



**AN INVESTIGATION OF THE IMPLEMENTATION OF
SAFETY STANDARDS AND GUIDELINES ON THE STUDENT
ABUSE PROTECTION IN PUBLIC BOARDING SECONDARY
SCHOOLS IN KITUI COUNTY, KENYA**

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Abstract:

There is a contemporary anxiety caused by issues of disasters in secondary schools in Kenya which necessitates need to look at the schools' security systems. The aim of this research was to look into the implementation of safety standards and guidelines on the student abuse protection in public boarding secondary schools in Kitui County. The objectives were to establish the magnitude to which sexual abuse protection had been implemented on sexual protection and to establish the magnitude to which corporal punishment protection had been implemented on student abuse protection. The importance of security in school administration was the rationale for this research as the scarcity of researches in this area was the significance. The investigation was led by the securitization and disaster managing theories. The mixed methodology approach was adopted and the design being concurrent triangulation. Targeted populace was 16,875 which included; 1,940 teachers and 14,903 students, 16 education officers and 16 senior police officers. The sample was 650 participants. From 20 stratified sampled schools, 240 teachers and 400 students were used. From the education and security officers, 5 participants were used in each category. Stratified sampling was used to get 5 schools from each of the 8 constituencies; then random sampling was used to get 20 schools. Principals and deputies were purposively sampled. The researcher used random sampling for teachers and learners and purposive for education and security officers. Likert scale surveys were utilized in the case of teachers and learners. Interview schedules were used for education and security officers and an observation checklist was used too. The data collection tools were tested in 2 boarding institutions which

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were not included in the last study sample. The specialists examined data collection tools for validity and test retest technique was done for reliability with coefficient of .902. For credibility, simultaneous triangulation was employed. Numerical facts were evaluated in expressive data using tables, frequencies and percentages. Chi-square was employed to find out the degree to which the variables related with one another. Non numerical facts were explained through narrative form. The study established that sexual abuse and corporal punishment existed in schools and the students were not protected when travelling between the schools and homes. It was recommended that the government put in place measures for sexual abuse protection. Further research was recommended in security in higher institutions of learning.

Keywords: sexual abuse, corporal punishment, public boarding schools, safety standards and guidelines

1. Background to the Study

This study was exploring the implementation of the safety standards and guidelines on student abuse protection in public boarding secondary schools in Kitui in the Republic of Kenya. The theme of security studies as an academic and professional responsibility originated into being after the post-World War II. It was normally viewed as a sub study of International Relations and till the ages of the Cold War, it was an area of study and practice controlled by Anglo-American thinking. At that time, security education was identical with 'strategic studies' and upheld an inherent military emphasis. That academic and practical following was involved with the safety of the government and with evolving a systematic plan which would function to protect the nation-state from definable fears and to preserve the status-quo (Williams, 2008).

In Peshawar, Pakistan, the Taliban gunmen killed more than one hundred and forty five people, mostly school children. This took place in a public school and college that was run by the army when the institution was invaded by this group (Walsh, 2014). In spite of the increased security in American schools after the Sandy Hook Elementary School shooting, there seemed to be no improvement (Hefling, 2014).

In Nigeria, in April 2014, the Boko Haram militants abducted over 200 school girls from the town of Chibok. It was reported that there were no signs that the current government was any closer to finding those girls (Nossiter, 2015). However, schools and other learning institutions are experiencing serious cases of insecurity today as an upward trend is being witnessed culminating to deaths of students, learners wounded in schools' violent behaviour, calamities and other emergencies that can be easily evaded if safety guidelines were firmly adhered to according to Simatwa (2007).

In Kenya, according to Mburu (2012) the safety of learners and teachers had on many occasions been compromised by the occurrences of incidents which put their safety at risk and situations of jeopardy. Therefore, there was vital significance in conducting this research in this field of security management to answer a myriad of

questions and puzzles that had cropped up due to attacks, schools' violence and unrests among other evils.

Kitui County is not immune to safety and security management issues. In September, 2013 it was reported that Kisasi Boys' Secondary School dormitory caught fire. In Kitui Central district alone, three other schools had caught fire the previous week. These were Kitui Boys' High School, Tiva Girls' School and St Ursula Girls' Tungutu (*The Star*, 2013). Fire gutted down Kitui High School dormitory just a week after a new principal had reported. The dorm caught fire at 8 pm when the students were in the evening preps. The "Kasina A" dormitory was razed down. Property worth millions of shillings was lost in that horrifying incident (Mutua, 2013).

2. Statement of the Problem

There is an impending concern on the increasing cases of disasters in secondary schools in this country. It may not be exactly known, neither documented, as to what magnitude the Manual had been implemented in boarding secondary schools in Kitui County. The Safety and Standards guidelines book published by the Government in 2008, which intended to ensure safe schools, was in place for almost a decade then but schools still faced problems for instance, of the fires.

Schools are supposed to be havens of peace and stability, which should be the ideal situation, but not chaotic places. Going by the media and research reports, security management is becoming an issue in the learning institutions in this country. Charges of students in the Kitui court of law, burning of schools and external weaponry attack threats among others have been witnessed and documented in the study county and other counties in the Republic of Kenya (Mwenga, 2011; Nyakundi, 2012; Gichuru, 2012; Onyango, 2013; Kyambi, 2013 *et cetera*). There is, therefore, an urgent need for proper interventions to make schools safer places for learners to study in. If there are no interventions involved, schools would not achieve the intended goals of giving desired skills, attitudes and knowledge to the students. Indeed, schools would end up being chaotic places for the youth of this country.

3. Purpose of the Study

This research was an investigation of the implementation of safety standards and guidelines on the student abuse protection in public boarding secondary schools in Kitui County, Kenya.

4. The Research Objectives

The research was controlled by two objectives as follows:

1. To establish the magnitude to which sexual abuse protection had been implemented on sexual protection in public boarding secondary schools in Kitui County

2. To establish the magnitude to which corporal punishment protection had been implemented on student abuse protection in public boarding secondary schools in Kitui County

5. Study Questions

Reflecting on the study objectives, these questions were constructed:-

1. To what magnitude has sexual abuse protection been implemented on student abuse protection in public boarding secondary schools in Kitui County?
2. To what magnitude has corporal punishment protection been implemented on student abuse protection in public boarding secondary schools in Kitui County?

