

**EVALUATION OF TEACHERS' SERVICE COMMISSION CODE OF
CONDUCT AND ETHICS IN PREVENTING SECONDARY SCHOOL
TEACHER-STUDENT SEXUAL RELATIONSHIPS IN BOMET COUNTY,
KENYA**

BY

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DECLARATION AND APPROVAL

DECLARATION

This research project is my original work and has not been presented for the award of a degree or Diploma in any other university.

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Reg. No: EM 11/2008/2012

Signature Date

APPROVAL

This research project has been submitted for examination with our approval as university supervisors.

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Signature..... Date.....

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Signature..... Date.....

DEDICATION

I dedicate this research to my God for giving me enough grace, my Pastor Jonah Rotich for his constant prayers, and my wife and family members for their overwhelming support. To God be the Glory.

ACKNOWLEDGEMENT

I thank Dr. Alex Ronoh and Mr. Kipkirui Rono, my supervisors for their guidance and wise counsel. Special thanks also to Dr. Jepkemboi Choge, our College co-ordinator, my colleagues ; Milgo, Richard, Keter, Michael, Yegon and Osebe. I thank them for the great support they gave me.

ABSTRACT

There have been frequent cases of Kenyan teachers having sexual relationships with their students. However, there have been no studies undertaken to evaluate the Kenya's Teachers' Service Commission Code of Conduct and Ethics in preventing teacher-student sexual relationships. This study evaluated Teachers' Service Commission Code of Conduct and Ethics in preventing sexual relationships between secondary school teachers and students in Bomet District of Kenya. Sixteen schools were sampled out of the 54 public schools in the district. This represented 30 percent of the total population of schools. Four of the school were Girls' Boarding schools and six co-educational Day schools. Purposive and systematic sampling techniques were used. Sixteen Guidance and counselling teachers, 16 headteachers, two Quality Assurance and Standards Officers (DQASOs) and two Kenyan National Union of Teachers (KNUT) officials were involved. Additionally, various factors categorized as language, dressing, ignorance of the TSC Code of Conduct and Ethics, school and personality were addressed. They responded to the factors expressing their perception on the seriousness of each as cause for sexual relationships between teachers and students. Data was collected using questionnaires and analyzed qualitatively and to a lesser extent quantitatively. Data was analyzed and illustrated using tables. The study findings were an eye opener to the education stakeholders in the District. It formed the basis of solving problems of teachers' and students' sexual relationships. The findings are that despite the existence of TSC Code of Conduct and Ethics, teachers continued to engage sexually with their students. Another finding is that TSC Code of Conduct and Ethics have not been availed in all the schools. The study recommended that TSC Code of Conduct and Ethics should be availed in all schools. Strict punitive measures should be taken against teachers involving sexually with their students. The researcher suggest that a study can be conducted on the causes of teacher-student sexual relationships.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter deals with the background to the study, statement of the problem, purpose, objectives of the study and research questions, others are: assumptions and justification of the study, significance of the study and definition of operational terms.

1.2 Background to the Study

A number of studies have been conducted mostly in develop countries mainly in the universities. The Georgetown University (2012), has come up with a policy on consensual sexual relationship between junior members of the university community. This study is based on the university and may not be relevant to high school. The present study will attempt to look at teacher student sexual relationships in high school. Beninger (2013), argues that there is a need for legislative reform and policy measures focused on building a legal and policy framework that criminalizes all forms of sexual harassment, abuse and violence, expressly prohibits teacher sexual contact with students. The reform and policy measures should also impose duties upon teachers and respond effectively to reports of abuse, are necessary to ensure compliance with the duty to exercise due diligence to protect girl students.

Lepolo, (2010, October 17) reporting for CNN, said that more than 500 teachers have been fired in the past year (2009) following reports of professional misconduct that included flirting and sexual acts with students, including impregnating some young girls. Most of these children come from poor families and parents are bribed to drop prosecuting cases against the culprits.

