

UNIVERSITY OF CAPE COAST

EFFECTS OF INTER-HALL STUDENT VANDALISM ON THE
DEVELOPMENT OF THE UNIVERSITY OF CAPE COAST



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UNIVERSITY OF CAPE COAST

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of Master of Philosophy degree in Administration in Higher Education

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree at this university or elsewhere.

Candidate's Signature:.....Date:.....

Name:.....

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature:..... Date:.....

Name:

ABSTRACT

Studies have shown that student vandalism adversely affects educational institutions and properties. It is also generally accepted that school facilities, adequate furniture and equipment, as well as clean ablution facilities, are conducive to a healthy learning environment. This study therefore aimed at examining the effects of inter-hall student vandalism on the development of the University of Cape Coast. The descriptive research design was employed to observe, describe and record the impacts of vandalism and interpret the relationship between inter-hall vandalism and its effects on the university. Random and purposive sampling techniques were used to sample 410 participants (comprising 390 students and 20 senior members (9 hall-masters and 11 lecturers) from the study population of students, lecturers and hall staff. The questionnaire was used for the data collection. The study revealed that supremacy, vengeance, peer pressure, and discrimination were the primary causes of vandalism with 75.36%, 60.97%, 58.78%, and 52.19% respondent identification, respectively. The regression model also revealed that supremacy, vengeance, peer pressure, and discrimination impact interhall vandalism ($p < 0.001$). The study further found that vandalism contributes to the destruction of school property (96.34%); induces fear and panic (94.39%); leads to defacing hall symbols (60.73%) and damages property (72.43%). Areas most affected by inter-hall student vandalism include residential halls (99.02%), recreational areas (73.41%), academic buildings (94.39%) and public spaces (96.83%). The study recommends the implementation of proactive prevention programmes aimed at addressing the root causes of inter-hall student vandalism in tertiary institutions.

KEYWORDS

Vandalism

Interhall

Development

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DEDICATION

To my children Mercedes Kukua Panful and Malvin Aduse- Poku Panful, and my late mother, Madam Martha Ama Oboh.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Education globally aims to promote knowledge, skills and attitudes to change the world and ensure the quality of life or create social conditions that help solve human problems (Laurie, Nonoyama-Tarumi, McKeown & Hopkins, 2016). A situation like vandalism, however threatens educational peace and affects the quality of education. Universally, acts such as vandalism often occur at an alarming rate (Laurie et al., 2016; Taylor & Walton, 2019). Student vandalism adversely affects educational institutions and properties such as buildings, vehicles, equipment, furniture and other valuable assets of the institution, injuries, and sometimes loss of life (Chi, Chang & Huang, 2015). Ghana's education has witnessed much more violence in the past years than in any other period in the country's educational history.

The Commonwealth Hall of the University of Ghana, University Hall of Kwame Nkrumah University, University of Professional Studies are all signatories to these acts of vandalism, which have become like Hollywood motion pictures (Diabah, 2020). Eyiah-Bediako (2020 pg.133) believes preventive discipline instead of punitive punishment must be employed at our institutions to curb unacceptable behaviour. Nevertheless, the literature holds that before an act like vandalism can be controlled and reduced, its effects and causes must be known. Therefore, this study seeks to determine the effect of inter-hall student vandalism on the development of Tertiary Higher Educational Institutions,

particularly at the University of Cape Coast. Nevertheless, this chapter covers the introduction or background to the study, statement of the problem, Purpose of the study, research questions, specific objectives for the study, significance of the study, delimitation of the study, and organisation of the study.

Tertiary education is the level of the educational sector where the human capital necessary for a nation's social, economic, and technological advancement is developed. The provision of intensive teaching, in-depth research and community services are all aspects of structured tertiary education (Swanson, 2022). According to the National Policy on Education (2013), tertiary education is provided after Post Basic Education in institutions like Universities and Inter-University Centers like Colleges of Education, Monotechnics, Polytechnics, and other specialized institutions like Colleges of Agriculture (NTI). The objectives of tertiary education are to contribute to national development through high-level workforce training and to provide affordable, accessible and high-quality learning opportunities in formal and informal education in response to the needs and interests of individuals.

In the view of Gyimah-Brempong, Paddison and Mitiku (2006), tertiary education is purposed to provide high-quality career counselling and lifelong learning programmes that prepare students with the knowledge and skills for self-reliance and the world of work and reduce skill shortages through the production (NPE, 2013). Garba, Ogunode, Musa and Ahmed (2022) added that the goal of tertiary education can only be achieved when the environment of tertiary institutions is calm, safe, and suitable for teaching, learning, and the implementation of research

programmes. Henry (2010), who noted the effects of vandalism on academic performance, defined education as the process by which a person completely transforms their life so that they can benefit both themselves and society as a whole, as well as develop a foundation, a sense of nationhood, and a sense of purpose.

Within the foregoing broad purpose of tertiary education, the University of Cape Coast was established in 1962 out of the need for highly qualified and skilled manpower in teaching and development of the nation's human capital. The university was founded in order to prepare graduate teachers for Teacher Training Colleges and Technical Institutes, the second cycle institution. Programs of study in educational planning and administration, accounting, management studies, and human resource management, nursing and medicine, environmental science, governance, law, and agriculture have been added to the university's list of offerings since its founding. As a result, it is contributing significantly to the country's efforts to improve its human resource base. However, with this development, the university occasionally experiences issues of vandalism. Vandalism affects the ability of students to adapt to the physical, emotional, mental, social, economic, and political dynamism of the modern world (Garba et al., 2022). Esau (2007) opined that vandalism is a serious issue in tertiary education. This is because he believes vandalism affects adolescents' ability to comprehend themselves fully, recognize their strengths and improve upon their weaknesses.

Nevertheless, vandalism is a crime affecting the quality of life, economic growth and development (Ceccato & Wilhelmsson, 2011). Also, it is deliberate destruction of or damage to public or private property. It includes behaviour such as breaking windows, slashing tires, spraying paintings on wall with graffiti, and destroying a computer system through the use of a computer virus (Grattet, 2009). Therefore, vandalism affects people's quality of life because it damages or destroys the properties and lives of people needed to live better (Mpaata, 2008) asserted that the main cause of vandalism in schools are drunkenness and drug misuse. Likewise, Mpaata (2008) noted the role of parents in inducing vandalism in schools. In this way, he expresses that when parents spend insufficient time with their children, it allows them to adopt or develop behaviour which may somehow lead to vandalism (Ali, Dada, Isiaka & Salmon, 2014).

Likewise, inter-hall student vandalism is a severe issue for young people because it has been linked to other antisocial behaviours and criminality at tertiary institutions (Plank, Bradshaw, & Young, 2009). Vandalism also affects education levels negatively and has a detrimental impact on the family and the area. For instance, recent data from Mexico revealed a rise from 23% to 25% in just two years in the percentage of public high school pupils who had painted or damaged the school walls and smashed the school windows at least once in the preceding year (Vilalta & Fondevila, 2018). Moreover, two-thirds of these adolescents say they have problems in school and more than a third experience verbal abuse from their parents. Additional research has revealed comparable outcomes in other nations (Bloemhoff, 2012; Vilalta & Fondevila, 2018).

The broken windows theory by Wilson and Kelling in 1982 proposes that vandalism in a community can lead to increased levels of crime and anti-social behaviour (Harcourt & Ludwig, 2006; Skogan, 2015). The broken windows theory suggests that if acts of vandalism are not addressed and prevented, they can lead to a decline in the overall quality of the campus environment. This can include damage to property, decreased morale and motivation among students and faculty, and a sense of insecurity and fear among the university community (Vilalta et al., 2018; Bhati, 2022). To address the issue of inter-hall student vandalism and prevent its negative effects on the development of any University, it may be necessary to take a multi-faceted approach that includes both preventative measures and disciplinary actions (Catalano, Loeber & McKinney, 1999; Millie, 2014). This emphasises how important it is to identify the causes of school vandalism in order to help create successful regulations. It's also important to identify any connections between vandalism and the contexts of the family, school administration, and neighborhood to comprehend potential concomitant impacts. Due to the frequent interruption of tertiary school programmes to restore vandalized premises, vandalism can cause learning and instruction to collapse (Zuzile, 2003; Perry, 2001).

Tait (2003) studied the impacts of vandalism, and thus, the roles of schools in the socialization of young people and how they control their own behaviour, demonstrate self-respect and self-control, develop their self-esteem, respect others, and manage their time responsibly, ultimately developing into dependable and responsible citizens. He affirmed that deviant behaviours such as vandalism

negatively affect academic achievement. According to Uzor (2019), children who exhibit behaviour deviation are often prone to poor academic performance. Therefore, in order to facilitate teaching and learning, the primary responsibility of instructors in schools is to develop curricula that can prevent or regulate indiscipline or vandalism (Yaghambe & Tshabangu, 2013). He noted teachers spend a lot of time dealing with issues of indiscipline, which negatively impacts their ability to teach (Tempelmeier & Demidova, 2022).

In a study conducted by Iverson (2016) on the impact of inter-hall student vandalism on university facilities, it was found that inter-hall student vandalism had a significant negative impact on the development of the university. The study identified various factors that contributed to inter-hall student vandalism, including poor hostel management, lack of proper security, and inadequate provision of social and recreational facilities. Similarly, a study by Corey (2021) on the impact of inter-hall student vandalism on academic performance in Nigerian universities found that inter-hall student vandalism had a negative impact on the academic performance of students. The study identified factors such as lack of discipline, peer pressure, and poor hostel management as contributing to inter-hall student vandalism.

Another study by Oyekale and Oyeleye (2017) on the impact of inter-hall student vandalism on the quality of university education in Nigeria found that inter-hall student vandalism had a negative impact on the quality of education provided by universities. The study identified factors such as lack of adequate facilities, poor hostel management, and inadequate security measures as

contributing to inter-hall student vandalism. Based on these studies, inter-hall student vandalism has a negative impact on the development of universities although the causes of inter-hall student vandalism are varied and include poor hostel management, lack of proper security, and inadequate provision of social and recreational facilities (Gyamera, 2005). However, from the review of relevant literature to this study, there are limited works done on the impact of student vandalism within halls on the growth of higher educational institutions in Ghana, especially the University of Cape Coast. This context serves as the backdrop for this thesis discussion.

Statement of the Problem

High-profile acts of vandalism attract attention and receive wide coverage in the media. In Europe and the United States, vandalism has produced negative effects such as financial losses, destruction of priceless art works, reduced public services, and growth of general mistrust (Vorobyova et al., 2020). In South Africa, Esau (2007) who studied the Influence of vandalism in schools on learner's academic performance showed that vandalism places a heavy burden on the institution's budgets. It also collapses teaching and thus affects the quality of learning and infringes upon the right of learners to be taught in an inviting, and safe environment. This makes the surrounding community to show no pride in their schools, often taking out their personal frustration on school property. This contributes to much anxiety among teaching staff and students and affects the academic and overall development of the university (Eyiah-Bediako et al., 2020).

Cases of Vandalism occurred in the University of Cape Coast in the year 2012 and 2015 between Atlantic Hall and Casley Hayford Hall during their Hall Weeks Celebrations. A report submitted by the Hall Warden of Oguaa Hall to the Registrar of the University through the Dean of Students Affairs in February 2020 due to a clash between Atlantic Hall and Oguaa Hall indicated an increase in the cases of vandalism in the University of Cape Coast reference to March 2017 and February 2020. A number of studies are available that explored various aspects of student vandalism. These include Owusu, Akoto and Abnory (2016), Shek (2020) and Osiesi, Taiwo Sanni and Oluwatoyin (2023). Owusu, Akoto and Abnory (2016) whose study focused on the experiences of university students in Ghana reflecting the paucity of literature on safety and security on university campuses in Ghana; and Shek's (2020) whose work focused on factors that contribute to vandalism. Osiesi et al. (2023) employed qualitative research design to investigate the forms, causes, effects, and solutions to challenging behaviours in primary schools in Ibadan South West Local Government Area of Oyo State, Nigeria.

Yilmaz et al. (2016), Westen et al. (2021) and Zhao et al. (2021) used Cohen's Subcultural Theory and Siegel's Rational Choice Theory which only help understand student vandalism in a university setting. Social learning and social exchange theory which explains the relationship between vandalism and university development and academic and social growth were overlooked. Studies on vandalism were mostly on workers and community people without looking at the impacts of vandalism development of tertiary institution like UCC (Zohrabi, 2013; Vorobyova et al., 2020; Osiesi et al., 2023). Studies on vandalism were

mostly qualitative and did not involve large sample sizes, leading to errors in the results. None of these researchers sought to know and understand the impacts of students' inter-hall vandalism on the development of the University of Cape Coast.

From the review of related literature to the study, it was further found that much work has not been done on the influence of students' vandalism on the development of universities in Ghana, particularly the University of Cape Coast. Therefore, this study sought to fill the gap by exploring the effect of student vandalism on the development of the University of Cape Coast. This would assist management at the University of Cape Coast in developing a solution to reduce the incidence of this concern.

Purpose of the Study

The study aimed to assess the effects of inter-hall student vandalism on the development of the University of Cape Coast.

Objective(s) of study

1. To identify the causes of inter-hall student vandalism at the University of Cape Coast.
2. To ascertain the impact of inter-hall student vandalism on students and school administration.
3. To assess how inter-hall student vandalism affects learners at the University of Cape Coast.
4. To determine the nature of inter-hall student vandalism at the University of Cape Coast.

Research Questions

1. What are the causes of inter-hall Student Vandalism on the development of the University of Cape Coast?
2. What is the impact of inter-hall students' vandalism on students, parents and school administration on school administration?
3. How does inter-hall student vandalism affect learners of the University of Cape Coast?
4. What is the nature of inter-hall student vandalism at the University of Cape Coast?

Significance of the Study

The findings of the study will help identify the causes and develop strategies and measures to control inter-hall student vandalism, especially in Ghana. In addition, it will help reduce social vices in tertiary educational institutions. It is observed that bullying and crime have been extended from public grounds and socio-economic premises such as motor parks, market squares and roadsides, and public centres to the tertiary institution of higher learning.

The findings will also enable the students to know the effects of deviant behaviours and possibly avoid activities that contribute to inter-hall student vandalism, particularly at the University of Cape Coast. In addition, the findings will serve as a guide for lecturers to detect students who exhibit deviant behaviour likely to lead to vandalism and hence, appropriate measures to address them. Furthermore, the University authorities would be able to solve the problem of inter-hall student vandalism in tertiary institutions and arrest the dwindling or

negative behaviours of students in the university and society at large. It will also help the government gather information concerning inter-hall vandalism in societal and know how to solve society's problems, mostly with youth. Parents would also benefit from this study because it will enable them to know the characters of their children and wards and how to solve the perceived problems.

Delimitation

The study was conducted on the effects of inter-hall student vandalism on the development of tertiary educational institutions at the University of Cape Coast. The study had a defined geographical scope of the physical boundaries and specific areas, so the study was delimited to the University of Cape Coast.

Limitations

The use of questionnaires for the study prevented the respondents from giving an in-depth explanation of some study issues, thus, limiting the study. The validity of the information collected depended on the respondents' honesty, clear articulation and the specific objectives of the required information from the respondents. Also, choosing a specific university like the University of Cape Coast prevented me from generalizing the information to the Universities in the country and outside the country. The respondents may consider some issues more private and not be honest in answering the questionnaires. Some respondents may answer the questionnaires just to please the researcher, thus, giving an erroneous impression which may also affect the results.

Organisation of the Study

The study is organized into five chapters. The first chapter presented the background of the study and the problem statement. Further, the key objectives were drawn and their respective research questions that will aid in finding the objectives are identified. It also highlights on the purpose and significance of the research. Chapter Two presents a detailed literature review, specifically the theoretical underpinnings and the empirical support. Chapter Three states the methodology this study employs. Discussions and presentation of key findings are detailed in Chapter Four and lastly, the conclusions, recommendations from the study and suggestions for future research is presented in Chapter Five.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This study sought to determine the effect of inter-hall student vandalism on the development of Tertiary Higher Educational Institutions. To achieve the objective of the study, this chapter presents a review of related literature on the research topic and elucidate theories and concepts prior to the completion of the research work. It covers concept of vandalism, types of vandalism, causes of vandalism, effects of vandalism and penalties for vandalism. It also presents the theoretical and conceptual frameworks that supported the study.

Vandalism: concept, types, causes and effects

Vandalism came out of the notion that the Germanic Vandals were destructive (Merrills, 2009). Vandalism is a purposeful damaging, violation, defacement, or destruction of public or private Property by persons who are not the direct owners of the Property (De-Wet, 2004). According to Tewksbury and Mustaine (2000), vandalism is wilful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or persons having custody or control. Moreover, it is the action involving deliberate destruction of or damage to public or private Property. The term includes property damage, such as graffiti and defacement to properties without permission of the owner (Tewksbury and Mustaine 2000). In view of De-Wet (2004), vandals engage in common acts such as tagging, carving into wood or glass property with a knife, breaking doors or windows, and damage

to a mailbox, car, lawn or other Property. According to literature, vandalism is among the most disturbing acts affecting property owners. Thus, vandals destroy buildings and cause huge loss of money when repainting and repairing destructive parts of buildings.

Vandalism makes people and institutions weak causing fear in others and raising own self-esteem. With this, De-Wet et al. (2004) advised that it is always good for business organisation to check that their insurance provider cover and discover ways to prevent vandalism. Moreover, when vandalism is defined, the business should develop a tailored response and implement several control measures such as:

1. reducing pedestrian throughways.
2. improving lighting and adding surveillance
3. monitor areas with the most damage activity
4. install parameter fencing

Vandalism is a crime that affects quality of life and results in the loss of millions of properties, leading to high loss of income (Benfer, 2015). Vandalism is a group activity emanating from group norms emphasising strength, toughness, and willingness to take risks. A study by the Home Office Research Unit led to conclusion that vandalism is a minor crime rather than the highly harmful crimes that conventional viewpoints ground in psychologically or socially directed aggressiveness. Vandalism seems to be committed predominantly against public rather than personal and private property, possibly because public targets are easier prey. Most vandalism is committed either by younger children as play or by

older adolescents in groups for whom vandalism is an outgrowth of restlessness and exuberance.

Vandalism Elements

Vandalism is made up of different parts called elements (Rigante, Calvano, Picca & Cataldi, 2023). According to Higgins (2015), there are different elements that come together to form vandalism. Therefore, the prosecutor should show that vandal have committed any of the following elements. This means that any acts that does not include any of these is not vandalism. However, elements of vandalism include:

- **Physical damage:** Vandalism covers acts like graffiti, tagging, carving, etching, and any actions that do not cause permanent or serious damage to Property. Physical damage includes the act of placing stickers, posters, signs, or other markers on Property.
- **Properties owned by someone:** Regarding this, the Property the vandals damaged should have been owned or possessed by someone else. In this way, the vandals damage properties against the owner's wishes. Moreover, the owners of the properties cannot commit vandalism by covering their own fence in graffiti or by adding bumper stickers to a car after receiving permission from the owner.
- **Intentionally.** Vandals do not commit vandalism accidentally. For example, when a painter painting a house, accidentally spills some of the paint on someone's fence, it is vandalised on the Property. However, vandalism means that the vandals are legally obligated to pay for repairs to

the fence. To commit the crime of vandalism, the vandals ought to cause damages to the Property on purpose.

Types of vandalism

1. Physical Vandalism

Physical vandalism consists of broken windows, trash dumping, sign damage or theft, billboard defacing and infrastructure theft.

1.1. Graffiti Vandalism

Graffiti is the act of scratching, etching, painting or other form of writing/drawing on the surface of someone's Property. It is a crime; thus, it is an act of marking or defacing premises or other Property without permission (Fleming, 2001). Graffiti Vandalism is a type of vandalism or destruction caused on properties without permission. It is the most common form of physical vandalism leading to broken windows, trash dumping, sign damage or theft, billboard defacing, and infrastructure theft. According to the US EPA, this type of vandalism has resulted in the loss of about \$15 to \$18 billion as a result of the annual cost of monitoring, detecting, removing, and repairing graffiti damage (Leskys, 2010; Thompson, Offler, Hirsch, Every, Thomas & Dawson (2012).

On the contrarily, literature holds that not all graffiti are a loss. For instance, when business organisation asks an artist to draw something on their walls, although it is vandalism but it would help the organisation to generate a profit. It is frequently connected to tagging. Vandalism and graffiti demand malice and intent. In the event that the damage was caused inadvertently or accidentally, the

perpetrator may still be held civilly accountable by the property owner and will pay for the damage (Morgan & Smith, 2006).

Street Signs and Billboards: Billboards and street signs virtually always appear simultaneously with each other. They are prime targets for vandalism of all kinds, including vehicle and crowd vandalism. A street name is likely to be stolen if it has a funny sounding name or is sufficiently vulgar. Graffiti artists find taller billboards to be more valuable targets (Morgan and Smith 2006).