6. Significance of the Study

The existing body of knowledge pertaining safety and security management in secondary schools needed additional new contributions. Therefore, this research meaningfully contributed to this field. The researcher collected crucial data from the field to address the issue of security management and added value to the existing facts in this area of study. Researchers on school security management got valuable information to use in their studies.

There were hardly any known or documented researches that had been conducted in Kitui County on school security matters. This study, thus, served as an eye opener on managing security issues in the learning institutions in the county. All learning institutions in the county were to benefit from this research since they were alerted on security management hence enhanced the same on acquiring better skills and information. This study was meant to benefit education stakeholders to assist create safer schools for the learners in this country.

The findings of this research were intended to give helpful information to the Ministry of Education, especially the field officers who would make better policies and workable interventions on school security management. Proper implementation of safety guidelines would be expected to enhance security management in public schools and other learning institutions in this country. Schools need to be safe places always where learners should acquire knowledge, skills and attitudes amicably.

It was assumed that parents, who entrust their children to schools, would benefit as they got assurance of safety and security of their sons and daughters in the learning institutions. This would help reduce the nightmares that parents experience during school terms. The findings enabled various stakeholders and decision makers bring about perfect plans to make sure that disasters were combated whenever they struck at schools.

7. Literature Review

The literature was reviewed according to the two study objectives regarding sexual and corporal punishment issues.

7.1 Sexual Abuse in Schools

Sex abuse was rampant in British boarding schools. A number of the alumni of Caldicott school in Buckinghamshire had been sexually molested which had been a bumpy and frustrating road for the affected former students. The school was a place of loyalty which was emphasized where a culture of secrecy and shame prevailed. Many former students said that they felt the trouble lay with the boarding school in general but not the era. The male teachers were said to have sodomized boys and that there was a sexual scandal that erupted there that students became sexual partners of the teachers (Lyll, 2007).

In the Republic of South Africa, information had that the parliament had condemned sex for marks in the schools. Matshediso (2014) found that educators at Brakpan School in Gauteng sought after sex from students so as to pass exams. The self-worth of the instruction occupation had to be returned by eradicating sex seeking teachers away from the scheme. The parliament warned that it was going to call for the severest consequence for those established guilty. The evil behaviour where students were viewed as sex objects was condemned. It was observed that educators should exercise the parental role during the time they stayed with the learners. They were not to subject the young ones to this kind of emotional torture. If girls were awarded good grades after sexual favours, one wonders what would happen to the boys unless the female teachers did likewise to them or male teachers practised sodomy with them. There should be fair grading and fair award of scores and grades in all schools. This research investigated the sexual abuse situation in secondary schools in Kitui County so as to give possible solutions to enhance security management in the institutions as far as sexual abuse is concerned.

In the neighbouring country, Uganda, it was reported that teachers defiled their students after promising them sponsorship. Kitunzi (2014) reported that the suspects had been staying with the victims as husbands and wives for a period of time. Police arrested the two teachers reportedly defiling four young girls of the same school. The victims were between twelve and fourteen years of age and were subjected to sexual trauma on a daily basis. The secret act of the teachers came to the open when one teacher found the two girls crying after being sexually abused by the teachers. The teachers had been dismissed from their former schools over related allegations.

It has been alleged that teachers' immorality was killing girls' education in the Luo land in Kenya. Omolo (2008) said that immorality in learning institutions was destroying the girl-child education in the Nyanza Province as the male teachers got married to their learners at a high rate. For whatever reason sex was practised among teachers and students in schools, it must not be allowed to continue at any case. This evil must be punished severely since it is causing moral decay in the society. If this is

allowed to continue, societies like the Biblical Sodom and Gomorrah would be evident in the world since schools would be manufacturing highly wicked and immoral citizens all over the world.

Turay (2010) reported that not only girls were abused, but also the boys. Less than ten boys had been abused by their teachers according to this report. It was also shocking that the trend where female teachers were defiling male students was escalating. It was further noted that the cases were more rampant in primary schools than the secondary schools. One solution suggested by the Teachers' Service Commission was to conduct capacity building to sensitize teachers on sexual abuse to their students. It is believed that such practices may promote gay marriages in the Kenyan society which is anti-African in nature. Soon homosexuality and lesbianism can be normalized causing a negative change in the society.

It is acceptable that girls learn sexual perversions in schools. Six students at Moi Kadzodzo Girls' Secondary School in Kilifi County admitted having practised lesbianism at their school. The girls had been reported to have lavishly touched and kissed one another in the school compound (*Capital News*, 2012). Lesbianism is a shame to African society. It has never been practised in the past. It is a sexual pervasion that may not be encouraged among girls just as homosexuality among boys is equally evil. This research was looking for solutions to these anti African contemporary evils.

Bullying in secondary schools in Kenya has taken a new twist as the students get sexually abused by others. There was an issue of a new comer in Loreto School in Kiambu who was abused sexually by some lesbians in her first day in the institution. The lesbians touched her all round her body telling her that she was beautiful and licked her private parts. The girl decided to leave the school the following morning but unfortunately, was caught. The parents were summoned to the school but the principal was defensive denying such allegations. Another girl who had gone through similar experience in the same school earlier died due to effects of the medicine she was getting after developing depression when she was bullied in the same way by lesbian girls. And in Ruchu Girls' School in Murang'a, six girls were thrown out of school for bed sharing and displaying lesbian characteristics. In 2012 at the Pangani Girls' in Nairobi, some eight form two girls were sent home for being lesbians. A case of sodomy was reported in Makueni County when a form one boy was sodomized just because he was being bullied. The parents were forced to transfer him to another school (Kenya Forum for Kenyans Everywhere, 2014).

