk of cultivated farmland, a mine or a work place; any person guilty of such an offense is liable for a life sentence. It has been a culture especially among students not only in public secondary schools, but also in institutions of higher learning to set buildings and/or other properties ablaze to present their grievances. In 2016, in Kenya, students of Itierioboys high school torched dormitories because they were denied to watch world cup football matches after their daytime classes. The intentional and malicious act was quickly adapted to other schools that burnt dormitories of their schools as a way of protesting against the newly unveiled tough rules.

2.3. Theoretical Framework

2.3.1. McGregor Theory X and Y

According to Schermerhorn (2010), McGregor Theory X and Y were influenced by the works of Abraham Maslow and Hawthorne who both believed that managers play a pivotal role in influencing the conduct and productivity of their subordinates. In his concept as developed in theory X, McGregor posits that most subordinates are usually irresponsible and resistant to change and any manager seeking to regulate the behavior and productivity of such a group ought to formulate and implement strict rules that put subordinates to task to ensure that they work. With regard to this study, a group of students, teachers and other educational stakeholders in the Kenyan education system are always resistant to change, they dislike working, and above all, they are irresponsible. Such a group includes some students from County and Sub-county schools students, some school heads, teachers, parents and the wide school community, which consider any change in rules and regulations as impractical. Essentially such an irresponsible group is a proponent of cheating in national examinations, and maintenance of the status quo (Schermerhorn, 2010).

On the other hand, McGregor theory Y is of the assumption that people uphold high standards of professionalism, they are responsible, and is motivated to work. According to the advocates of this theory, managers in-charge of this group of people will always prefer the participatory style of management, which ensures that subordinates points of views are considered towards the realization of organizational goals (Koontz and Weihrich, 2006).

Relative to McGregor Y, educational stakeholders in Kenya who subscribes to the ideologies of this school of thought include students and teachers from national schools, responsible parents, and other stakeholders who have “self-control” a sense of direction and are capable of achieving organizational goals through hardwork. Members of such a group would welcome policy changes aimed at improving productivity or geared to towards the achievement of organizational goals (Schermerhorn, 2010). Indisputably, McGregor theory Y is relevant in this study especially with regard to increased arson attacks in secondary schools in Kenya because so far only one national school was set ablaze as compared to many county and sub-county schools, which were torched by advocates of McGregor theory X.

2.3.2. The Strain theory

Another theory by Robert Merton elucidated that the societal set up, beliefs and practices may influence individuals to engage in deviant behaviors. According to Vito, Maahs, and Holmes (2005) when norms, beliefs, and practices are socially accepted, for instance, the Kenyan practice of embracing and favoring academic elites who performed highly, then individuals will be forced to conform or engage in deviant behaviors that would see them achieve organizational goals. Unlike a decade after independence period, the Kenyan society and indeed the education system enhanced the growth and development of skills that would help learners sustain their lives. Currently, the society allows some practices such as access to information and freedom of

expression, which encourage especially youths to engage in juvenile and violent crimes without any fear of the existing law. Such misconceived practices force students and other educational stakeholders to do anything possible to achieve success and resist any policy changes that would stop them. Further, students consider that they have a right of expression and information and that any attempts by the school management to hinder them from accessing information or expressing their views leads to violent crimes, which target school infrastructure (Vito, Maahs, and Holmes, 2005).

2.3.3. The theory of crowd behavior

A further theory by the French physician and anthropologist, in the 19th century gained popularity after developing the theory of crowd behavior. He believed that individuals gathered in a group suffer collective racial unconscious, which supersedes their individual sense of responsibilities. Such groups exert a hypnotic nature of behavior in their members thereby prompting them to behave irrationally because of the charged behavior (Le Bon, 2012). Hard socio-economic times and political pressure may force individuals to gather in groups, in those gathering behave irrationally, and hence engage in unaccepted behavior. Considering the situation in Kenya where students and other stakeholders are aware of their rights (information, expression, association and fair hearing) and all fight towards achieving success in the presence of limited resources, then the unsuccessful ones tend to gather in group, cheat in examinations, bribe their way into success and when prevented, they become rebellious.

2.4. Peer pressure and arson attacks

The roots of strikes in Kenya could be traced back in the community and societal norms and practices some of which are violent in nature (Achoka, 2011). The Kenyan media, public, and politicians are some of the drivers of violence and they have inculcated that culture in learners and other groups who believe that the only way to send signals, present views, and opinions is by

taking to the streets and destructing properties. According to Hollin (2013), students in secondary school still experience adolescent related behavior, which has a lot of self-discovery, modelling and learning. Behaviorist, proponents of behavior theories are for the opinion that behavior is influenced by learning and majority, the environment plays a vital role in shaping the learning process. Behavior is learnt by observation. In his Literal work, Akers (2011) showcased the developments and tenets of Bandura's Social learning theory and he stated that peers will always model behaviors upon observing that other individuals are getting rewards from behaving in that particular way and ability to emulate behavior is more pronounced when the role models are within the same cadre, group or social formations.

During the period when teens are in their groups, relationship within themselves is important than the relationship with that of other people. Implicitly, they are loyal to group norms, culture and would adopt any changes in their lifestyle as long as their group members embrace it. According to the social learning theory, it is a general feeling among many students that the learning process and indeed schooling is a hectic practice, which should be done away with. The rationale behind it is that they are opposed to discipline measures, they do not want to do class assignments, and they prefer spending more time with their mates outside school than interact with teachers and other members of staff. Arsons attacks in Kenya in selected public schools in 2016 started with Itierio Boys High school and later, students from more than 100 public secondary schools adopted the new behavior (Duggan, 2016). It should also be noted that, the current trends in communication are that people communicate more on the social media via mobile phones, which most of the students according to KNUT secretary general should have. Further, most of the secondary school teachers influence students to demonstrate as a way of

venting their frustrations regarding administrative and management issues from schools and the ministry of education respectively (Duggan, 2016).

2.5. Drug abuse and arson attacks

Although some parents support their children in sustaining learning activities in schools, most of the learners are given too much pocket money, which is used to acquire illicit drugs and substances that upon when used, they encourage students to engage in violent crimes. Rono (2010) observed that students use petrol for a dual purpose of burning and inhaling. Petrol-based drugs are known to impair judgment because they are mind-altering drugs. The quiet crisis in schools and lack of effective communication between learners and teachers are what causes students to instigate killings and destruction of property. The need to experiment, stress, and depression, early exposure to drugs and illicit substances, and low self-esteem are some of the reasons that cause drug and substance abuse, which in turn encourage students to engage in malicious and juvenile delinquency among them arson attacks (Rono, 2010).

The National Authority for the Campaign against Alcohol and Drug Abuse, NACADA conducted a survey in Kenya in 2015 in 17 counties and noted that cases of drug abuse among teenagers were on the increase and that such teens risked their lives and those of persons close to them (Mwiringi, 2016). Relative to that, situations where students are given too much pocket money by parents, relatives, and friends encourage them to engage in drug and substance abuse, which lead to indiscipline cases involving fighting, arson, sexual offenses, and vandalism among others (Ausseill, 2016). Kavutha (2015) conducted a study in Matiyani District in Kenya with an aim of establishing the influence of drug use on academic performance. In her findings, the researcher found out that, most schools that performed poorly had leading cases of drug and substance abuse and furthermore, had reported cases of unrests and other violent crimes among

learners. Based on Kavutha (2015) findings, it is true that students unrests are majorly caused by drug and substance abuse and educationists ought to formulate strict policies and reform the entire sector to prevent cases of violent crimes within the school setting. Most scholars who have analyzed the cases arson attacks in secondary schools agree that the school community, parents, and other education stakeholders have not been working jointly to regulate the behavior of learners.

2.6. Management strategy and arson attacks

On May 19th 2016, the Cabinet Secretary unveiled strict rules that sought to curb increased cases of cheating in national examinations. In the previous year, 2015, the Cabinet Secretary, Dr. Fred Matiang'i cancelled the results of more than 7,000 students in primary and secondary schools for involvement in examination irregularities. In a move to curb such an increase in examination irregularities, the Cabinet Secretary stated that there would be no mid-term breaks in third term, no prayer days involving outsiders, no visiting by parents, friends or relatives of students, and no non-academic visits in third term. All this regulations sought to minimize contact of students with the outside community. Initially, students were used to spending time with their families and friends during the mid-term breaks as some of them broke the monotony of learning and the school environment. For students such a policy was well received as most of them used such breaks from learning to restock their “shopping” acquire more pocket money. .

Duggan (2016) noted that most of the arsonist torch schools because of the fear of forthcoming national examinations. The rationale behind it is a cartel, which has been facilitating cheating of examinations for students now feels their operations were slumped after the announcement of new rules; therefore, they vented their frustrations through their clients (students). Most of the students consider that some school heads were abetting cheating in examinations, enhancing

infrastructural development to meet the demands of their students; contrary, others think that the school management was not doing enough to help them and therefore they think the only way to raise their complain is to torch school infrastructure.