Graffiti laws differ in each jurisdiction; some states have comprehensive graffiti programmes that include education and community involvement as prevention, as well as traditional punishments (Iveson, 2010). Other jurisdictions place graffiti under the umbrella of vandalism laws. The punishments for graffiti also differ in each jurisdiction and can include a fine, jail time, community service, and alternative punishments based on the situation (Halsey & Young, 2002). However, in almost all cases the defendant must pay or work to fix the property damage associated with the graffiti. If the defendant is under a certain age, the judge may use sentencing options for juveniles. Additionally, there may be different penalties for gang-related graffiti. The penalties in many states vary depending on the damage that is done on the property and the dollar value required to restore the Property back to its original condition (Starbuck, Howell & Lindquist, 2001).

Graffiti vandalism significantly affects individuals and the community (Franklin, 2002). The removal and prevention of graffiti vandalism is very costly to the community. Tens of millions of tax payer dollars are being spent annually

on cleaning up graffiti and repairing the damage that it causes. Spending this public money on cleaning graffiti means that money is not being spent on things that can benefit the community. Graffiti vandalism can also make people feel unsafe. A recent survey conducted by the Australian Bureau of Statistics shows that 21 per cent of the respondents in NSW perceived graffiti to be a social disorder problem in their local area (Thompson, Offler, Hirsch, Every, Thomas & Dawson, 2012). Graffiti vandalism can be a dangerous activity. Graffiti is often applied in dangerous locations, such as along train tracks, train corridors and train tunnels. The Independent Transport Safety and Reliability Regulator (ITSRR) has reported that the majority of recorded rail fatalities are trespassers on the rail network. Graffiti may also be affecting both the health of those who do it because they breathe in fumes from aerosol paint. It could also be affecting the environment because of the chemicals being used to remove it (Iveson, 2009).

2. Digital vandalism

Digital vandalism can be defined as defacing the digital assets of a company or individual to cause nuisance or permanent damage (Hanna, Vanclay, Langdon & Arts, 2016). Digital vandalism can take various forms, ranging from small technological pranks to serious health and financial consequences for the victim. Digital vandalism is also very common these days, as more attacks take place against websites and social media accounts (Hallahan, 2004).

Digital vandalism can target a single computer or an entire company, creating simple pranks within websites or altering masses of data and information (Ballatore, 2014). Destroying a cyberspace is a digital vandal's main aim, with

many vandals spending hours writing software responsible for the cyberattacks around the world. The implications for the rise of digital vandalism are therefore huge and have continued to grow with the advancement of technology in recent years. Digital vandalism is not only hacking into a companies' software, as vandals can also take a company's logo and brand and use it to create a new website or social media presence (Juhász, Novack, Hochmair & Qiao, 2020). The new website mimics the authentic one, making it difficult to differentiate between the two websites. This practice, known as brandjacking, is a security threat that leaves companies exposed to ridicule and satire, or much more serious issues in some cases. Many brandjacking pranks are incredibly believable and well-executed, causing havoc for the targeted company (Hoyng, 2016).

Digital vandalism can also have serious health consequences for victims. Digital vandals can meddle with water or sewage systems, or change lights or temperatures within buildings, potentially causing serious health issues for the public (Damas & Mochetti, 2019). More importantly, vandals may target gas pipelines and power plants, resulting in explosions and deaths if people are close to the targeted area. The more public systems begin to be digitalised, the more targets are created and people are put at danger. The only limit to digital vandalism is the vandals' imagination – anyone can be at risk. To reduce the risk of falling prey to digital vandalism, firstly, both individuals and companies must protect their assets with resilient passwords and complex authentication systems (Herzog, 2017). Company computers and devices may be connected to a collective hard drive or company servers, containing valuable documents such as

financial information and employee data. The more digital obstacles you have in place, the harder it will be for digital vandals to access your sensitive information and wreak havoc on your digital assets (Herzog .S 2017).

Property Damage Vandalism

Property Damage Vandalism deals with the destruction of or damage to school or personal Property of a student, teacher, administrator, or other School District employee, or any person lawfully on school property or attending a school function (Horowitz & Tobaly, 2003). Property damage means physical injury to, destruction of, or loss of use of tangible Property. Damage to Property means physical injury to or destruction of tangible Property, including the loss of its use. Tangible Property includes the cost of recreating or replacing stocks, bonds, deeds, mortgages, bank deposits and similar instruments, but does not include the value represented by such instruments (Vorobyeva, Kruzhkova & Zhdanova, 2016).

School Vandalism

School vandalism is, therefore, the purposeful damaging, violation, defacement, or destruction of school property by, amongst others, vindictive, bored, malevolent, frustrated or ideology-driven learners. The nature and extent of school vandalism Stout (2002) and Bloemhof (2012) mention that school vandalism is mostly committed by the schools' own learners. Furthermore, numerous researchers have found that boys, aged between 14 and 16, are primarily responsible for school vandalism. Sanders does not agree with this. According to him, girls are involved in vandalism just as often as boys. He

ascribes the reason for pointing to boys as the offenders to the view that boys show more aggressive behaviour than girls. Their vandalism is therefore more readily noticed and reported.

Although Sanders (1981) admits that most vandals are youths, he warns that it must not be generally assumed that all youths are guilty of vandalism. According to him, only a small percentage of the youth can be considered vandals. According to Theron (1991), it must be borne in mind that practically all people at one or other time do something which can be described as vandalism. Vandalistic behaviour by adults tends to be described by means of other terms. Vandalism committed by fishermen, who leave empty beer cans and pieces of fishing rod lying around dams, is usually described as environmental pollution and not as vandalism. Double standards also exist between the behaviour of adults and that of the youth: when young person's paint a statue green, it is immediately labelled as vandalism, whereas, when adults pull down an old building that has aesthetic value, their behaviour is justified by stating that room must be made for progress.

It is practically impossible to establish the extent of vandalism at schools. The reason is that numerous offences committed against Property are not reported to the police. When they are reported, they are not deemed important enough for further investigation. According to Smith and Laycock (1985), researchers found that less than 10% of all acts of vandalism in America are reported to the police. In South Africa less than half of the crimes committed are reported to the police. Despite this unwillingness to report crimes, it would appear that many youngsters

are involved in crimes, as approximately 50% of all reported crimes in South Africa are committed by youths aged between 14 and 18. Furthermore, the description of the nature of vandalism is often so vague that it is not clear whether it can be classified as vandalism (Theron et al., 1991). Yet school vandalism seems to be a reasonably general phenomenon. According to Theron et al. (1991), vandalism is, besides shop lifting, the most reported infringement by youth. De Wet (2004) revealed that Free State educators considered vandalism, after the use of alcohol, the most common offence by learners.

Causes of vandalism at schools

Learner-related causes of school vandalism

Vandalism is consequently not always committed with the exclusive purpose of causing damage, but rather for excitement and pleasure, as well as a search for identity and acceptance (De Wet, 2004). There are learners who commit acts of vandalism purely for the fun of it. For this reason, some investigating officers call learner vandalism “wreck creation. According to Allen and Greenberger (1978) aesthetic theory on vandalism, the pleasure of destructive acts lies in the visual, auditory and emotional kinetic stimuli during the rapid transformation of material (destruction). Research by Teevan and Dryburgh (2000:87) indicates that vandalism merely for the fun of it is the most common cause of learner vandalism. The adolescent experiences the need to discover and to understand the operation of certain things. During this process of discovery, they can cause severe damage. What is often considered vandalism can also be the result of the wrong use of, for instance, an apparatus or facility due to the

ignorance of the user, poor user instructions, or faulty design (Theron et al., 1991).

The youth who experiences inner fragmentation and who fails in his search for identity and acceptance by the peer group can, according to Theron et al. (1991), experience a negative identity. Because this youth experiences himself as someone with little significance, he can try to create an identity in a negative manner. By means of graffiti, this youth then leaves his mark and thus displays his identity. There is also a connection between vandalism and the youth's involvement within the peer group and/or gang. Youths often find acceptance within a peer group and/or gang, and acts of vandalism bind the members of the group and/or gang. The extent to which youths participate in acts of vandalism also contributes to their reaching a certain status within the peer group and/or gang and being recognised by the members (Teevan & Dryburgh, 2000; Catalano *et al.*, 1999; Douglas & McCart, 1999). There is also a connection between drug and alcohol abuse and the acceptance of youths in certain gangs and peer groups. Researchers (Finn & Frone, 2003) and the South African Minister of Safety and Security (Tshwete, 2001) agree that there is a link between acts of violence, including vandalism, and drug and alcohol abuse among youths.

School-related causes of vandalism

Various educator- and management-related practices can contribute to vandalism: autocratic or *laissez-faire* management styles; poor, disorganized leadership; over-regulated, suppressive or inconsistent school control measures; educators who are disrespectful, uninterested and prejudiced; the repeated use of

punishment measures; vague and/or unclear school rules and disciplinary procedures; the inconsistent application of discipline; educators who do not work as a team in applying discipline; as well as high staff turnover (Black, 2002) found that there is a greater incidence of vandalism at schools due to educators' negative and/or authoritarian attitudes towards learners. By committing acts of vandalism, learners often express their aversion to educators. Vandalism can also occur for ideological reasons. Learners can protest against something or hold a point of view, for instance after the dismissal of a popular educator (Cummins, 2003). The extent to which learners may take part in a school's decision-making process and are involved in school programmes affects the incidence of vandalism (Mayer, 1999). Vandalism is less prevalent in schools where learners feel that they are part of the school, that educators are interested in them, that they have a share in the decision-making and in general succeed academically (Black, S. 2002). On the other hand, a negative school environment contributes to learner vandalism (Black et al., 2002). If schools place too high a priority on academic achievement, it can lead to failure, frustration and possibly vandalism (Sommers, 2001).

It appears from the literature (Cummins et al., 2003) that the youth at schools that have poor or few recreation facilities or those who do not take part in extra-mural activities often find that vandalism gives colour to their otherwise dull life. Black (2002) found that learners who take part in few or no school activities often commit acts of vandalism, because they lack school pride. Black (2002) and Theron et al. (1991) share the view that there is a link between the size of the school and vandalism. If the school is small, it is easier to exercise control

and discipline. Research in America (as quoted by Theron, 1991:51) indicates that schools damaged by vandals are situated mostly in the lower socio-economic areas, are old or over-full, and must make do with damaged equipment. Attention will now be paid to various community-related causes of learner vandalism.

Various community-related causes of school vandalism

Research indicates that antisocial learner behaviour can be directly linked to problems affecting the community as a whole (Bloemhof, 2012:1). There appears to be a link between vandalism and poverty, unemployment, substandard living conditions, single-parent families, dysfunctional family relationships, a high average number of persons per household, high mobility of the neighbourhood's residents, drug and alcohol abuse, as well as various other social problems that combine to create an environment of disillusion and personal unsettlement.

Douglas and McCart (1999) point out that children grow up in a milieu in which there are double standards. Matula (2001:3) is of the opinion that the diminishing influence of the family, school and religious organisations on the moral development of youth, and the growing influence of the media, promote antisocial and insensitive behaviour. In addition, Grimm (1994:116-117) argues that the idealisation of illicit action by youths in the media, television programmes, films and fiction leads to the general acceptance and legitimisation of the behaviour.

The Concept of School Discipline and Indiscipline

School discipline implies students with a code of behaviour often known as the school rules (Koomson, Brown, Dawson-Brew, Ahiatrogah, & Dramanu, 2005). Again, they state that some of the school rules may set out the expected standards of clothing, time keeping, relationship with peers (both teachers and pupils) and school work. They concluded by saying that there are several of such rules in every school. Koomson et al (2005), further asserted that sometimes, the term school discipline may not only apply to code of school rules. They claim the term may also be applied to punishment as a consequence of transgression of the school code of behaviour. For this reason, the usage of school discipline may sometimes mean punishment for breaking school rules. Discipline can be defined as training, especially of the mind and character, to produce self-control habits of obedience, the result of which sets rules for conduct and methods by which training may be given (Kuh, Power, Blane, & Bartley, 2004).

Indiscipline, in the view of Ayertey (2002), is a kind of behaviour that deviates from the generally accepted norms as seen in almost all facets of the society; at home, in schools, government and religious places. Keoreng (2004) also contended that indiscipline among school children has become a global problem. He mentioned that the rise of cultism, vandalism, examination malpractices, squandering of school fees by students, and truancy among many others are common among school children. He emphasised that indiscipline children are everywhere. Indiscipline is a behaviour that calls for application of

sanctions. Indiscipline is a kind of human behaviour that is purely unethical and not in conformity with the norms and values of the society.

Causes of vandalism in universities

Mahadeo (2008), reported that indiscipline in school is caused by many factors in the society. With regard specifically to indiscipline among children in school, parents / guardians, teachers and adult role models in society, all have to share responsibility for this problem.

Home and Parent factors

Ayertey (2002) also traces the main cause of indiscipline in schools to students' home background. He emphasised that, those negligent parents who are not concerned with their children's behavioural changes from early adolescent to late adolescent, have the tendency of causing indiscipline, especially when they are always found absent from home. Parents, who usually wake up early in the morning, go to work and get back home as late as 7.00 pm, will be neglecting their roles as caregivers and the children from such homes are likely to learn bad habits from their friends since their parents are not mostly around.

Sekyere (2009) also contends that, indiscipline arises among children mainly because parents these days have neglected their role of instilling good moral behaviours in their children. Parents have abandoned their roles to teachers and on the whole spend less time with their children. Sometimes they always fail to allocate quality time and resources for their children. Parents are always too busy, trying to fight with the economic hardship which faces them. Sekyere

stresses that the basic reason of indiscipline is parents being disrespectful to their children's needs which may be physical, emotional and social.

In the view of Monroe (2005), indiscipline could be attributed to peer influence, broken homes, single parenting and bad extemporary lives led by parents, conspicuous consumption of alcohol and drug abuse, nepotism, racism, tribalism, favouritism, bribery and corruption, reckless spending by parents and many more. Parents who also insult teachers in the presence of their children contribute to indiscipline. Some parents even go to the extent of visiting schools to assault teachers who attempt to discipline their children. This sets bad precedence and encourages children to disrespect school authorities.

Teachers Factors Influencing Indiscipline Behaviour

Some of the teacher factors include; lack of sincerity and devotion to duty. When there is moral laxity on the part of teachers, it can lead to indiscipline. Porhola, Karhunen & Rainivaara (2006), opine that, laziness, incompetence, being autocratic in class, flirting with the female students can also cause indiscipline in schools. Some teachers lack professionalism when they backbite fellow teachers right in the presence of the students, this could also contribute to indiscipline among them. Teacher's poor attitude to work according to Sekyere (2009) breeds indiscipline since students are not fully engaged in the school environment. The free time the students have is used to learn and copy bad habits from their friends. Koomson et al (2005) says that, the situation where teachers tend to have punitive attitudes can also lead to indiscipline problems since most of the students may be trying to defend their rights. This can lead to flouting of school rules.

School Factors Causing Indiscipline

Koomson et al (2005) contended that indiscipline problems exist in schools where the rules are not clear or perceived as unfairly and inconsistently enforced. They assert in this situation that students do not believe in the rules. They also explained further that where teachers and administrators do not know what the rules are or disagree on the proper responses to student misconduct can lead to indiscipline in the school. Where teacher – administration co-operation is poor, or the administration is inactive, incidence of indiscipline can abound. Indiscipline, according to Cains and Cains (1994) can be prevalent in schools where misconduct is ignored or sometimes where schools have large population and lack adequate resources for teaching. Inability of the school management to communicate issues, rules, and new development in the school to the teachers and students can also lead to misunderstanding, which can become a potential source of indiscipline. Lack of integrity, firmness and fairness on the part of the school head can also promote indiscipline in the school.

The removal of corporal punishment in schools has caused even more indiscipline to fester or aggravate among students. This is not because it was necessarily wrong to do that but it was not first thoroughly discussed among all the stakeholders, parents, students and teachers, with a view to replace it with measures of discipline that are just as or more effective (Fullan, 2011). As a result, teachers feel more vulnerable and are increasingly being attacked by students and parents, who feel that they now have the right to behave as they like with no

effective consequences to their actions. This has created even a more violent school atmosphere.

Penalties for Vandalism

In general, vandalism is not a serious crime unless the Property destroyed is worth a lot of money. Many acts of vandalism are misdemeanors, meaning the maximum penalties include fines and up to a year in the local jail. However, vandalism that results in serious damage to valuable Property is a felony. Defendants charged with a felony can face more than a year in state prison and significant fines. Each state has its own set of penalties that cover vandalism. Here are the most commonly encountered punishments.

1. Jail: A jail sentence for vandalism can range from a few days in jail to several years in prison, depending on the amount of damage done. If you have a previous conviction for vandalism or have a criminal record for any other offenses, you may face increased jail penalties.
2. Fines: Fines for vandalism differ widely by state as well, ranging from several hundred dollars or more for the most serious offenses. The vandals pay these fines directly to the court and not to the property owner.
3. Restitution: Restitution is the money you pay the property owner for the damage you caused. The money is in addition to the fine you have to pay, and you usually have to pay enough so the owner can repair or replace the damaged Property.
4. Probation: A court can also sentence you to probation instead of, or in addition to, your jail sentence and fines. For example, a court may

sentence a first-time offender who commits misdemeanor vandalism to probation instead of jail time. If you violate any of the rules or conditions that come with probation (such as a requirement that you perform "community service," explained below), the court may order you to serve the original jail sentence.

5. Community service: A court can also require you to perform community service as part of your punishment. This means that you must spend a specific number of hours serving a volunteer organisation or other recognised community service program as a condition of your probation. If you fail to do the community service, you will face the original fines and jail sentence.

Importance of Discipline in Schools

According to Koomson *et al* (2005), the aim of school discipline is to ensure a safe and happy learning environment in the school and the classroom. A classroom where a teacher is unable to maintain law and order will be chaotic. This may lead to low academic achievement and unhappy students. They explained that school discipline has two main goals: to ensure the safety of staff and students and to create an environment conducive for learning. student misconduct involving violent or criminal behaviour defeats these goals and often gives the school a bad name or bad reputation. Though there may be problems that do not involve criminal behaviour or that do not threaten personal safety, nevertheless they still negatively affect the learning environment. can interrupt lessons for all students, and disruptive students can lose even more learning time

(Liu & Meyer, 2005; Adams, Lemaire & Prah, 2013). They assert that it is important for teachers to keep the ultimate goal of learning in mind when working to improve school discipline. Effective school discipline strategies seek to encourage responsible behaviour and to provide all students with a satisfying school experiences as well as to discourage misconduct.

Students' characteristics such as persistent lateness and truancy affect their learning. When students are not in class, they find it difficult to understand lessons and concepts that are taught. Students who exhibit indiscipline behaviours in class are known to be inattentive in class. Once students lose concentration on the lesson and do not take active part in the discussion, they are unable to grasp the concepts taught. The result is that there is a loss of content and knowledge that are taught (Etsey, 2005). Ayertey (2005), states that deviant behaviour leads to breakdown of law and order, and creates insecurity. He explained that indiscipline behaviour on the part of pupils leads to disregard for law and order in the school environment. Laws are made to regulate the conduct of people and protect lives and property, and ensure the maintenance of peace. Indiscipline students, however, are disrespectful to law and authority; they destroy property and disorganise orderly life in the school or classroom.

In the opinions of Ayertey (2002) and Sekyere (2009), a school that has a high number of deviants or indiscipline pupils is likely to have its code of discipline broken and be plunged into disaster. A school plunged into a state of anarchy does not support learning. The end result is poor performance of students and poor examination results. In addition, indiscipline behaviour creates panic

and a sense of insecurity in the school. Most deviants are responsible for theft, destruction of property, violence, assaults, rape and armed robbery in society. These negative acts can create tension and fear in the minds of other students and authorities in the school. This will prevent the teachers from giving their best since most of their time would concentrate on their safety in the school environment (Carr & Chalmers, 2005). Indiscipline is blamed for improper teaching and learning in school due to what is stated above.

Universities globally are seen as assets where potential human resources are developed, and knowledge and skills are acquired in order to create to bring about development and economic growth. Thus, education ensures the preservation of ideas and values and instils discipline. The motive of every tertiary institution is to make students become focused in life, sharpen their skills and enhance their talent. Nevertheless, Maphosa and Mammen (2011) noted rapid growth of indiscipline acts such as vandalism among school children. Likewise, they believed that these acts are a universal problem every nation is facing. Thus, indiscipline acts are rooted in the early period when people consciously organised themselves into groups. However, studies hold that moral decadence are as a result of indiscipline among the universities students (Adams, Lemaire & Prah, K. (2013); Idu & Ojedapo, 2011).

Indiscipline is a misconduct destructive act that affects co-existence and peace in society. According to Clinard and Meier (2015), it is a problem many countries confront; therefore, it has received worldwide attention of several leaders in newspapers, on the radio and television. This is because an increase in

this act apparent decays the moral fibre of the cultural values of countries and threatens the cohesiveness of peaceful co- existence. Even as today, this intolerance, impatience and violence such as vandalism are fruits of this act, deepening into all facets of life Universities students. According to Maphosa and Shumba (2010), school students disrespect authorities, fight among themselves, refuse to do homework and dressing indecently and destroy school properties and many other government or private properties. Some of the pupils go to the extent of vandalising school property and assaulting teachers for taking disciplinary actions against them or a colleague. Pre-marital sex, armed robbery, drug abuse, drunkenness and smoking of marijuana popularly known as “wee” are prevalent among schools or the institutions in many countries (Ofori & Achiaa, 2018).