A worrying trend is being exposed when sexual abuse occurs between the schools and homes; either when the students are going home for holidays or coming from home to school after the holidays. Nyawira and Kamau (2015) narrated shocking news. The parents of over 35 secondary schools students were shocked when their sons and daughters were caught in the act of smoking *cannabis sativa* and doing sex in a vehicle which they had hired to take them home to Nairobi County after schools closed down in August 2015. The students from different schools in Central Kenya had hired a bus and performed sex orgies and indulgence in drugs. Villagers from Kibirigwi in Kirinyaga were shocked by the loud unbecoming sound from the bus when it stopped

in the township. After the residents peered in, they were shocked by the evils they saw. Various students were engaged in sex and kissing as others smoked bhang. They reported to the traffic police who stopped the vehicle. Inside the police discovered rolls of bhang down the floor of the bus and girls sat on laps of boys in the rear seat. This research was interested in looking into the sexual abuse of students between schools and homes which had been a gap in other studies done earlier. Students should not be exposed to this kind of abuse while in school, home or between the school and the home.

7.2 Corporal Punishment in Schools

Although corporal punishment was abolished in 2010 in the United States of America, it was still rampant in 2013 in many schools. Even as a growing number of districts and states abolished the practice, corporal punishment continued to be a legal form of discipline in 19 states, most of them in the South. There was no federal policy that existed on corporal punishment in schools. The United States of America Supreme Court ruled that it was an issue left to the states to decide upon (Morones, 2013). It had been recorded that 223,190 students were physically punished in American schools in the year 2006 alone. This estimate was based on survey of 60,000 schools. The study maintains that children have the right to be protected from corporal punishment if safe schools are to be in place.

According to John (2012), corporal punishment was rife in South Africa although it was said to be illegal. About 350 cases were reported in Gauteng province crisis childline in less than a year in 2011/2012. When 76 schools were visited and 49,000 pupils addressed, it was established that in almost every school, children reported that corporal punishment was still meted. Students do not report the vice due to fear for victimization by their teachers. Some four KwaZulu-Natal teachers were apprehended for whipping a male learner so harshly that he had to undergo surgery on one of his testicles. And a student in Gauteng was lashed 340 times in 2011, resulting to internal bleeding and possible kidney damage according to the report. While South African parents believe in corporal punishment, serious consequences can erupt, for example, a pupil lost an eye in the Eastern Cape, a Limpopo pupil had two fingers broken, and a KwaZulu-Natal pupil died after being caned in 2010.

Corporal punishment is still being used in Kenya at an alarming rate. Mweru (2010) ascertains that educators in this country still exercise corporal punishment despite the ban in 2001. The data collected indicated that teachers were conscious of the current rules forbidding physical punishment in Kenya. However, the teachers believed that this was the best way to instill discipline among students and the parents were comfortable with it. According to this report, the vice took many forms such as twisting ears, pinching, and slapping among others.

Simatwa (2012) studied the county of Bungoma on managing of students' discipline in post primary schools. It was established, unfortunately, that schools were still using corporal punishment despite the fact that it was outlawed in 2001. A hundred percent of the schools in the study were using smacking, slapping, pinching; all of

which were termed as corporal punishment by the law. The Kenya Constitution prohibits torture, inhuman and degrading treatment of any person. Other forms of the vice like kneeling down for hours were meted on students who sustained injuries as they were commanded to walk on their knees. Such schools may not be considered safe for students since they are similar to small jails. Since the constitution of Kenya forbids corporal punishment and it is the supreme law of the country, there is necessity to look for alternatives to this evil practice unless there is total bankruptcy of ideas that is being experienced.

According to a Wakhisi (2014), a form 2 boy was extremely wounded after cruel thrashing by his teachers. William Barasa of St Kizito Lumusu in Kakamega suffered chest and other physical injuries inflicted by the teachers during the beating. The teachers, who included the deputy, found the boy in a compromising position with a female student. The teachers cruelly landed on him with kicks, slaps, and stepping on him. The report from hospital showed that the student was badly wounded and put on bandages as he bled profusely. This research wondered if there were better ways of handling discipline instead of sticking to corporal punishment. No school is safe if the teachers behave like jailers or policemen.

A form four student at Simotwo high school was admitted in hospital with life-threatening injuries after he was beaten by teachers at the school. Seventeen other students were injured at the same time after two teachers ordered a class of 56 students to parade on hot sun for more than 30 minutes and then caned them with cypress twigs. The teachers had ordered the students to lie on the ground then they rushed to the bush where they collected dozens of sticks with which they beat the students till they thought they were going to die. The school administration tried to cover the incident when they found that the boy, among others, was critically injured (Mabatuk, 2016). Such cruel incidents should not be tolerated since they make schools very unsafe places for the students. Students should feel happy at school and feel that teachers are their foster loving parents. The researcher established what was happening in schools in Kitui County concerning corporal punishment.

8. Research Methodology and Design

The research methodology adopted here was mixed approach. Both quantitative and qualitative data were collected. The research adopted the Concurrent Triangulation Design. This design was preferred due to its flexibility in catering for both quantitative and qualitative data at the same time and allowing mixing both categories of data. The participants were given all the instruments at the same time for quantitative and qualitative data. This involved concurrent data gathering but isolated gathering and analysis of numerical and non-numerical data was done so that the investigator understood the issue better.

The total target population was the teachers (principals, deputies and teachers) and students (form fours) in seventy public boarding secondary schools in Kitui County. Education and security officers were also included in the population.

Institutions investigated included boys' boarding, girls' boarding and mixed boarding schools. Seventy school principals were targeted in the research and same number of their deputies. One thousand and eight hundred teachers were targeted. And 14,903 form 4 students were included in the target since they had experience in school life and had better English language command to understand the questionnaires well.

Sixteen education officers and similar number of police officers were targeted. The discussions between the researcher and the officers enabled body language being interpreted. The total targeted participants were 16,875. Table below shows the targeted population.