As that was not enough, school heads would take charge of being responsible for their examination centers, no outside person would be allowed within the school compound during examinations, and that all supervisors and invigilators would be vetted by the TSC to ensure they have no criminal records (Aroko, 2016). Based on such tough rules affecting school heads, most of the head teachers might improve the school infrastructure; for instance, install CCTV cameras or adopt any other strategy aimed at preventing cheating in examinations or any arson attacks in the future. Categorically, Dr. Fred Matiang'i stated that there would be "no monkey business" and that students, teachers and parents should prepare for examinations. Such a statement mocked and frustrated students, teachers, and students who were used to acquiring and cheating in national examinations (Oduor, 2016).

After the enactment of the CDF act of 2003, many schools benefitted from infrastructural development funded by this public institution as a way improving marginalized regions. According to Maryanne & Daniel (2015), the Deputy President of Kenya, while addressing secondary school heads association in Mombasa noted that Constituency Development Funds should channel 95% of their funds towards improving school infrastructure. However, the words by the CS of Education go contrary to the DP's move to develop schools because he stated that the government will not fund or shoulder the bill of reconstructing torched schools; instead, parents should take responsibility. As reported by Duggan (2016), parents of Itiero Boys high school have been forced to pay Ksh. 10,000 per student as the cost of repairing torched dormitories.

Duggan (2016) adds that the Bonchari CDF manager, Eric Oigo declined to fund the repair of dormitories of schools that torched because the government had given strict rules against non-funding. After shouldering the cost of repairing and reconstructing torched school infrastructure, parents will try to shape the behavior of the children to avoid incurring such bills. In the future, parents might avoid taking their children to schools that have had a history of arson attacks to avoid such bills and such move might have hinder affected schools from developing their infrastructure because of tainted names (Duggan, 2016). On the positive side, in the future, school board of management will involve parents, students, teachers, and the entire community on any issue related to infrastructural development to ensure that everyone owns the idea and indeed the developed infrastructure. Furthermore, school management will adopt a way of holding dialogues with students to avoid situations where infrastructure belonging to the school is set ablaze.

According to the legal provisions of chapter four of the Kenyan constitution, any individual has the freedom of expression, which includes the right to holding demonstrations, picketing and right to access to information, which every Kenyan fancy (National Council of Law reporting, 2010). The Kenyan society has provided a platform for politicians and activists to incite hold violent demonstrations and do anything possible to have their views passed to relevant authorities. On the second date of the Month of July, the year 2016, Ahadi Kenya Trust CEO Stanley Kamau indicated that the leadership of Coalition for Reforms and Democracy, CORD should be blamed for the increased cases of arson attacks in secondary schools (Muriuki, 2016). According to Kamau, Raila, a co-principal in that coalition always took to the streets whenever he deemed some of the issues in government were not right or he want changes in government. For instance, in a move to ensure that the Independent Electoral and Boundaries Commission is

reformed and its commissioners exit office because of lack of public confidence, CORD leadership took to the streets to destroy, burn and even loot property to exert pressure to the government to reform the Electoral body (Njau, 2016). Students in secondary schools imitated such practices because they saw it work in favor of the opposition party and therefore, considered that the best way of resolving some of the issues affecting them is through unrests and specifically torching school facilities (Muriuki, 2016). Teachers and other educational expertise in the affected schools are always encouraged to seek for transfers from torched schools because of the need to avoid identifying with rogue behavior. Torched dormitories and other facilities in schools mean that the school management has to close down and allow students to pave way for investigation and thereafter repairs, which is costly and time consuming.

A few weeks after the cabinet secretary of education unveiled tough rules seeking to curb cheating in national examinations, the Kenya National Union of Teachers Secretary general, Sossion supported the Dr. Matiang'i on efforts to curb cheating (Wanzala, 2016). However, he was against the move by the ministry to shorten august holidays terming it as an unacceptable move that would want to hinder some of his members (teachers) to continue with their school-based academic studies in most of the universities in Kenya. As that was not enough, the KNUT secretary general was against the idea of removing visiting days and mid-term breaks for students because it would stem school unrests. Interestingly, as the ugly rows take shape; more schools continue to be burned by students who feel encouraged by the sentiments of the Teacher's union leader (Wanzala, 2016). Even as more schools are burnt, the CS of education adds that no students should be allowed to transfer to other schools without the approval of the sub-county director of education and that the government will not fund the repair or reconstruction of damaged infrastructure. Implicitly, this is an indication that schools that depend

on CDF for repairs or construction of new infrastructure will lose especially if they suffered from the arson attacks by students.

Apart from that, most of the principals managing schools belong to different tribes compared with the locals and according to locals, such leaders should not be trusted with the affairs of school management (Oduor, 2016). Management wrangles from locals are vented through students who torch school facilities to taint the name of school heads or influence the decision of BOM's. Oduor (2016) further states that some of the leaders such as the Kakamega Senator Dr. Khalwale were against the decision by the Cabinet Secretary of education Science and Technology to conduct Impromptu visits to schools. Ideally, the C.S. of Education should allow Quality Assurance Officers and other Ministry Officers to conduct assessment and supervisory visits and wait for reports regarding issues under investigation. The senator noted that such a decision by the C.S. causes fear and intimidation among school heads and teachers (Oduor, 2016). In the contemporary Kenyan society, many people are not used to the idea of supervision and close monitoring by their leaders because they do not abide by the rule of law and therefore feel intimidated or threatened upon being monitored.

It is the right of any individual in Kenya to enjoy the right to access to information as provided by legal provisions in Chapter four of the Kenyan constitution. The technological wave in the advancement in technology has enhanced the speed at which information moves from one person to the other regardless of age, social status, gender, and religion among other characteristics. Majority of teachers across the country are against the move by students to have and use mobile phones at school; however, the Secretary General of KNUT, Wilson Sossion stated that secondary school students should be allowed to use mobile phones at schools because the move enhance e-learning and specifically digital learning (Wanzala, 2016). Apart from that, Mr.

Sossion added that the use of mobile phones by secondary school students does not aid in cheating in examination as many thought (Kimutai, 2016). Although Sossion's views might be aimed at enhancing technological infrastructure in schools, it exposes students to misleading information. A continual use of mobile phones by students allow them to enhance communication with activists, politicians and other ill-minded people in the society who encourage them to engage in violent crimes as a way of presenting their views to authorities. Currently, almost all school in Kenya are equipped with a television set where students spend their leisure time. Moreover, students easily access daily newspapers that contain a lot of unnecessary and misleading information, which encourage students to compare themselves with others in other countries in terms of infrastructure and learning (Kimutai, 2016). Such comparisons encourage students to put pressure to school managements to acquire infrastructure such as busses, modern facilities to benchmark with others in the learning society.

2.7. Influence of environmental factors on arson attacks

The school community comprise of parents, teachers, students, social workers and the external persons, which contribute in a way or the other in the running of school operations. Teachers and social workers are involved directly in the day-to-day of running of school activities. During the reign of the then CS Professor Kaimenyi ordered school managements to employ trained security guards as opposed to untrained local guards who cannot handle the affairs of students. Despite the directive, school management failed to implement the rule and that it why most of the schools torched were unable to control the situation (Mabel, 2016). Mabel (2016) goes ahead stating that most of the watchmen interviewed stated that teachers in the torched schools only took time to teach and leave the school for their homes; no teacher spent time with learners in either conducting guiding and counseling, or extra-curriculum activities, which would allow