Effects of Vandalism

There are many effects that can be seen by the physical and emotional. Vandalism effects not by individuals but also society and the country also adversely impacted due to immoral acts and inconvenient for all parties (Hanna, Vanclay, Langdon & Arts, 2016). Vandalism may affect the individual, community, and country. Most individuals that commit with vandalism just want to release their anger and to meet satisfaction. Vandalism is often underestimated by the local community. They just sit back while the vandalism occurred in front of their eyes. Finally, the community will suffer the consequences of the heinous activities.

Community finds it difficult to make contact during emergency situations through public phones. In addition, the community is not comfortable while using other

public property. Such as wet while waiting for the bus at the bus stop roof damage cannot be prevented because of the rain. Graffiti on the walls of public toilets worsen and encourage the younger generation to emulate this unhealthy act. Many vandalism phenomena that can affect the eye can see, and this of course affects the image of the country. Total losses due to acts of vandalism are very large. Allocation of funds used for the new replacement and repair damaged facilities should be better used for other projects that are more beneficial. This course will be beneficial to society as a whole.

This will certainly affect the economy because tourists are not willing to travel to our country due to adverse environmental conditions and attitudes of the people who do not concerned. In effect, the tourism industry will decline. At the same time, this will give a bad impression to the people of that country. The tourism industry contributes to other sectors such as hospitality. The hotel sector will not get reliable reception due to declining travel industry. This causes people unemployed due to lack of employment sectors.

Understanding Vandalism Laws

Vandalism laws exist to prevent the destruction of property and public spaces, and may also exist to protect against hate crimes and other behaviour that is directed at religious or minority groups, such as ransacking a church or synagogue, writing racist or sexist graffiti on school property, or etching a swastika in a car. Criminal property damage is covered by state laws and is usually defined differently by each state. Some states refer to vandalism as “criminal damage”, “malicious trespass”, “malicious mischief”, or other terms. In

an effort to control the impact of this crime, many states have specific laws that may decrease certain forms of property damage. For example, some states have local “aerosol container laws” that limit the purchase of spray paint containers or other “vandalism tools” which could be used for defacing property.

Theoretical Framework

This section reviews the theories underlying the study, including their strength and weaknesses and why they were selected for the study. The theories were social learning theories, social exchange theory, rationale choice theory, psychodynamic theory, psychosocial development theory and social structure theory. The theories were selected because they provide a better understanding of the complex human behaviours and social environments, the interrelationship between human and the social environment and the causes of vandalism and how students as a group embark on vandalism in the universities. The theories also provided more practical ways to draw upon the knowledge and understanding to design multifaceted interventions that describe, explain and predict social events based on scientific evidence. In addition, they helped to unravel social, psychological perspectives, philosophy, economics and education that motivates students to engage in vandalism in the universities, particularly University of Cape Coast.

Social learning theory

Bandura developed the social learning theory in 1977 and later evolved into social cognitive theory in 1986 (Gibson, 2004). This theory has consistently been used in the fields like criminology, education, sociology, politics, law and

psychology (Bandura, 2014). The theory postulates that learning takes place in a social framework with an ever-changing and shared interaction between the person, environment and behaviour. Social learning theory holds that behaviour, whether positive or negative, can be taught or adapted through observation. People acquire behaviour by observing what happens around them in the environment (Krumboltz, 2009). For instance, children whose parents go to work every day, volunteer at a local community centre and help others try to mimic their parents' behaviours. Thus, students learn and indulge in indiscipline act such as vandalism by emulating from their friends, family members, famous figures and even television characters.

Key principles of social learning theory

The theory postulates that learning occurs in a social framework, influenced by the interaction between person, environment, and behaviour (Gibson, 2004). It suggests that behavior can be learned through observation, and people acquire behavior by observing their surroundings. According to the Social learning theory,

1. people learn by observing: they people learn by acquiring new behaviour and knowledge what they see.
2. reinforcement and chastisement affect people's conduct and learning processes since people believe that outcome of their actions will affect them in the future.
3. Intermediate developments affect behaviour since cognitive aspects contribute to whether a behaviour is acquired or not.

4. learning does not necessarily lead to change since each and every has control over him or herself. Therefore, what they learn do not necessary become their behaviour and that they have the right to put them into practice or not.

In view of this, social learning theory believes that vandalism among the universities across the globe is committed by people who are strong, without future, who lack proper moral upbringing, and whom requires little expertise or organisation (Akers, 2017). Therefore, publicity campaigns and removing the root causes and the effects of vandalism is ideal. This is the reason the study selected this theory. Thus, the theory helps to perceive vandalism as problem caused by a group of people and therefore, its outcomes should be owned collectively.

Four mediational processes of the social learning theory

According to Moore (2014), the Social Learning Theory has four mediational processes that determine whether a new behavior is acquired:

1. attention: The degree to which people notice the behaviour. A behaviour grabs the attention of people before it can be imitated. Considering the number of behaviours, people observe and do not imitate daily. This indicates that attention is crucial in whether a behaviour influences imitation.
2. retention: How well people remember the behaviour. People cannot demonstrate a particular behaviour if they do not recall the behaviour. So, while a behaviour may be noticed, unless a memory is formed, the

observer will not perform the behaviour. This is because social learning is not immediate, retention is vital to behaviour modeling.

3. reproduction: The ability to perform the behaviour. This is the ability to reproduce a behaviour people observe. It influences their decision about whether to try performing the behaviour. Even when they wish to imitate an observed behaviour, they are limited by their physical abilities.
4. motivation: The will to emulate the behaviour. This mediational process is referred to as vicarious reinforcement and it involves learning through observing the consequences of actions for other people, rather than through direct experience.

Application to vandalism, criticisms and limitations of the social learning theory

Again, this theory has been selected because it helped provide an explanation on the variations among students' behaviours and how a change in environment can influence behavioural change in students (Holden, 2002). Thus, students learn in different ways, including by observing or experiencing what happens around them. Moreover, it will explain the complex behaviour by acknowledging cognitive factors and the role they play in deciding whether to imitate behaviour. Notwithstanding, the social learning theory does not account for why there are development of many behaviours, and the basis upon which those behaviours are developed (either through by thoughts and feelings) (Mineka & Zinbarg, 2006). Social learning theory does not account for the influence of biological factors such as hormones and genetics, on behaviour. It only sees

human behaviour to either nature or nurture, rather than recognising that behaviour is the interaction of both one's biology and environment. The social learning theory neglects one's actions to the development of the behaviour such as vandalism. The theory assumes behaviour and actions are determined by society, not by how a person handles or processes information. The social learning theory further ignores ordinary developmental milestones (Albert, 2017). Although children do not mature at identical rates, some normal milestones may still occur irrespective of the environmental setting. The theory further fails to account for all behaviour, more specifically in the case when there is no apparent role model for the observer to emulate.

Social exchange theory

George Homans the social exchange theory in 1958 and was basically centred around properties, thus, self-interest and interdependence (Sabatelli & Shehan, 2009). According to the theory, in any relationship or social interaction between two students, one looks out for their own economic and other psychological needs or benefits. This is because each of the them wants to satisfy themselves by meeting their needs. This brings about interdependencies between the two students, where two of them mutually dependent on each other for any kind of social exchange, resulting in team formation and vandalism (Molm, 2006). However, when the dependence provides a positive outcome, then the relationship will be held in good terms and will be continued and if in case the outcome is negative, the two parties will not work together.

Furthermore, with this basis, it can be said that social exchange theory is as a result of an exchange process. The rationale of social exchange theory is to maximise benefits and minimise costs. This is to say that; vandalism occurs between two parties or is a two-sided process involving two actions. Therefore, all individual decisions and actions are based on self-serving motivation.

Key principles of social exchange theory

According to this theory, people weigh the potential benefits and risks of their social relationships. When the risks outweigh the rewards, they will terminate or abandon the relationship. Social exchange suggests that it is the valuing of the benefits and costs of each relationship that determine whether or not students in the universities should engage in a social association (Lawler, 2001). Therefore, vandalism occurs when one person in a relationship has greater personal resources or greater power than the other (Shore, Tetrick, Lynch & Barksdale, 2006). Social exchange theory basically explains the behaviour of people while exchanging something (Shore, Tetrick, Lynch & Barksdale, 2006).

Basic Concepts of social exchange theory

There are various basic concepts of this theory are as follows:

1. Costs: This involve things that people perceive to be negatives, such as having to put money, time and effort into a relationship.
2. Rewards: It can be anything whether the sense of acceptance, support, and companionship. Simple social exchange models assume that rewards and costs drive relationship decisions.

3. Resources: Resources are any commodities, material or symbolic, that can be transmitted through interpersonal behaviour and give one person the capacity to reward another.

Application to vandalism, strengths and limitations and critique of social exchange theory

Furthermore, it can be deduced from the social exchange theory that impacts (effects) of vandalism equals the reward minus the cost (outcomes = rewards – costs). Therefore, when the cost is higher than the reward, it destroys social exchange theory suggests that students do not just embark on vandalism because they weigh the benefits and subtract the costs in order to determine how much it is worth (Kayat, 2002).

The strengths of this theory are that it can help to prevent vandalism universities across the globe, thus, to avoid relationship that fuels vandalism. Social exchange theory can influence how social workers position the social worker-client relationship as one that benefits their clients. This helps explain that individuals minimise their costs and maximises their rewards within a relationship. It tells one how to sustain and keep or reduce vandalism and understand the return from any actions individuals undertake, based on the cost and effects analysis. The theory is fairly simple, allowing most people to understand its general assumptions and relate to them. The most interesting part of this theory and why it has been considered is that the knowledge from the theory provides awareness of one own action (vandalism).

Notwithstanding, the foundation of social exchange theory rests on several core assumptions regarding human nature and the nature of relationships. The first assumption is that humans tend to seek rewards, avoid punishments, and interact with one another to gain maximum profit with minimal cost. Moreover, people calculate the profit and cost before engaging in any activities such as vandalism. Unfortunately, the theory is handicapped because it neglects the cultural contexts and variations of cultures and makes people seem individualistic and reward-seeking (Zafirovski, 2005).

Rational choice theory

Adam Smith proposed the theory in the 1770s (Eltis, 2004). The main goal of rational choice theory is to explain why individuals and larger groups make certain choices based on specific costs and rewards (Voss & Abraham, 2000). According to rational choice theory, individuals use their self-interests to make choices that will provide them with the greatest benefit. People weigh their options and decide what they think will serve them best. Rational choice theory helps to explain how leaders and other important decision-makers of organisations and institutions make decisions (Berrebi, 2009).

Application to vandalism, strengths and limitations and critique of rational choice theory

Rational choice theory can also attempt to predict the future actions of these actors. In reference to this theory, students know to the best of that their action will impact the universities, therefore, they should be held responsible (Simpson, Piquero & Paternoster, 2002). Notwithstanding, the rational choice

theory can be applied to many different disciplines and areas of study to make reasonable assumptions and compelling logic (Kroneberg & Kalter, 2012). The theory also encourages individuals to make sound economic decisions. Rational choice theory helps explain why people make the choices and they do so by weighing the risks, costs and benefits before making decisions (Green, 2002). This theory holds that all choices are rational because people calculate the costs and benefits before making a decision and even when a choice seems irrational, there is a reasoning behind it. Among the reasons the researcher selected this theory is that the rational choice theory allows the researcher to examine how students make decisions based on their rational preferences. Rational choice theory can help understand the behaviour of individuals and groups and determine why students move toward certain choices based on specific costs and rewards (Blais, 2000).

Using rational choice theory is expected to result in outcomes that provide people with the greatest benefit and satisfaction, given their limited options. Rational choice theory is based on the assumption of involvement from rational actors. Rational actors are the individuals in an economy who make rational choices based on calculations and the information that is available to them (Burns & Roszkowska, 2016). Rational actors form the basis of rational choice theory. The rational choice theory assumes that individuals, or rational actors, try to maximise their advantage in any situation actively and consistently try to minimise their losses (Geddes, 2018). However, it can be said that the rationale social theory helps explain individual and collective behaviours, give meaning to

the things we observe in the world and explain behaviour that seems irrational (Mehlkop & Graeff, 2010).

Notwithstanding, the odd side of this theory is that it perceives that individuals are meant to mistake or make irrational decisions, and people are often moved by external factors that are not rational, such as emotions. Moreover, the theory holds that individuals do not have perfect access to the information they need to make the most rational decision every time, and people value some dollars more than others (Feddersen, 2004). However, in vandalism, some students should be punished more than others, even with the same actions.

Psychodynamic theory

Psychodynamic theory emanated from Freud based on ideas from Anna Freud, Erik Erikson, and Carl Jung (Matthews, 2021). Psychodynamic theory is a collection of psychological theories that emphasise the importance of drives and other forces in human functioning, especially unconscious drives (Lee, 2014). The approach holds that childhood experience is the basis for adult personality and relationships. This theory is founded on the idea that humans are biologically driven to seek gratification. The theory states that people do this based on processes that have developed outside of conscious awareness, with origins in childhood experiences.

Key principles of psychodynamic theory

Psychologist Drew Weston outlined five propositions that generally encompass 21st century psychodynamic thinking (Westen & Kegley, 2021). The key principles of psychodynamic theory include:

1. A great deal of mental life is unconscious, meaning people's thoughts, feelings, and motivations are often unknown to them.
2. Individuals may experience conflicting thoughts and feelings towards a person or situation because mental responses occur independently but in parallel. Such internal conflict can lead to contradictory motivations, necessitating mental compromise.
3. Personality begins to form in early childhood and continues to be influenced by childhood experiences into adulthood, especially in forming social relationships.
4. People's social interactions are impacted by their mental understanding of themselves, other people, and relationships.
5. personality development includes learning to regulate sexual and aggressive drives and growing from a socially dependent to an interdependent state in which one can form and maintain functional intimate relationships.

While many of these propositions continue to focus on the unconscious, they also are concerned with the formation and understanding of relationships. This arises from one of the major developments in modern psychodynamic theory: object relations. Object relations holds that one's early relationships set expectations for later ones. Whether they are good or bad, people develop a comfort level with the dynamics of their earliest relationships and are often drawn to relationships that can in some way recreate them. In addition, no matter what a

new relationship is like, an individual will look at a new relationship through the lens of their old relationships.

Strengths of psychodynamic theory

Psychodynamic theory has several strengths that account for its continued relevance in modern psychological thinking (Bateman, Holmes & Allison, 2021). First, it accounts for the impact of childhood on adult personality and mental health. Second, it explores the innate drives that motivate our behaviour. It's in this way that psychodynamic theory accounts for both sides of the nature/nurture debate. On the one hand, it points to the way the unconscious mental processes people are born with influence their thoughts, feelings, and behaviour. In social work, psychodynamic theory can help to explain the internal processes individuals use to guide their behaviour, some of which may be unconsciously motivated. Social workers may also examine how early childhood experiences have played a role in influencing their clients' behaviour today (Blass & Carmeli, 2007). On the other, it emphasises the influence of childhood relationships and experiences on later development.

Limitations and application of psychodynamic theory

Despite its strengths, psychodynamic theory has a number of weaknesses, too. First, critics often accuse it of being too deterministic, and therefore, denying that people can exercise conscious free will. In other words, by emphasising the unconscious and the roots of personality in childhood experience, psychodynamic theory suggests that behaviour is pre-determined and ignores the possibility that people have personal agency. Psychodynamic theory is also criticised for being

unscientific and unfalsifiable: it is impossible to prove the theory to be false. Many of Freud's theories were based on single cases observed in therapy and remain difficult to test (Bower, 2004).

Psychosocial development theory

Psychosocial development theory was developed by German psychoanalyst Erik Erikson. He postulated that personality is developed in stages, and it is an expansion of Sigmund Freud's original five stages of development (Clark, 2010). The psychosocial development theory holds that individuals are shaped by and react to their environment. Erikson formulated the eight-stage life cycle theory in 1959 on the supposition that the environment plays a critical role in self-awareness, adjustment, human development and identity (Greene, 2017). Each psychosocial stage is distinguished by two opposing emotional forces, known as contrary dispositions, that result in a crisis that needs to be resolved (McCrae & Costa, 2003).

Eight stages of psychosocial development

Erikson created an eight-stage theory of psychosocial development. According to the theory, the eight stages of development that people pass through in life are (McLeod, 2013):

1. Trust against mistrust: The first stage of Erikson's psychosocial development starts at birth and continues until approximately 18 months. The principal task is trust versus mistrust. Infants rely solely upon their caregivers; thus, if caregivers are responsive and sensitive to their infant's needs, it helps the infant develop a sense of trust. Conversely, apathetic

caregivers who do not meet their baby's needs may cause the baby to develop feelings of anxiety, fear and mistrust and see the world as unpredictable. Basic virtue developed: hope.

2. Autonomy against Shame and Doubt: The second stage occurs between 1½ and three years. If a child is allowed to develop at their own pace during this stage, they can acquire self-reliance and self-confidence.
3. Initiative against guilt: The third of Erikson's eight stages of psychosocial development arises during the preschool stage, 3-5 years of age. A child can develop initiative through social interactions planning, and commencing play and other activities.
4. Industry against inferiority: The fourth stage occurs from ages 5 to 12. During this period, a child begins to compare themselves with peers. The child learns to be productive and to accept the evaluation of their efforts, and in turn, can develop a sense of accomplishment and pride in their academic work, sports, social activities and home life. If a child feels they do not measure up, feelings of inferiority or incompetence may be established. Basic virtue developed: competency.
5. Identity against role confusion: The fifth stage of psychosocial development is marked by an adolescent identity crisis. Between the ages of 12-18, an individual develops a sense of self by experimenting with various social roles. An adolescent who is successful at forming a cohesive, positive identity will have a strong sense of identity, whereas adolescents who do not search for an identity or are pressured into an

identity may experience role confusion and develop a weak sense of self.

Basic virtue developed: fidelity.

6. Intimacy against isolation: The sixth stage extends from late adolescence to early middle age, 18 to 40. A strong sense of self must be developed in adolescence in order to create intimate relationships with others during this stage. Adults who lack a positive self-concept may experience emotional isolation or loneliness.

7. Generativity against stagnation: the seventh stage in Erikson's psychosocial development theory occurs during the ages of 40-65. During middle adulthood, individuals have a positive goal of generativity. In most cases, this results in procreation and fulfilment of parental and social responsibilities. This is in strict contrast to interest in the self or self-absorption. Basic virtue developed: care.

8. Integrity against despair: The final stage of psychosocial development theory during old age (65+) is a period when a person reflects on life. One can either develop a sense of satisfaction with their life and approach death with peace or develop a sense of despair over missed opportunities and wasted time, leaving the individual to approach death with dread. Basic virtue developed: wisdom.

Strengths and limitations of psychosocial development theory

This approach provides a pragmatic perspective on personality development (Erskine, 2019). However, a major weakness of Erikson's psychosocial development theory is that Erikson himself concedes the theory falls

short of explaining how and why development occurs (Erskine, 2019). Another strength of psychosocial development theory is that it demonstrates middle and late adulthood are active and significant periods of personal growth, while other theories deem both stages irrelevant. Erikson does not clarify how the outcome of one psychosocial stage influences one's personality in a later stage. Adding to the theory's strengths is that people can relate to the various stages through their own experiences (McLeod, 2013).

The theory does not provide a universal method for crisis resolution. Unlike Freud's psychoanalysis approach, which psychosocial development theory was built upon, Erikson offers a wider and more comprehensive view of humanity (McLeod, 2013). The theory is dated, as it does not address the influence of single-parent households on a child. The theory lacks academic credentials and fails to detail what type of experiences are necessary to resolve the conflicts in each stage (Erskine, 2019). Erikson employed an ambiguous writing style and used a variety of terms such as identity development, identity consolidation and identity foreclosure to define identity without explaining their use. This practice may leave readers or followers confused. Psychosocial development theory focused on crises and asserted that completing one crisis was necessary for the next crisis in development. Social explanations used may not translate to other cultures besides the U.S. middle-class. Erikson does not accurately address the experience of women, as evidenced in the Generativity vs. Stagnation stage. Women are more likely to move away from child-bearing and refocus on the self

(Louw & Louw, 2014). From the theories above, this framework (Figure 1) is formed.

Conceptual framework

The conceptual framework provides a holistic view of inter-hall student vandalism, showing how its causes and nature directly influence its impact on various aspects of the university, creating a comprehensive understanding of the phenomenon. The concepts under study and their interactions are identified by using a conceptual framework as a postulated model. The conceptual framework has been design based on the research objectives and theories, specifically the Social Learning Theory, The Social Exchange Theory and Rational Choice Theory to explore the multifaceted aspects of inter-hall student vandalism and its impact on the development of the University of Cape Coast. The Social Learning Theory posits that individuals learn by observing others (Sripa, Glubwila & Thummaphan, 2021). In the context of vandalism, students may emulate destructive behaviours they witness in their social environment, whether from friends, family, or media figures. This theory directly links to Objective 1, aiming to identify the root causes of inter-hall student vandalism by acknowledging the role of observational learning in shaping behaviours.

