Application of Rules and Regulations on Students' Involvement in Arson at public boarding secondary schools in Migori County, Kenya

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Abstract: In the last 20 years there has been global increase of episodes of school unrests characterized with violence and arson attacks. They resulted to destruction of schools' property and death. Arson persists with latest cases seen in 2021. Past studies have not focused on social and cultural aspects in learning institutions as possible causes of arson. The study focused on the application of rules and regulations on students' involvement in Arson at public boarding Secondary schools in Migori County. Descriptive Cross-sectional survey design. It involved 380 students of form 3 and 4 from 28 public boarding secondary schools which had experienced Arson from 2017 to 2020; and 28 KII's. Probability sampling techniques were used to arrive at the respondents, KII's were purposively selected. Questionnaires and FGDs were used on main respondents; and interview schedule for KIIs. Quantitative data was analyzed using Pearson's product moment correlations and presented in graphs, tables and charts. Qualitative data was analyzed thematically. It was revealed that utilization of school rules and regulations had a positive significant relationship (r= .447, p<.05) with students' involvement in arson. Further, informal discussion on school rules and regulations had a positive significant relationship (r= .487, p<.05) with students' involvement in arson. The study recommends that the ministry of education should outline the guidelines for formulation of school rules and regulations.

Key Words: Arson, coded-language, rules and regulations, punishment, formulation

List of Abbreviations

A: Agrees	
COVID 19: Coronavirus of twenty nineteen	
D: Disagreed	
FBI: Federal Bureau of Investigation	
FGD: Focused Group Discussion	
KII: Key Informant Interview	
NCRC: National Crime Research Center	
NFPA: National Fire Protection Association	
S.D: Standard Deviation	
SA: Strongly Disagreed	
SD: Strongly Disagreed	
U: Undecided	
UK: United Kingdom	
USA: United States of Kenya	

I. INTRODUCTION

In the last 20 years there has been marked global increase of episodes of school unrests characterized with violence and arson attacks. Most of them resulted to massive destruction of school's property and often loss of lives (Francisca, 2012). In the context of this study, social and cultural determinants encompass student's interactions, behavior, and way of life while in school.

All across the world, fire is known as one of the dangerous phenomena and acts of arson has been reported to be in the increase (Mutuku & Wangare, 2016). In the United States of America (USA), the increase has been reported by National Fire Protection Association (NFPA, 2018) causing loss of property worth 25.6 billion US dollars, 3,655 deaths and 15,200 civilian injuries. Federal Bureau of Investigation Office (FBI, 2015) indicating an increase in arson associated expenditure by 11% and youth involvement by 25% respectively from 2013 to 2018. In the United Kingdom (UK) approximately one million cases of Arson were reported in public arena during the period 2015 to 2019 (Gaught, Galluci & Smalldridge, 2019). Kocsis (2012) observed that arsons attack in schools in developed countries are lower as compared to cases reported in developing countries because of structured guidelines in schools set to regulate behaviour in the former compared to the later.

Middle East in Jerusalem, Arsonists set fire to a school which was suspected to be a hate crime against the only early education institution in the city where Arabs and Jews learn together. The fire made out of books and objects burnt a classroom destroying property worth 100, 000 US Dollars (Ben Lyfield, 2014). In Saudi Arabia, Mecca girls was burnt down by students killing 15 students, more than 50 injured and destroying property of unknown value in the year 2020 (Alarabina, 2020)

In Africa, a decrease in cases of Arson by 29% between the years 2004 and 2014 was reported in South Africa (South Africa National Police Service, 2014). Arson attacks were reported in Limpopo Province in the town of Vuwani in the second term of 2016, which left 20 schools damaged, 18 partially damaged and 24 others vandalized (Tandwa, 2016).

Additionally, April 2018, angry students burnt down a technical high school in Port St Johns; in May, 28 schools were torched, some razed to the ground in Vuwani, Limpopo, and 103 schools closed down in the Vhembe region; in June, three schools were torched in Ledig, North West; late 2018, also in the North West, classrooms were burnt at three schools (Voice Africa, 2019)

In East Africa Arson cases among the youths have been on the increase especially in the wake of 21st Century where in Uganda fatal cases were experienced in Masaka in 2012 killing five students (Jjingo, 2012). In Tanzania, France (2016) reported similar fatal incidences in which 12 students were killed while 20 others were injured in the year 2015. France further reported that Lowasa secondary school in Tanzania, Madulu District, 100 students escaped death narrowly when their hostel burnt and destroyed property of unknown value.