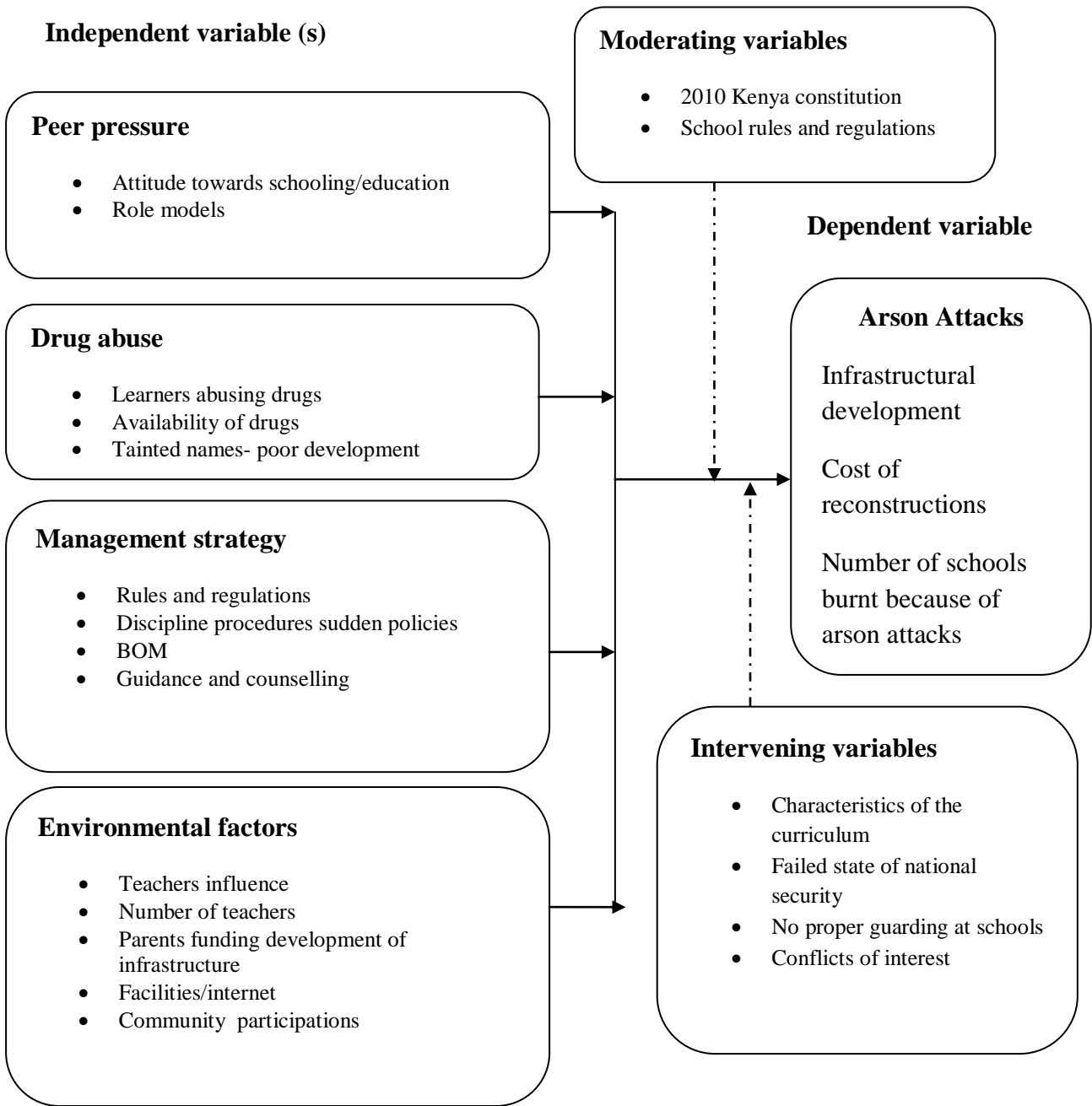
students to bond with their teachers. Apart from that, according to the Basic Education act of 2013, teachers have a role of shaping the behavior of learners while parents and other educational stakeholders have a role of supporting students and generally school activities to ensure that teaching, learning, and any infrastructural development conducted in schools. Upon given a chance to acquire knowledge, learners ought to work hard and excel in their examinations in order to better their future. On one hand, students ought to work jointly with the school management in proposing some of the infrastructural development they consider essential to enhance better learning (Mabel, 2016). On the other hand, students out to protect infrastructural developments because they identify with it and that such developments helps in supporting school activities.

In the legal provisions provided in the Kenyan constitution, a child has the right to quality education. Relatively, related to this right, the basic education act of 2013 banned corporal punishment in schools, a move that increased indiscipline cases in schools. In basic education act of 2013, it is provided that no school head teacher should expel a student for whichever reason, only the district education committee has that right and they should seek an alternative learning institution for the affected student (National Council of Law reporting, 2013).

2.8. Conceptual framework

Kothari (2004), define conceptual Framework as a basic structure that consists of certain abstract blocks, which represent the observational, the experiential, and the analytical/ synthetically aspects of a process or system being conceived. It is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. The interconnection of these blocks completes the framework for certain expected outcomes.

Figure 1: Conceptual Framework



2.9. Summary of Review Literature

McGregory Theory X and Y, which borrowed the ideas of Abraham Maslow and Hawthorne proposes that managers influence the productivity of their subordinates. Categorically, McGregor Theory X states that individuals are normally lazy and irresponsible and hence cannot work; in such a case, managers have to formulate policies and rules that will regulate the conduct and improve productivity of subordinates (Schermerhorn, 2010). On the other hand, McGregor Theory Y states that individual uphold high standards of professionalism and only requires a participatory approach of leadership during execution of duties. Robert's strain theory proposes that societal culture, beliefs, and practices may influence deviancy among the youth. In certain circumstances, some norms, practices and beliefs are acceptable and in such situations, people are forced to embrace them (Vito, Maahs, and Holmes 2005).

In another theory, the crowd behavior developed by a French anthropologist and physician theory believed that individuals gathered in a group suffer collective racial unconscious, which supersedes their individual sense of responsibilities. The group exerts a hypnotic nature of behavior in their members thereby prompting them to behave irrationally because of the charged behavior. Hard socio-economic times and political pressure may force individuals to gather in groups, in those gathering behave irrationally, and hence engage in unaccepted behavior.

In his literal work, Hollin (2013) observed that peer pressure has a powerful ability to influence behavior and hence malicious actions among the youth. Notably, a new way of doing things among a group is quickly embraced by members who are loyal to group norms. Peer pressure is common among youths who identify with others of the same caliber and not other people such as parents, and teachers.

Drug and substance abuse is an illicit practice that is prevalent among people who share common goals, ideas, and norms in the society. The National Authority for the Campaign against Alcohol and Drug Abuse, NACADA conducted a survey in Kenya in 2015 in 17 counties and noted that cases of drug abuse among teenagers were on the increase and that such teens risk their lives and those of persons close to them (Mwiringi, 2016). In schools, which are not or are rarely manned by trained security guards, drugs and other substances find their way in school where other students are socialized on how to use them. When such students get addicted to drugs, they lose their conscious and can engage in any risky and malicious practice such as torching schools.

The style of managing issues in Kenya and more specifically in the education sector has been a transformational style of leadership, where leaders formulate policies and hold their subordinates accountable for not adhering to them. As that is enough, there is a culture of revolution among interest groups, which resist change. In schools for instance, students were used to the practice of engaging in examination irregularities and going home every mid-term breaks. When the education management formulated and implemented policies to curb such culture, students rebelled by torching schools, which affected infrastructural development.

Environmental factors such as role of parents and other stakeholders influenced students in selected public secondary schools to set ablaze facilities in their schools. Some parents usually play as bad role models because they tell their children how they protested during their time at school, others will strongly defend their children whenever they engage in offenses such as drug and substance abuse, assault and even arson. In some learning institutions, some teachers have a culture of using students to air their grievances. For instances, reports from the media stated that some teachers were arrested after investigations confirmed that they had a hand in the recent arson attacks in secondary schools.

2.10. Knowledge gap

After students of secondary schools vented their frustrations because of the recently unveiled rules by the Cabinet Secretary of Education Science and technology, Dr. Fred Matiang'i, an eight-bench committee was constituted to investigate into the matter (Psirimoi, 2016). However, the executive, non-governmental and media have been speculating on some of the causes of arson attacks (Yusuf, 2016). Politicians and security agents have been trading accusation about the issue, but no one has ever thought of considering the effects of increased arson attacks on infrastructural development. This study, therefore, identify the gap in research and for that reason, it seeks to give an evidence-based investigative and empirical approach in the matter in order to arrive at findings, which will be used to propose recommendations that will reduce and even end the increased arson attacks in secondary schools, which impact greatly on infrastructural development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter discusses how the study will be conducted, the geographical regions to be covered, explaining the methods and steps that will be used in conducting the research to ensure reliability and validity. The presentation of research methodology will adhere to the following order, research design, target population, sampling procedure, data collection methods, instruments of data collection and the analysis of findings.

3.2. Research Design

Orotho (2003) describes a research design as a program that a researcher uses as a guide during data collection, analyzing, and interpreting observed fact. This study adopted a descriptive research design because it involved the use of non-numeric data, which was descriptive in nature. Descriptive research was a method of data collection where the researcher administers structured questionnaires or used interviews to collect information from sampling units. Descriptive survey enabled the researcher to have a systematic collection and presentation of data from selected schools especially where arson attacks took place or there was attempted burning of the school property. Kerlinger (1996) points out descriptive studies are not only used in facts findings, but also result in the formulation of important principles of knowledge and solution to significant problems. As that was not enough, the use of descriptive research design helped the researcher to fuse both qualitative and quantitative data, establish the relationship in a bid to redefine the topic of discussion.

However, the research design was not confidential and was associated with procedural errors, which led to omission of elements under study. As a remedy to the challenge, the researcher did

not share the content of data collected and ensured that participants did not expose any information.

3.3. Target Population

The study targeted major stakeholders in the education sector specifically in Trans-Nzoia County. Among the groups that the study focused on include students, teachers, school heads, social workers, and parents. According to the Statistics from TSC Trans-Nzoia County, there are a total of 60,000 Public secondary school students, 1,500 and 250 teachers, and school heads respectively. It was also estimated that, on average, there were 10 social workers per school; however, depending on the size of the school, the number can change marginally. According to the statistics given by the ministry of education (2016) in the seven schools affected by arson attacks, Trans-Nzoia County, there were a total of 3300 students, teachers, school heads and support staffs.