The Social Exchange Theory emphasises the significance of weighing costs and rewards in social relationships (Urbonavicius, Degutis, Zimaitis, Kaduskeviciute & Skare, 2021). In the context of vandalism, individuals may engage in destructive behaviour if they perceive benefits or rewards that outweigh potential costs. This theory establishes connections with both Objective 2, as it

helps ascertain the impact of vandalism on students and the school administration, and Objective 4, contributing to an understanding of the two-sided nature of vandalism as a social exchange process. The Rational Choice Theory posits that individuals make decisions based on maximising benefits and minimizing costs (Zhao, Wang, Zhang & Zhao, 2021). In the case of vandalism, students might engage in destructive acts after a rational evaluation of perceived benefits against potential costs. This theory directly aligns with Objective 1 by aiding in the identification of root causes and with Objective 3 by facilitating an assessment of the impact of vandalism on learners through an understanding of individual decision-making processes.

The inclusion of Psychodynamic Theory further enriches the framework, focusing on unconscious drives and early childhood experiences (O'Reilly, 2021). This perspective aids in exploring the impact of vandalism on students, considering how early experiences may shape destructive behaviours. Psychodynamic Theory is particularly relevant to Objective 2, providing insights into the psychological underpinnings of vandalism and its effects on individuals. The Psychosocial Development Theory contributes a developmental lens to the framework. With its focus on different life stages and the impact of experiences on personality development, this theory is crucial for assessing the impact of vandalism on learners across various stages of development. It is directly linked to Objective 3, examining how developmental stages influence engagement in destructive behaviours, and Objective 4, contributing to an understanding of the evolving nature of vandalism over different life stages.

Figure 1 shows that there are two main divisions of interhall at the University of Cape Coast. This includes the traditional hall and other halls.

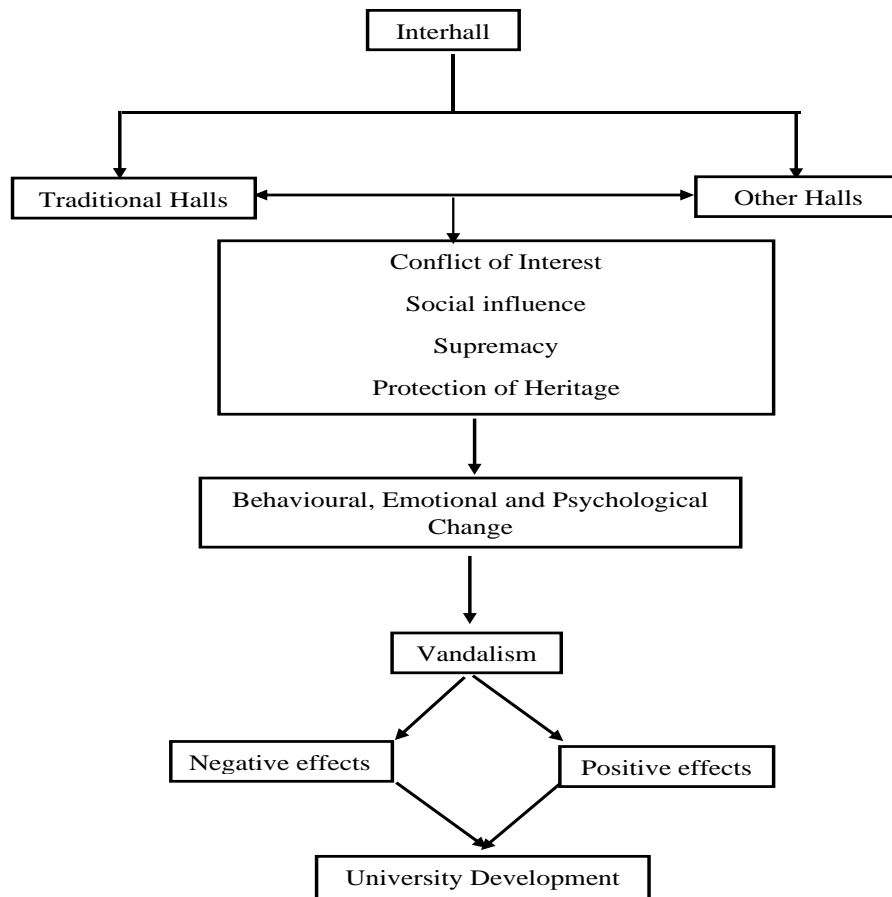


Figure 1 : Conceptual Framework

Source: Author's Construction (2022)

As illustrated in Figure 1, the relationship between the study's independent and dependent variables is depicted in Figure 1 (conceptual framework). Interhall vandalism is the independent variable. The dependent variable are the effects of vandalism on the development of the university, however, these effects can be positive or negative. Conflict of interest, protection of heritage, supremacy and social influence are the causes of vandalism between and among the interhall. As a result, these causes drive behavioural, psychological and emotional change,

leading to interhall vandalism. The conceptual framework shows that understanding the nature of inter-hall student vandalism is essential to identifying its root causes. The exploration of vandalism patterns and contexts (Research Question 4) directly informs the investigation into what motivates these behaviours (Objective 1).

The nature of vandalism (Objective 4) influences its broader effects on university development (Research Question 1) and its specific impact on learners (Research Question 3). Different forms and motivations may result in varying consequences. The consequences of inter-hall student vandalism on students, parents, and school administration (Research Question 2) are directly associated with understanding the impact on students and the administrative aspects of the university (Objective 2). Investigating how inter-hall student vandalism affects learners (Objective 3) is closely tied to understanding the broader effects on the academic experiences and well-being of students (Research Question 3). The overall impact of vandalism on university development (Research Question 1) is influenced by both its consequences on students and school administration (Objective 2) and its effects on learners (Objective 3).

Empirical Review

Diabah (2020) explored the perceptions of masculinity among students at the Commonwealth Hall of the University of Ghana by examining how they depict themselves and other males through their use of profanity. The research draws on data gathered from songs, observations, and interviews. Utilising concepts from hegemonic and nonhegemonic masculinities, as well as the theory

of ideologies, the findings reveal that these students present themselves as epitomizing authentic masculinity, portraying themselves as powerful, virile, and assertive. However, they marginalize other males by depicting them as feeble, "uncircumcised," and enforcing rigid gender norms. This effort to maintain these binary distinctions sometimes results in conflicts with other male students. Methodologically, the study's reliance on a single hall of residence, limited data sources, and subjective interpretation may not provide a comprehensive understanding. Theoretically, the study's use of hegemonic and nonhegemonic masculinities may oversimplify the complexities of masculinity, while conceptually, the reinforcement of binary distinctions and limited definition of masculinity neglect alternative forms of masculinity. Furthermore, the study's cultural and social context is not fully considered, and the findings may not be generalizable to other contexts. Therefore, the study's conclusions should be interpreted with caution, and future research should aim to address these limitations to provide a more nuanced understanding of masculinity.

Catli (2022) employed both thematic and psycholinguistic analysis methods, involving the participation of students from both private and public schools in the survey. The results indicate that vandalism may stem from various psychological motivations, such as malicious greed, the desire to highlight a particular situation, a political ideology, seeking revenge against a specific individual, group, or organization, impatience, or misplaced playfulness. Vandalism serves as a medium through which students can alleviate boredom and tension, simultaneously gaining recognition for their artistic abilities.

Consequently, schools are advised to offer activities that help students shift their focus away from defacing items like walls, benches, and chairs towards academic subjects within the school environment. However, the study's generalizability may be limited by its reliance on a survey design, which may not capture the complexities of vandalism. Additionally, the study's focus on individual motivations may overlook broader social and environmental factors contributing to vandalism. The recommendation to redirect students' focus towards academic subjects may be overly simplistic, as it fails to address the underlying issues driving vandalism. A more comprehensive approach, incorporating both individual and environmental factors, may be necessary to effectively prevent vandalism in schools.

Akın and Akın (2016) analysed the mediating influence of social safeness in the connection between vengeance and life satisfaction. A total of 305 university students participated in the study, completing a questionnaire package that included the Vengeance Scale, the Social Safeness and Pleasure Scale, and the Life Satisfaction Scale. The results revealed a negative prediction of both social safeness and life satisfaction by vengeance. Conversely, life satisfaction exhibited a positive prediction by social safeness. Furthermore, the relationship between vengeance and life satisfaction was found to be mediated by social safeness. In summary, these findings shed light on the social mechanisms that underlie the correlation between vengeance and life satisfaction. The study's reliance on a questionnaire package and a single sample of university students may limit its generalizability to other populations. Additionally, the study's focus

on social safeness as a mediator may overlook other potential mediators, such as emotional regulation or social support. Furthermore, the study's cross-sectional design prevents causal inferences, and longitudinal or experimental designs may be necessary to establish causality. Nonetheless, the study contributes to our understanding of the social mechanisms underlying the relationship between vengeance and life satisfaction.

Vorobyeva et al (2016) studied the development of vandal behaviour, focusing on the socio-psychological and individual personality factors influencing the predisposition to damage public and private property. A comprehensive examination involving 1522 participants spanning children, adolescents, and young adults, along with their social surroundings, unveiled mechanisms fostering the inclination for vandal acts from early childhood. The study encompassed four age groups: pre-schoolers (4-6 years), primary school pupils (7-9 years), adolescents (12-15 years), and young adults (17-22 years). The study found that vandal activity is not confined to a specific age group and is not always highly destructive; rather, its roots can be traced back to early stages of development, arising from social interaction deformations that manifest as destructive actions, reflecting individuals' attempts to understand themselves in the social sphere. However, the study's reliance on a specific-age battery of tests and questionnaires may limit its ability to capture the complexities of vandal behavior across different age groups. Additionally, the study's focus on the parent-child relationship may overlook other social and environmental factors contributing to vandalism, such as peer influence, social media, or community norms. This

highlights the importance of early intervention and prevention strategies to address vandalism.

Arefpour et al (2022) initiated a study in response to the growing global threat of vandal behaviour, which poses significant risks to countries, businesses, and individuals facing substantial property damage from individual acts of vandalism. Beyond the tangible harm to assets, vandalism also jeopardizes the cultural and historical heritage of humanity. Despite the increasing prevalence of vandalism, there is limited exploration of its psychological foundations, including its origins within individual life courses. The primary objective of this research was to investigate the development of vandal behaviour, with a focus on the socio-psychological and individual personality factors influencing the inclination to damage public and private property. A thorough examination involving 1522 participants across children, adolescents, and young adults, along with their social environments, uncovered mechanisms fostering the predisposition for vandal acts from early childhood. The study encompassed four age groups: pre-schoolers (4-6 years), primary school pupils (7-9 years), adolescents (12-15 years), and young adults (17-22 years). Utilizing specific-age batteries, observation, expert techniques, and questionnaires, the research identified that the characteristics of the parent-child relationship form the basis for establishing a child's permissible activities, and disruptions in this relationship can lead to the development of vandal tendencies in children. The study found that vandal activity is not limited to a specific age group and is not always highly destructive. Instead, its origins can be traced back to early developmental stages, arising from deformations in

social interaction that manifest as destructive actions, reflecting individuals' attempts to understand themselves in the social sphere.

Saeedi et al (2020) explored the simple and multiple associations between school connectedness and academic satisfaction with the inclination towards vandalism among male high school students in Ahvaz. The study encompassed all second-grade male students in Ahvaz high schools during the academic year 2015-2016, with a sample of 360 students selected through a multistage random sampling method. Participants completed the School Connection questionnaire based on Brown and Evans' work, Ahmadi's Academic Satisfaction Questionnaire (ASQ), and Thawabieh and Ahmad's Vandalism Questionnaire. Data analysis involved Pearson correlation and multiple regression analysis. The findings indicated a significantly negative correlation between school connectedness and academic satisfaction with the tendency toward vandalism. Furthermore, the regression analysis revealed that, among both school connectedness and academic satisfaction, only academic satisfaction emerged as a predictor of vandalism. However, the study's limitations include its focus on a single gender (male) and a specific geographic location (Ahvaz), which may limit its generalizability to other populations. Additionally, the study's reliance on self-report questionnaires may be subject to biases and social desirability effects. The use of a multistage random sampling method is a strength, but the sample size (360 students) may not be representative of the entire population. Nonetheless, the study highlights the importance of considering psychological components in understanding vandalism behaviors.

Hosseinzadeh et al (2019) explored the origins of vandalism among individuals aged 13 to 34, particularly juveniles and youths. This analytical descriptive study utilized a questionnaire to collect data. The statistical population in 2016 comprised juveniles and youths within the age range in Amol City, totalling 271,169 individuals. Employing Cochran's method, a sample of 400 juveniles and youths was selected through simple random sampling to complete the questionnaire. Independent t-test and path analysis were employed for data analysis. The findings reveal a significant relationship between contextual variables, socio-economic status, cultural status, environmental factors, and vandalism among juveniles and youths. Taking proactive measures in the socio-economic, cultural, and environmental domains can lead to a reduction in damages caused by vandalism. The reliance on self-reported data may introduce biases, and the focus on a specific age range and location may limit generalizability. The sample size, although determined using Cochran's method, may still not be representative of the entire population. Additionally, the study may overlook individual factors like personality traits or peer influence. Despite these limitations, the study highlights the importance of addressing socio-economic, cultural, and environmental factors to reduce vandalism.

Veisi et al (2023) conducted research to understand the underlying causes of vandalism among individuals aged 13 to 34, specifically focusing on juveniles and youths. The study adopts an analytical descriptive approach, utilizing a questionnaire as the data collection method. The statistical population in 2016 consisted of juveniles and youths aged 13 to 34 in Amol City, totalling 271,169

individuals. Employing Cochran's method, a sample of 400 juveniles and youths was selected using a simple random sampling technique to complete the questionnaire. Data analysis involved the application of independent t-tests and path analysis. The findings reveal a significant correlation between contextual variables, socio-economic status, cultural status, environmental factors, and vandalism among juveniles and youths. The researchers' use of simple random sampling and statistical methods like path analysis is methodologically sound, but they dilute specific insights into the underlying causes of vandalism for distinct age groups by using a wide age range. To offer more precise recommendations for intervention, the researchers should focus on a narrower age range and explore causal relationships more deeply.

Afshani and Javaherchie (2015) aimed to elucidate the correlation between self-control and vandalism within the first- and second-year high school student population in Yazd City. The research, conducted as a survey, gathered data through questionnaires employing multi-stage cluster sampling, involving 635 first- and second-year high school students in Yazd City. Self-control was assessed across five dimensions: anger, impulsiveness, egocentrism, verbal response, and persistence. The instruments underwent content-based verification, and the study's reliability was assessed using Cronbach's alpha. Data analysis was performed using SPSS 20. The findings revealed a significant and inverse relationship between self-control and vandalism, indicating that as self-control decreases, incidents of vandalism tend to increase. Additionally, a noteworthy difference was observed in self-control levels between first- and second-year high

school students. However, the narrow focus on a specific educational level may limit the generalizability of the findings. The study could be strengthened by including students from various educational stages and exploring additional factors influencing self-control and vandalism.

Kalbande et al (2013) conducted a study aimed to investigate students' perceptions and attitudes towards vandalism in the library. To gather the necessary information, a questionnaire was distributed randomly to 1000 students from the eleven colleges, and 505 responses were obtained. Analysis of these responses revealed that vandalism in the library, manifested through actions like theft, mutilation, and mishandling of books and journals, is predominantly viewed as an academic self-survival strategy. Interestingly, the majority of respondents showed little disapproval of such actions. Factors contributing to vandalism include a limited library collection, the unaffordable cost of personal textbooks, high expenses related to photocopying, and the influence of peers. Kalbande et al. offer a valuable perspective on library vandalism, showing that students often view vandalism as a strategy for academic survival. Despite the useful insights into the contributing factors, such as limited library resources, the study could benefit from a deeper analysis of why these perceptions exist and how they can be addressed. Exploring these aspects could provide more actionable solutions for reducing vandalism in academic settings.

Aba et al (2014) investigated approaches to address theft and vandalism in the Francis Sulemanu Idachaba Library (FSIL) at the University of Agriculture Makurdi. The study included 60 reader services librarians and library users as its

population, with a sample size selected through random sampling. The research instrument utilized was a questionnaire titled "Strategies for Combating Theft and Vandalism in Francis Sulemanu Idachaba Library" (SCTVFSIL), developed by the researchers. The response rate reached 87%, with 52 participants providing feedback. Data analysis involved the use of frequency counts, percentages (%), and tables. The findings indicated that materials most affected by theft and vandalism included reference materials, graphical (audio-visuals), rare items, and books with discs or pictures. The high incidence of theft and vandalism was attributed to user selfishness/laziness and a lack of vigilance on the part of security guards. The small sample size of 60 participants may limit the applicability of the findings. Additionally, the study could be enhanced by incorporating a broader range of stakeholders and exploring more comprehensive strategies to address the identified issues effectively.

Mncube and Shumba (2020) explored the dynamics of violence in colleges. A multiple case study design was implemented, incorporating semi-structured interviews, observations, and document reviews. Data were gathered from Grade 9 students in two deliberately chosen high schools. The results indicate that vandalism took various forms, encompassing the destruction of school property such as desks and windows, incidents of arson, and defacement of property through graffiti. Overall, the study identified a lack of teacher professionalism as the primary factor contributing to vandalism in schools. However, the study's limited scope to two schools may not capture broader patterns of vandalism. Expanding the study to include more diverse schools and

examining additional factors influencing vandalism could provide a more complete understanding.

Henkel et al (2016) carried out a case study to encourage educators to engage in dynamic thinking when considering potential real-life situations, they may face. A study conducted by Henkel et al (2016) explored the consequences of vandalism in public spaces. Qualitative design was employed as well as purposive sampling techniques to sample 20 participants for the study. The findings emphasised that graffiti, destruction of property, and littering can mar the aesthetics of the campus, creating a less pleasant and less safe environment. The visual impact of vandalism can affect the overall impression of the university, potentially influencing prospective students and impacting the well-being of the campus community. Henkel et al (2016) encourage the use of both inductive and deductive reasoning to formulate possible solutions for the challenges outlined in this case study. Henkel et al.'s case study on vandalism in public spaces highlights the impact of graffiti, property destruction, and littering on campus aesthetics and safety. The use of qualitative methods and purposive sampling offers depth to the analysis, though the small sample size of 20 participants may limit the generalizability of the findings. The emphasis on using both inductive and deductive reasoning for solutions is insightful, but the study could benefit from exploring practical interventions and their effectiveness in mitigating the visual and psychological impacts of vandalism.

Navarro et al (2013) delves into the psychological aspects of hatred and explores the diverse roles of cognition in both hatred and violence. It introduces

the duplex theory of hatred, examining various perspectives on the origins of violent behaviours. Navarro et al (2013) emphasised that hatred towards specific groups or individuals can lead to acts of vandalism as a form of aggression or as an expression of disdain. Moreover, boredom especially during periods of downtime or holidays, can lead students to engage in destructive acts as a source of entertainment or excitement. Recognizing that complex issues often require nuanced solutions, the paper proposes a potential alternative centred around family and school education as pivotal factors. The study's focus on boredom and its role in vandalism provides a unique perspective, yet the discussion could be strengthened by detailing specific interventions to address both psychological factors and boredom. The emphasis on family and school education as solutions is promising, but further exploration of how these educational strategies can be effectively implemented and evaluated would enhance the study's practical implications.

Vorobyova et al (2020) investigated the interplay between identity components related to the city and the motives driving vandal behaviour among students, considering the impact of societal digitalization on the popularization of vandal practices. A study involving 370 students from Yekaterinburg universities utilized psychodiagnostics methods, including the "Scale of Identification with the City" and an author-designed questionnaire on motives for vandal behaviour. Descriptive statistics and linear regression were employed for mathematical and statistical analysis. The findings revealed that components of identification with the city both facilitate and inhibit motivational readiness for most types of

vandalism (except aesthetic vandalism). Factors such as familiarity perception and goal-setting were identified as facilitators of students' vandal activity, suggesting that vandalism for young individuals results from a sense of "appropriating" urban space and achieving personal goals within it. Inhibiting factors include the external value of the city and general attachment to it, indicating a value-oriented perspective towards the existing urban environment as given. The use of psychodiagnostic methods and a robust sample of 370 students provides a solid foundation for their findings. However, the study's focus on identification with the city and its impact on different types of vandalism might overlook other influential factors. Expanding the research to include additional variables and exploring practical applications of their findings could provide a more comprehensive understanding of the motivations behind vandalism.

Bennett et al (2018) ascertained the estimated prevalence of drug and alcohol-related criminal activities among university students across seven universities in the United Kingdom and to evaluate potential distinctions between substance users who engage in criminal behaviour and those who do not. A total of 7,855 students participated by completing a questionnaire. The findings indicate that approximately 10% of students who used drugs and a comparable percentage of alcohol users had committed substance-related crimes during the current academic year. Notably, the most prolific offenders in both drug and alcohol-related offenses were identified as males, individuals who frequently socialized, regular users of off-campus nightclubs, and those experiencing poor physical or mental health. However, the reliance on self-reported data may

introduce biases, and the study could benefit from a deeper exploration of the underlying causes and preventative measures for the identified demographic, particularly males with poor health and frequent nightclub goers.