The Teachers' Service Commission Code of Conduct and Ethics (2003), stipulates the disciplinary action to be taken against a teacher who gets involved in sexual relationship with his/her student. It adds that public officer shall not sexually harass a member of the public (including students) or a fellow officer. Sexual harassment includes making request or exerting pressure for sexual activity or favors; making intention or careless physical contact that is sexual in nature; and making gestures, noises, jokes or comments, including innuendos. In the year 2012, the TSC asked all teachers to read and sign a declaration on the protection of the girl child from sexual harassment but despite all these, cases of sexual relationships between teachers and students are still being reported.

An alarming increase of cases of teachers having sexual relationships with their students has been reported by the media. Oponga (2007, September 30) in his editorial entitled: 'Kenya National Union of Teachers (KNUT) must not defend misbehaving teachers', had the following to say about teacher-student sexual relationships:

It is gross misconduct for a teacher, an adult, to have sexual affairs- what the (TSC) Code of Conduct and Ethics refers to as carnal knowledge- with pupils and students (who are), minors (p.9). It is unprofessional and unethical. Strict punitive measures ought to be taken against misbehaving teachers who commit such offences. He was commenting on a case in Bungoma where teachers in Bungoma primary school have been holidaying with school girls in hotels. He laid the blame at KNUT's door. He said KNUT should look inwards at itself and its few members who have given teaching, a noble profession, a stinking name.

Cases of teachers having sexual relationships with their student in Kenya have been common. *Taifa Leo* Newspaper (2011) an article written by Henry (2011, August22) reported a case of a teacher in Kitui District, in fact, a guidance and counseling teacher, who raped pupils, aged 9 and 13 years. The teacher was sentenced for five years in prison. In Bomet District, the situation is more alarming. Yearly, teachers are interdicted for carnal knowledge but despite the stiff penalties the cases have gone on unabated (Ministry of Education Report, Bomet District.) In the year 2012, five teachers were interdicted with carnal knowledge in Bomet District (Bomet District, DQASO Report). Even with the stiff penalties, the cases have gone on unabated. Ruto (2007, August 25) in his article: “a dwindling academic performance in Bomet District, who takes the blame” had the following to say:

According to the performance analyses chart, the district has nosedived during the last three year. All these information are within the education stakeholders within and outside the constituency. But there seems to be no panacea to this problem. From the Ministry of Education officials the buck stops in the teacher’s doorstep. They claim a number of teachers engage in love affairs with their female students (p.11)

In response, Samson Omama, the Rift Valley Deputy Provincial Director of Education, warned misbehaving teachers saying their days were numbered. He warned that they would not be transferred but would get instant discipline. Omama was speaking at a meeting in Bomet Town on 7th June, 2007. It is from the above mentioned cases this researcher felt there was a need for a study to evaluate TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships. It is hoped by evaluating TSC Code of Conduct and Ethics on teacher-student sexual relationships

we would find solutions to these problems. A starting point to seeking solutions to the problem begins by considering the findings of this study. This would go a long to enable students to concentrate on the academic work and not get distracted by teacher-student love affairs.

In 1996, as reported in *The Standard Newspaper* as reported by Korir (2011, February 11) a girl did exceedingly well in standard Seven (KCPE examination) and was admitted to join Alliance Girls' School. However, it was discovered that she was pregnant. The head teacher married two wives and neglected her. The third wife was infected with the Acquired Immune-Deficiency Syndrome (Aids virus). The three wives plus the head teacher (husband) all died. This girl suffered a double tragedy. She missed opportunities for further studies and a bright future for her family.

Sexual relationship between a teacher and a pupil/student is exploitative and abuse of trust. The *Daily Nation Newspaper* (2007, June 2) as reported by Rono. (2007, March 21) that a primary school head teacher in Bomet District was charged with defiling a pupil. He took advantage of the office and induced the standard eight pupils to have sexual intercourse. The TSC immediately interdicted the head teacher. In January 2012 Kimutai. (2012, May21) reported a case of a teacher in one of the secondary schools in Bomet who eloped with a school girl and thereafter married her as a second wife (*The Standard Newspaper*). It was discovered that the teacher had been cohabiting with a girl for the last six months despite having been warned by the principal.