3.4. Sampling procedure and sample size

3.4.1. Sample size

In order to achieve statistical aspects of accuracy and reliability, Sapsford and Jupp (2006) state that a researcher should use a large sample, which is representative, as it would help in minimizing the errors. For the purpose of this study, the following schools, where arson attacks were experienced, were sampled; they included St. Francis Suwerwa, St Theresa's Girls-Bikeke, St Theresa's Boys-Bikeke, IC Mukuyu Boys, and Kapsara Secondary School. In order to broaden the sample size, other school, where attempted burning of school facilities were experienced though in years before include Kitale School-2014 and St. Josephs Boys high school all in Trans-Nzoia County. It was also important to incorporate some of the schools that did not

experience arson attacks in order to consider their views towards the purpose of the study and research objectives.

In order to arrive at a representative sample size, the study used Yamane (1967:886) formula for population sample to determine the sample size. After using the formula, the researcher arrived at 357 as the sample size, which was drawn from various schools across the county. According to statistics from the Ministry of Education, Trans-Nzoia County, It was estimated there are total of 2800 students, 140 teachers, 7 school heads, 100 support staff, and 253 parents from the aforementioned schools.

$$n = \frac{N}{1 + N(e^2)}$$

Where: N = Population (3300)

n= sample size

e=Tolerance at desired level of confidence, (0.05)

$$n = \frac{3300}{1 + 3300(0.05^2)}$$

n= 357

3.4.2. Sampling procedure

For the purpose of ensuring accuracy and validity of findings, this study firstly used stratified sampling where various sampling units are selected based on specific characteristics such as

gender, nature of work (occupation), level of income, and the roles played by each in the education sector. The benefits of using stratified sampling method were that it was not bias because it gave sampling units an equal opportunity to take part in the study. After that, the researcher used purposive sampling where sampling units believed to have in-depth information about arson attacks in secondary schools were allowed to take part in the study. Although the sampling technique sounds bias, it sought to enhance accuracy of the data collected.

Sampling units constituted of unique and non-overlapping elements in the sampling frame, which constitute the entire population.

3.5. Research instruments

The process of identifying the appropriate data collection method depends on the nature of the study in which the researcher is undertaking and in the case of this study, the researcher adopted the use of structured questionnaires. Categorically, the research design method enabled the researcher to collect data from primary and secondary sources. In order to ensure consistency and conformity to theoretical framework, the researcher considered the use of secondary data from government publication, researched information, books, journals, and newspapers among others. As that was not enough, there was the need to collect data using key informant interviews because some respondents such as parents, school heads, and social workers might either lack time to respond to questionnaire, lack the knowledge of responding to the questionnaire, or prefer interviews as opposed to questionnaires. Collecting data using interviews was important because it factored in the collection of qualitative data, which include views, and opinions regarding the topic of study.

3.5.1. Pilot test

For the purposes of familiarizing with the respondents and the place of study, the researcher will conduct a reconnaissance. The researcher used the structured questionnaires designed to collect data using them for testing the validity and reliability. Further, the researcher established whether the data instrumentation tools capture all the variables and elements under study. In case of any adjustments needed, the researcher used the pilot study to find out, which data instrumentation tools need adjustment. Furthermore, the researcher identified some of the challenges arose and devise mechanism through which were addressed before the main study was conducted. The researcher used the pilot study to relate theoretical perspective of the study to the practicality nature and situation on the ground. According to Mugenda and Mugenda (2003), the accuracy of data to be collected was largely dependent on the data collection instruments in terms of validity and reliability.

3.5.2. Validating instruments

As noted by Robinson (2002), validity is the degree to which findings arrived at from a study represents the actual phenomenon under study. In order to ensure validity of data in this study, objective questions in study were featured in the questionnaires to ensure that data collected was valid enough to reflect the situation being studied. As Cooper and Schindler (2003) have indicated, allowing elements of the research questions to feature in the questionnaire helped the researcher to identify and change any ambiguous, awkward, or offensive questions and technique that might render the study invalid.

3.5.3. Reliability

Mugenda & Mugenda (2003) defines reliability as the measure of the degree to which research instruments yields consistent results when done severally. In the case of this study, the data

collected during the pilot study and the data collected during the actual study was compared and from this reliability was established.

3.6. Data collection

After designing and developing the research instruments, the research will conduct interviews of key informants, which included asking questions and noting the responses, views, and opinions. Such method of data collection was able to capture quantitative data, there was the need by the researcher to collect data using structured questionnaires. Sampling units or respondents were given the questionnaire to respond, instead, the researcher asked questions as written on the questionnaire as he notes. The rationale behind it is that, most of the respondents were operators of small-scale businesses who did not have the knowledge and skill of responding to questionnaires.

3.7. Data analysis techniques

After data was collected, it was edited for consistency, accuracy, and completeness. Data editing involves the correction of errors of omission and commission to enhance the accuracy, reliability, and validity. Following the process of data editing was the process of coding and assigning symbols to answers and responses to allow the researcher to get meaningful relationships. However, statistical relationship between variables was established after the collected data has been entered in the Statistical Program for Social Sciences, SPSS, Version 17. Descriptive and inferential analysis of data was conducted and the results were presented in tables, charts, and graphs. Descriptive analysis that allows the use of measures of dispersion, measures of central tendencies and others were used to understand and interpret variables. Regression and correlation analysis were conducted to measure the degree to which variables are

related to allow an informed arrival to generalization. The analyzed data was then be interpreted with respect to research objectives and theory. Summary of findings, conclusions thereof, and the recommendations made was presented in chapter four, and five.

3.8. Ethical considerations

For the purpose of upholding professional ethics in research, respondents will be informed that information given was not be shared by anyone and it was only meant for academic research. Further, respondents' names were not disclosed and for that reason, no respondent indicated their names on the questionnaire. The researcher did not share information captured with other researchers. Apart from that, the researcher got authorization from the regulatory and informed local leaders before starting the process of data collection.

3.9. Operationalization of variables

Peer pressure: This means the influence a members of a group has on his/her mates, which impacts directly on the behavior and actions of the entire group. This variable will be measured by evaluating the number of students with mobile phones in schools, the allegiance such students pay to their respective group and the strength of their formations.

Drug and substance abuse: This variable means the addictive practice of consuming illicit substances for the purpose not intended, which alters the normal functioning of the body. In the context of this study, this variable will be measured by investigating whether there are tight security measures at school gates, the amount of pocket money given to students, and the frequency within which students abandon school for various purposes.

Management strategy: This refers to the administrative way of leading, where every leader adopts identifies with a specific/defined leadership; for instance, transactional, transformational

and any other known leadership. This variable will be measured by determining the response from subordinates about the leadership; for instance, establish the style of leadership, which the cabinet secretary of education uses in executing his official duties.

Environmental factors: This refers to the issues within the surrounding, which affect the dependent variable; for instance, role of parents and other stakeholders in influencing arson attacks and hence infrastructural development. This variable will be measured by establishing the frequency of visiting parents makes per term to school, the amount of pocket money given to a student and the prevalence of a students engaging in deviant behavior within the school environment.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1. Introduction

The chapter deals with presentation of the respondents' characteristics and responses to research questions. Demographic characteristics were presented in descriptive statistics where the frequencies and percentages were used. This was followed by a detailed analysis of regression, and correlation; the analysis was then used to establish the degree of relationship and nature between variables. Analysis of descriptive statistics was also presented and this was followed by a detailed analysis elucidating the presented results. Considering that the sample size of 357 was established using the Yamane population size formulae, 357 questionnaires were administered to respondents only 317 questionnaires responded successfully and returned the questionnaires; it indicated that the response rate was averagely 89%, which was enough to be used an draw generalizations from it.

4.2. Demographic and Characteristics of the Respondents

This section gives a summary of the distribution of respondents based on the demographic characteristics such as gender, age bracket, level of education, occupation and level of income.

Table 1: Distribution of respondents by gender, level of education, age, marital status, and business sector the respondents are engaged in

Characteristics	Frequency	Percentage
Gender		
Male	224	70.7
Female	93	29.3
TOTAL	317	100

Age Bracket		
Below 25 years	237	75.8
25-35 years	34	10.7
36-45 years	32	10.1
Above 45 years	14	4.4
TOTAL	317	100

Occupation		
Students	228	71.9
Teachers	62	19.6
Support Staff	9	2.8
Others	18	5.7
TOTAL	317	100

Level of education		
Primary	23	7.3
Secondary	227	71.6
Tertiary institutions	67	21.1
TOTAL	317	100

Level of income		
No income	212	66.9

Less than ksh. 10,000	42	13.2
Ksh. 10,000-25,000	18	5.7
Ksh. 25,000-45,000	18	5.7
Ksh 45,000-65,000	12	3.8
Above 65,000	15	4.7
TOTAL	317	100

From the table 1 above, it is clear that 224 respondents representing 70.7% were male, while 93 respondents were female representing 29.3% of the total number of respondents who took part in the study. In the same table, the majority of respondents (237 out of 317) were youths aged below 25 years; this was followed by respondents aged 25-35 years who were 34 representing 10.7% and 14 respondents who were above 45years. Out of 317 respondents that took part in the study, 228 were students, 62 teachers, 9 social workers and 18 other respondents who included the secretary and school bursar. With regard to level of education of respondents, 227 reached the secondary education level, 23 primary levels while 63 tertiary institutions. From the same table 1, it was recorded that 212 had no income, 42 had an income level of less than Ksh. 10,000, 18 respondents had an income of between Ksh. 10,000 to 25,000, 18 respondents had an income of between Ksh. 25,000 to 45,000, 12 respondents had an income between Ksh. 45,000 to 65,000 while 15 respondents had an income of above Ksh. 65,000.