Fareo (2012) studied school violence and how vandalism has become tragic and led to millions loss of school property in Kenya. The study purpose to provide deeper understanding into the occurrence of school vandalism within the Kenyan school context and perhaps explore why the various initiatives being undertaken by the government and the independent organisations have not been effective in controlling or preventing the menace. However, he used purposive sampling technique to sample a history of school vandalism using 31 respondents. This made him come out that the vandalism is very complex phenomenon and embedded in social-cultural, political, economic and historical aspects in the school but also to a large extent flowing from their influences in the post-colonial society. According to the author, vandalism affects students' academic performance and development of schools. Fareo's study on school vandalism in Kenya highlights the severe impact on educational infrastructure and the ineffectiveness of current interventions. The use of purposive sampling with 31 respondents provides targeted insights but limits the generalizability of the findings. While the study's focus on socio-cultural and economic factors is valuable, a broader sample and additional quantitative data could strengthen the analysis of why existing measures have failed and how to address the root causes of vandalism more effectively.

Nongo et al (2023) also studied the paradigm of presence and impacts of act of vandalism in open public spaces in the cities and interrogation of the measures that can be taken against this action. They examined vandalism based on equipment type-action type relation, colour factor, material factor and previous damage-repetition factor. A field study was conducted within this study based on such 4 factors. The case area is taken as the urban parks located at three different locations in Trabzon-Turkey: Ahmet ener Park, Adnan Kahveci Park and 100. Yil Park. The measures designed to be taken, considering the urban equipment, are discussed based on the results of this study conducted using an observation method. They found that vandalism is an action with social, psychological, spatial and economical aspects that have negative impacts on the environment. Also, families, school, and neighbourhood contextual variables are highly relevant for the involvement of public high-school students in school vandalism. The main lesson is therefore that as no social problem can be understood in isolation from the context, and no public policy can operate in a social vacuum, the importance of understanding the effect of the context on the individual is required for future antivandalism policies. However, while the research highlights the importance of contextual variables, it could benefit from a more comprehensive exploration of specific interventions and policy implications to effectively address the social, psychological, and economic aspects of vandalism.

Kruzhkova et al (2018) aimed to explore the connection between family upbringing styles and adolescents' inclination toward vandalism. They examined the key predictors of adolescents' proclivity for vandalism by conducting

psychological diagnostics on 60 Russian families in Ekaterinburg. We investigated whether being raised in a one-parent or disadvantaged family significantly contributes to the development of an adolescent's tendency for vandalism. Additionally, they examined the impact of different family upbringing styles on various types of adolescent vandalism. Through statistical analysis, they found that a family environment marked by violence plays a pivotal role in shaping adolescents' inclination for vandalism. Moreover, their findings suggest that the maternal upbringing style has a more substantial influence on determining adolescent destructive behaviours compared to the paternal style, particularly when the father adopts a "non-interference" parenting approach. The study's focus on psychological diagnostics and family dynamics offers valuable insights but is limited by its small sample size of 60 families. Expanding the study to include a larger and more diverse sample could provide a more robust understanding of how different family structures and parenting styles influence adolescent behavior.

Meek et al (2019) conducted a worldwide survey involving professional practitioners employing camera traps for wildlife research and management projects. The aim was to quantify instances of theft and vandalism and document their subsequent impacts on project outcomes. The survey also sought to capture the preventive methods employed by practitioners and assess their perceived effectiveness. The majority (59%) of the 407 respondents were wildlife researchers and university academics. The results highlighted that camera trap theft and vandalism pose a global challenge, contributing to costs through

equipment loss (approximately USD \$1.48 million from 309 respondents between 2010 and 2015) and theft prevention measures (around USD \$800,000 spent by respondents between 2010 and 2015). Moreover, these incidents significantly affect survey design. Vandalism and theft emerged as prevalent issues globally, occurring in diverse geographic locations, varying proximity to human settlements, multiple habitat types, and across different device placements. Strategies to deter interference included camouflage (73%), security devices like chains (63%) and boxes (43%), use of decoy camera traps, altering deployment periods, adjusting camera heights, or relocating away from human traffic. Despite these efforts, the responses indicated that attempts to mitigate losses are often ineffective. The survey's comprehensive scope and focus on preventative measures are commendable, but the effectiveness of these measures remains uncertain. Further research into the specific contexts where prevention strategies fail and exploring innovative solutions could help mitigate the substantial losses and improve project outcomes in wildlife research.

Isebe (2015) investigated the prevalence of information material vandalism in Colleges of Education within Delta State, Nigeria. The entire study population consists of users from the four Colleges of Education in Delta State. A sample size of two hundred (200) was selected for the study, and data analysis involved the use of frequency tables and simple percentages. The findings indicate that vandalism of information materials is a widespread issue across all the libraries. Furthermore, the study highlights that the primary suspects involved in the vandalism are predominantly students and staff members. However, the

study's approach could be expanded by incorporating qualitative methods to explore the motivations behind vandalism and to develop targeted intervention strategies. Additionally, a larger and more diverse sample could enhance the generalizability of the findings to other educational institutions.

Vilalta (2018) delves into factors linked to school vandalism in public high schools. Utilizing multilevel modelling, survey data from 22,345 students across 249 schools was analysed over a two-year period to ascertain the extent of variation in school vandalism rates between and within schools. The study aimed to identify individual and contextual characteristics contributing significantly to the observed variances. The findings revealed notable disparities in student vandalism rates across schools, with factors such as gang involvement, drug use, bullying, lack of attachment to school rules, and unequal treatment of students by teachers being the primary contributors to these differences. However, while the large sample size and multilevel approach enhance the reliability of the findings, the study could benefit from a more detailed exploration of intervention strategies and their effectiveness in reducing vandalism rates across different school contexts.

Tesema (2017) aimed to comprehend the perspectives of parents, teachers, and students concerning vandalism at Merawi Full Cycle Primary School in Nigeria. Employing a qualitative approach, specifically a case study, data was collected from 12 teachers, 10 students, and 10 parents through participatory tools such as interviews, focus group discussions, observations, and a review of secondary data to support the findings. The results revealed varying levels of

understanding about vandalism among teachers, students, and parents. The study investigated different aspects of vandalism, including its forms, stereotypes of vandals, motives, causes, contributing factors, effects, and suggested preventive measures. While there was a shared perspective between students and teachers regarding vandalism as a form of deviant behaviour, parents perceived it as normal childish behaviour that is excusable. There was also alignment in the stereotyping of vandals between teachers and students, categorizing them as boys in the 2nd cycle, but parents inclined towards the 1st cycle, relating vandalism to childhood and carelessness. While both teachers and students explained multiple forms of vandalism in the school, such as graffiti and property damage, students did not emphasise graffiti, especially on textbooks, as a significant form of vandalism. Students provided detailed perspectives on the motives of vandalism, which were unintentionally neglected by parents and teachers. Frustration, ventilation of anger, and play were identified as major motives by students. Both teachers and students shared ideas on the lack of interest in education as a cause of vandalism in the school. Teachers provided an in-depth analysis of contributing factors, citing attitudinal, socio-economic problems, societal issues, and policy as factors that create opportunities for vandalism. Students did not emphasise the immediate effects of vandalism on the teaching and learning process and their psychosocial development, as highlighted by teachers. This was attributed to students adapting to the vandalized environment. Regarding strategies to reduce vandalism, teachers advocated for fundamental changes at societal, socio-economic, and policy levels, focusing on long-term, external changes. They

viewed vandalism as unattainable in the near future. In summary, the study revealed a gap in attitude, awareness, and communication regarding vandalism. Parents exhibited low awareness and involvement in school matters related to vandalism. The understanding of various aspects of vandalism was not equally shared between students and teachers. Teachers expressed exasperation toward the achievable reduction of vandalism.

Sierra and Castanedo (2018) assessed the extent of Wikipedia vandalism among a specific group of university students and explore their perceptions of such vandalism. Data is gathered through a questionnaire distributed to students in educational psychology, early and primary childhood education, and related master's programmes. Additionally, a focus group involving a sample of these students and interviews with Wikipedia editors responsible for content maintenance are conducted. The findings indicate that only a minority of students engage in vandalism. Following the implicit theories approach, it appears that both students and editors hold preconceived notions about the motivations behind vandalism, including factors such as boredom, amusement, or ideological motives. The study's use of mixed methods provides a nuanced view of vandalism motivations. However, the findings might be limited by the specific context of Wikipedia and the educational backgrounds of participants. Expanding the study to include a wider range of digital platforms and user demographics could offer broader insights into online vandalism.

Petronilla et al (2021) reviewed papers on the students' examination cheating and vandalism: predictors of academic performance in public secondary

schools in Kenya. Petronilla et al., (2021) revealed that vandalism disrupts the educational environment, thus impeding effective teaching and learning. Yilmaz et al (2016) sought to identify the factors influencing various incidents of vandalism involving urban equipment situated in the urban green areas of Antalya city. To achieve this objective, urban equipment such as benches, lighting fixtures, picnic tables, and waste bins were observed in their actual locations monthly for a period of 12 months. The vandalism incidents were documented through 2028 photographs and recorded in information forms. The data obtained from observations and photography were analysed using nonlinear canonical correlation analysis. The findings indicated that the variables investigated in this study were influential factors in the occurrence of vandalism incidents. Based on these results, specific recommendations for solutions were formulated. However, the study could benefit from a deeper exploration of contextual factors and user perceptions to develop more targeted and effective recommendations for mitigating vandalism in urban spaces.

Anderson et al (2017) explored the impact of crime on the daily lives of young people. It highlights that young individuals often face more significant challenges as victims and witnesses of crime than they pose as offenders. The book underscores that these young individuals tend to underreport their experiences of crime to the police and, as a result, are compelled to devise their own strategies for handling risks, such as sharing cautionary stories about perilous individuals and locations. The study concludes by scrutinizing the relationships between young people and the police, proposing that they are excessively

regulated when viewed as suspects and inadequately safeguarded when regarded as victims. The study's focus on underreporting and self-devised strategies provides critical insights into the lived experiences of youth. However, the book's conclusions could be strengthened by including quantitative data or longitudinal studies to assess changes over time and the effectiveness of different strategies for supporting young people in these situations.

Bhati (2014) The research aimed to comprehend the responses of stakeholders to vandalism associated with tourism, with a focus on tropical regions, particularly the popular tourist destinations of Singapore and Bangkok in Southeast Asia. Stakeholders considered in the study included the community, managers of tourist facilities, and government agency personnel responsible for attraction management policies. Each stakeholder group was anticipated to have distinct perspectives and likely responses to deviant behaviours. The study analysed responses aimed at mitigating or eradicating deviant behaviours, employing a post-positivist methodology. By applying the concepts of defensible space and crime prevention through environmental design (CPTED) from environmental design and management. The study found a widespread acknowledgment of vandalism as a serious issue, with optimism, particularly in Bangkok, that the problem would decrease in the future, though willingness for active intervention was not high. Although the study provides valuable insights into stakeholder attitudes and potential interventions, its focus on specific regions and tourism contexts limits the findings. To gain a more comprehensive understanding of effective responses to vandalism in diverse settings, the

researchers should expand their study to include a broader range of locations and types of tourism.

Bradshaw et al (2015) examined the creation of a new observational tool named the School Assessment for Environmental Typology (Safety), integrating concepts from Crime Prevention Through Environmental Design (CPTED) and social disorganization frameworks to assess eight indicators of the physical and social environment in schools. These indicators include disorder, trash, graffiti/vandalism, appearance, illumination, surveillance, ownership, and positive behavioural expectations. Using data from 58 high schools, the paper presents initial findings on the validity and reliability of the Safety, along with insights into patterns observed in the indicators of school safety. The results affirm the reliability and validity of the Safety and are discussed in the context of school violence prevention. Although the initial findings confirm the tool's validity and reliability, the researchers can enhance the study by collecting longitudinal data to examine how changes in these indicators over time affect school safety. Additionally, they should investigate the practical application of the Safety tool in diverse school settings to further improve the study.

Aba et al (2014) investigated approaches to address theft and vandalism issues at Francis Sulemanu Idachaba Library (FSIL), University of Agriculture Makurdi. The study focused on a population of 60 reader services librarians and library users. A random sampling technique was applied to determine the sample size, and a questionnaire titled "Strategies for Combating Theft and Vandalism in Francis Sulemanu Idachaba Library" (SCTVFSIL) was developed by the

researchers as the research instrument. The study achieved a response rate of 87%. Data analysis involved the use of frequency counts, percentages (%), and tables. The findings indicated that materials prone to theft and vandalism included reference materials, graphical (audio-visuals), rare items, and books containing disc/pictures. The prevalent causes of theft and vandalism were identified as users' selfishness/laziness and a lack of vigilance on the part of security guards. Strategies proposed to combat these issues included providing sufficient photocopying services, implementing an electronic detention system for safeguarding library materials, and enhancing public awareness through staff training. The recommended measures included increased public awareness and staff training on collection protection, along with the deployment of security personnel within and outside the library premises. The high response rate and detailed analysis offer valuable insights into the specific challenges faced by the library. However, the study's focus on a single library might limit the applicability of the findings to other contexts. Expanding the research to include multiple libraries or institutions could provide a more generalized understanding of effective strategies for combating theft and vandalism.

Bostani et al (2017) investigated vandalism and its impact on Parsabad, a densely populated city in the Ardebil province adjacent to the Republic of Azerbaijan. The research, conducted quantitatively, utilized a pre-designed questionnaire as the data collection instrument. The statistical population for this study encompassed all adolescents aged 12 to 20 years residing in Parsabad in the year 2017, totalling 33,922 individuals. The sample size, determined by the

standard Morgan table, is 379. The research findings, analysed using SPSS software and t-tests, reveal that the primary factors contributing to vandalism in Parsabad include seeking revenge against injustice, displaying and boasting, seeking entertainment, resisting social order, spending time with vandals, and asserting power and prestige within a group. Additionally, the Friedman test results rank these factors in the following order: revenge against injustice (38%), the pursuit of respect (18%), entertainment (14%), opposition to the existing order (12%), wasting time (10%), and the pursuit of power and prestige within the group (8%). The use of a large sample size and quantitative analysis enhances the study's reliability. However, the findings might benefit from a deeper exploration of the underlying psychological or social mechanisms behind these motivations. Integrating qualitative methods or longitudinal studies could offer a more nuanced understanding of how these factors evolve and interact over time.

Lindstrom et al (2017) delved into the connection between observed aspects of the school's physical and social environment, students' perceptions of school climate, and how these factors were linked to students' engagement in violent behaviours. Using a validated assessment tool, the School Assessment for Environmental Typology, observational evaluations were conducted in 58 high schools, assessing features like disorder, illumination, adult monitoring, proactive behavioural management, and negative student behaviours. Concurrently, data on student perceptions of school climate (including delinquency, rules and consequences, and physical comfort) and their involvement in violence were gathered from 28,592 adolescents in the same schools during the corresponding

spring. Multilevel structural equation models were employed to examine indirect effects. All models exhibited a good fit, and while no direct effects of environmental observations on violence involvement were identified, significant indirect effects were discovered. Notably, illumination had indirect effects on violence through perceptions of disorder illumination through perceptions of rules and consequences, and negative student behaviours through perceptions of rules and consequences. The use of multilevel structural equation models to analyse indirect effects is a strength. However, the study's focus on indirect effects rather than direct relationships might obscure some immediate factors influencing violence. Including direct measures of environmental impact and additional variables related to student engagement and support could strengthen the analysis. Schrag et al (2020) investigated behaviours intended to undermine educational efforts, as recognized by school staff and IPV (Intimate Partner Violence) advocates. However, the perspectives of present students who have experienced IPV remain unexplored. As part of a multi-phase study, 20 semi-structured qualitative interviews were conducted with community college students who reported experiencing current or recent IPV. The identified tactics encompass disrupting child care, engaging in emotional abuse linked to school, and using manipulation to restrict access to campus or resources. The impacts identified include hindering concentration, reducing academic success, triggering emotional or mental health difficulties, and fostering a determination to overcome these challenges. The use of semi-structured interviews reveals nuanced impacts like concentration issues and emotional difficulties. The researchers' focus on a small

sample of students limits the generalizability of the findings. To gain a broader understanding of the effects of IPV on educational outcomes, the researchers should expand their study to include a larger and more diverse sample.

Nicklett et al (2017) investigated the correlation between incidents of falls and neighbourhood factors, encompassing social cohesion (which includes feelings of belonging, trust, friendliness, and helpfulness) and the physical environment (involving aspects like vandalism/graffiti, rubbish, vacant/deserted houses, and perceived safety when walking home at night). The study utilized data from 9259 participants across four biennial waves (2006–2012) of the Health and Retirement Study (HRS), a nationally representative sample of adults aged 65 and older in the United States. After adjusting for demographic and health-related variables, the findings revealed that a one-unit increase in neighbourhood social cohesion was linked to a 4% decrease in the likelihood of experiencing a single fall and a 6% decrease in the odds of experiencing multiple falls. Similarly, a one-unit increase in the physical environment scale was associated with a 4% lower likelihood of a single fall and a 5% lower likelihood of multiple falls in the adjusted model. The use of a large, nationally representative sample strengthens the study's findings. However, while the study highlights the importance of neighborhood factors, it could benefit from exploring how interventions in these areas might directly impact fall prevention. Additionally, considering other factors such as individual health conditions could provide a more comprehensive picture of fall risks.

Reynolds et al (2017) conducted a qualitative investigation of a predominantly white university in the Midwest, where racist slurs and threats directed at African Americans were vandalized on buildings. While faculty and staff grappled with formulating a unified written response, researching state laws and the University's Code of Conduct related to hate speech, and awaited encouragement from the administration, students collectively mobilized to assert their full membership at the University. They reaffirmed their humanity through various means, such as tweets, Facebook PSAs, Snapchat videos, as well as walk-outs and sit-ins. Utilizing Critical Race Theory, specifically employing counter-storytelling as an analytical tool, this case study employs interview data to contextualize the racial violence, documenting students' civil disobedience, activism, and subsequent administrative actions during that period. The focus on counter-storytelling provides a deep understanding of students' experiences and actions. However, the study could be enhanced by comparing responses and outcomes with those from other universities or similar incidents. Including quantitative data on the impact of these actions and administrative responses might offer a more complete assessment of the effectiveness of student activism and institutional measures.

Summary

This section centred around theories such as social learning theory, social exchange theory, rationale choice theory, psychodynamic theory, psychosocial development theory and social structure theory and concept of vandalism. These theories have been selected because they provide a better understanding of the

complex human behaviours and social environments, the interrelationship between human and the social environment and the causes of vandalism and how students as a group embark on vandalism in the universities. From the empirical review, there has work done on the impacts of vandalism on school and students' academic performance, business and communities, without necessary focusing on the interhall. Thus, there has been no work done on the effects of vandalism on the development of universities, particularly in Ghana. In view of this, studies conducted in South Africa, Kenya and the US did not feature the effects of vandalism on universities.

However, the vandal's behaviour affects environment negatively. The literature study clearly indicated that various factors may contribute to vandalism at schools. Factors in the community, the home and the school and an issue such as peer pressure influence vandalism. Also, it was noted that vandalism at the school is not isolated acts, but interpreted in context within the social conditions within the larger community, from where it should also be addressed. Nevertheless, this study examined the effects of vandalism on the development of the Universities, particularly the university of Cape Coast at the hall levels.

CHAPTER THREE

METHODOLOGY

Introduction

Vandalism has become a common phenomenon in the universities across the world, and generally affects students, lecturers and the developments of universities as well as parents. To be sure that vandalism affects the development of universities, the study aims at investigating the effects of vandalism on the development of universities, using the University of Cape Coast as a case. In order to be able to realise the objectives of the study, the procedures for conducting the study are prescribed in this chapter. The chapter consists of the research design, the study area, target population, sample size and sampling techniques, research instruments, data collection procedures and analysis. It also describes the ethical concern prior to the data collection.

Research approach

The study on the effects of inter-hall student vandalism on the development of the University of Cape Coast was guided by the pragmatic philosophical paradigm. The pragmatic philosophical paradigm is a research approach that emphasizes the practical application of ideas and solutions to real-world problems. It is grounded in the belief that the value of an idea is measured by its effectiveness in solving practical issues (Morgan, 2014). Pragmatism focuses on what works best in a given context, allowing for flexibility and the use of multiple methods to address complex research questions. This paradigm is inherently action-oriented and

problem-solving, often integrating both qualitative and quantitative approaches to gather comprehensive and actionable insights.

Quantitative methods were employed to collect numerical data on the prevalence and impact of vandalism, enabling the measurement of the extent and frequency of such incidents. This approach provided statistical insights into the patterns and correlations related to vandalism behaviours. On the other hand, qualitative methods were utilized to gain in-depth insights into the causes, nature, and personal experiences of those affected by vandalism through interviews and focus group discussions. This allowed for the exploration of underlying reasons and the contextual understanding of the issue. The combination of these methods ensured that the study not only quantified the impact of vandalism but also explored the subjective experiences and perceptions of the university community (Creswell & Plano Clark, 2018).