Table 1: Target population

Participants	Target population	% Proportion
Principals	70	28.57
Deputies	70	28.57
Teachers	1,800	11.11
F4 students	14,903	2.68
Education officers	16	31.25
Senior police officers	16	31.25
Totals	16,875	3.85

Source: County Director of Education Kitui, 2017

8.1 Sampling Procedures and Sample Size

Kitui has eight parliamentary constituencies stratified sampling was used to enable fair coverage of the huge study area. All the constituencies were included in the study; however, the sampling did not include day schools because they had a lower risk of being affected by all kinds of insecurity.

For all the 8 constituencies stratified sampling was conducted, 5 public boarding secondary schools were randomly sampled from each constituency totaling to 40 institutions. The names of these 40 public boarding schools were written on pieces of papers and put into a basket whereby two people were asked to alternately pull out any one school after the basket is rolled up. This continued till twenty schools were selected in the lottery.

Twenty (20) form four students from each school were randomly sampled so as to give each student a chance to participate in the research. If a school had more than one stream, the names of the streams were written and put in a basket and randomly sampled. The researcher wrote 20 pieces of paper "yes" and the rest "no" depending on the number of form four students in the sampled class. The students with "yes" papers were included. Ten teachers were randomly sampled using similar lottery method from each of the schools. Twenty principals and their deputies were purposively sampled because they belonged to the same schools, making a total of two hundred and forty (240) teachers. Random sampling used lottery methods where all respondents had equal chances of being selected. Five education officers and five police officers were included in the sample through purposive sampling. The total number of participants was six hundred and fifty (650) from the sampled schools and officers.

8.2 Sample Size

The proposed sample size for the study was 650 participants comprising of principals, deputies, teachers, form four students, education officers and security men. The sample covered 20 public boarding secondary schools from which 20 principals and 20 deputies were drawn. The schools also provided 200 teachers and 400 students. This sample also included 5 education officers and 5 senior police officers. The sample size is as indicated in the table below.

Table 2: Sampling grid

Category of population	Total population	Sampling procedure	Sample size
Boarding schools	70	Stratified	20
Principals	70	Purposive	20
Deputies	70	Purposive	20
Teachers	1,800	Random	200
F4 students	14,903	Random	400
Education officers	16	Purposive	5
Senior police officers	16	Purposive	5
Total	16,875		650

Source: The researcher, 2017.

8.3 Data Collection Procedures

On arrival in the schools, the researcher observed protocol by visiting the principal's office for self-introduction and signing of the visitors' book. The researcher requested the principal to assign a teacher to assist in the research process. The teacher was the coordinator of the research process in that particular school. The first visit was to give questionnaires to the principals, deputies and randomly sampled teachers. The researcher wrote 10 pieces of papers "yes" and the rest "no" depending on the number of teachers in the school. The teachers were requested to pick the papers and only those with "yes" were given questionnaires to fill at their own pace.

The other reason was to do observations as per the checklist. The researcher went round the schools' compounds and made security management observations. The final reason was to make appointments with schools as to when to visit and collect filled questionnaires from the coordinating teachers. The teachers and students filled the questionnaires at their own pace before the next visit of the researcher and the coordinating teacher collected the same and handed them to him. The coordinating teacher made sure that the students were prepared to participate in the study as per the appointment made between the researcher and the school. This ensured a high return rate of questionnaires from the school community.

The second visit was to collect questionnaires from the institutions as per appointments. Random selection of students was done using lottery method and all participants were from form four students of age 18 years and above. If a school had more than one stream, the coordinator picked only one class at random. In getting students, small papers written "yes" and "no" were used. The "yes" papers were only 20 in number as the sample required. The participants in any one of the form four

classes were requested to pick the papers from a basket. Students with “yes” papers were separated into a room and used in the study to fill questionnaires. Form fours only participated due to their long experience in the schools and the fact that they had good English background to understand the questionnaires better.

After getting into a separate room, the coordinator created a rapport with the selected students and assures them of their confidentiality. They then signed informed consent forms before filling in the questionnaires. Then questionnaires were administered and collected there and then. This ensured a good return rate. Only form fours at age 18 and above were used in the sample.

The coordinator administered the questionnaires in person and was present during the filling to be able to answer any questions. Questionnaires from teachers were collected which had been filled in advance since the first visit. At the same time, the researcher made appointments with education and senior police officers to conduct the interviews.

8.4 Data Analysis Procedures

The facts in this study were both quantitative and qualitative in nature. Numerical facts were examined in descriptively and displayed in frequencies, tables and percentages. Inferential statistics was also used to analyze numerical data as Chi-square was utilized. Qualitative data was analyzed thematically.

Collected data from the field was analyzed through descriptive and inferential statistics as well as thematic. All field data was analyzed to find out meaning in it. This means sorting out the data, editing, coding, entering and cleaning. This data processing gave results that the researcher read between the lines and made conclusions. Captured data was analyzed as per the study objectives to answer the study questions. The research objectives dealt with security management issues pertaining safety training, physical infrastructure, student abuse, transportation and monitoring and evaluation. Each objective was treated as a sub topic under which data was analyzed for interpretation. The data analysis was arranged such that the research questions were answered one by one. Descriptive statics was presented in tables, frequencies and percentages. Inferential statistics used Chi-square in the SPSS version 21.

There was, finally, the mixing and interpretation of both quantitative and qualitative data to draw out further meanings of the data collected. The researcher further analyzed the data to cover the variables and indicate the analysis approaches employed.

9. Research Findings and Discussions

The findings for the two study objectives were put together by the researcher as it is seen here below. The investigator sought views from principals and deputies on part D of their survey on the issue of student sexual abuse protection and corporal punishment as shown below in the sub sections.

9.1 Sexual Abuse Protection

The researcher issued a survey with Likert scale to find out the views of school administrators. The outcomes were displayed in the table below.