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

According to Ngonga (2018), more than 300 public secondary schools were involved in strike and arson in Kenya between January and May, 2018 resulting in the destruction of property worth Millions of shillings. Omollo (2018) states that at least 110 secondary schools were burnt between the year 2016 and 2018 resulting to loss of property worth 80 Million Kenyan Shillings. In 2016, over 230 schools were closed across Kenya over arson cases.

When the pandemic struck in 2020, students, parents and educators across Kenya worried about how school closures would affect children's wellbeing and progress. Nearly as soon as lockdowns eased in early-2021, the overriding concern became whether those students would set fire to their schools. In their first month back, students in Kenya set alight at least 25 secondary boarding schools. October and November 2021, at least 40 more were hit with arson. Tragically, one student died in one of the 2021 fires. Hundreds more experienced the fright of waking to find their dormitories on fire, watched their personal possessions burn, and were threatened by authorities to confess responsibility. Dozens of secondary students were arrested and charged in court. Several schools were closed parents tasked to reconstruct damaged buildings (Coopers, 2011). Education Ministry announced that students across the country would take a compulsory break on Nov. 19-23 after a petition was filed by the Kenya Secondary Schools Heads Association to allow students to have some time to rest. (Ministry of Education, 2017)

The fright of each incident of arson is real, but the overall trend of school fires in Kenya is no longer shocking. According to tracking of government and media reports, there were at least 750 arson attempts at Kenyan secondary boarding schools from 2008-2018. In some years, there have been relatively more – there were 239 such cases in 2016, for instance – but every year has seen dozens of arson attempts (Cooper, 2019).

Ministry of Education, (2021) indicated that Post COVID 19, in the year 2021 more than 51 schools were closed due to schools fire with estimated loss of property worth 200 million Kenya shillings, Migori county accounted for over 13 of the schools burnt equivalent to 25% (Yusuf, 2021) ranking number 3 after Nairobi (27%), Kisii (26%). However, Migori County ranked number one in public boarding secondary schools. In 2018 and 2020 more than 100 public secondary schools were burnt with top ten Counties being: Kisii (19), Migori (17), Nakuru and Homabay (6 each), Muranga and Nyamira (5 each), Nyeri (4), Elgeo Marakwet, Nairobi, Narok and Kericho (3 each). In 2020, top five (5) Public Boarding Secondary schools burnt were in this order; Migori contributed to 12%, Muranga 8%, Kisii 6, Nyeri 4%, Elgeo Marakwet 3% From January 2016-May 2019, 96 secondary schools were burnt in Migori County and all of them being schools having boarding facilities hence the choice for carrying out this study in Migori County.

II. STATEMENT OF THE PROBLEM

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

In response to this, the government of Kenya has formulated a number of policies and reports such as Education Act, 2018, recommendations by task forces and commissions like Sagini Report (1991), Kima commission (1994), Wangai Task Force (2001), Koech Commission (2008) and the Rapid assessment by (NCRC,2017). Despite the adoption of these policies and reports, Arson cases in public secondary schools persist.

Statistics shows that from January 2016 to May 2019, 96 secondary schools have been burnt in Migori County and all of them were schools with boarding facilities (Migori County TSC, 2019).In 2020, top five (5) Public Boarding Secondary schools burnt were in this order; Migori contributed to 12%, Muranga 8%, Kisii 6, Nyeri 4%, Elgeo Marakwet 3%(MOE, 2021).Additionally, most of the schools burnt in Migori are well spread which gave this study the face of the County. Migori County is as well having diverse tribal combinations of Luos, Kurians, Luhya, Somali, Kikuyu, Nubians, Kisii

which helped give this study cultural diversity as is proposed by (Stahl & Maznevski, 2019)

Most of the studies done as per the reviewed literature have focused on the other factors of Arson like administrative issues, food, long term dates, parental guidance, psychological issues while little have done the studies to establish Social and culture as determinants of Arson in schools. It is against this background that the study established the application of rules and regulation and it contributes to of student's involvement in Arsons in public boarding Secondary schools in Migori County, Kenya.