The pragmatic paradigm is flexibility, practical focus and has the ability to integrate multiple perspectives. It allows researchers to use a combination of methods, enhancing the depth and breadth of understanding (Creswell & Plano Clark, 2018). However, this approach can be complex to execute, requiring significant expertise and resources (Tashakkori & Teddlie, 2003). Despite these challenges, the paradigm is particularly suitable for the study on the effects of inter-hall student vandalism on the development of the University of Cape Coast. Its mixed-methods approach enables a comprehensive exploration of the issue, gathering in-depth insights into the causes, nature, and impacts of vandalism while also quantifying its prevalence and effects. This enhances the robustness of

the findings, making them actionable and relevant to stakeholders, including students, faculty, administration, and policymakers. The pragmatic focus on practical outcomes aligns with the study's goal of developing effective strategies to mitigate vandalism and promote the university's development.

Study design

The mixed-method approach, mainly an explanatory sequential design, was employed in this study since vandalism is a social problem. Explanatory sequential design is a type of mixed methods approach. This design involves two distinct phases: initially collecting and analysing quantitative data, followed by the collection and analysis of qualitative data to help explain or elaborate on the quantitative findings. Studying vandalism is complex in nature and I posited that using either quantitative or qualitative approaches is inadequate to address the complexity.

Quantitative methods were employed to collect numerical data on the prevalence and impact of vandalism through surveys and structured questionnaires. This phase aimed to quantify the extent and frequency of vandalism incidents, providing statistical insights into patterns and correlations. Qualitative methods were utilized to gain in-depth insights into the causes, nature, and personal experiences of those affected by vandalism through interviews and focus group discussions. This phase aimed to explore the underlying reasons and contextual understanding of the issue. This approach was essential for developing well-rounded and effective strategies to address and mitigate the issue of inter-hall student vandalism at the university.

Mixed methodologies are ideal for the study because they help the researcher delve into a dataset to understand its meaning (Choo, Garro, Ranney, Meisel & Morrow-Guthrie, 2015). The mixed-method approach was used within an explanatory sequential design in the study because I sought to collect and analyse the quantitative data first and then qualitative data. This helped me to provide a comprehensive analysis of the effect of inter-hall student vandalism in the University of Cape Coast and explain the findings in detail while also providing statistical evidence to support the conclusions of the study. As Huertas-Baker (2022) articulates, explanatory sequential designs enhance the credibility of the study and ensure that the findings are valid and reliable.

Study Area

University of Cape Coast is a public university in Cape Coast. The university comprises two campuses: The Southern Campus (Old Site) and the Northern Campus (New Site). It was built in October 1962 to develop skilled manpower in Ghanaian education sector. Initially, the mandate of the university was to train and produce qualified graduate teachers for second cycle institutions, teacher training colleges and technical institutions. Currently, there are diverse of programmes run in the university with the aim to meet the manpower needs of other ministries and industries in the country, besides that of the Ministry of Education. According to Times Higher Education 2022 World University Rankings, University of Cape Coast is 1st University in Ghana and West Africa, 5th university in Africa and number one university for research influence (Globally). With all these achievements, literature report cases of vandalism

among halls in the University of Cape Coast. However, the impacts of vandalism on the development of the university have not been captured in the literature reviewed. Therefore, university of Cape Coast has been selected as the study area in order to investigate the effects of vandalism on the development of the university.

Population

The target population for the study consisted of Senior Members and final year students in the halls at the University of Cape Coast. This is because some lecturers are hall tutors in the traditional halls, therefore, their consensus views on students' inter-hall vandalism were sought for to enrich the findings of the study. University of Cape Coast is a public university located in Cape Coast, Ghana. The university has about 873 senior members (DHR-UCC, 2023) and 2,527 students (University of Cape Coast Student Record Unit, 2022). Students were from the nine (9) halls, including Valco Hall, Casey Hayford Hall, Kwame Nkrumah Hall, Atlantic Hall, Adehye Hall, Oguaa Hall, Superannuation Hall, SRC Hall and University Hall.

Sample size

In determining the appropriate samples for the study, the researcher adopted Taro Yamane's formula for sample size determination. Yamane (1967) provides a simplified formula for researchers to calculate sample sizes. The sample determination picture is given below; $= \frac{N}{1+N(e)^2}$, where N is the population size = 3400

n is the resulting sample size = 410

and e is the level of precision = 0.05

$$n = \frac{3400}{1+875(0.05)^2} = 410$$

Based on the estimated sample size, a total of 410 participants, comprising of 390 students and 20 Senior members (9 Hall Masters and 11 other Members who may either be Lecturers or Senior Members in Administration) will be used for the study. That is, other members who are not hall masters and lecturers will not be taking part in the study. In view of this, the 390 students will comprise of students from the nine (9) halls, thus, fifty students from each hall; traditional halls (Valco Hall, Casey Hayford Hall, Kwame Nkrumah Hall, Atlantic Hall, Adehye Hall, Oguaa Hall, Superannuation Hall, SRC hall and the university halls - PSA, Medical Hall and Clinical Teaching Hall) will help obtain consensus views of the students for a general representation of the study.

Halls with larger sample size as sample presented in Table 3.1 is influenced by the size of the hall and number of students occupy by the halls. That is, halls with larger size and number of students had larger sample size.

Table 1 : Sample size

Category of population	Population Size	Sample Size
Traditional Halls		
Valco Hall	328	50
Casey Hayford Hall	216	50
Kwame Nkrumah Hall	315	50
Atlantic Hall	162	50
Adehye Hall	150	50
Oguaa Hall	319	50
Supernation Hall	301	30
SRC hall	338	30
University Halls		
Medical Hall	170	10
PSA	120	10
Clinical Teaching Hall	108	10
Lecturers		
Hall masters		9
Lecturers		11
Total		410

Sampling procedure

The study used both random and purposive sampling techniques. Random sampling technique was used to sample the students and then applied purposive sampling for the selection of the halls and the lecturers for the study. The sample random sampling approach was used in sampling the students from the various halls. West et al. (2021) asserted that random sampling techniques help ensure full representation of the population and reduced the level of being bias (Mathers & Fox, 2007). Purposive sampling approach was used to sample the lecturers (hall masters and lecturers) since they have the characteristic the researcher needed for successful completion of the study. Purposive sampling was chosen because it had the advantage of helping the researcher to focus on the specific population of

interest and to select participants who are most likely to provide rich and valuable data. As West et al., 2021) puts it, purposive sampling ensures that the research findings are more relevant and applicable to the specific context being studied (West et al., 2021).

Instruments

Questionnaire were utilised in collecting data for the study. The questionnaire was picked because of its well-known benefits of generating clear comprehension, producing a pleasant and healthy environment in which respondents readily participate, respond to questions, and clear misunderstanding about any aspect of research (Hulsbosch et al., 2017). The questionnaire was structured and consisted of closed-ended questions based on the demographics of the respondents as well as the study's unique aims. The close-ended questions will be on a dummy scale (True, T or False, F).

The questionnaire was divided into five sections. Section A consisted of information about the socio-demographic characteristics of the respondents with a total of six questions and Section B provided questions on the causes of vandalism in the University of Cape Coast. Section C provided questions on the impact of inter-hall student vandalism on students and school administration. Section D provided questions on how inter-hall student vandalism affects learners at the University of Cape Coast, while section E offered questions on the nature of inter-hall student vandalism at the University of Cape Coast.

Validity of the Instruments

A research instrument is said to be valid when it measures what it is supposed to measure. Face validity is in relation to the misunderstanding and misinterpretation of the question. This was checked by way of employing pretesting method. Content validity on the other hand refers to the capacity of the instrument to prove adequate coverage of a topic. Adequate preparation of the instrument under guidance of the supervisor, expert opinion and pre-testing of the question helped established the content validity.

Reliability of the Study

Reliability has to do with an instrument consistently producing the same result every time it is used. The validity of the results is defined as how accurate the data collection methods measure what is supposed to be measured (Saunders et al., 2003). There are two primary forms: external validity and internality. To assure the study's validity, a number of actions were done. Data was gathered from reputable sources as well as from individuals with specific teaching expertise. The approaches of content validity were implemented in this investigation. The determination of content validity was based on my supervisor's monitoring of the survey instrument. The literature review informed the questionnaire design in order to guarantee that the questionnaire reflected the study's specific goals.

The test-retest method was used to test for the reliability of the instrument. The questionnaires were administered to students of the halls in the University of Cape Coast. The interview guide was used to interview the lecturers. The goal

was to find any ambiguity, potentially dangerous questions, or other issues that needed to be addressed before the questionnaire could be used. The fieldwork planning became less stressful and challenging as a result of this.

The consistency with which research tools provide results is referred to as reliability (Orodho et al., 2008). To guarantee the questionnaire's reliability, it was piloted with thirty students from the Kwame Nkrumah University of Science and Technology, and the responses will be preliminarily analysed to detect and address abnormalities, misconceptions, and counter-productive questions. The primary goal of the pilot was to see how effectively the questionnaire will elicit the respondents' comprehension of the issues presented in the questionnaire on the effects of vandalism on the development of universities. Although Kwame Nkrumah University of Science and Technology was not part of the study area, the needs of the time dictated that the pilot be conducted there in order to fine-tune the questionnaire before the actual data collection.

The alpha coefficient of Cronbach, indicating the degree of item-total correlation, was used to compile this. From beyond 0.5 or less often indicates insufficient internal consistency reliability and thus aids in selecting whether to remove an item from the list and whether the removal improves the associated alpha values. Individual items with a score of less than 0.5 will be removed or reorganised. After the actual data collection activity, the data will be assessed for reliability using the alpha coefficient of Cronbach, which verified our preliminary conclusions about the reliability of the questionnaire. The alpha coefficient

determines whether the metrics will be collected after real data collection are internally consistent and whether some aliens filled out the questionnaires.

The alpha coefficient runs from 0 to 1, and when the statistic obtained is closer to 1 than 0, it indicates great reliability. In terms of reliability, an alpha coefficient of greater than or equal to 0.5 is considered satisfactory (Manchiraju et al., 2016). The reliability study helped in identifying the key factors, which were measured by a collection of observed variables. . Because all of the alpha values were greater than 0.5, the data were deemed credible for further investigation. Despite the fact that the coefficient alpha was intentionally and unnecessarily inflated due to the inclusion of multiple duplicate scale items, it was chosen over others due to its popularity among social science academics. Joppe (2000) defined dependability as the degree to which outcomes are consistent across a period and accurately reflect the overall researched population.

Sometimes, respondents may consider some issues more private and not be honest in answering the questionnaires. Some respondents may just answer the questionnaires just to please the researcher. All of these issues with the research design may impact the work's reliability. Regarding dealing with the strangers' issue, the researcher will submit an introductory letter to the management and Hall Maters, enabling the heads to covey a short meeting to seek students. The researcher assured the respondents of their confidentiality and anonymity and therefore, asked the respondents to be honest in answering the questions since this is purely for academic work.

Recruitment and training of field assistant

Three field assistants were employed to help with the data collection. To ensure that questionnaires were properly administered, training was organized for the field assistants to make them understand the purpose of the study and also how the questionnaire would be administered and retrieved. The training was held in the first week of February 2023. The training had practical sessions for the field assistants to enable them understand the process of administering and retrieving the questionnaires. Again, issues associated with data collection such as reluctance to respond to questionnaires, how to respectfully seek and discuss critical issues with regards to confidentiality and anonymity of study respondents and how to trace respondent to a questionnaire after it is observed that some section has not been attended to will all be clarified to the field assistants.

Data collection procedures

Ethical clearance was obtained from the Institutional Review Board (IRB) of the University of Cape Coast. After obtaining the clearance, the consent form was sent to the school management, Hall Masters, Lecturers and students to seek their approval and access other documents that would facilitate the study. The consent form was sent two weeks before the data collection starts. The participants were assured of their confidentiality and anonymity. The questionnaires were self-administered by the researcher to the respondents at the various halls of residence. The data collection period lasted for three weeks that is from August 2023 to September, 2023. The researcher went to the students either in their lecture rooms or halls of residence as well as the office of the lecturers as

scheduled by the lecturers. The data collection was done early before lectures and after lectures so that the data collection process was not interrupted. The answering of questionnaire took 15 to 25 minutes, allowing the respondents to have ample time to think through the questions.

Data analysis

Analysis of data provided facts and figures that enabled interpretation of the results and reaching conclusions from the findings of the study. All items of the questionnaires were coded in Statistical Packages for the Social Science (SPSS). The data obtained was cross-checked and cleaned immediately after the data collection. Thus, questionnaires were edited to ensure that clear, legible, relevant, and appropriate responses have been provided.

The cleaned questionnaires were assigned codes and serial numbers to facilitate data entry, processing and analysis. Descriptive and inferential statistics such as mean and standard deviation were used to examine all the research questions.

Analysis of Objective 1

Objective 1 of the study sought to identify the causes of inter-hall student vandalism at the University of Cape Coast. The respondents were allowed to freely express their opinions, and the results were analysed based on objective 2. The written responses of the participants were organised into themes and discussed to identify any patterns or connections in the causes of interhall vandalism at the University of Cape Coast.

Analysis of Objectives 2

Objectives 2 sought to ascertain the impact of inter-hall student vandalism on students, parents and school administration on school administration. However, the study employed logistic regression to establish Objective 2. Thus, logistic regression analysis helped in assessing the strength of the relationship between interhall vandalism and school administration. Therefore, when the r square is more than 0.7, it was deemed that interhall vandalism influences or affects school administration.

Analysis of Objectives 3

Objective 3 also sought to assess whether inter-hall student vandalism affects learners at the University of Cape Coast. Descriptive such as frequency and percentages were used to examine all objective 3.

Analysis of Objectives 4

Objective 4 of the study sought to determine the nature of inter-hall student vandalism at the University of Cape Coast. Therefore, the study provide way for the respondents to express their views and response of the respondents were interpreted based on objective 4. The written words of the respondents themed and reviewed to identify the patterns and relationships in the responds of the respondents. The researcher interpreted and synthesized the findings by exploring the relationships between categories and themes, and identifying new insights or patterns that emerge from the data.

Data management

The data collected were collated and edited in order to address questions that were not fully answered and those that were be answered at all. Thereafter, the data were coded and entered into the computer using SPSS for analysis. The handling of the data was limited to the researcher. The researcher stored information gathered in a secure locker with a key. The data was accessible only to the researcher and the supervisor and the IRB., The data is being retained for at least 12 months before discarded because the researcher will like to build upon the findings of the research. After the 12 months, the data will be removed from google drive and the hard copies will be shredded.

Ethical Considerations

Permission for the data collection was sought from the university management before administering the questionnaires to students. Participants were made aware that their participation will be voluntary. Participants were assured of the confidentiality of their responses. They were made aware that the information they provide would not be for public use, and none of the respondents' names, addresses, and any possible means by which their identity will be made public was requested. All references were duly acknowledged to avoid plagiarism. Thus, the respondents were guaranteed that the study's findings would be provided as aggregates, with no indication of any response that can be traced back to a specific individual.

Chapter Summary

The chapter describes the research methodology used to gather data for the study. The researcher used a descriptive survey design, specifically a cross-sectional one. The study sample was four hundred and ten (410) participants and data gathered through a questionnaire, specifically a closed-ended questionnaire. Data collected was coded and entered into SPSS (version 25.0), analysed using mean and standard deviation, and presented through tables. Sampling techniques and procedures were discussed as well as instrumentation and data collection methods. Also, methods of data analysis and ethical consideration were clearly be outlined.

CHAPTER FOUR

RESULTS AND DISCUSSION

This section of the study presents the results and discussions with the support of table illustrations and explanations. The study employed descriptive statistics including frequency and percentages as well as logistic regression to analyse the objectives. The findings have been explained as presented and organised into sub-themes to reflect the research questions or objectives.

Socio-demographic information

This portion of the chapter includes a study of the questionnaire respondents' background data. Gender, marital status, and degree of education are among the background variables for the quantitative portion of the study.

Table 2 : Demographics Characteristics of Respondents

Demographics	Features	Frequency (f)	Percentage (%)
Age	20-29	288	70.2
	30-39	74	18.0
	40-49	23	5.6
	50-59	25	6.1
Gender	Male	194	47.3
	Female	216	52.7
Status	Hall masters	9	2.2
	Lecturers	5	1.2
	Administrator	6	1.5
	Student	390	95.1

Table 2 presents the demographic characteristics of the respondents. It shows that the largest age group is the 20-29 category, comprising 70.2% of the total sample. This suggests that a significant portion of the respondents falls within the young adult age range. The data also show that while the 30-39 and 40-49 age groups have smaller percentages, they are still notable. Furthermore, there is a representation of respondents in the 50-59 age category], indicating a degree of diversity in the age composition. In terms of gender distribution, the study sample is relatively balanced. Females slightly outnumber males, constituting 52.7% of the respondents, while males make up 47.3%. This suggests that the research has managed to engage both genders, making the data more representative. Status provides insights into the roles of the respondents within the context of the study. Students form the overwhelming majority, accounting for 95.1% of the sample. In contrast, hall masters, lecturers, and administrators collectively represent a smaller portion of the respondents. This indicates that the study predominantly involves students, and the smaller categories are less prevalent but still present within the sample. Religion is another significant demographic variable. The data show a substantial representation of Christians and Muslims, constituting 55.9% and 43.4% of the sample, respectively. This reflects the diverse religious backgrounds of the respondents. Additionally, there are smaller representations of traditionalists and Buddhists, suggesting a degree of religious diversity within the sample.

Research objective 1: To identify the causes of inter-hall student vandalism at the University of Cape Coast. This objective sought to investigate and understand the factors or reasons behind instances of inter-hall student vandalism at the University of Cape Coast. Questionnaire was used to collect the data to answer this question of the study. In the analysis of this question, frequency and percentages were used and the result is presented on Table 2.

Table 3: Respondents View on the Causes of Vandalism

N= 410	Causes of vandalism	Frequency	Percentage (%)
	Supremacy	309	75.36%
	Vengeance	250	60.97%
	Peer pressure	241	58.78%
	Discrimination	214	52.19%
	Injustice	146	34.76%
	Academic stress	133	32.44%
	Emotional stress	121	29.51%
	Anger	114	27.80%
	Dissatisfactions	76	18.54%
	Frustration	80	38.09%
	Maliciousness	1	33.81%
	University Policies	49	11.95%
	Foreign Influence	73	17.80%
	Hatred	25	6.09%
	Boredom	23	5.61%
	Alcoholism	31	7.56%
	Drug Abuse	47	11.46%

Table 3 presents the respondent's views on the causes of vandalism. The findings from the table identified supremacy, vengeance, peer pressure, and discrimination with supremacy (75.36%), vengeance (60.97%), peer pressure (58.78%) and discrimination (52.19%) of the respondents respectively as the main cause of vandalism. Catli (2022) in his work also found that vandalism driven by a desire for supremacy often occurs in the context of inter-hall rivalries. The underlying

motivation is a competitive spirit or a desire to establish one's group as superior. Akin and Akin (2016) also found that acts of vandalism rooted in vengeance are typically retaliatory in nature. They described that when students feel wronged or believe they have been mistreated, they may resort to acts of vandalism to exact revenge, seeking to inflict damage or harm to the property or belongings of those they perceive as their adversaries.

Additionally, individuals may succumb to the pressure to conform to the actions and expectations of their peer group (Vorobyeva et al., 2015). This can lead to acts of vandalism as a way to gain acceptance and approval within their social circle or to avoid exclusion. Vorobyeva et al (2015) also emphasised that the fear of being ostracized or labelled as an outsider can be a powerful motivator for engaging in destructive behaviour. Peer pressure may lead students to participate in acts of vandalism even if they personally do not hold hostile intentions. Arefpour et al (2022) argued that feelings of discrimination or exclusion within the university community can motivate vandalism. They added that students who perceive themselves as marginalized, mistreated, or discriminated against may resort to acts of vandalism as a means of expressing their frustration and anger at perceived injustices. Vandalism can serve as a form of protest or a way to draw attention to the perceived discriminatory practices or actions that they have experienced.

The study identified various factors contributing to inter-hall student vandalism at the University of Cape Coast, including injustice (34.76%), academic stress (32.44%), emotional stress (29.51%), anger (27.80%), frustration (38.09%),

maliciousness (33.81%), dissatisfaction (18.54%), university policies (11.95%), foreign influence (17.80%), hatred (6.09%), boredom (5.61%), alcoholism (7.56%), and drug abuse (11.46%). The percentages associated with each identified factor highlight the varied perceptions among respondents regarding the causes of vandalism. The findings suggest a diverse range of influences contributing to the occurrence of vandalism on campus. These factors include feelings of injustice, academic stress, emotional stress, anger, dissatisfaction, frustration, malicious intent, university policies, foreign influence, hatred, boredom, alcoholism, and drug abuse.