In 2012, five teachers were facing interdiction by the TSC for involving themselves sexually with their students. From 2007 up to 2012, 13 teachers were interdicted; five

dismissed and 11 are yet to face TSC disciplinary panel bending hearing and determination of their cases (Bomet District DQASOs Report, 2012). All these interdictions are on teacher-student sexual relationships. Therefore, there is a need to evaluate the TSC Code of Conduct and Ethics to ascertain its ability to prevent teacher student sexual relationship.

1.3 Statement of the Problem

As more and more Kenyans attach great value to education, teacher-student sexual relationships is a great impediment towards achieving this goal, consequently, there is a need to evaluate TSC Code of Conduct and Ethics in preventing teacher student sexual relationships. Between 2010 to 2015 more than 1000 teachers have been fired for carnal knowledge alone. Teachers' Service Commission has been interdicted teachers but the problems seem unstoppable. In the year 2012, Teachers Service Commission asked all teachers to sign a declaration on the protection of the girl – child but still teacher student sexual relationships have been reported daily in Kenya newspapers.

The situation in Bomet is alarming because Teachers' Service Commission has interdicted 227 teachers, dismissed 54 teachers and 68 teachers are waiting for the Commission to determine their cases. Recently (2015), the High Court ordered the teachers to pay two minors five million shillings for defilement by their teachers. It is from the above cases that the researcher was motivated to conduct a research on evaluation of the Teachers' Service Commission Code of Conduct and Ethics in preventing teachers – student sexual relationships.

1.4 Purpose of the Study

The purpose of this study was to evaluate the TSC Code of Conduct and Ethics in preventing student-teacher relationships in Bomet County, Kenya.

1.5 Research Objectives

This study was guided by the following objectives:

- i) To examine the perception of teachers towards TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships in Bomet County, Kenya.
- ii) To determine the extent to which the mode of teachers' dressing influence teacher-student sexual relationships in Bomet County, Kenya.
- iii) To examine whether ignorance of the TSC Code of Conduct and Ethics is responsible for teacher-student sexual relationships in Bomet County, Kenya.
- iv) To investigate personality factors that predisposes a teacher to have sexual relationships with his/her student in Bomet County, Kenya.
- v) To establish the extent to which language used by teachers could lead to teacher-student sexual relationships in Bomet County, Kenya.

1.6 Research Question

This study was guided by the following research questions:

- i) What are the teachers' perceptions towards TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships in Bomet County, Kenya?
- ii) Does the mode of teachers' dressing lead to teacher-student sexual relationships in Bomet County, Kenya?

- iii) To what extent is ignorance on the teachers' Code of Conduct and Ethics responsible for the teacher student sexual relationships in Bomet County, Kenya?
- iv) Which personality factors make a teacher get involved in teacher-student sexual relationships in Bomet County, Kenya?
- v) Does the language used by teachers lead to teacher-student sexual relationships in Bomet County, Kenya?

1.7 Significance of the Study

The study findings will be significant in the following ways:

Firstly, teachers are expected to acquire a better understanding of the Teachers Service Commission Code of Conduct and Ethics and the teacher student sexual relationships. Secondly, head teachers and Guidance and Counseling teachers are expected to be equipped with knowledge on how to treat their secondary schools students so as to curb teacher student sexual relationships.

Thirdly, by evaluating Teachers Service Commission Code of Conduct and Ethics in preventing teacher student sexual relationships, Head teachers and DQASOs will be able to evaluate whether TSC code of Conduct and Ethics has prevented teacher student's relationship. Fourthly, the study is expected to extend the knowledge horizon especially with the regard to sexual relationships and provide strategies on them on how to combat the problem in Kenya. Knowledge of the TSC Code of Conduct and Ethics and teacher-student sexual relationships will help curb this problem.

1.8 Justification of the Study

This study was carried out in Bomet District, Kenya. The researcher was motivated to carry out the study because scanty research on teacher student relationships has been carried out and yet cases of teacher student relationships has been reported frequently.

Researches on the teacher student sexual relationship have been carried out in Europe and America. In Kenya, scanty academic research to the researcher's knowledge has been undertaken to evaluate the Teachers Service Commission Code of Conduct and Ethics and its role in preventing teacher student sexual relationships even though the practice is prevalent and devastating to the learners.