The purpose of the study

The study sort to determine the application of school rules and regulations influence to students' involvement in arson at public boarding secondary schools in Migori County, Kenya

Specific Objectives

1. To determine the extent at non-involvement of students in formulation of school rules and regulations contributes to Arson in Public boarding Secondary schools in Migori County.
2. To find out the influence of informal discussions in relation to arson in Public boarding Secondary schools in Migori County.
3. To establish the effect of politically motivated discussions to arson in public boarding Secondary school in Migori County.

III. METHODOLOGY

Research Design

This study adopted an exploratory approach using descriptive Cross-section survey research design which is desi.

Target Population

The target population for the study was 10, 191students in 28 schools that had attempted or experienced arson and 28 principals in the same public boarding secondary schools (2017-2020) in Migori County Kenya.

Location of the Study

The study was conducted in Migori, Kenya; Migori County borders Homa Bay County from the North, Kisii County from North East, Narok from South East, Tanzania from West and South and Lake Victoria to the West. The County also borders Uganda through Migingo Island across Lake Victoria.

The participant's selection

Students (Main respondents): The sample size was determined by the use of Glen Israel 2013 formula to get sample size from the form 3 and 4 as is indicated below.

- All 28 schools that had experienced Arson
- Stratified sampling (F3 & F4)
- Proportionate Sampling

Glen Israel (1992) formula -390 **Sample form 3&4**

$n = x$ **X n p**

- Simple random sampling to obtain sample size for students
- All the 28 principals as Key Informants
- Judgmental sampling- FGD 12 FGDs 144 Participants (Agung and Saud, 2016). (Status, location, girls & boys, ethnicity etc)

Data Collection tools

Table 3.1Data tools

Data collection instrument	Respondent
The questionnaires	Students (Main respondents) 390
The interview schedule guide	Principals (Key Informants) 28
FGD Guide	Students (12 FGDS) 144 participants
NOTE: Study adhered to all required ethical considerations: Informed consent, privacy, anonymity, freedom of exit	

Data Analysis and presentation

- Descriptive statistics (frequencies, percentage, mean, SD, tables & summarized data)
- Inferential Statistics-Pearson product-moment correlation coefficient to evaluate the linear relationship between independent and dependent variables.
- Qualitative data were thematically analyzed (Reading and re-reading to discern categories and themes).

Validity and reliability

Validity of the study instruments was ensured by university supervisors. Reliability was realized through split half method.

Data collection procedure

A research permit was obtained from Rongo University to enable of National Commission for Science, Technology and Innovations (NACOSTI). Also, a letter was obtained from Interior and National coordination ministry Migori and a letter of introduction from Ministry of education Migori Office to further seek permission to carry out the research.

Questionnaire and FGD was administered face to face to the main respondents; and Key Interview Schedule was used on Key Informants. Quantitative data were analyzed using Pearson's product moment correlations while qualitative data were analyzed thematically.

IV. FINDINGS AND DISCUSSIONS

It was examined based on the extent at which application of school rules and regulations determines students' involvement in arson in public boarding secondary schools in Migori County, Kenya. This was measured on how strongly students agreed or disagreed to the statements on influence of

utilization of school rules and regulations on students' involvement in arson.

Application of rules and regulations

Table 4.1 Student's responses on application of Rules and Regulations

	THEMES	SD(1)	D(2)	U(3)	A(4)	SA(5)	M	SD
1	Injustices in enforcement of school rules & regulations and Arson	15 (4%)	43 (11%)	42 (11%)	139 (37%)	141 (37%)	3.92	1.13
2	Application Examination rules	28 (7%)	43 (11)	42 (11%)	154 (41%)	113 (30%)	3.74	1.21
3	Involvement of students in formulation of school rules and regulation	35 (9%)	42 (11%)	39 (10%)	151 (40%)	113 (30%)	3.82	1.17