4.3. Results with response to Research Questions

This section deals with the presentation of results with reference to research questions. Specifically results on how peer pressure, drug and substance abuse, management styles, and environmental factors influence arson attacks in secondary schools.

4.3.1. Peer-pressure and arson attacks in schools

Table 2: Extent to which respondents agree or disagree about peer influence

	Strongly agree		Agree		Undecided		Strongly Disagree		Disagree	
	F	%	F	%	F	%	F	%	F	%
The school environment is usually not friendly and influence the behavior of students	37	11.7	47	14.8	11	3.5	122	38.5	100	31.5
There is no socialization between the teacher and students, they only teach and leave.	18	5.7	23	7.3	9	2.8	139	43.8	128	40.4
The school management does not lead by example, teachers engage in misconduct and unacceptable behavior	24	7.6	23	7.3	12	3.8	156	49.2	100	31.5

In table 2 above, 122 respondents strongly disagreed, while 100 respondents disagreed that the school environment was usually not friendly and influence behavior. This response was followed by 47 and 37 respondents who confirmed by agreeing and strongly agreeing respectively that the school environment was not friendly and influenced the behavior of students. In another case, 128 respondents disagreed, while 139 respondents strongly disagreed that there was no socialization between teachers and students. On the contrary, a few respondents (18 out of 317) strongly agreed, while 23 agreed that there was no socialization between teachers and students.

Out of 317 respondents, 9 were undecided; they did not know which response to give on the same. With regard to role-modeling, 156 respondents strongly disagreed, while 100 respondents confirmed by disagreeing that the school management did not lead by example such that teachers were engaged in misconduct and unacceptable behavior. Different from that response was that given by 24, 23 respondents who strongly agreed and agreed respectively that the school management did not lead by example. While that was so, 12 respondents who represented 3.8% were undecided about the idea of role modeling.

Table 3: The society contributes towards influencing arson attacks

	Frequency	Percent	Cumulative Percent
Missing entry	1	.3	.3
Never	70	22.1	22.4
Rarely	65	20.5	42.9
Sometimes	74	23.3	66.2
Occasionally	55	17.4	83.6
Frequently	52	16.4	100.0
Total	317	100.0	

From the table 3 above, it is vividly clear from 74 respondents who confirmed by stating that the society sometimes contributes towards influencing arson attacks in secondary schools. Out of 317 respondents, 70 indicated that the society never influenced arson attacks in secondary schools. In the same descending order, 65 respondents indicated that the society rarely influenced arson attacks in secondary schools. In occasional situations, 55 respondents indicated that the society influenced arson attacks in learning institutions. Out of the total number of respondents who took part in the study, 52 respondents stated that frequently, the society contributed towards influencing arson attacks in learning institutions.

Table 4: Extent to which friends influenced behavior

	Frequency	Percent	Cumulative Percent
very great extent	63	19.9	19.9
great extent	38	12.0	31.9
moderate extent	98	30.9	62.8
low extent	80	25.2	88.0
no extent at all	38	12.0	100.0
Total	317	100.0	

From the table 4 above, it is indicated by the response from 98 respondents indicated that there was a moderate extent to which friends influenced behavior of respondents. Out of 317 respondents who took part in the study, 80, 63, 38 and 38 respondents indicated that there was a low extent, very great extent and no extent at all respectively to which friends influenced behavior of respondents.

4.3.2. Drug abuse and arson attacks

Table 5: Ever reported cases drug and substance in secondary schools

	Frequency	Percent	Cumulative Percent
Yes	163	51.4	51.4
No	99	31.2	82.6
I do not know	55	17.4	100.0
Total	317	100.0	

In table 5 above, 163 respondents stated that indeed cases of drug and substances abuse were reported in secondary schools. Contrary to that, 99 respondents confirmed that cases of drug abuse had not been reported in their learning institution. In the last category of respondents, 55 indicated that they did not know whether drugs and substance abuse had been reported or not.

Table 6: Rate the security of the learning institution on a scale of 1-5

	Frequency	Percent	Cumulative Percent
1	113	35.6	35.6
2	60	18.9	54.6
3	55	17.4	71.9
4	49	15.5	87.4
5	40	12.6	100.0
Total	317	100.0	

From table 6 as indicated, 113 out of 317 representing 35%, which was the highest stated that the rate of security in their learning institution was low and they rated it at 1 out of 5. This was followed by 60, 55, 49 and 40 respondents who positioned the rate of security at 2, 3, 4 and 5 out of 5 respectively.

Table 7: A table showing the extent to which respondents agree or disagree about drug abuse and arson attacks

	Strongly agree		Agree		Undecided		Strongly Disagree		Disagree	
	F	%	F	%	F	%	F	%	F	%
	Illicit drugs are readily available depending on how much money a student has	192	60.6	65	20.5	21	6.6	26	8.2	13
Most students get their first experience of drug abuse in learning institutions.	88	27.8	108	34.1	7	2.2	57	18.0	57	18.0

In the table above, 7, it is vividly clear from 192 respondents representing 60.6% who indicated that illicit drugs and substances were readily available depending on how much money a student has. In the same note, 65 respondents added that indeed illicit drugs and substances were

available to students depending on how much money they had. Out of 317 respondents, 26 and 13 strongly disagreed and disagreed respectively that illicit drugs and substances were readily available to students depending on the amount of money available to them. However, regarding the same aspect of drug and substance abuse in learning institutions, 21 respondents were undecided; they did not either agree or disagree that illicit drugs were readily available depending on how much money a student had.

In another case from the same table, 108 respondents which was the highest percentage of respondents indicated that most students got their first experience with drugs and addiction in learning institutions; it was followed by 88 respondents who strongly agreed on the same. Contrary to that, 57 respondents in each category strongly disagreed and disagreed that most learners got their first experience and addition of drugs and other illicit substances in learning institutions. Different from this two opposing views were that of 7 respondents who were undecided about the idea that most students got their first experience and addiction of drugs illicit substances in learning institutions.

Table 8: Are you proud to be a member of this school

	Frequency	Percent	Cumulative Percent
Yes	236	74.4	74.4
No	73	23.0	97.5
I do not know	8	2.5	100.0
Total	317	100.0	

From the table 8 above, it is clearly shown that 236 respondents representing 74.4% indicated that they were proud to be members of the respective learning institutions they where they were during the data collection process. On the contrary, 73 respondents denied that they were proud

to be members of the learning institutions where they were. From the total number of respondents, 8 were undecided about the same.

Table 9: A table showing responses of "do you think drug and substance abuse influence arson attacks?"

	Frequency	Percent	Cumulative Percent
Yes	207	65.3	65.3
No	84	26.5	91.8
I do not know	26	8.2	100.0
Total	317	100.0	

In table 9 above, it is clearly shown that out of 317 respondents, 207 accepted that drug and substance abuse influenced arson attacks in learning institutions. On the contrary, 84 respondents, which represented 26.5%, denied that drugs and substances abuse influenced arson attacks in learning institutions. In unusual case, 26 respondents claimed that they did not know whether drugs and substances abuse influenced arson attacks in learning institutions.

4.3.3. Management strategy and arson attacks

Table 10: Are you aware of the details of the recently unveiled rules by the cabinet secretary to curb exam cheating

	Frequency	Percent	Cumulative Percent
Yes	226	71.3	71.3
No	91	28.7	100.0
Total	317	100.0	

Out of 317 respondents as shown in table 10 above, 226 respondents accepted that they were aware of the details of the recently unveiled tough rules aimed at curbing cheating in examinations in learning institutions in Kenya. Unlike them, 91 respondents denied that they

were aware about the details of the tough rules by the cabinet secretary, which were unveiled in 2016 to curb cheating in examinations in learning institutions.