1.9 Assumption of the Study

This study was conducted with the under-listed assumptions:

- i) That schools are homogenous and therefore operate within the same environmental conditions.
- ii) That the head teachers, teachers, KNUT officials and the DQASOs were in a position to perceive the role of TSC Code of Conduct and Ethics in preventing teacher student sexual relationships.
- iii) That the subjects provided their honest views on the issues that were raised in the questionnaires.

1.9 Scope of the Study

The study was carried out in sixteen public secondary schools in Bomet County. This was because there had been rampant cases of teacher-student sexual relationships reported in the media. The independent variable is teachers' evaluation of TSC Code

of Conduct and Ethics and the dependent variable is the TSC Code of Conduct and Ethics in preventing teacher student sexual relationships .The study also focused in secondary schools because more secondary schools are affected than primary school pupils. The study also limited itself to teacher student relationship and not teacher-teacher or student-student because the former has greater impact in the academic life of a learner than the latter.

1.10 Limitations of the Study

The study was carried out in Bomet County hence generalizing the findings to other areas is not feasible. Sexual issues being almost a taboo subject is quite difficult to get the real picture in the ground. The Ministry of Education officials may not be willing to reveal issues on carnal knowledge because they are rather confidential. The researcher also explained to them that the research findings would not be divulged to the school administration and therefore adversely affects any of them.

1.11 Definition of Terms

In this study the following will be used as working definitions:

- i) **TSC Code of Conduct and Ethics**-Rules to be observed so as to maintain the integrity, dignity and nobility of teaching profession (independent variable).
- ii) **Teacher-student Sexual Relationship**- A relationship where a teacher involves himself or herself with a student (dependent variable).
- iii) **Sexual Relationship**-A relationship where a teacher involved himself/herself sexually with his or her student against the Teacher Service Commission Code of Conduct and Ethics.

- iv) **Oedipus-complex**-Freud's idea that the young boy develops an intense desire to replace the parent of the same sex and to enjoy the affections of the opposite sexed parent.
- v) **Sexual harassment**-Making a request or requesting pressure for sexual activity or favors such as making intentional or careless physical contact that is sexual in nature, and making gestures, noises, jokes or comments including innuendoes regarding another person's sexuality.

1.12 Summary of Chapter One

This chapter has highlighted on the background information to the study, states the problem or the issue of concern that puzzles the researcher, describe the main research purpose, states objectives of the study, outlines the main research questions, briefly discusses the justification and the significance of the study, highlights on the scope and limitations of the study as well as states study assumptions. Finally, the researcher has handled definition of operational terms this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews the literature relevant to the topic under investigation that is student teacher's sexual relationship. In particular studies related to the school, personality, home and family factors were reviewed. Also, this section deals with theoretical framework and conceptual framework.

2.2 Perception of Teacher-Student Sexual Relationship

In the study carried out by Dzeich *at al* (2006), it was found that most sexual harassment is peer-peer and teacher student sexual harassment is frequent. While sexual harassment is legally defined as "unwanted" behavior, many experts agree that even consensual sexual interactions between student and teachers constitutes harassment because the power differential creates a dynamics in which "mutual consent" is impossible (Dzeich *at al*, 1990)

In another survey conducted by the American Association of university women (AAUW 2002), the sexual harassment support reports that sexual harassment is common at every stage of education. Verbal and physical harassment begins in elementary school, and four out of five children experienced this at some of sexual harassment or bullying. Eight out of 10 will experience this at some point in their school live and roughly 25 percent will experience this often. Boys are more likely to physically harass and bully others or to be physically bullied. Girls are more likely to use and experience verbal and psychological harassment and bullying. Six of ten students will experience some form physical harassment.

Most sexual harassment behavior is student-on-student. “The report card on gender equity”, by the national coalition for women and girls in education in America (NCWGE), it was reported that of students who have been sexually harassed, 90 were harassed by other students. (NCWGE,1997) and in their 2006 report on sexual harassment in higher education, the AAUW reported that 80 percent of student sexually harassed were targeted by others students (AAUW,2006).