Table 3: Principals' and deputies' responses on student abuse protection

Statements	D (1)	SD (2)	U (3)	A (4)	SA (5)
There are sexual abuse practices going on in secondary schools in this county nowadays	F 08 22.86 %	F 02 5.71%	F 03 8.57%	F 14 40%	F 08 22.86%
Guidance and counselling on sexuality is frequently done in secondary schools in this county to protect students from sexual abuse	F 07 20%	F 03 8.57%	F 0 0%	F 22 62.86 %	F 03 8.57%
Corporal punishment is administered to students in secondary schools in this county	F 16 45.71 %	F 09 25.71%	F 05 14.29%	F 05 14.29%	F 0 0%
Students are well protected when they travel between the schools and homes during closing or midterm breaks to avoid sexual abuse	F 14 40%	F 07 20%	F 06 17.14%	F 08 22.86 %	F 0 0%
Homosexuality and lesbianism can be practised in secondary schools in this county	F 04 11.43 %	F 02 5.71%	F 02 5.71%	F 21 60%	F 06 17.14%
Sexual relationship between the teachers and students is possible though not allowed	F 0 0%	F 02 5.71%	F 01 2.86%	F 27 77.14 %	F 05 14.29%
Sexual abuse can be a big problem in secondary schools in this county	F 04 11.43 %	F 0 0%	F 03 8.57%	F 19 54.29 %	F 09 25.71%

Source: The researcher, 2017

There were sexual abuse practices going on in secondary schools in the study county as 22 (62.86 %) of the participants, who were principals and deputies, agreed. However, some 10 (28.57 %) did not think the same way, as another 3 (8.57 %) could not make decision on the matter. This is in agreement with *The Real Truth Magazine* (2016) where it was unearthed that school sex crimes were rampant in the United Kingdom between 2012 and 2015 academic years. This was according to the police in that kingdom. Majority of the sex abuses were not reported and the authorities were working on modalities to ensure that all cases were reported and punished.

Girls admitted practising lesbianism in Kilifi County and a case of teacher sodomizing a student was reported in Chavakali National School. Form one bullying took form of sodomy in Makueni County (Capital News, 2012; Lungai, 2013; Kenyan Forum for Kenyans Everywhere, 2014). Majority of the participants 25 (71.43 %) agreed that guidance and counselling on sexuality was frequently done in their schools to protect students from sexual abuse. There was an alarming percentage 10 (28.57 %) of the schools who did not conduct counselling on sexuality. This, of course, was worrying information.

Students were not protected when they travelled between the schools and the homes during either closing days or midterm breaks. They were found to be prone to sexual abuse as 21 (60 %) of the schools, administrators were in agreement. Only 8 (22.86 %) seemed to think that students were safe from sexual abuse between schools

and homes. This is in agreement with Nyawira and Kamau (2015) who exposed shocking news that a group of students conspired to hire a private bus to take them home during the August holiday in 2015 but on the way, they were abusing drugs and having sex in the vehicle in broad day light. Boys and girls were enjoying themselves as the vehicle crew turned away their heads pretending innocence.

There is a possibility of homosexuality and lesbianism being practised among secondary school students in the study county. This was supported by a majority of 27 (77.14 %) of the school administrators. However, 6 (17.14 %) did not think the same way. It was established that sexual relationships among teachers and learners was possible although the law did not allow it. Majority of the participants 32 (91.43 %) were in agreement with this statement. Only a small minority of 2 (5.71 %) did not think in that direction. It was established that sexual abuse could be a big problem in learning institutions in the study county. This was feared by a majority of 28 (80 %) of the school administrators. Only a small minority of 4 (11.43 %) was not threatened by this evil, as 3 (8.57 %) did not want to make a decision. This agrees with the fact that in 2015, the TSC removed a hundred teachers from the register for having sexual affairs with their students. In 2016, another twenty-two were also deregistered for the same offence (Wanazala, 2016).

9.2 Corporal Punishment Protection

According to the participants, corporal punishment was not administered to learners in the study county as 25 (71.42 %) indicated in the study. Only 5 (14.29 %) agreed that the evil was done in their schools. It was not known as to why 5 (14.29 %) were not decided yet it was a matter of knowing if it was there or not. Most likely, they did not want to commit themselves on this crucial issue. Nevertheless, as it is seen from students' responses, corporal punishment existed in the institutions. The school administrators could not accept this truth because they knew that it was against the law to use such a kind of punishment. The students betrayed them anyway as they agreed that corporal punishment was rampant in their schools.

According to students on corporal punishment from Table 5, this study established that it was still used in schools which threatened learners. This was indicated by a majority of 211 (57.50 %) of the participants, mainly boys. Some 143 (38.96 %) indicated the opposite; these were girls whereby corporal punishment was not metted on them. Some boys went on and wrote on the questionnaires how their teachers beat them heavily and mercilessly. This is in line with Morones (2013) who lamented that the evil of corporal punishment was rampant in American schools whereby 223,190 learners in 60,000 schools were physically punished. In South Africa, some teachers were arrested for beating up a student and cases of deaths were reported in schools as a result of beating (John, 2012). And Simatwa (2012) established that teachers were still using corporal punishment in Bungoma County at rate of 100 %. In 2016 a case of death was reported in Gathungo and a group of fifty-six students were caned by teachers leaving one admitted in hospital (Mabatuk, 2016). These issues were worrying.

Majority of learners 286 (77.93 %) agreed that corporal punishment should be abolished in institutions. Only a small minority 70 (19.07 %) thought that this evil should continue possibly because they found it an effective way of controlling discipline. It was established that many schools used corporal punishment which actually threatened security management of learners as 240 (65.40 %) of the participants said. Only 104 (28.34 %) said that the evil was not practised in their schools; possibly these being girls from the girls' schools. Majority of the students 267 (72.75 %) denied that corporal punishment was an effective way of handling discipline and did not affect security management in boarding secondary schools. Only 82 (22.35 %) agreed that this evil was an effective way of dealing with discipline.

9.3 Teachers' Responses on Student Abuse Protection

The researcher sought views from the teachers who filled their survey. The outcomes were displayed in the table below.