Table 11: A table showing responses about the extent to which respondents recommend the implementation of the CS rules

	Frequency	Percent	Cumulative Percent
very great extent	157	49.5	49.5
great extent	106	33.4	83.0
moderate extent	35	11.0	94.0
low extent	10	3.2	97.2
no extent at all	9	2.8	100.0
Total	317	100.0	

From table 11 above, it is clear from the views of 157 respondents that they recommended the implementation of the 2016 unveiled rules by the cabinet secretary. As that was so, 106 respondents indicated that they recommended the implementation of the said rules to a great extent. This was followed by 35, 10 and 9 respondents who stated that to a moderate, low extent and no extent at all respectively did they recommend the implementation of the CS rules to curb cheating of examination in learning institutions.

Table 12: A table showing the extent to which respondents agreed or disagreed about CS rules

	Strongly agree		Agree		Undecided		Strongly Disagree		Disagree	
	F	%	F	%	F	%	F	%	F	%
	Recently unveiled tough rules will not only curb cheating in examination, but also influence arson attacks in	148	46.7	92	29.0	30	9.5	21	6.6	26

schools.											
Tough rules announced by the CS of education, increased arson attacks, which impacted greatly on infrastructural development of schools.	101	31.9	85	26.8	18	5.7	53	16.7	60	18.9	
In the future, the unveiled tough rules will help in improving the utilization of infrastructure in schools	124	39.1	97	30.6	24	7.6	28	8.8	44	13.9	
Tough unveiled rules are unfair and will hinder infrastructural development because of increased bureaucracy and administration practices	72	22.7	49	15.5	27	8.5	72	22.7	97	30.6	

From table 12 above, it is clear that 148 out of 317 respondents indicated that they strongly agreed that the recently unveiled tough rules in 2016 will not only curb cheating in examination, but also influence arson attacks in schools. As that was so, 92 respondents agreed that the same rules would curb cheating and influence arson attacks and related cases in schools. Unlike the positive response, 21 and 26 respondents strongly disagreed and disagreed that the recently unveiled tough rules in 2016 will not only curb cheating in examination, but also influence arson attacks in schools. Different from that was the response given by 30 respondents who were undecided; they never agreed or disagreed. In another case, 101 respondents who represented 31.9 (the highest percentage) strongly agreed that the tough rules unveiled increased arson attacks in schools. Following 101 respondents was 85 respondents who agreed that the rules

unveiled in 2016 contributed to increased cases of arson attacks in secondary schools. On the contrary 60 respondents disagreed while 53 strongly disagreed that the tough rules contributed to the increase in arson attacks in secondary schools in 2016. Unusually, 18 respondents indicated that they were undecided as to whether the 2016 unveiled tough rules increased arson attacks in secondary school or not. With regard to the future, 124 out of 317 respondents indicated that the rules unveiled by the CS of education will help in the utilization of the school infrastructure. Relative to that, 97 respondents agreed that in the future, the rules by the ministry of education will help in improving the utilization and management of infrastructure. Out of 317, 24, 28 and 44 respondents were undecided, strongly disagreed and disagreed respectively that in the future the rules will help in the improvement and utilization of infrastructure.

4.3.4. Environmental factors and arson attacks

Table 13: A table showing the extent to which education stakeholders work together

	Frequency	Percent	Cumulative Percent
Missing entry	3	.9	.9
very great extent	112	35.3	36.3
great extent	91	28.7	65.0
moderate extent	53	16.7	81.7
low extent	22	6.9	88.6
no extent at all	36	11.4	100.0
Total	317	100.0	

From table 13 above, it is vividly clear from 112 respondents, which represented 35.3% who indicated that there was a very great extent to which education stakeholders worked together. Out of 317 respondents, 91 stated that there was a great extent to which education stakeholders worked together in enhancing affairs of learning institutions. In the same case, 53, 22 and 36

respondents indicated that there was a moderate, low and no extent at all respectively to which education stakeholders worked together.

Table 14: A table showing the extent to which respondents agreed or disagreed about the role of stakeholders

	Strongly agree		Agree		Undecided		Strongly disagree		Disagree	
	F	%	F	%	F	%	F	%	F	%
In most cases, parents bear the cost of infrastructural development especially if it is associated with vandalism, arson attacks or theft by students	126	39.7	91	28.7	58	18.3	23	7.3	18	5.7
School management need to take responsibility of protecting and preventing school infrastructure from cases of arson or vandalism by students	177	55.8	66	20.8	39	12.3	18	5.7	17	5.4
Students who take part in arson attacks should be punished and be fined as individuals	157	49.5	81	25.6	33	10.4	14	4.4	30	9.5

From table 14, it is indicated by the majority respondents (126 and 91) who strongly agreed and agreed in that order that parents bear the cost of infrastructural development especially if it was associated with vandalism, arson attacks or theft by students. In another case, 58 respondents were undecided, while 23 and 18 respondents strongly disagreed and disagreed respectively

parents bear the cost of infrastructural development especially if it was associated with vandalism, arson attacks or theft by students. In the same table 14, 177 respondents stated by strongly agreeing that the school management needed to take responsibility of protecting and preventing school infrastructure from cases of arson or vandalism by students. In support of this view were 66 respondents were added that it was the responsibility of the school management to take care of public property from any rowdy and destructive behavior from students. Contrary to that were 18 and 17 respondents who strongly disagreed and disagreed respectively that the school management had a task of protecting and managing school property from vandalism by students or any external communities. Different from these views were undecided; to them, they were not sure or not whether the school management should be tasked with protecting and managing school property. Furthermore, 157 respondents, who were the majority stated strongly by agreeing that students who took part in arson attacks should be punished and/or be fined for the vice; in support of the same view were 81 respondents. Nevertheless, 18 and 30 respondents strongly disagreed and disagreed respectively that those student who took part in arson attacks should be punished and/or be fined. From the table 14 above, it was also clear from 33 respondents who were undecided as to whether students who took part in torching schools should be punished or fined.

Table 15: A table showing responses to the extent to which government failed to manage school affairs

	Frequency	Percent	Cumulative Percent
Missing entry	1	.3	.3
very great extent	126	39.7	40.1
great extent	74	23.3	63.4
moderate extent	66	20.8	84.2
low extent	16	5.0	89.3
no extent at all	34	10.7	100.0

	Frequency	Percent	Cumulative Percent
Missing entry	1	.3	.3
very great extent	126	39.7	40.1
great extent	74	23.3	63.4
moderate extent	66	20.8	84.2
low extent	16	5.0	89.3
no extent at all	34	10.7	100.0
Total	317	100.0	

From table 15 above, it is clearly shown that 126 respondents out of 317 who took part in the study that there was a very great extent to which the government and other relevant institutions failed to manage the affairs of learning institutions. In a descending order, 74, 66, 34 and 16 respondents respectively stated that to a great extent, moderate extent, no extent at all and low extent did the government and other relevant institutions failed to manage the affairs of schools.

4.4. Discussion of results related to research questions

4.4.1. Peer pressure and its influence on arson attacks

Proponents of behaviorist theories are for the opinion that learning especially through imitation and related forms has an influence of changing the behavior. In the theory of crowd behavior by the French physicians and anthropologist, the scholar was for the opinion that individuals gathered in a group suffered collective racial unconscious, which superseded their individual sense of responsibilities. Such groups exerted a hypnotic nature of behavior in their members thereby prompting them to behave irrationally because of the charged behavior (Le Bon, 2012). From table 4, cumulatively, 62% of respondents believed that friends influenced their behavior to a given extent. It should be known that youths prefer identifying with a group of others whom they share their frustrations, experiences, norms and practices, which define their lifestyle and destiny. In such groups, youths are capable of forming a gang, whose aim might be to retaliate especially when they have been denied chances to explore or undertake given activities; for

instance, students in Iteerio Boys high school in Kisii torched dormitories because they had been denied chances to watch football world cup finals on television.

4.4.2. Drug abuse and its influence on arson attacks

From the results presented especially in table 9 above, it is vividly clear from 207 respondents who stated that arson attacks were influenced by drug and substance abuse. It should be noted that whenever one uses illicit drugs, his/her ability to think and act normally changes and the victim behaves unconsciously especially if he/she is in a group. Cases of arson attacks in schools in Kenya are high as reported by the reports from NACADA, students in learning institutions are actively involved in drug and substance abuse (Mwiringi, 2016). This is supported by respondents 113 respondents (in table 6) who stated that the level of security was low and gave it 1 out of 5. Considering the low level of security, students and the external community are able to smuggle drugs into learning institutions where they sell to students. It is true that if drugs and other illicit substances can be smuggled into the school community, then students can buy any quantity at given prices; as indicated in table 7, it was clear from 192 respondents who stated that drugs and other illicit substances were readily available to students depending on how much money students had. This is supported by 163 respondents (in table 5) who indicated that cases of drugs and substance abuse were reported in learning institutions where they were members.

As shown in table 7, 108 respondents stated that most students got their first experience with drugs and addiction in learning institutions; it was followed by 88 respondents who strongly agreed on the same. The rationale behind it was that drugs were readily available, students had more than enough pocket money, there was no guidance and counseling from experts regarding issues regarding drugs and substance abuse, and above all no security checks to monitor the conduct or movement of students within and outside the learning institution.