According to a study by AAUW (2006), one of the commonest reasons for sexual harassment behaviour is because those harassing think it is funny to do so. In their 2006 study, the AAUW found that this was the commonest rationale for harassment by boys. The same study mentioned that less than one fifth (17 percent) of those boys who admitted harassing others stated that they did so because they wanted a date with the person (AAUW, 2006). Others researchers like Boland (2002) asserted that “I thought it was funny” rationale is a fallacy and the true reason align more with that of a need to assert power and induce fear in others..... More in line with bullying. Boland (2002) observed that these hazing behaviors developed in primary school, continue in high school and college, eventually moving into work place. Nevertheless, the cited study focused only on one aspect (that of harassment) unlike the present study which evaluated the TSC Code of Conduct and Ethics in preventing sexual relationships between teachers and students.

Sikes (2005), an education lecturer, has written a paper defense of pupil-teacher’s affairs, arguing that it is wrong always to cast students as victims when they are often the initiators. He met her in 1970 on his first day at school when she was aged 14, and his first day as a teacher, aged 22, “It wasn’t until two years later, on the evening that

he left the school to take up a post elsewhere that we declared our feeling for each other.....I returned to school, after summer vacation as (his) girlfriend,” She said. She suggests that about 1,500 pupil –teacher affairs develop in Britain every year, she argues that expressions of sexual nature provide a major currency and resource in every school life and nowhere more so perhaps, than in the seductive nature and “erotic charge” often characteristics of “good” teaching which provokes a positive and exiting response. This study see student as the initiators of relationships hence teachers should not be blamed.

Gallop (1997), examined the controversy over even consensual sexual interaction between students and teachers, especially within the decade. He asserted that the relationships between a teacher and student are very much like that of a parent and child. However, it is this parallel that many say is the reason teacher-pupil sexual contact and relations are immoral because they are too closely akin to incest and similar long-term damages can result. Some draw parallels with the phenomena of therapist abuse, or priest abuse (Martin, 1993) of his sexual relationships with Gallop at Cornell in America. Klein (2012), admitted: “For decades I have felt guilty and shame for what I performed towards her in a way that was unprofessional, exploitative and lousy in bed” This study assesses the damages of teacher-student sexual relationships but does not evaluate the TSC Code of Conduct and Ethics and its ability to prevent teacher student relationship in Kenya educational institutions.

The Georgetown University (2012), formulated a policy on consensual sexual relationship between senior and junior members of the University community. Such policies prohibit sexual relationship between lecturer and student. The policies state

the consequences of such relationships. There are many ways problem can arise when senior member of the Georgetown community engages in a consensual sexual relationship with a junior member. The policy also touches some issues on non-consensual sexual activity which is treated as sexual assault regardless of the way a person dresses or acts. The Georgetown University Policy Statement (2012), states that when a person has the ability to grade, advance, promote, recommend, or otherwise influence the employment or academic status of other, there is the possibility that what appears to be a consensual relationship is falsely perceived to be so. Some recipients of sexual advances may fear that refusal will result in loss of an employment or academic benefit. They may go along with the requested relationship even though it causes them psychological harm. The United States Supreme Court has ruled that such a person is a victim of illegal sexual harassment, and that a school can be liable for monetary damage for a teacher's coercive intercourse with a student. Apart from a policy of avoiding legal liability for such conduct, the University wants to ensure that it provides an environment free from sexual coercion and intimidation in which to study and work.

The Georgetown University Policy Statement (2012), asserts that the person in the position of authority who may desire a sexual relationship with a junior nevertheless has strong reason to avoid it, since it seems initially to be consensual, it may turn out to be unwelcome or coercive from the perspective of the junior participants and may file an internal grievance or a formal law suit, creating a risk that person in authority will suffer negative career consequences to the senior participants, that person also subjects himself or herself to the possibility of coercion or blackmail. Even when such

a relationship is genuinely consensual and therefore does not constitute sexual harassment or raise the other concern noted above, the relationship can cause problems for both parties can harm the academic and work environment at the University (Georgetown). There is the appearance and often the reality of a conflict of interest on the part of both parties to the relationship. Others may believe that the senior favours the junior because of the sexual relationship, thus creating an atmosphere of suspicion and resentment among junior who think the junior relationship is obtaining underserved benefits. The junior's person's professional reputation or academic standing may be injured because of the perception that the benefits were due to the sexual relationship, rather than to the junior's own work or study.