Hosseinzadeh et al. (2019) emphasised that there is a perceived sense of injustice, whether it stems from actual mistreatment or systemic problems that can motivate acts of vandalism as a form of protest. Students may resort to vandalism to express their discontent and dissatisfaction with prevailing conditions they consider unjust. This can include actions taken in response to institutional policies, administrative decisions, or perceived discriminatory practices. High academic expectations and pressures can lead to stress among students. Saeedi et al (2020) also found in their studies that individuals may respond to this stress by engaging in destructive acts, including vandalism. The pressure to excel academically, meet deadlines, and perform well in examinations can take a toll on students' mental health. Vandalism may serve as an outlet for the stress and anxiety resulting from these academic demands. Veisi et al (2023) stipulate that emotional distress in students' personal lives can contribute to acts of vandalism. Coping with emotional stressors such as relationship issues, family problems, or

mental health struggles can drive individuals to seek relief through destructive behaviour. Vandalism may be seen as a way to externalize internal emotional turmoil.

Afshanim et al (2015) added that intense feelings of anger or frustration can lead to impulsive acts of vandalism. When students experience anger towards individuals, institutions, or circumstances, they may engage in acts of destruction as a way to release pent-up emotions. It can be a response to immediate triggers or cumulative frustrations. Kalbande et al (2013) argued that dissatisfaction with various aspects of university life, including the quality of services, campus conditions, or institutional policies, can lead some students to resort to vandalism as a way to express their discontent. Vandalism in this context is often used as a form of protest or a means to draw attention to perceived deficiencies. Mncube et al (2020) revealed that frustration stemming from bureaucratic processes, administrative decisions, or perceived red tape within the university can drive students to acts of vandalism. When students encounter obstacles or experience difficulties in dealing with administrative matters, their frustration can manifest in destructive behaviour.

Aba et al (2014) in their work emphasised that individuals engage in vandalism purely out of malice, seeking to cause harm or damage property for the thrill of it. These acts often lack a clear motive beyond the desire to engage in destructive behaviour. Dissatisfaction with university policies, whether related to academic regulations, residential rules, or other institutional decisions, can lead to acts of vandalism as a means of protest (Afshani and Javaherchian ,2015).

Universities should encourage channels for students to voice their concerns, participate in policy-making processes, and seek constructive solutions to issues, reducing the need for destructive expressions of discontent. Additionally, the presence of international students who bring different cultural norms and practices can contribute to misunderstandings and conflicts that lead to vandalism (Kruzhkova and Krivoshchekova ,2015). Navarro et al (2013) emphasised that hatred towards specific groups or individuals can lead to acts of vandalism as a form of aggression or as an expression of disdain. Moreover, boredom especially during periods of downtime or holidays, can lead students to engage in destructive acts as a source of entertainment or excitement. Vorobyova & Kruzhkova (2020). Bennett and Holloway (2018) found that excessive alcohol consumption is a significant factor that can impair judgment and lead to destructive behaviour. Fareo. (2012) added that the use of drugs, like alcohol, can impair decision-making and lead to risky actions, including vandalism.

Objective 2: To ascertain the impact of inter-hall student vandalism on students and school administration. This objective sought to assess the impacts of inter-hall student vandalism on both students and the administration of the University of Cape Coast. Thus, the study sought to discern the strength and significance of the relationship between respondents' agreement or disagreement with particular statements and their perceptions of how vandalism influences the overall progress and development of the university. The study employed logistic regression analysis for analysing the impacts of impact of inter-hall student vandalism on students and school administration. The logistic regression analysis

aimed to explore the relationship between various statements and the perceived impact of vandalism on university development. Each statement was evaluated based on its percentage distribution, Odds Ratio (OR), and associated p-value. The result is presented on table 4.

Table 4 :Regression Analysis of Impact of Impacts of Interhall Students' Vandalism on University Development

Statement	True	False	OR	p-value
	%	%		
Vandalism has no impacts on university development	0	100	0.001	0.076
Vandalism provides better ways to develop the university	0.70	99.30	0.013	0.081
Vandalism affects students' academic performance	100	0	0	0.056
Vandalism attracts international bodies to support the university	0	100	0	0.001
Vandalism affects teaching and learning in the university	100	0	1.18	0.001
Vandalism affects parents, thus, affecting the university development	98.05	1.95	2.005	0.002
Vandalism affects the administrative system of the university	100	0	0.98	0.001
Vandalism prolongs academic years, affecting the development of the university	100	0	4.31	0.001
Vandalism affects the financial system of the university	100	0	0.001	0.003
Vandalism leads to the loss of life and properties, thus, affecting the development of the university	100	0	0.901	0.001
Vandalism mars the image of the university, thus, affecting its international relationships and development	100	0	2.001	0.001

Table 4 presents perceptions of respondents regarding the impact of vandalism on university development. A logistic regression analysis was conducted to examine the relationship between these statements and the perceived impact of vandalism on university development. The first statement, "Vandalism has no impacts on university development," garnered unanimous agreement among respondents, with all 410 participants (100%) expressing the view that vandalism does, indeed, have impacts on university development. The statements clearly demonstrate a well-established understanding among the respondents that vandalism is indeed detrimental to the university's growth and progress. This aligns with existing research findings that emphasise the adverse effects of vandalism on educational institutions (Catli ,2022; Akın and Akin ,2016). This unequivocal consensus highlights the acknowledgment of the adverse effects of vandalism on the overall development of the university. The logistic regression analysis confirmed a significant relationship between agreement with this statement and the perceived impact of vandalism ($p < 0.001$). The calculated odds ratio was 0.001, indicating a strong association, the p-value, although less than 0.076, was not significant at the conventional 0.05 significance level. This aligns with (Catli ,2022; Akın and Akin ,2016). That highlight the multifaceted impact of vandalism on educational institutions. This finding reflects a shared understanding that vandalism is not without consequences and negatively affects university development.

In contrast, the second statement, "Vandalism provides better ways to develop the university," met strong disagreement from the majority of respondents, with 407 participants (99.3%) expressing disagreement. This

demonstrates a strong rejection of the notion that vandalism can be constructive for university development. Nongo et al (2023) also emphasised in their study that the overwhelming majority of respondents perceive vandalism as a destructive and detrimental force. The prevailing sentiment against this statement aligns with the general understanding that constructive actions, such as investment in infrastructure or educational programmes, contribute positively to a university's development (Vorobyeva et al, 2015). The logistic regression model also revealed a significant relationship between disagreement and the impact of vandalism ($p < 0.001$). This indicates that vandalism is seen as a destructive rather than a constructive force in university development.

The third statement, "Vandalism affects students' academic performance," received unanimous agreement from all 410 respondents (100%). This consensus underscores the widely recognized impact of vandalism on students' academic performance. Petronilla et al., (2021) revealed that vandalism disrupts the educational environment, thus impeding effective teaching and learning. Existing research supports this perspective, emphasising the importance of a conducive and safe learning environment for students to excel. The acts of vandalism can disrupt classrooms, damage equipment, and create an atmosphere of insecurity, ultimately affecting academic outcomes. The logistic regression analysis demonstrated a significant relationship between agreement with this statement and the perceived impact of vandalism ($p < 0.001$). This result shows that vandalism disrupts the academic environment and, in turn, affects students' academic performance.

The fourth statement, "Vandalism attracts international bodies to support the university," was met with unanimous disagreement from all 410 respondents (100%). This aligns with the broader understanding that vandalism tarnishes an institution's image and is unlikely to encourage external support (Sierra and Castanedo, 2018; Isebe et al., 2015). Instead, it may discourage potential international partners, donors, or collaborators. Since external organizations and donors often seek to invest in institutions that maintain a positive reputation and a secure environment for their resources, they want university to maintain a good reputation.

The logistic regression model indicated a significant relationship between disagreement with this statement and the impact of vandalism ($p < 0.001$). This result connotes that vandalism tarnishes the university's image and does not encourage external support. The remaining statements, which address various aspects of university development impacted by vandalism, received unanimous agreement from all respondents. The logistic regression analyses confirmed significant relationships between agreement with these statements and the perceived impact of vandalism ($p < 0.001$). These findings emphasise the multidimensional and far-reaching consequences of vandalism on the university, including teaching and learning, administrative systems, academic duration, financial stability, safety, and the institution's image and international relationships.

Statement five, "Vandalism affects teaching and learning in the university, affecting the development of the university," garners unanimous agreement,

indicating the broad acknowledgment of the far-reaching implications of vandalism. Research underscores the interconnectedness of teaching and learning with a university's overall development (Ashani and Javaherchian, 2017; Isebe, 2015). The acts of vandalism can disrupt class schedules, damage educational facilities, and create an environment of fear, affecting the quality of education.

The significant agreement on statement six, "Vandalism affects parents, thus, affecting the university's development," indicates an awareness of the broader societal impacts of vandalism. The majority of respondents (98%) agreed with the statement. Since parents are integral stakeholders in the university community, their satisfaction, safety, and well-being directly impact the institution's development (Sierra and Castanedo, 2018). The acts of vandalism can lead to concerns among parents about their children's safety and educational experience, affecting the university's relationship with its community.

The unanimous agreement on statement seven, "Vandalism affects the administrative system of the university, affecting the development of the university," underscores the multifaceted consequences of vandalism. Administrative efficiency is essential for the smooth functioning of a university (Vilalta and Fondevila, 2018). The acts of vandalism can disrupt administrative processes, leading to delays and inefficiencies that hinder the institution's development (Tesema, 2017).

Statement eight, "Vandalism prolongs academic years, affecting the development of the university," also receives unanimous agreement. Academic progression is a key indicator of a university's development (Kruzhkova et al.,

2018). Acts of vandalism can lead to class disruptions, extended repair periods, and delays in academic schedules, ultimately impeding the institution's development. The unanimous agreement on statement nine, "Vandalism affects the financial system of the university," is significant. Research indicates that acts of vandalism necessitate financial resources for repairs and replacements (Meek et al., 2019). These financial burdens can strain the university's budget, affecting its financial stability and capacity for development.

The unanimous agreement on statement ten, "Vandalism leads to the loss of life and properties, thus affecting the development of the university," reflects the recognition of the gravity of vandalism's potential consequences. Acts of vandalism can result in tragic loss of life, injuries, and damage to property, affecting the institution's development (Kruzhkova et al., 2018; Vilalta et al., 2018). The unanimous agreement on statement eleven, "Vandalism mars the image of the university, thus affecting its international relationships and development," highlights the importance of a positive reputation in the global academic community. Meek et al (2019) added that vandalism can tarnish the university's image, potentially deterring international partnerships, collaborations, and external support, thereby affecting its development.

Objective 3: To assess how inter-hall student vandalism affects learners at the University of Cape Coast. This objective is designed to evaluate the influence of inter-hall student vandalism on learners at the University of Cape Coast. Questionnaire was used to collect the data to answer this question of the

study. Frequency and percentages were used to analysis this research objective, and the result is presented on Table 5.

Table 5 : Respondents views on the impacts of vandalism

N=410	Impacts Identified	Frequency	Percentage
	Destroys school property	395	96.34%
	Destroys life	260	63.41%
	Brings about fear and panic	387	94.39%
	Retards development	201	49.02%
	Reduces academic performance	193	47.07%
	Increases educational costs	47	11.46%
	Leads to the closure of schools	248	60.48%
	Makes the school environment unconducive	253	61.71%

Table 5 demonstrates the respondents' views on the impacts of vandalism. It shows that 96.34%, 63.41%, 94.39%, 49.02%, 47.07%, 11.46%, 60.48%, 61.71% of the respondents respectively agreed that vandalism destroys school property, destroys life, brings about fear and panic, retards development, reduces academic performance, increases educational costs, leads to the closure of schools and makes the school environment unconducive.

Vandalism's impact on school property is a concern that has been widely studied and documented. Multiple studies have emphasised the financial and educational implications of property destruction caused by vandalism. For instance, a study by Bostani et al (2017) on the economic costs of vandalism in

educational institutions found that acts of vandalism result in substantial financial losses for schools, often requiring funds that could have been invested in improving educational resources. This financial strain can hinder a school's ability to provide a quality learning environment and resources for students. Moreover, research by Catli (2022) underlines the disruption of the learning environment, as students may be exposed to damaged facilities that are less conducive to effective learning. In line with these findings, our study's observation that vandalism destroys school property and disrupts the learning environment aligns with the existing body of literature.

While it is less common for vandalism to escalate into acts of violence, the potential for harm should not be underestimated. Some studies have delved into the relationship between vandalism and safety concerns in educational settings. The work of Vilalta (2018), explored the connection between vandalism and safety issues, emphasising that vandalism can create an environment where students and faculty may feel unsafe. Although the study did not explicitly address acts of violence, the underlying premise is that a sense of insecurity can permeate the school environment due to vandalism. In rare instances, vandalism may indeed lead to violent incidents, emphasising the need for preventative measures. Other research conducted by Johnson et al. (2017) highlighted the role of school safety measures and security protocols in mitigating the risk of violent acts stemming from vandalism. Our study's recognition that vandalism has the potential to destroy lives aligns with these studies' broader focus on the safety implications associated with vandalism in educational institutions.

Some studies (Bostani et al., 2017; Catli, 2022; Vilalta, 2018; Johnson et al., 2017; Henkel et al., 2016; Schrag et al., 2020) have delved into the relationship between vandalism and safety concerns in educational settings. The work of Henkel et al (2016) explored the connection between vandalism and safety issues, emphasising that vandalism can create an environment where students and faculty may feel unsafe. The underlying premise underscored by the study is that a sense of insecurity can permeate the school environment due to vandalism. In rare instances, vandalism may indeed lead to violent incidents, emphasising the need for preventative measures. The study's recognition that vandalism has the potential to destroy lives aligns with these studies' broader focus on the safety implications associated with vandalism in educational institutions.

The study indicates that vandalism can indeed lead to fear and panic among students and faculty. Studies have explored the psychological impact of vandalism on individuals in educational environments. Research conducted by Schrag et al. (2020) found that exposure to vandalism or defacement of school property can create a sense of insecurity and anxiety among students. Such feelings of fear and panic may interfere with students' ability to concentrate on their studies and contribute to a hostile or unwelcoming atmosphere within the academic community. These emotional repercussions can have lasting effects on the mental well-being of those affected. Therefore, the study's recognition that vandalism brings about fear and panic align with existing research on the psychological toll of vandalism in educational institutions.

The impact of vandalism on the development of the university is a multifaceted concern that has been examined in prior studies. Research conducted by highlighted the detrimental effects of vandalism on an educational institution's progress (Nicklett et al., 2017). This includes the diversion of financial and human resources away from constructive development initiatives and towards repairing vandalized property and implementing security measures. Such redirection of resources can hinder the university's growth and expansion in academic, infrastructural, and administrative aspects. The study's observation that vandalism retards development resonates with these findings, emphasising the significance of mitigating vandalism's impact on the university's progress. Other Studies by Reynolds and Mayweather (2017) have explored the connection between vandalism and student performance, highlighting the disruptive nature of vandalism on the learning environment. Our study aligns with these findings, indicating that vandalism reduces academic performance by disturbing students' ability to concentrate on their studies, resulting in lower grades and diminished learning outcomes.

The financial burden imposed by vandalism has been the subject of investigation in numerous studies. The research conducted by Schrag and Edmond (2017) delved into the economic implications of vandalism in educational settings, emphasising the direct and indirect costs incurred by institutions. Repairing and securing facilities damaged by vandalism require financial resources that could otherwise be allocated to improving educational quality. Additionally, these costs can be passed on to the students in the form of

increased educational expenses. Our study's observation that vandalism increases educational costs aligns with these findings, highlighting the necessity of addressing vandalism to mitigate financial burdens on both the institution and its students.

In its most extreme form, vandalism, can indeed lead to the temporary or permanent closure of academic institutions. Such a situation disrupts the educational journey of many students, as highlighted in various case studies. For instance, Javaherchian (2017) while investigating the impact of vandalism on schools noted that in certain cases where vandalism reached an unmanageable extent, institutions were forced to suspend their operations temporarily for repairs and security enhancements. In the context of higher education, this type of closure can be especially detrimental to students' academic progress. Our study's recognition of the potential for vandalism to lead to the closure of schools aligns with the findings of these investigations.

Makes the school environment unconducive: Vandalism has a profound impact on the school environment, transforming it into an unconducive space for learning. This transformation has been a subject of exploration in previous research. A study conducted by Tesema (2017). examined the consequences of vandalism in educational settings and underscored the adverse effects on the learning environment. Vandalism can result in a lack of safety, cleanliness, and order, all of which are essential for creating a conducive space for learners to thrive. The disruption to the learning environment can negatively affect students' academic experiences and overall well-being. Our study's observation that

vandalism makes the school environment uncondusive aligns with these findings, emphasising the importance of addressing vandalism to maintain a positive educational atmosphere.

Research objective 4: To determine the nature of inter-hall student vandalism at the University of Cape Coast. This objective focused on investigating and understanding the nature of inter-hall student vandalism at the University of Cape Coast. It looked at the characteristics, patterns, and specifics of the acts of vandalism committed by students in different halls within the university. However, thematic analysis was employed in achieving this research objective.

What do you understand under the term vandalism?

These are some of the respondents' statements:

"An action involving deliberate destruction or damage to public or private properties" [lecturer 1]

"a wilful damage to or destruction of any property"

"a deliberate and often malicious act of destruction or damage inflicted upon public or private property" [Hall warden 1]

"Vandalism targets diverse entities, ranging from government buildings and public, monuments to private homes, businesses, vehicles, and educational institutions like the University of Cape Coast" [lecturer 2 and 5, Hall warden 3]

"I don't know anything about vandalism" [Student 1]

"I have never heard of vandalism" [Student 13]

These findings emphasised that many respondents have at least heard about vandalism before the survey. This could be due to the fact that majority of the respondents were literate. Also, since vandalism in the university create a lot of turmoil, it gets quickly speeded within the university increasing awareness on the topic. This confirms studies by Adams et al. (2013) and Idu et al. (2011) who revealed that education plays a crucial role in shaping individuals' awareness and understanding of social issues, particularly vandalism. Moreover, the rapid dissemination of information within the university environment is highlighted as a contributing factor to the widespread awareness of vandalism. Maphosa et al. (2010) have shown that university campuses, as close-knit communities, facilitate the swift transmission of news and information.

This current study also revealed that the disruptive nature of vandalism within the university likely contributes to its quick dissemination among students, faculty, and staff. This aligns with the findings of previous research emphasising the role of social networks and community dynamics in spreading information rapidly within educational institutions (Hanna et al., 2016). However, the study also acknowledges a minority of respondents who reported being unaware of vandalism. This could be linked to varying levels of education among respondents or limited access to information on campus. This study also showed that the minority of the respondents unaware of vandalism could be due to their level of education or the lack of access to information on campus. Research by Anderson (2021) has highlighted disparities in information access based on educational

backgrounds, with individuals with lower educational attainment often facing challenges in staying informed about campus-related issues.

What kinds of vandalism take place in the university?

Table 6 : Respondents views on the kinds of vandalism take place in the university

N=410	Frequency	Percentage
Littering	249	60.73%
Defacing Hall Symbols	171	40.71%
Unauthorized Entry	46	11.21%
Graffiti	83	20.24%
Defacement of property	102	24.87%
Theft	297	72.43%
Property damage	81	19.76%
Vandalized restrooms:	69	16.82%
Vandalism of common areas	77	18.78%
Destruction of green Spaces	175	42.68%
Noise disturbances	203	49.51%

The table shows that 60.73% 40.71% 11.21% 20.24% 24.87% 72.43% 19.76% 16.82% 18.78% 42.68% 49.51% of the respondents respectively emphasised that defacing hall symbols, unauthorized entry areas, graffiti, defacement of property, theft, property damage, vandalized restrooms, vandalism

of common areas, destruction of green spaces, noise disturbances are the forms of vandalism taking place in the university. Studies have explored the impact of littering on the campus environment, emphasising the need for cleanliness and hygiene. Research by Yilmaz and Olgun (2016) highlighted the adverse effects of littering on the overall campus atmosphere, including the perception of an unkempt environment. Our study aligns with these findings, emphasising that littering vandalism can contribute to a messy and unclean university setting.

The rivalry between student halls and the associated defacing or stealing of hall symbols and decorations has been a recurring concern in university campuses. The past research has investigated the dynamics of hall rivalries and the consequences of such actions. A study by Baesler (2018) delved into the impact of hall rivalry on campus unity and the need for constructive ways to channel such competitive spirit. Our study's recognition of defacing hall symbols as a form of vandalism aligns with these concerns about the consequences of hall rivalries within university settings. It underscores the importance of addressing these issues to promote a more harmonious campus environment.

Unauthorized entry and trespassing into restricted areas or facilities is a well-documented issue within university campuses. Previous studies have examined the security implications and potential risks associated with unauthorized entry. Research from Anderson and Smith (2017) focused on the vulnerabilities and safety concerns posed by unauthorized access to campus buildings and facilities. This study highlighted the need for robust security measures to prevent unauthorized entry. Our study's identification of unauthorized

entry as a form of vandalism aligns with these findings and underscores the importance of addressing security issues on university campuses to ensure the safety and well-being of students and staff.