4.4.3. Management strategy and its influence on arson attacks

The management style of the leadership of the ministry of education and its related institutions tasked with the management of teachers and learners affairs has been in the public limelight especially since Dr. Fred Matiang'I assumed office of the lead person in the ministry of education. School rules and regulations were revised, the basic education act of 2013 and the 2016 unveiled tough rules aimed at reducing examination cheating all of which changed the operations of the education sector. Until 2016 April, secondary schools were operating normally until May when students resorted to torching dormitories to share their frustration regarding the unveiled rules and other stringent measures taken by the school management to manage the behavior of learners. In table 12, 101 respondents who represented 31.9 (the highest percentage) strongly agreed that the tough rules unveiled increased arson attacks in schools. According to Schermerhorn (2010), in McGregor's Theory X and Y, which was influenced by the works of Abraham Maslow and Hawthorne who both believed that managers played a pivotal role in influencing the conduct and productivity of their subordinates, the concept as developed in theory X, McGregor posits that most subordinates are usually irresponsible and resistant to change and any manager seeking to regulate the behavior and productivity of such a group ought to formulate and implement strict rules that put subordinates to task to ensure that they work. However, the formulation and implementation of such rules will be met by stiff resistance especially from youths who feel that their freedom to explore and adventure various facets of life has been infringed.

4.4.4. Environmental factors and its influence on arson attacks

Many factors influenced the behavior of students, which led to the cases of increased arson attacks in selected public secondary schools in 2016. The society in which students and any other person lives in Kenya is permissive and allows any rowdy behavior including incitement, drug

abuse, theft, vandalism, corruption, and other anti-social crimes all of which are offense within the law. It is important to note that education stakeholders include politicians, and other highly reputable persons most of which influence learners in the way they talk, relate with others and handle sensitive issues regarding the government.

From table 15 above, it is clearly shown that 126 respondents out of 317 who took part in the study that there was a very great extent to which the government and other relevant institutions failed to manage the affairs of learning institutions. This was supported 74 respondents who stated that to a great extent, the government and other relevant institutions had failed in managing the affairs of learning institutions; for instance, enhance the level of security, formulate laws regarding punishing students to regulate behavior. In the basic education act number 13, school-going children rights have been outlined and most students are aware of it; school head teachers are prohibited from expelling students and that no teacher should use corporal punishment as a way of discipline a student. Once students were aware of this, they resorted to change their behavior knowing that no there was no significance consequence associated with behaving in unlawful way such as torching schools.

4.5. Analysis of multivariate results

4.5.1. Multivariate regression results

Table 16: Multivariate Regression results

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	7.050	4	1.762	3.781	.005 ^a
Residual	144.046	309	.466		
Total	151.096	313			

a. Predictors: (Constant), students first experience of drugs addition- learning institutions, to what extent do you recommend CS rules, stakeholders work harmoniously, socialization between teachers and students

b. Dependent Variable: do you think increased arson affect infrastructural development

Note: it is important to note that each indicator was used to represent an independent variable in this case students first experience of drug addiction-**drug abuse**, learning institutions, to what extent do you recommend CS rules- **management strategy**, stakeholders work harmoniously-**environmental factors** and socialization between teachers and students- peer influence

From the multivariate regression, analysis above it is evident that the regression model above (in chapter 3) is sufficient to assess the some of the factors influencing arson attacks in selected public boarding secondary schools in Trans-nzoia County. Having a p-value of 0.005 (shown in table 16 above), which is less than the level of significance of 0.05 adopted by the study means that the regression analysis is effective and can be used to determine how independent variables influence depended variables; in this case, determine how peer pressure, drug and substance abuse, management strategy and environmental factors influence arson attacks in public boarding secondary schools. Additionally, F-computed using SPSS is 3.781 (shown in table 12) and F-critical is 2.6049 (from the F-distribution tables- $df_1=3$ and $df_2=308$). Considering that F-computed was greater that F-critical, it strengthens the fact that peer pressure, drug and substance abuse, management strategy and environmental factors all influence arson attacks in public boarding secondary schools in Trans-nzoia County. In table 17 below, the value of R indicates the measure of quality of prediction that can be done on the dependent variable using the independent variable; from the table, having a positive value of R shows that the quality of

prediction is high and reliable. In this case, peer pressure, drug and substance abuse, management style and environmental factors would be used to predict some of the influences of arson attacks in public boarding secondary schools.

Table 17: Regression model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.216 ^a	.047	.034	.683

a. Predictors: (Constant), students first experience of drugs addition- learning institutions, to what extent do you recommend CS rules, stakeholders work harmoniously, socialization between teachers and students

Table 18: Coefficients of the Regression model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.973	.168		5.780	.000
to what extent do you recommend CS rules	.026	.040	.037	.656	.512
stakeholders work harmoniously	.091	.030	.174	3.097	.002
socialization between teachers and students	.023	.036	.038	.651	.515
students first experience of drugs addition- learning institutions	.041	.027	.088	1.552	.122

a. Dependent Variable: do you think increased arson affect infrastructural development

From table 18 above, it is clear that the beta coefficients (B) are all positive elucidating the positive and strength of relationship that exist between the independent and dependent variable. In this case, prove that peer influence, drug abuse, environmental factors and management styles all influence/increase cases of arson attacks in public secondary schools.

4.5.2. Multivariate correlation result

Table 19: Correlation result

		Correlations			
		rate of the security of the learning institution	extent to which friends influenced behavior	ever reported cases of drug abuse	to what extent do you recommend CS rules
rate of the security of the learning institution	Pearson Correlation	1	.078	.063	.009
	Sig. (2-tailed)		.167	.263	.875
	N	317	317	317	317
extent to which friends influenced behavior	Pearson Correlation	.078	1	.015	.028
	Sig. (2-tailed)	.167		.785	.616
	N	317	317	317	317
ever reported cases of drug abuse	Pearson Correlation	.063	.015	1	.037
	Sig. (2-tailed)	.263	.785		.517
	N	317	317	317	317
to what extent do you recommend CS rules	Pearson Correlation	.009	.028	.037	1
	Sig. (2-tailed)	.875	.616	.517	
	N	317	317	317	317

From table 19 above, it is clearly shown that the rate of security of learning institutions, which is an indicator of drug and abuse that is correlated positively with the extent to which respondents' recommended CS rules, which was an indicator of management styles. In this case, it means that an improvement in management styles can help in reducing the cases of drug and substance

abuse, which in turn influence the cases of arson attacks in public boarding secondary schools. From the same table, there was a positive correlation between the extent to which friends influenced behavior (peer influence) and ever reported cases of drug abuse (drug abuse). From this relationship, it is clear that there is a strong relationship between drug abuse and peer influence all of which influence arson attacks in public boarding secondary schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This section will focus on the key highlights from results, draw generalizations from the findings and make recommendation based on the study and future research areas.

5.2. Summary of major findings

From the study, more male than female aged below 25 years took part in the study largely compared to any other group probably because of the masculinity associated with the study and the roles played in each category in influencing purpose of the study. Averagely 228 secondary school students and 62 teachers were involved in the study; students played a major role in the study as opposed to teachers because of the variables (peer influence, drug abuse, and environmental factors) affected the students more than it did to teachers.

Based on the study, it was noted that students were able to form groups/gangs, which they identified their behavior, conduct based on the norms and practices of the group formation. From the study, it was noted that students in their respective group formations students adopt violent behavior and culture, which shapes their perception, morality, action, and intelligence. It was also observed that most of the learners had a negative attitude towards schooling; most of the learners did not like the practice of evaluation or tests that were given to them periodically to enhance academic hard work. From the study, it was true that the society sometimes contributed towards influencing arson attacks in learning institutions.

In many schools, it was noted that cases of drug and substance abuse were highly reported because the security was poor; there were no strict monitoring of students who leave and those

who enter the school. Furthermore, the security personnel manning the schools were no trained and they lacked the capacity to handle students especially those who were up for mischief. Relative to this, it was true that students would access any illicit drugs in any quantities depending on the amount of money they had. This implied that even students who did not have money would still access drugs from their friendly that purchased and get their first experience or quench their thirst of drugs regardless of their financial status. It was confirmed that, drugs and substance abuse influence arson attacks to a great extent; more than 60% of respondents also confirmed it.

Many respondents stated categorically that, they were not opposed to the implementation of the tough rules by the cabinet secretary of education; however, they had fears that the said rules would influence arson attacks because of the need to maintain status quo. The stringent rules outlined in the school rules and the change in the way school were managed as outlined in the 2016 rules and the basic education act of 2013, influenced the behavior of students and teachers, who considered protesting against the new changes.

From the study, it was noted that education stakeholders worked together in harmony, but the government and other relevant authorities failed to manage the affairs of learning institutions thereby leading to increased arson attacks. The school community to a great extent influenced arson attacks by facilitating the movement and acquisition of necessary materials needed by students to engage in vandalism and burning.