In Georgetown University (2012), there is also a serious risk that either party may exploit the other. The senior person may be interested in the junior solely for the purpose of sexual gratification, but the junior may construe that attention as related to the junior's intellect, as revealed through his or her studies or work studies. If the junior participates in a sexual relationship and discovers the true situations, there is potential for a damaging loss of esteem by the junior (especially where the two are teacher and young student and there is a significance disparity between them). There is also the risk of the junior exploiting the senior. For example, a junior might seek out a relationship, solely because of a desire to obtain some academic or employment benefit from the relationship (such as higher grade or a promotion). Again these studies are basically giving policies but not evaluating the TSC Code of Conduct and Ethics in preventing sexual relationships between teachers and students. Another

shortcoming of this study is the fact a University setting is different from secondary or primary school setting.

2.3 Teachers' Dressing and Sexual Relationships

Indecent dressing contributes immensely to rampant rape cases “How can one describe a situation where a mature lady dresses to expose her body figure to the public. Gregary (1997), while addressing sexual harassment said that “Body hugging and body revealing dresses” is one of the causes of sexual harassment in the workplace. Females need to realize that they are putting themselves at a higher risk of violence when they dress in a sexually oriented manner. Agutu (2012), reported that in Kenya the media has reported many cases of young girls being sexually harassed. Miniskirts could have effects of making these girls being sexually harassed making them vulnerable to sex predators, the male teachers and male pupils/students.

Concerns over dressing therefore should be taken seriously. Though it is generally agreed that the style of some uniforms needs to be adjusted, care, however, should be taken so as not to introduce a dress code which runs counter to the country's African morality and one that makes the girls mistaken as sex toys. However, discipline, modesty and decency should be the guiding factors in schools. Paritoh (2012), in his article “what do you dress say about you” said the way you dress speaks volume of whom you are, your character, your religion and above all your inner being. Do you know that you dressing has contributed to 75 percent of rape cases?

2.4 Language and Sexual Relationships

At the end of April 2010 concerned with the increasing cases of violence (physical psychological and sexual) against pupils/students, the Kenyan Teachers Service Commission (TSC) issued a circular on the protection of pupils/students from sexual abuse.” See [www \(tsc.go.ke\)](http://www.tsc.go.ke) according to the Kenya’s TSC reports (2010), at the time complaints of sexual abuse brought against a teacher were previously handled by transferring the teacher to another school. Also, schools outings provided “predatory” teachers with opportunity to take advantage of students. To respond to this circular, the circular directs all Head teachers to ensure that during activities outside the school at least one teacher of the same sex accompany students. The circular from Kenya’s TSC (2012), defines sexual abuse by a teacher as including intercourse, sexual assault, touching, use of suggestive language or gestures, any form of inducement, threats or violence to force students to give in to demands for sex and exposing students to pornographic material or any form of flirtation without students content. The circular states it will be prohibited for any student to visit a teacher’s house for whatever reason.

In Jomo Kenyatta University Sexual Harassment Policy (2012), includes such things as unwelcome verbal expression of sexual nature, including graphic sexual commentaries about a personals body dress, appearance, or sexually activities, the unwelcome use of sexually degrading language, jokes or innuendoes, unwelcome suggestion or insulting sounds or whistles; obscene phone calls or text message. Hillcrest Secondary and Senior Schools also outline sexual protection policy (2012). In their policy on sexual harassment it clearly defines the boundaries between a

student and a teacher on sexual matters. It went ahead to say sexual abuse occurs when someone exploits their power, authority or position and uses a child sexually to gratify their own needs. Sexual harassment includes making comments, jokes, gestures or looks that are suggestive.