Graffiti, which involves unauthorized drawings or inscriptions on various surfaces, has been a recurring issue in universities around the world. A study by found that graffiti is a common form of vandalism on university campuses, impacting the overall aesthetics and cleanliness of the environment. The presence of graffiti often creates an atmosphere of disorder and negligence, making students and staff feel less safe and respected. In a comparative analysis of vandalism in different universities. Bhati (2014) discovered that the prevalence of graffiti varied depending on the campus location and demographics of the student population. Urban universities, in particular, tend to experience higher rates of graffiti.

The defacement of property can take many forms, from scratching surfaces to marking or altering appearances. This type of vandalism is not limited to university campuses; it can also occur in public spaces and other educational institutions. Research conducted by highlights that property defacement often results in permanent or semi-permanent damage, leading to economic and functional repercussions.

Comparing findings from different universities, Bradshaw et al (2015) discovered that the defacement of property is more prevalent in institutions with a history of ineffective security measures. Universities located in urban areas or near public transportation hubs are also at a higher risk for this type of vandalism.

Furthermore, they found that when property defacement is left unaddressed, it can encourage further acts of vandalism. They identified the role of institutional culture in addressing property defacement. Universities that prioritize values like respect, responsibility, and community tend to have fewer incidents of property defacement. These findings underscore the importance of a proactive and holistic approach to vandalism prevention. Restroom facilities within universities are not immune to vandalism. Vandalized restrooms are characterized by various forms of damage, including broken fixtures, graffiti, and unsanitary conditions. This type of vandalism poses specific challenges for universities. The presence of broken fixtures can render restrooms unusable, inconveniencing students, faculty, and staff. In the case of graffiti, the defacement of restroom walls with unauthorized drawings or inscriptions detracts from the cleanliness and aesthetics of these facilities. Additionally, the creation of unsanitary conditions due to vandalism can pose health risks and discomfort for restroom users. The consequences of vandalized restrooms extend beyond the physical damage; they impact the overall campus experience.

Theft is a widespread issue in both academic and non-academic settings. The unauthorized taking of personal belongings or university property has significant financial and security implications. A study by Aba et al (2014) revealed that theft incidents in universities often involve personal items, such as laptops, mobile phones, and bicycles. These findings align with our research which reported common targets of theft and highlighted the need for enhanced security measures, such as surveillance and access control.

The destruction of green spaces within university campuses is another facet of vandalism that can have broader implications. These areas, including lawns, gardens, or outdoor spaces, are intended to provide aesthetic value, relaxation, and environmental benefits. However, vandalism can harm the aesthetics and sustainability of these spaces. Activities like uprooting plants, littering, or damaging outdoor features disrupt the natural beauty of green spaces. This not only affects the visual appeal of the campus but also undermines its sustainability efforts. The research of Anderson and Smith (2017) has examined the environmental consequences of vandalism in educational institutions, emphasising the need for preserving green spaces. Their findings align with our study's observation of vandalism causing destruction in these areas, underscoring the importance of maintaining the environmental and recreational aspects of university campuses.

Vandalism involving noise disturbances is an issue that affects the learning environment and the overall well-being of the university community. Engaging in loud or disruptive activities within the campus can lead to disturbances that impede students' ability to focus on their studies. In shared learning spaces, noise disruptions can be particularly challenging for students who require quiet and concentration. Additionally, noise disturbances can lead to heightened stress levels, reducing the overall quality of life for the university community. Although not as immediately visible as physical damage, the impact of noise disturbances on the campus environment is noteworthy. Research by Yilmaz and Olgun (2016) has examined the relationship between noise disturbances and the learning

environment in educational institutions. Their findings highlight the detrimental effect of noise disruptions on student concentration and well-being. Our study's recognition of noise disturbances as a form of vandalism aligns with these broader concerns about maintaining a conducive and peaceful campus environment for effective learning.

What are the areas of the University of Cape Coast that are most affected by inter-hall student vandalism?

Table 7 : Respondents views on the areas of University of Cape Coast that are most affected by inter-hall student vandalism

N=410	Affected Areas	Frequency	Percentage
	Residential Halls	406	99.02%
	Recreational Areas	301	73.41%
	Academic Buildings	387	94.39%
	Public Spaces	397	96.83%
	Administrative Areas	203	49.51%
	Transportation Services:	158	38.54%
	Security Infrastructure	186	45.36%
	Health Services Facilities	92	22.43%

Table 6 shows the respondents views on the areas of University of Cape Coast that are most affected by inter-hall student vandalism. From the table, 99.02% 73.41% 94.39% 96.83% 49.51% 38.54% 45.36% 22.43% of the respondents respectively argued that residential halls, recreational areas, academic buildings, public spaces administrative areas, transportation services, security

infrastructure and health services facilities are most affected areas by inter-hall student vandalism.

Residential halls are often vulnerable to inter-hall student vandalism, and these incidents can encompass a wide range of destructive acts. Previous studies on vandalism in residential halls have shed light on the various consequences of such behaviour. A study by Johnson et al (2017) found that vandalism in dormitory rooms can disrupt students' sense of security, privacy, and comfort. Students rely on their living spaces as sanctuaries from the academic rigors of university life, and when these spaces are compromised, it can lead to stress, anxiety, and negatively impact overall well-being.

Recreational areas are crucial for promoting students' physical health, relaxation, and social interactions. These spaces often serve as a release valve for students to unwind and build a sense of community. The findings of Bostani et al (2017) in recreational areas highlighted that damage to sports fields, recreational rooms, and equipment can limit opportunities for physical activity, relaxation, and socialization. This disruption can impact students' mental and physical well-being, thereby affecting their overall university experience. Our study's acknowledgment of vandalism in recreational areas is in line with these findings, underscoring the significance of maintaining these spaces to support students' holistic development. Academic buildings are the heart of any university, and vandalism in these areas can have far-reaching consequences. Research has shown that vandalism within academic buildings can disrupt the core mission of the university – teaching and learning. A study by Vilalta (2018) delved into the repercussions of vandalism in

academic buildings and found that it can hinder students' access to quality education. The disruptions to classrooms, laboratories, or library facilities can lead to interruptions in academic activities, hindering academic progress. The financial costs incurred for repairs can strain the university's resources, potentially impacting the quality of education. Our study's acknowledgment of vandalism in academic spaces echoes these findings, emphasising the importance of maintaining secure and conducive environments for teaching and learning.

Public spaces within a university campus, such as walkways, gardens, and open areas, are essential for providing a conducive environment for students, staff, and visitors. Vandalism in these areas is not uncommon, and the consequences can be detrimental. Studies conducted Henkel et al. (2016) explored the consequences of vandalism in public spaces. Their findings emphasised that graffiti, destruction of property, and littering can mar the aesthetics of the campus, creating a less pleasant and less safe environment. The visual impact of vandalism can affect the overall impression of the university, potentially influencing prospective students and impacting the well-being of the campus community. Our study's acknowledgment of vandalism in public spaces is in line with these findings, highlighting the importance of maintaining a clean and welcoming campus environment.

University administrative buildings, offices, and staff spaces are also susceptible to vandalism. While students' academic and residential spaces are more commonly associated with vandalism, the impact on administrative areas should not be underestimated. Studies conducted by Johnson and et al (2017)

have delved into the effects of vandalism in administrative settings. Their research highlighted the disruption of administrative operations and the financial costs associated with repairing damaged areas and equipment. These disruptions can hinder the university's efficiency and service delivery to students and staff. Our study's acknowledgment of vandalism in administrative areas aligns with these findings, emphasising the need for security measures and initiatives to safeguard these essential components of the university's infrastructure.

University transportation services, including buses and other vehicles, are crucial for ensuring students' accessibility to campus and facilitating their mobility. Vandalism of these services can lead to significant disruptions and inconveniences. Studies have explored the consequences of transportation-related vandalism within university campuses. Schrag et al. (2020) conducted research on vandalism's impact on university transportation services and found that damaged buses and vehicles not only result in financial burdens for the institution but also inconvenience students who rely on these services. Disruptions to transportation can hinder students' punctuality and attendance. Our acknowledgment of vandalism affecting transportation services aligns with these findings.

Vandalism directed at security systems and installations within a university campus can have far-reaching implications for safety and security. The research conducted by Catli (2022) delved into the consequences of security infrastructure vandalism in university settings. Their findings highlighted that damaged CCTV cameras, access control points, or alarm systems can compromise the safety of students, staff, and university property. Security breaches,

unauthorized access, and a lack of surveillance can lead to incidents of theft, violence, and other safety concerns. Our study's acknowledgment of vandalism affecting security infrastructure is in line with these findings.

University health service centres or clinics play a vital role in providing medical care and support to students and staff. Vandalism extending to health services facilities can have severe consequences for the well-being of the campus community. Research by Johnson et al (2017) findings underscored the potential disruption of medical services and the limited availability of healthcare resources for students. Delayed or compromised access to medical care can have adverse effects on the physical and mental health of the campus population. Our study's acknowledgment of vandalism affecting health services facilities aligns with these findings, emphasising the importance of preserving these critical resources for the university community.

Summary

The findings from the respondents identified supremacy, vengeance, peer pressure, discrimination as the main cause of vandalism. Most respondents agreed that Vandalism affects the university development as well as the overall structure of the university. The respondents emphasised that vandalism destroys school property, destroys life, brings about fear and panic, retards development, reduces academic performance, increases educational costs, leads to the closure of schools and makes the school environment unconducive. They also added that residential halls, recreational areas, academic buildings, public spaces administrative areas,

transportation services, security infrastructure and health services facilities are most affected areas by inter-hall student vandalism.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study generally sought to assess the effects of inter-hall student vandalism on the development of tertiary educational institutions: The University of Cape Coast. Specifically, the objectives sought to:

1. identify the causes of inter-hall student vandalism at the University of Cape Coast.
2. ascertain the impact of inter-hall student vandalism on students and school administration.
3. assess how inter-hall student vandalism affects the development of University of Cape Coast.
4. determine the nature of inter-hall student vandalism at the University of Cape Coast.

A mixed-methods approach was adopted as the study design for seeking responses on the effects of inter-hall student vandalism on the development of University of Cape Coast. A sample size of four hundred and ten (410) respondents was used for the study. The study focused on senior members and students at the University of Cape Coast. The study made use of both random and purposive sampling techniques for sampling respondents. A questionnaire was used in soliciting data from the senior members and students at the University of Cape Coast. Descriptive statistics such as frequency and percentages were used to analyse socio-demographic and research questions one, two, three, and four

variables. Thematic analysis was used to analyse research objective 1, 3 and 3, while logistic regression was used to analyse objectives 2.

The study found that the largest age group is the 20-29 category, comprising 70.2% of the total sample. The data also show that while the 30-39 and 40-49 age groups have smaller percentages, they are still notable. Furthermore, there is a representation of respondents in the 60-59 age category, indicating a degree of diversity in the age composition. Females slightly outnumber males, constituting 52.7% of the respondents, while males make up 47.3%. Students form the overwhelming majority, accounting for 95.1% of the sample. In contrast, hall masters, lecturers, and administrators collectively represent a smaller portion of the respondents. The data show a substantial representation of Christians and Muslims, constituting 55.9% and 43.4% of the sample, respectively.

The study revealed that supremacy, vengeance, peer pressure, and discrimination were identified by 75.36%, 60.97%, 58.78%, and 52.19% of the respondents, respectively, as the primary causes of vandalism. Catli (2022) similarly found that vandalism driven by a desire for supremacy often occurs within the context of inter-hall rivalries. Injustice (34.76%), academic stress (32.44%), emotional stress (29.51%), anger (27.80%), dissatisfaction (18.54%), frustration (38.09%), maliciousness (33.81%), university policies (23.80%), foreign influence (17.80%), hatred (6.09%), boredom (5.61%), alcoholism (7.56%), and drug abuse (11.46%) were also identified as factors contributing to vandalism.

The logistic regression analysis confirmed a significant relationship between agreement with the statement and the perceived impact of vandalism ($p < 0.001$), with a calculated odds ratio of 0.001, indicating a strong association. However, the p-value, although less than 0.076, did not reach significance at the conventional 0.05 level. The regression model also revealed a significant relationship between disagreement with the statement and the impact of vandalism ($p < 0.001$), suggesting that vandalism tarnishes the university's image and hinders external support. The majority (98%) of respondents agreed with this statement.

Regarding the forms of vandalism, the study found that 96.34%, 63.41%, 94.39%, 49.02%, 47.07%, 11.46%, 60.48%, and 61.71% of the respondents, respectively, agreed that vandalism destroys school property, endangers lives, induces fear and panic, retards development, reduces academic performance, increases educational costs, leads to the closure of schools, and makes the school environment unconducive. The impact of vandalism on school property is a well-documented concern.

Furthermore, the study indicated that a minority of respondents may be unaware of vandalism, possibly due to their level of education or limited access to information on campus. In terms of specific forms of vandalism, respondents emphasised that defacing hall symbols (60.73%), unauthorized entry (40.71%), graffiti (11.21%), defacement of property (20.24%), theft (24.87%), property damage (72.43%), vandalized restrooms (19.76%), vandalism of common areas

(16.82%), destruction of green spaces (18.78%), and noise disturbances (42.68%) are prevalent in the university.

Finally, based on respondents' views on areas most affected by inter-hall student vandalism at the University of Cape Coast, residential halls (99.02%), recreational areas (73.41%), academic buildings (94.39%), public spaces (96.83%), administrative areas (49.51%), transportation services (38.54%), security infrastructure (45.36%), and health services facilities (22.43%) were identified. Residential halls appear particularly vulnerable to inter-hall student vandalism, encompassing various destructive acts.

Summary

The following were the key findings:

1. The study unearthed that the predominant age group within the sample is the 20-29 category, comprising a significant 70.2%. Additionally, there is representation in the 30-39 and 40-49 age groups, hinting at age diversity. Females slightly outnumber males, constituting 52.7%, and students overwhelmingly form the majority, accounting for 95.1%. Christians and Muslims represent 55.9% and 43.4%, respectively, showcasing a religiously diverse respondent pool.
2. Supremacy, vengeance, peer pressure, and discrimination were identified by substantial percentages of respondents (75.36%, 60.97%, 58.78%, and 52.19%, respectively) as the primary causes of vandalism. Other contributing factors included injustice (34.76%), academic stress

(32.44%), emotional stress (29.51%), and various emotions and external influences.

3. The logistic regression analysis demonstrated a significant relationship between agreement with the statement on vandalism and its perceived impact ($p < 0.001$). However, the calculated odds ratio of 0.001, while indicating a strong association, did not reach conventional significance. Disagreement with the statement also showed a significant relationship with the impact of vandalism ($p < 0.001$), suggesting its adverse effects on the university's image and external support. The majority (98%) of respondents concurred with this statement.
4. Respondents overwhelmingly agreed on the destructive nature of vandalism, indicating agreement percentages ranging from 47.07% to 96.34%. Specific forms of vandalism, such as property destruction, endangerment of lives, fear and panic induction, development retardation, and adverse effects on academic performance, were acknowledged by the majority. Residential halls emerged as particularly vulnerable, with 99.02% of respondents identifying them as most affected.
5. Based on respondents' perspectives, residential halls (99.02%), recreational areas (73.41%), academic buildings (94.39%), and public spaces (96.83%) were identified as the most affected areas by inter-hall student vandalism. Administrative areas, transportation services, security

infrastructure, and health services facilities also featured prominently in the list of affected spaces.

Conclusion

1. Supremacy, vengeance, peer pressure, and discrimination emerged as predominant factors of interhall vandalism at the University of Cape Coast. This sheds light on the complex interplay of social dynamics within the student body. The findings highlight the need for targeted interventions addressing these root causes.
2. The majority of respondents acknowledged the negative consequences, including damage to the university's image, increased educational costs, and an unfavourable learning environment. These insights emphasise the urgency of implementing preventive measures to mitigate the adverse effects on the university community.
3. The identified forms of vandalism, such as defacing hall symbols, unauthorized entry, and destruction of common areas, provide a clear picture of the disruptive nature of these acts. The conclusions point towards the necessity of creating a secure and conducive learning environment to enhance the overall academic experience for students.
4. The research successfully determined the nature of inter-hall student vandalism at the University of Cape Coast. Defacing hall symbols, unauthorized entry, graffiti, property damage, and theft emerged as prevalent forms of vandalism. Understanding these specific manifestations

is crucial for developing targeted preventive measures and fostering a sense of responsibility and accountability among students.

Recommendations

Based on the findings obtained from the study, it is recommended that:

1. Tertiary institutions should develop and implement proactive prevention programmes addressing the root causes of inter-hall student vandalism. These programmes should incorporate educational initiatives, workshops, and awareness campaigns to promote values such as respect, tolerance, and collaboration.
2. The Tertiary institutions should strengthen campus security measures to deter and respond to instances of vandalism effectively. This includes investing in surveillance systems, increased security personnel, and the implementation of access control measures.
3. Counselling services, peer support groups, and conflict resolution programmes should be promoted to aid in mitigating the emotional and psychological effects of vandalism.
4. The government of Ghana and other agencies and well as parents should foster a collaborative governance approach involving students, faculty, and administration to collectively address the issue of inter-hall student vandalism. They should also help establish a joint task force or committee dedicated to campus safety to facilitate ongoing dialogue and the implementation of responsive policies.

Suggestions for further research

Based on the findings of the study, it is suggested that future research should:

1. Investigate the specific impact of enhanced security measures, including surveillance systems and access control, on reducing instances of inter-hall student vandalism. Explore the role of technology in deterring and responding to vandalism incidents and identify areas for improvement in campus security infrastructure.
2. Conduct in-depth research on the effectiveness of counselling services, peer support groups, and conflict resolution programmes in mitigating the emotional and psychological effects of vandalism on both victims and perpetrators. Explore the long-term outcomes of such support systems on the well-being of students.
3. Conduct comparative studies across different tertiary institutions in Ghana to identify variations in the prevalence and nature of inter-hall student vandalism. Explore the cultural, regional, or institutional factors that may contribute to differences in vandalism patterns and effectiveness of preventive measures.
4. Delve deeper into the root causes and motivations behind inter-hall student vandalism. Use qualitative research methods, such as interviews and focus group discussions, to gain a more nuanced understanding of the underlying factors contributing to destructive behaviours.

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APPENDIX
QUESTIONNAIRE
UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION
THE EFFECT OF INTER-HALL STUDENT VANDALISM ON THE
DEVELOPMENT OF THE UNIVERSITY OF CAPE COAST
INTRODUCTION

Vandalism is a crime affecting the quality of life, economic growth and development. Nevertheless, this research seeks to find out how interhall student vandalism affects university development. These research questions are set to help find out the causes and effects of interhall students' vandalism on the development of the university.

THE PURPOSE OF THE QUESTIONNAIRE

1. To identify the causes of inter-hall student vandalism at the University of Cape Coast.
2. To ascertain the impact of inter-hall student vandalism on students, parents and school administration on school administration.
3. To assess how inter-hall student vandalism affects the Development of the University of Cape Coast.
4. To determine the nature of inter-hall student vandalism at the University of Cape Coast.

INSTRUCTIONS

Thank you for participating in this study. Kindly respond to the questions below as honestly as possible. Data from this study will be published based on group characteristics. Individual information which identifies you personally will not be disclosed. No names are included here.

Confidentiality of the answers given is assured. Thank you once again for your participation. Please answer by ticking your response or filling the space provided. Thank you.

PART 1: SOCIO-DEMOGRAPHIC CHARACTERISTICS

1. Age.....(years)

20-29 []

20-39 []

40-49 []

50-59 []

2. Gender: Male []

Female []

3. You are?

A lecturer []

An administrator []

A student []

4. Religion: Christian [] Muslim [] Traditionalist []

Bhudist []

Others []

SECTION B (CLOSE-ENDED QUESTIONS)

5. Causes of inter-hall vandalism at the University of Cape Coast

6. What are the main causes of interhall vandalism at the University of Cape Coast?

7. What other factors causes interhall vandalism at the University of Cape Coast?

SECTION C (CLOSE-ENDED QUESTIONS)

Indicate with either TRUE/FALSE if you agree or disagree with any of the following statements on the impacts of interhall students' vandalism on university development.

8. Vandalism has no impacts on university development.
9. Vandalism provides better ways to develop the university.
10. Vandalism affects students' academic performance.
11. Vandalism attracts international bodies to support the university.
12. Vandalism affects teaching and learning in the university, affecting the development of the university.
13. Vandalism affects parents, thus, affecting the university development.
14. Vandalism affects administrative system of the university, affecting the development of the university.
15. Vandalism prolongs academic years, affecting the development of university.
16. Vandalism affects the financial system of the university.
17. Vandalism leads to loss of life and properties, thus, affecting the development of the university.
18. Vandalism mars the image of the university, thus, affecting its international relationships and development.

SECTION D (OPEN-ENDED QUESTIONS)

Provide short answers to the following questions which seeks to determine the nature of inter-hall student vandalism at the University of Cape Coast.

19. What do you understand under the term vandalism?

.....

.....

.....

20. What kinds of vandalism take place in the university?

.....

.....

21. Would you feel threatened in any way if you should report cases of vandalism at school to the police or principal?

.....

.....

.....

.....

22. What are the areas of the University of Cape Coast that are most affected by inter-hall student vandalism?

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