Table 4: Teachers' Feedbacks on Student Abuse Protection

Statements	D (1)	SD (2)	U (3)	A (4)	SA (5)
There is escalating sexual abuses practised in boarding schools which can affect the enhancement of security of learners	F 56 32.56 %	F 36 20.93 %	F 20 11.63 %	F 50 29.07 %	F 10 5.81 %
It has been said that homosexuality and lesbianism are being practised in boarding schools	F 24 13.95 %	F 22 12.79 %	F 15 8.72 %	F 95 55.23 %	F 16 9.30 %
Students are normally protected as they travel to and fro schools to avoid sexual abuse	F 51 29.65 %	F 18 10.47 %	F 13 7.56 %	F 68 39.53 %	F 22 12.79 %
Guidance and counselling on human sexuality is done to enhance security management in boarding secondary schools	F 08 4.65 %	F 03 1.74 %	F 08 4.65 %	F 97 56.40 %	F 56 32.56 %
Sexual relationship among teachers and students, homosexuality, sodomy and lesbianism can be practised in boarding schools	F 38 22.09 %	F 28 16.28 %	F 13 7.56 %	F 81 47.09 %	F 12 6.98 %
Students are cautioned against motorcycle taxi drivers known as boda boda who cause pregnancies to schools girls and sell drugs to boys on their way to and fro schools	F 14 8.14 %	F 12 6.98 %	F 10 5.81 %	F 97 56.40 %	F 39 22.67 %
Corporal punishment is practised in many secondary schools in Kitui County	F 79 45.93 %	F 35 20.35 %	F 20 11.63 %	F 30 17.44 %	F 08 4.65 %

Source: The researcher, 2017

From the table, more than half 92 (53.49 %) of the teachers who filled the questionnaire did not think that there was escalating sexual abuses practised in boarding schools. This could have been the case because sex in African traditions is a taboo that is not discussed openly and for this matter, only the school administrators handled these issues without involving teachers. However, 60 (34.88 %) of the teachers thought the opposite. Another 20 (11.63 %) did not want to make a decision as they remained

undecided. Majority of the teachers 111 (64.53 %) accepted that homosexuality and lesbianism were being practised in boarding schools. About a quarter 46 (26.74 %) of the participants thought that these evil practices were not taking place in the schools and 15 (8.72 %) remained undecided on the matter. Of the participants, 90 (52.32 %) thought that students were normally protected as they travelled to and fro schools to avoid sexual abuses. However, it is alarming that 69 (40.12 %) of the teachers did not think that learners were safe between schools and homes. Majority of the teachers 153 (88.96 %) agreed that guidance and counselling on human sexuality was being done in schools. Only a small minority of 11 (6.39 %) did not think so.

This is in line with the United Kingdom (*The Real Truth*, 2016) whereby the numbers of school sex criminalities were 5,500 between 2012 and 2015 academic years. This was the highest documented incidents in England, Scotland, Wales and Northern Ireland. Sexual relationship among teachers and students, homosexuality, sodomy, and lesbianism could be practised in boarding schools as 93 (54.07 %) of the teachers indicated. However, 66 (38.37 %) of the same sample thought that those evils could not happen in schools. This indicated a threat as far as student abuse protection was concerned.

It was established that students were cautioned against motorcycle taxi drivers known as *boda boda* who caused pregnancies to school girls and sold drugs to boys on their way to and fro schools. This was judged by a majority of 136 (79.07 %) of the teachers. Only a small minority of 26 (15.12 %) of the sample did not think likewise. Majority of the teachers 114 (66.28 %) did not agree that corporal punishment was practised in many secondary schools in Kitui County. Interestingly, 38 (22.09 %) of the same group agreed that the evil was going on in the learning institutions. Surprisingly, 20 (11.63 %) of the participants did not want to take sides; they remained undecided.

9.5 Students' Responses on Student Abuse Protection

The investigator prepared part D of the questionnaire for the students to solicit their views on same objective regarding student abuse protection and the responses were presented in the table below.

Table 5: Students' responses on student abuse protection

Statements	D (1)	SD (2)	U (3)	A (4)	SA (5)
There is increase in sexual abuse in schools which can affect learners in secondary schools	F 82 22.34%	F 197 53.68%	F 15 4.09%	F 31 8.45%	F 42 11.44%
There is homosexuality and lesbianism practised in schools which can affect students' behaviour	F 84 22.89%	F 183 49.86%	F 17 4.63%	F 57 15.53%	F 26 7.09%
Students are protected when they travel to and fro schools during mid-terms and closing/opening to avoid sexual abuse	F 96 26.16%	F 75 20.44%	F 32 8.72%	F 88 23.98%	F 76 20.70%
Guidance and counselling on human sexuality is done in your school so as to be safe	F 30 8.17%	F 45 12.26%	F 11 3.0%	F 117 31.88%	F 164 44.69%
Sexual relationship among teachers and students,	F 71	F 107	F 25	F 78	F 86

AN INVESTIGATION OF THE IMPLEMENTATION OF SAFETY STANDARDS AND GUIDELINES ON THE STUDENT ABUSE PROTECTION IN PUBLIC BOARDING SECONDARY SCHOOLS IN KITUI COUNTY, KENYA

homosexuality, sodomy and lesbianism are a threat to schools nowadays	19.35%	29.16%	6.81%	21.25%	23.43%
There is use of corporal punishment in schools which threatens students	F 85 23.16%	F 58 15.80%	F 13 3.54%	F 75 20.44%	F 136 37.06%
Corporal punishment must be abolished to help keep safe schools	F 32 8.72%	F 38 10.35%	F 11 3.0%	F 98 26.70%	F 188 51.23%
Many schools use corporal punishment which threatens security management of students	F 63 17.17%	F 41 11.17%	F 23 6.26%	F 111 30.25%	F 129 35.15%
Corporal punishment is an effective way of handling discipline and does not affect security management in boarding secondary schools	F 65 17.71%	F 202 55.04%	F 18 4.90 %	F 36 9.82%	F 46 12.53%

Source: The researcher, 2017

From the table, majority of the students 279 (76.02 %) did not think that there was increase in sexual abuse in schools which could affect them. Only a minority of 73 (19.89 %) thought the opposite. Again, a majority 267 (72.75 %) of the sample said that there was no homosexuality and lesbianism practised in institutions which could affect their behaviour. However, 83 (22.62 %) accepted the statement. The researcher wanted to establish if students were protected when they travelled to and fro schools during midterms and closing/opening days to avoid sexual abuse. The learners were almost divided into two equal parts on the statement. Some 164 (44.68 %) said that they were protected while almost the same percentage 171 (46.60 %) said that they were not protected. Only 32 (8.72 %) were undecided. This indicated danger when more than half of the participants were not protected from sexual abuse.