2.5 Personality Factors Contributing to Sexual Relationships Between Teachers and Students

In *Daily Nation*, an article written by Nicholas (2007, June 4), in his article entitled “stop abuse of young girls by close relatives and other pest” (p.21) noted that although there is a law that protects children from below 18 years from sexual abuse activity, the society seems ignorant of the law. Sexual offenses are rarely reported. Apart from that, there is poor evidence gathering leading acquittal of suspects. The mother is also seen as the scapegoat: She has failed to inculcate good manners in the daughter. The insinuation here is that the girl is the one who tempted her attacker. Chiefs do no help either. They summon a committee of elders who would fine the man a goat, which is then slaughtered and the meat eaten with glee while the woman take the soup. Eventually, girls who are impregnated even by own teachers live frustrated life while the teacher is scot-free.

In the *Standard Newspaper*, an article written by Opanga (2012, August 15), said that teachers and other adults have been known to prey on school girls, including the participants, at the festivals venue. Cases of adults being caught in hotel rooms with girls have been reported. It is unfortunate that teachers who are supposed to take care of the children at a time when they are away from school and home prey on the same. This is a breach of their professional code of regulation and such staff must be made to

face the full force of the law (P.13). As seen above the problem of teacher student sexual relationship has been indeed rampant. However it is important to look into why a teacher should relate sexually with his student yet the TSC has spell out Code of Conduct and Ethics to all teachers in Kenya.

According to Shoop (2004), a study commissioned by the US department of education, the most in depth investigation to date nearly 10 percent of US public school students have been targeted with unwanted sexual attention by school employees. Titled; education sexual misconduct: A synthesis of existing literature” the report say the author Choral Shakeshaft, professor of education administration at Hofstra university in Hempstead, N.Y the scope of the school-sex problems appear to far exceed the clergy-abuse scandal that has recently rocked the Roman catholic Church. This study was purposefully launched to investigate whether teacher-student sex problem is worse than catholic clergy sex-problem is worse than catholic clergy sex scandal. However, there is no research undertaken in Kenya and yet there have been cases being reported daily hence the need to evaluate the TSC Code of Conduct and Ethic in preventing on teacher-student sexual relationships.

Fatuma and Sifuna (1995), reported that girls especially in the rural areas are seen in economic terms. Girls are important source of income for their families and the need for additional household income often takes priority over education. The high status accorded to marriage and motherhood impact negatively. Hence, when a teacher befriends a girl, it is seen as a “blessing”.

Fatuma and Chege (1995), study provided details of the frequency of sexual harassment particularly in unaided harambee schools. Notably:

The most overwhelming data in girls 'problems in their schooling is the high rate of teachers having love relationship with student and the problem it causes. Over 85 percent of the students, all of whom are male teachers dating female students, over 89 percent of the students reported that the teacher trying to date the student caused many problems in the classroom. Most significant problems were that girls could not concentrate in class, they had drop out of school because of pregnancy, their behaviors' towards the teacher would disrupt the class, and they would be given high marks in the school work which would lead to poor performance at KCSE exams. Additionally, all these male teachers would either buy sex from the girls by giving them money or gift or giving them high marks or leakage of class's exams.

According to Fatuma and Chege (1995), much of the sexual harassment although not new at schools, exist more in harambee schools. Cases of teachers preying on female students, threatening to fail them, or publicly humiliating them then to prod them into sexual relationships have been widely reported. Teachers are reported to reward female students who "co-operate" with grades and tuition waivers. Nevertheless, the present study seeks to confirm whether the issues raised above still stand today. It also attempts to evaluate the TSC Code of Conduct and Ethics and Conduct in preventing teacher-student sexual relationships.

In the Free Encyclopedia (2012), it is asserted that: Teachers who sexually harass students may be doing so because of marital trouble or divorce. Most complaints about teachers' behaviour tend to centre around what is felt to be inappropriate talk in a class or discussion, such as using sexist or sexual references to make a point. However, some teachers can take things to a more extreme degree. Relationship between

students and teachers can be often intimate and intense as they struggle for academic success, opportunities and later career success. They will talk about personal issues, such as problem at home, or with boyfriends/girlfriends. Such closeness and intimacy can blur the professional boundaries and lead people both school employee and student alike-to step over the line. Martin (2011) writes:

Teachers hold positions of trust. They are expected to design teaching programmes and carry out their duties to help their student develop as mature thinkers. This may involve close working relationship in tutorials or laboratories, individuals meeting to discuss project or essays and more casual accession for intellectual give and take. For impressionable young students they get blurred. In this situation, some academics easily move from intellectual to personal to sexual relationships (P34).