5.3. Conclusion

Drugs and substance abuse played a major role in influencing arson attacks in learning institutions. The rationale behind it was that there was poor security to regulate the movement of

students who accessed drugs and used them without the knowledge of the school management. Once the students used the drugs, their actions and behavior are unconscious and considering the presence of the group, individual sense of reason was superseded by the unconscious actions of the group thereby torching school property.

Peer pressure to a great extent influenced arson attacks because of the aforementioned drug abuse and the need of students to get recognition from others by the actions done. It should be noted that even some of the teachers influenced students to behave in the way they did because of their age bracket or similarity in the way they think relative to students. Furthermore, teachers and other education stakeholders such as the teachers unions ventilated their dissatisfaction of the tough rules unveiled in 2016 through students who were incited to retaliate.

The implementation of the tough rules unveiled in 2016 by the CS of education lead to increased arson attacks; many education stakeholders including teachers' unions, students and teachers were feared the change associated with it especially the reduction of holidays, curbing cheating in examinations, management of examination centers and general conduct of students, which led them to vent their frustrations through torching of schools.

Ethnicity and tribalism contributed to increased arson attacks because of the change in leadership, which was not pro the locals. The culture of tribalism and corruption was entrenched in many who felt that having the leadership of the schools aligned to the culture and practices of the locals would favor them. The burden of managing the affairs of students in schools was left to the teachers who could not manage the population. Parents and the government failed in instilling discipline in students who would not be controlled by teachers whose roles was majorly to disseminate knowledge.

5.4. Recommendations

5.4.1. Recommendations based on the study

From the finding presented, the government should implement the rules proposed by the former Cabinet Secretary of education who posited that schools should engage trained security personnel to manage and monitor movements of students inside and outside the school community majorly to curb increased cases of drug abuse.

There is the need to initiate guidance and counseling sessions in learning institutions to help learners and some of the teachers in solving some of the personal problems they encounter to avoid cases of destruction of school property. Abolishing corporal punishment left teachers with no ways of disciplining students; the government should enact legislations that define ways through which teachers should instill discipline in learners to reduce the increased cases of drug and substance abuse, which leads to arson attacks and other destructive behavior.

Before the formulation of any policies or rules aimed at influencing the behavior or way of operation of students, teachers and other education stakeholders, there is the need for the involved parties to seek consultations and experiment the rules before implementing them to avoid cases where affected parties retaliate by demonstrating, protesting, and even torching school properties.

The school community needs to be sensitized and educated about how to relate with students and the internal community of schools to avoid situations where they supply the school with illicit substances or other materials, which influence the way of behaving and operations in learning institutions.

5.4.2. Recommendations for further research

Considering that the topic surrounding arson attacks in learning institutions took a different shape in 2016, scholars should establish other factors influencing arson attacks such as economic, cultural and religious factors such that the country and the world at large understands some of the causes and mitigation strategies of arson attacks.

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APPENDICES

APPENDIX I: RESEARCH INTRODUCTORY LETTER

Dear Respondent,

My Name is Akoko Okayo a student at the University of Nairobi, Kitale Campus, pursuing a Master of Arts degree in project management. I am undertaking a research study on “**Factors influencing increased Arson Attacks in selected, public Secondary Schools in Trans-Nzoia County, Kenya.**” In partial fulfillment of the requirement for this degree, the student is required to carry out a management research process

You have been selected to participate in this study and the researcher is kindly requesting you to assist in providing the required information to the best of your knowledge by responding to the questionnaire attached

The information is strictly for academic purposes and personal information will be treated with utmost confidentiality. Your kind assistance will be highly appreciated.

Yours faithfully,

Akoko Okayo

Student, Master of Arts In Project Management

University of Nairobi, Kitale Campus

APPENDIX II: QUESTIONNAIRE

Instructions:

You are kindly requested to respond to the items in the questionnaire as honestly as possible. Please do not write your name anywhere on this questionnaire. Respond by ticking (✓) where appropriate or fill in the required information in the spaces provided.

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your gender

Male () Female ()

2. Indicate your age bracket

Below 25 years []

25-35 years []

36-45 years []

Above 45 years []

3. What is your occupation?

Student []

Teacher []

Social Worker []

Other, specify.....

4. What is your current level of education

Primary []

Secondary []

Tertiary institutions []

5. What is your level of income

Less than Ksh. 10,000 []

Ksh. 10,000- 25,000 []

Ksh. 25,000- 45,000 []

Ksh. 55,000- 75,000 []

Above Ksh. 75,000 []

6. What is your occupation?

Student []

Teacher []

Social Worker []
 Other

SECTION B: STUDY VARIABLES

Peer pressure

7. In your own opinion, to which extent to you agree or disagree with the following statements as they apply to peer pressure

	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
The school environment is usually not friendly and influence the behavior of students					
There is no socialization between the teacher and students, they only teach and leave.					
The school management does not lead by example, teachers engage in misconduct and unacceptable behavior					

8. In your own opinion, do you think the society contributes in terms of norms, culture and practices towards influencing arson attacks that influence infrastructural development?
 Never [] Rarely [] Sometimes [] Occasionally [] Frequently []

9. Given a chance to influence some of societal practices or culture, what do you think need to be done to mitigate the problem affecting students and other members of the society?
 Briefly explain.....

.....

10. To which extent do you think your friends have influenced your behavior since you joined the learning community in this school?

Very Great extent [] Great extent [] Moderate extent [] No extent at al []

Drug abuse

11. Has your learning institution ever had or reported cases of drug and substance abuse among students?

Yes [] No [] I do not know []

12. How do you rate the security of this learning institution on a scale of 1-5

1 [] 2 [] 3 [] 4 [] 5 []

13. In your own opinion, do you think arson attacks impacts on the future of infrastructural development?

Very Great extent [] Great extent [] Moderate extent [] No extent at al []

14. Tick the appropriate box in the table to show the extent to which you agree or disagree with the following statements on impacts of arson attacks on the future of infrastructural development.

	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
Illicit drugs are readily available depending on how money a student has					
Most students get their first experience of drug addiction in learning institutions.					

15. Are you proud to be a member of this school?

Yes [] No [] I don't know []

16. Do you think when drug and substance abuse had any influence on arson attacks, which

impacted on infrastructural development?

Yes [] No [] I don't know []

Management style

17. Are you privy to the details of the recently unveiled ruled and regulations to curb cheating in examination?

Yes [] No []

18. To what extent would you recommend the implementation of the said rules and regulations?

Very Great extent [] Great extent [] Moderate extent [] No extent at al []

19. Tick the appropriate box in the table below to show the extent to which you agree or disagree with the following statements on the recently unveiled rules by the cabinet secretary of education and its on infrastructural development.

	Strongly agree	Agree	Undecided	Strongly Disagree	Disagree
Recently unveiled tough rules will not only curb cheating in examination, but also improve infrastructural development in schools.					
Tough rules announced by the CS of education, increased arson attacks, which impacted greatly on infrastructural development of schools.					
In the future, the unveiled tough rules will help in improving the utilization of infrastructure in schools					
Tough unveiled rules are unfair					

and will hinder infrastructural development because of increased bureaucracy and administration practices					
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20. Given a chance to amend the recently unveiled rules to curb cheating in examination, what do you think you will do to reduce arson attacks and improve infrastructural development, Briefly explain.....

Environmental factors

21. In your own opinion, to what extent do you think all educational stakeholders are working harmoniously towards the improvement of infrastructure
 Very Great extent [] Great extent [] Moderate extent [] No extent at al []

22. Indicate the extent to which the following statements on the role of educational stakeholders apply to your school.

	Very great extent	Great extent	Moderate extent	Low extent	No extent at all
In most cases, parents bear the cost of infrastructural development especially if it is associated with vandalism, arson attacks or theft by students					
School management need to take responsibility of protecting and preventing school infrastructure from cases of arson or vandalism by students					

Students who take part in arson attacks should be punished and be fined as individuals					
--	--	--	--	--	--

23. In your own opinion, indicate the extent to which you think the government and other regulatory institutions have failed in managing school affairs; thereby, leading to arson attacks.

Very Great extent [] Great extent [] Moderate extent [] No extent at al []

SECTION D: ADDITIONAL QUESTIONS

24. Are you aware of the number of selected public secondary schools torched in 2016?

Yes [] No [] I do not know []

25. In your own opinion, do you think increased arson attacks affect infrastructural development in schools?

Yes [] No [] I do not know []

26. “The cost of repairing and reconditioning the torched school facilities is too high for parents to bear” what is your response to this statement

Strongly agree []

Agree []

Neutral []

Disagree []

Strongly disagree []

27. “Infrastructural development influence academic performance in schools,” what is your response to this statement

Strongly agree []

Agree []

Neutral []

Disagree []

Strongly disagree []

Thank you for participating in the survey.

APPENDIX III: WORK PLAN

WORK PLAN TIME TABLE

2017	Establish research problem	Draft research proposal	Data collection	Report compilation	Report submission
5 days					
14 weeks					
1 week					
1 week					
1 week					