Guidance and counselling on human sexuality was conducted in institutions to make learners safe as they indicated by a majority of 281 (76.57 %). Some schools did not care about counselling learners as 75 (20.43 %) indicated. The researcher stated that sexual relationship among teachers and students; homosexuality, sodomy and lesbianism were a threat to learning institutions today. Some 178 (48.51 %) disagreed with the statement while 164 (44.68 %) agreed. Another 25 (6.81 %) did not want to make a decision. The percentage that agreed indicated a looming threat in the learning institutions. There was, no doubt, a huge problem in the schools.

It has been known that girls learn sexual distortions in schools. Some students from Moi Kadzodzo Girls' School in Kilifi County self-confessed that they were having lesbianism at their institution. The girls were reported to have immoderately touched and caressed one another in the school (*Capital News*, 2012).

9.6 Inferential Statistics on Student Abuse Protection

In this objective, the researcher did Chi-square examination. Reactions of the principals and deputies were captured in SPSS and results shown in the table below.

Table 6: Test on student abuse protection

Test Statistics	Disagree	Strongly Disagree	Undecided	Agree	Strongly Agree
Chi-Square	.714 ^a	2.286 ^b	.714 ^a	.000 ^c	.714 ^a
df	5	4	5	6	5
Asymp. Sig.	.982	.683	.982	1.000	.982

Source: The researcher, 2017.

In this objective, like the other two before, the asymptotic values were all greater than α value as they recorded: .982, .683, .982, 1.000, and .982. This Chi-square examination was judged on the truth that $q > \alpha$. Thus, the examiner resolved that the relationship between the variables on student abuse protection did not come by chance but by expectation. It revealed that the replies in the objective were steady and reliable. Corporal punishment is still being used in Kenya at an alarming rate. Mweru (2010) established that teachers in this nation still use corporal punishment in spite of the ban way back in 2001. The teachers totally failed to comply with the ban.

9.7 Thematic Analysis on Student Abuse Protection

In the objectives, the investigator again used the checklist and interview schedule in analyzing and presenting the findings.

9.7.1 Research Findings from Observations

From the observation checklist, in some mixed schools, girls were learning in different classes from the boys. This might have been catapulted by the fact that there should be gender respect among the students. In one school, girls were learning together with boys but separated during evening preps. However, there were no warnings on sexuality on the school compounds and notice boards. This would have served as warning to sexual security. In one of the mixed schools, the investigator found the principal, teachers and parents handling cases of sex among the students. It seemed that most learners had boy-girl relationship fever in the school. So they, unfortunately, paired for love affairs. This was a terrible observation.

Lesbianism has been reported in Kenyan schools as well as homosexuality (Capital News, 2012; Lungai, 2013) and for this reason; there should be some warnings all over the compounds against all sexual vices. On corporal punishment, there was evidence of canes on the school compounds and offices indicating that the evil was still alive in those institutions especially boys' schools. Some boys wrote on the questionnaires, "We are beaten like wild animals by our teachers." The findings were in agreement with the above sentiments. There was clear evidence that corporal punishment was still being practised in these institutions of learning.

9.7.2 Research Findings from Interview Schedule

The education officers agreed that sexual immorality in schools was evident as EO1 said, "We sometimes handle issues to do with sex among teachers and learners but we refer them to County Director of Education for disciplinary action" (A Male Education Officer, aged 44 years). And EO2 added, "From the media and schools, there are all kinds of sexual perversions

going on in our learning institutions" (A Male Education Officer, aged 46 years). It was established that corporal punishment was going on in schools as EO3 said, *"Teachers have clandestine modalities in beating students although such cases never get reported for fear that there will be bad blood between the teachers and the ones who report"* (A Male Education Officer, aged 48 years). The TSC has been pushing sexual errant teachers as EO4 laments, *"It is a pity that despite the sackings by the TSC, this evil continues in our learning institutions; teachers are parents they should not do this!"* (A Male Education Officer, aged 50 years). It was evident that sexual evils like lesbianism and homosexuality were practised in the schools as EO5 said, *"We cannot deny that these evils are there but they are discussed less due to the stigma that they may cause; I think it is high time we have come in the open and educate our children without fear or shame"* (A Female Education Officer, aged 52 years). At the same time EO1 blamed the Western culture, *"Some of these sexual issues did not exist in our African traditions; I think they are borrowed from the Western ways of life"* (A Male Education Officer, aged 44 years). All these voices sounded warning that all was not well with the institutions as far as sexual abuse protection was concerned.

The police officers were in agreement that sex offenses were escalating as SPO1 observed, *"Sex offenses in schools are there but they end up being handled by parents and teachers, if they come to us, the law will take its course"* (A Male OCPD, aged 42 years). It is difficult for police officers to handle sex matters as SPO2 put it, *"Sex issues are always a taboo. It is only the two people involved who can tell what is going on but they will not do that"* (A Male OCPD, aged 44 years). It was accepted that corporal punishment was still alive in schools as SPO3 observed, *"We do not follow teachers in schools to see what they are doing unless called although we know they use canes"* (A Male OCPD, aged 46 years). There is a new trend in sex awareness as SPO4 put it, *"Things have changed, during our time, we never thought of such things like sex when we were in school but today this evil is common in many schools"* (A Male OCPD, aged 48 years). It seems it is the end of the world as SPO5 lamented, *"This is possibly the Biblical end of the world since we read about Sodom and Gomorrah, who is going to save our children?"* (A Male AP Commander, aged 50 years). These findings are in line with Kenya Forum for Kenyans Everywhere (2014) who reported that some girls in Murang'a and Nairobi counties were suspended from school for practising lesbianism. The report continued to say that in Makueni County, bullying turned into sodomizing the form one boys.