Theme 1: Injustices in enforcement of rules and regulations and arson

Tables 4.1 above indicate that nearly 75% of the participants either agreed or strongly agreed that injustices in application of school rules and regulations contributes to students involvement is arson, mean of 3.92 showing that injustices in enforcement of rules and regulations moderately influences students involvement in arson. A standard deviation of 1.13 also giving emphasis on the spread of views among the students showing that majority of the students were in agreement that injustices in enforcement of school rules and regulations influence students involvement in arson is schools. The study therefore reveals that if certain rules and regulation in schools are unjustly enforced the students may resort to other means of expression of discontent and may end up involving in acts leading to arson. It indicate clearly that when students feels that they are unfairly treated by the prefects, teachers and school administration then they can resort to other means that includes strike, riot, unrests and burning of schools.

This is in line with Siva (2020) which stated that every person is unique, which makes enforcing some of these school rules completely unfair. Silvia further stated that what may be no big deal to one student could be the end of the world for another. It also concurs with Kampen (2021) who observed that as a teacher you have to be consistent in how you apply the rules no playing favorites or backing down on the consequences, he went ahead and stated that students won't respect and follow the rules if they are not clear from the beginning on what the consequences are for breaking the rules.

Blad (2017) equally supports this finding by stating that when students believe schools are unfair places, their loss of trust can lead to a lack of engagement that affects them for years, she further stated that students who perceive lack of justice or disparate treatment for certain racial groups may respond with defiant behavior. Further, the finding agrees with an ethnographic study conducted in two primary schools in Sweden which indicated that rules which are not clearly understood but applied by teachers may cause misunderstanding between teachers and students leading to conflict. Students will obviously feel that such rules are unfairly applied therefore leading to rebellion and protests (Thornberg, 2017).

The scholars above concentrated on the need to be fair in enforcing school rules and regulations which they emphasized that fairness should be considered while enforcing the rules and regulations. However, none of them explored the contribution of such unfair enforcement of school rules and regulations towards student's involvement in arson which this study focused on.

To interrogate the data above, students and principals of various schools who participated in FGD and KII respectively had varied opinions as far as the application of school rules and regulation is concerned, majority of the participants (98 out of 144 students and 21 out of 28 principals) agreed that unfair enforcement of school rules and regulations may lead to student's involvement in arson while some (46 students out of 144 and 7 principals out of 28) had different opinions. Majority (102 students, 26 principals) of the participants had a feeling that the school rules and regulations should be well stipulated, articulated and displayed every time for reference. It also emerged in the focus group discussions that unjust enforcement of school rules and regulations influence unrest or arson acts in boarding secondary schools, they sighted ways of punishing students without clear laid down punishment that is equivalent to the offence committed. Some of the sentiments by participants in the focus group discussions included;

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

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

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

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

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

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

This clearly shows that if the school administration applies rules and regulations in a way so perceived by students as unjust, unfair or biased then the students are likely to rebel against the administration and resort to other means of expressing their displeasure to the school. The rules and regulations are not well linked to the likely punishment that are commensurate to the offence committed by the students hence some students feel that some punishments are unjust and biased. This may be attributed to the fact that the society and families where these students come from are fool of resistance against the government and other authorities especially when they feel that the authority does not treat them well. Demonstrations, picketing and riots by teachers and other workers unions ending up in destruction of property may be copied by the students and directly applied in schools as they show their discontent to perceived unjust treatments. With the sharp contrast between those who feel that unjust application of school rules and regulation may cause arson and those who disagree depicts how political alignments and formations are advanced in the society today. There is a big confusion caused by the political ideologies witnessed in Kenya and other parts of the world, in Kenya for example there is the *"dynasty"* and *"hustlers " "bottom-up" and "trickle down" ideologies* which have brought confusion to most Kenyans and many are confused which side is saying the truth. Back in families, the way in which conflicts are resolved through violence may as well be attributed to the behavior of students in school as they try to solve grievances resorting to using force to be heard by the school administration.

Theme 2: Application of Examination rules and Arson

To determine the influence of application of examination rules and regulations by teachers on student's involvement in Arson, the study measured on how students agreed or disagreed to the statement, the researcher also calculated mean aggregates and standard deviation.