9.7.3 Mixing and Interpreting Data on Student Abuse Protection

Looking at the descriptive statistics analysis, it is seen that the evil of sexual immorality is creeping into public boarding schools embracing homosexuality, lesbianism, sodomy, sexual relations between teachers and learners among others. Most of the administrators 22 (62.86 %) concurred that sexual abuse existed in schools. Majority of the teachers 111 (64.53 %) admitted that homosexuality and lesbianism were practised among secondary school students. On the corporal punishment, majority 211 (57.50 %) of the students admitted that it was still being practised especially in boys' schools. It was established that learners are not protected between the institutions and homes as they become prone to drug abuse and illicit sex. Whenever schools are closed or during

mid-terms days the *boda boda* motorcycle taxi drivers harvest money, sex and drugs using the innocent students. The teachers are preying on their students for illegal sexual relationships as the TSC is showing a number of them the door. The situation was pathetic in the schools.

From the inferential statistics, it is realized that views of the teachers were not unplanned but what it was predicted under normal as observations disclosed that the p values achieved were larger than α value suggesting that the opinions of the participants were what would be anticipated under usual circumstances. The analysis showed a significant association of the variables used. It was therefore concluded that the responses were genuine enough to be acceptable.

The researcher observed some canes lying on the school compounds indicating that they were used for learners. The education officers did not deny the fact that corporal punishment was still used on the students. They had no control of this since they only visited schools seldom. The police officers also agreed that corporal punishment existed in the learning institutions and laid the blame on teachers.

From the findings, sexual abuse is seen as a threat as far as security of learners is concerned as it was established by Lyall (2006) who lamented that sex abuse was rampant in British boarding schools.

10. Discussions of Research Findings

Indicators like absence of practices of sexual abuse, protection of learners between the schools and homes, guidance and counselling on sexuality and absence of corporal punishment were examined. Researchers like Mwenga (2011) Onyango (2013) and Kyambi (2013) avoided student abuse protection in their researches. This is a gap which the current study filled to enable safe schools in this country. The researcher used securitization theory to sensitize schools that there was a looming danger in leaving learners unprotected from this kind of abuse. Then the disaster management theory helps institutions to prepare for calamities before they strike, when they strike and after they strike. Cases of sexual abuse have been witnessed in numerous schools. Students have practised homosexuality, lesbianism and sodomy. Sexual relationship between the teachers and students is an escalating issue bearing in mind the number of teachers who have been removed from the teachers' register by the TSC for sexual offenses. This has become the unforgivable sin in the teaching profession in this country.

When schools are closed, boys and girls arrange travelling together so that they can abuse drugs and enjoy sex on their way home. There is a possibility that other evils are arranged and done between schools and homes since the institutions do not close at the same days; this leaves loophole that learners can cheat their parents that they were still in school when they were not.

From the study findings, it was clear that sexual practices were witnessed in schools making the institutions unsafe for the learners. It was established that the learners were not protected as they travelled to and fro schools. Anything could happen between the institutions and homes including, rape, sodomy, pregnancies, illicit sex

among the students, drug abuse and the like. Guidance and counselling on sexuality was excellent in schools as many participants indicated.

10.1 Corporal Punishment

Corporal punishment is still meted on students especially in the boys' schools. Teachers seem to have failed to identify effective ways of controlling discipline in the schools. The old cruel corporal punishment is banned and is illegal but yet being used. No school that uses this type of punishment can be called safe.

However, the evil of corporal punishment was secretly practised especially among the boys' schools. The cane was very much around, unfortunately, although it had been banned long time ago and all schools and teachers were aware of this.

11. Summary, Conclusions and Recommendations

It was clear that sexual abuse practices were going on in the learning institutions although guidance and counselling on human sexuality was taking place in the same. The school administrators denied that corporal punishment was still meted on learners in their institutions. However, from the students, it was clear that the evil was still being practised despite the fact that it was banned by the government. It was established that learners were not protected as they travelled between the schools and homes and were found to be prone to all kinds of sexual abuses and drug abuse while on transit. There was great possibility of homosexuality and lesbianism in institutions as majority of the participants thought. It was also established that sexual relationship between teachers and learners was potential. Indeed, sexual abuse was thought to be a problem in the institutions.

The teachers did not think that there was escalating sexual abuse in the schools but more than a third of them thought so, possibly because such cases were handled by the principals without their knowledge. Less than fifty percent of the teachers said that the students were not safe when travelling between homes and schools. Guidance and counselling was done in most schools and learners were cautioned on motor taxi drivers who caused pregnancy to girls and sold drugs to the boys.

The learners also sensed danger as far as protection between the schools and homes was concerned. There was also looming threat of homosexuality, sodomy, and lesbianism. Majority of the learners said that corporal punishment was still alive in schools and they even suggested abolition of it. It was thus concluded that sexual abuse existed and that corporal punishment was still alive in schools.

12. The Study Conclusions

The findings indicated that there was need to control sexual abuse practices in public boarding schools. Guidance and counselling on homosexuality, lesbianism and sodomy should be increased to safeguard students from sexual abuse. School boys and girls should be protected when travelling between homes and institutions to avoid prones

to the abuse. Sexual relationship between teachers and students should be discouraged and severely punished when they occurred bearing in mind that this can be a threat to school security. Homosexuality, lesbianism and sodomy should be discouraged among learners in the schools. Corporal punishment, which was rampant in many boys' schools, should be done away with and teachers look for other ways of controlling discipline.

12.1 Recommendations for Practice

Based on the study findings, the researcher recommended that:

Students should be protected from sexual abuse as they travel between the homes and schools. One way of doing this is to pick them from the institutions and escort them back. Thorough counselling has to be done on homosexuality, lesbianism, sodomy and all other sexual pervasions. Corporal punishment must be abolished in all schools.

12.2 Further Study Recommendations

It was suggested that additional study be done on implementing safety standards and guidelines in post-secondary institutions to protect safety of students.

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