Tables 4.1 above shows that in a likert scale of 1-5, 41% of the respondents agreed whiles 30% strongly agreed implying that more than 70% of participants were in agreement that application of examination rules and regulations in key internal tests contributes to student's involvement in arson. Mean of 3.74 indicates that participants agreed that application of examination rules moderately influence student's involvement in arson confirmed by the standard deviation of 1.17 showing the participants spread of the opinions which shows that examination rules contributes to arson. This therefore implies that when examination rules and regulations are strictly applies on students they may feel that their chances of passing exams are being limited by the rules and this may make them revolt against the administration.

Chemutai et al. (2020) concurs with the finding that causes of student's involvement in arson include changes in government policies that governs examination which includes strict examination invigilation, cancelation of results, and interdiction of teachers suspected to be involved in exam cheating. Also in concurrence with the finding is the National Assembly Report (2019) on the inquiry into the wave of student's unrests in secondary schools in Kenya term ii, 2018. The report found that among other causes of student's unrest are; fear of internal examination as a result of pressure from home and sponsors, strict rules and regulations that are imposed by the National Examination Council (NEC) and nature of invigilation during internal exams. In addition this finding agrees with Fracisca (2019) which noted that lack of strict rules to moderate student's examination may lead to production of half-baked students for skilled trainings in future because they will involve in exam cheating. Ouko (2018) in a study; "link of rampant school unrest to examination phobia among students" is consistent with the finding stating that lack of preparedness and fear of national examinations and stringent examination guidelines among students is the main cause of rampant school strikes.

The above studies were conducted in Kiambu and Nairobi Counties which are urban set ups as compared to Migori County which is rural, the study sort the opinion of the students in the rural school of Migori County on the contribution of application of examination rules and its contribution to arson in schools. The studies also emphasized on external contributors like lack of preparedness, examination policies, pressure from home and sponsors but this study focused on the internal causes of arson within schools.

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

"Some of the examination rules imposed by teachers are just meant to intimidate students that is why you can realize some students just fail not because they are academic dwarfs but because of the trauma caused by the exam rules and regulations." (Respondent1, FGD site 7)

However, other participants in the FGDs disagreed with the finding stating that if examination rules are softened then there is likelihood of producing students who are half baked and cannot go through university education efficiently, some of the responses are as below;

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

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

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

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

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

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

Theme 3: Involvement of students in formulation of school rules and regulation and arson

To determine the influence of failure to involve students in formulation and review of school rules and regulation on student's involvement in Arson, the study measured on how students agreed or disagreed to the statement. The finding as depicted in table 4.1 shows that 70% of the respondents were in agreement (40% agreed and 30% strongly agreed) that failure to involve the students in formulation of school rules and regulations motivates student's involvement in arson. Further confirming is the mean of 3.82 showing moderate influence of failure to involve students in formulation of rules and regulations to students' involvement in arson, standard deviation of 1.17 also confirms the distribution of opinions across the participants showing that the majority agreed that failure to involve students in formulation of school rules and regulations may lead to arson. This suggest that when the school administration fails to involve the students in the

process of formulation and review of school rules and regulations then the students may feel that the rules and regulations are imposed to them and this may lead to rebellious act by the students.

This is consistent with the study by Maria revealing that that student were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same (Maria, 2013).

Magadla (2017) agrees with the finding stating that student involvement in formulation of school rules is often viewed as problematic to school administrators, parents and society at large. They further stated that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation is often confined to issues concerned with student welfare and not in core governance issues such as school rules. Simatwa (2012) also agrees suggesting that opportunities for student participation should go beyond specifically student-related issues and extend to wider aspects of school life especially concerning school rules and regulations. Akoko (2017) study also concurs with the finding by suggesting that involvement of all the stakeholders before formulation and implementation of any policies that affects the welfare of learners and teachers promotes good understanding and decreases chances of students' involvement in arson. The third viewpoint suggests that students should fully participate in decision making which includes the formulation of rules and regulations (Magadla, 2017).

This view is supported by Njozela (2018) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. Huddleston (2017) also stated that students should be involved in all areas of school life. He added that the range of activities that make up the work of a school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions.

However, Jeruto and Kiprop (2017) disagrees with the finding by observing that students were positive about school rules and regulations even though they were not involved in formulation. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement. Agung and Saud (2018) adds that student representatives should not participate in matters relating to formulation of school rules and regulations, their participation should be ensured in all other academic and administrative decisions taken by these bodies.

The scholars in the above literatures appreciated that the student's involvement in formulation of school rules and regulation is prudent and there should be meaningful involvement of students in formulation of school rules and

regulations. However, none of them explored the possible results of failure to involve students in formulation of school rules and regulations. This study went ahead and established the influence of none involvement of students in formulation of rules and regulations and how it contributes to students involvement in arson in schools.

In further interrogation of this finding in the FGDs and KII it was revealed that most of students feel that the school administration have not meaningfully involved them in formulation and review of the rules and regulations. There is general feeling that some rules and regulations are outdated and needs to be reviewed but the institution has totally failed to review them. The following are some of the quotes from students and head teachers during FGDs and KII respectively.

"Sometimes when the school administration adamantly opposes review of outdated school rules and regulations but continue apply them, it can prompt students to impulsively react through unrest which if not managed well may trigger future acts of arson." (Respondent 3, FGD Site 5)

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

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

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

"It is proper to once in a while involve the students in the review of the rules and regulations used in schools through their representatives to promote students ownership of the rules and regulations." (KII participant, 17)

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

"School is not a political field where everyone is expected to express their feelings and opinions, imagine if you allowed every student to give his views on the rules and regulations we can end up with 100 plus rules or no rules." (Respondent 10, FGD Site 10)

"Why would the school administration involve the students on the review of school rules and regulations? That is giving them too much and if any school risks doing that students might demand everything and if denied then be

prepared for strikes and burning of schools." (Respondent 8 site 5)

This shows that students needs to be involved in management of the school by getting their views on how the school administration would govern them, this could be attributed to the fact that the students tend to copy the current and past ways in which civil society organizations, lobby groups and politicians push for their opinions in the Kenyan constitution. The students in other words feels that if the government can bend into demand by politicians and other groups to accommodate their views then the same should happen in schools. Contemporarily there is the clamor for constitutional change in Kenya through the Building Bridges initiatives (BBI), politicians and other groups feel that the constitution should be reviewed to accommodate some important aspects while others oppose to the same, this situation seems to be replicated into students minds who also feel that the school rules and regulations currently used are outdated and requires some review.

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

Influence of Application of Rules and Regulations on Arson

Pearson correlation was run to find out the relationship between the Application of school rules and regulations and arson in schools, correlation significant level of 0.05 (2-tailed) was considered to determine the correlation between the two variables. The table below shows the analyzed correlation between Arson and social and cultural determinants.

Table 4.1Pearson Correlations Rules and Regulation and Arson

		Utilization of Rules	Arson
Application of Rules	Pearson Correlation	1	.447*
	Sig. (2-tailed)		.000
	N	380	380
Arson	Pearson Correlation	.447*	1
	Sig. (2-tailed)	.000	
	N	380	380
*. Correlation is significant at the 0.05 level (2-tailed).			

The results in Table 4.1 indicates that utilization of school rules and regulations had moderately strong positive

relationship (r= .447, p<.05) with students' involvement in arson. This finding could suggest that application of school rules and regulations have moderate positive strength therefore have relationship with student's involvement in arson in public boarding secondary schools. The linear relationship between application of rules and regulations and arson indicating and increase shows that there is moderate positive relationship between application of rules and regulations and arson.

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

V. CONCLUSION

The study concludes that when school rules are applied to the students in a manner that is perceived as unjust the students end up revolting against the rules and resort to other means of expression including arson. The study further concludes that in most schools students' involvement in formulation and review of school rules and regulations was minimal therefore students ended up rebelling against the rules in the pretense that unpopular rules are imposed unto them. It was also realized that the rules and regulations used in most of schools are not available for student's access for purposes of references and there is no standard ways of implementing the school rules and regulation.

VI. RECOMMENDATIONS

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

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