A teacher who harasses a student may be doing so because he is experiencing the stress from various personal problem or life traumas, such as marital trouble or divorce, professional crisis, financial difficulties, medical problems, or death of a spouse or a child misbehavior can be a symptom of effects of such stresses, and may stop if the situation changes or the pressures are removed. People who engage in sexual harassment and abuse in school do not necessarily look as if they would ever harm a student. Attorney Mc Grath (2007), said that most of us have mental image that people who hurt other people look odd and act differently than ordinary folk. To the contrary, frequently the perpetrator is someone we think of as a winner. Though always dangerous to generalize it is important to challenge our beliefs with disconcerting facts (p.35).

Zalk (1992), has described several personality dimensions or “theme”, evident in teachers who sexually harass students. There are those identified as the unaffordable and the risk taker, the seducer and passive initiator and the infatuated and sexual conqueror. For the untouchable, they do not consider the consequences of their actions believing themselves to be in control, free of any real risk and beyond the ranks of censorship or reprimands. They may flaunt sexual liaisons with students, viewing this is a challenge to system. For the most part they are narcissistic and not believe he will ever “get caught ally drives when drunk. The risk-taker fears punishment for the transgressions. They will vacillate between the “High”of breaking the rules and guilt of the immorality of their actions. The student will symbolize the transgression and the harasser will blame the victim, labeling them a “tempter” or temptress” who has taken advantages. Indeed the risk taker fears punishment for the transgressions. They will vacillate between the “high” of breaking the rules and guilt of the immorality of their actions. The student will symbolize the transgressions and the harasser will blame the victim, labeling them a “Tempter”or temptress who has taken advantage. Indeed the risk-takers will view themselves as being the victims and not the other way round. Based on this, teachers are seen as victims and students as initiators.

Futhermore, Zalk (1992), also identified the seducer and the passive initiator. The seducer-Demander is a power player” who actively plots sexual encounters using his or her position to do so. A demander has little more than contempt for their targets, and her position to do so. A demander has little more than contempt for their targets and they broker favours for sex as their way of keeping people in their “proper place.” A seducer also uses their position to facilitate sexual encounters but they need to be

desired and loved, and the power of their position, and the effect it has on their targets, is part of this dynamic. The passive-initiator is the person who pays special attention to a student, his flirtations flattering, but who does not make the first overtly sexual overture. They will argue that an unequal power distribution in this kind of relationship makes the teachers concession to the overtures exploitation. That the subordinate “asked” is not an excuse for complying. The passive initiator” draws the line between morality and immorality at who does to asking” In this situation, a teacher is seen misusing his position to have sexual relationships with a student.

Finally, Zalk (1992), identified the infatuated and the sexual conqueror who seduces many people remembers little about each conquest, as they are only interested in number. In many cases, they will not even be able to match a name to a face. The infatuated begins by developing a “crush” on a student which may evolve into stronger feelings. The primary attraction to the target is that they are students which make the infatuated feel stronger and more powerful than they are in a relationship with a peer. They want to be looked up to and to be the centre of the relationships. They want to be the teacher who “guides” the lover. In many cases, the infatuated are much discounted with their departments or companies, and the relationship with the students is a panacea to this and helps to bolster the infatuated self-esteem. Therefore, a teacher gets into sexual relationships in an attempt to demonstrate his conquest and boost his self-esteem; however the present research focuses on evaluation of the TSC Code of Conduct Ethics and Conduct in preventing teacher student sexual relationships.

Plaut (1993), in “*The Journal of Sex and Marital Therapy*, said that teacher student relationships were considered exploitative by many. On the other hand, in the early

Greek and Roman times, sexual relationships between youth and their mentors were often considered to be a normal extension of a close male bonding, both in the study of philosophy and in the training of warriors.

Glassier and Thorpe (1996), received survey response from 44 percent (464) of the female members of the clinical psychology division of the American Psychological Association, of these, 31 percent reported receiving advances (defined as intercourse or direct genital stimulation) with at least one psychology educator during graduate training of these, 33 percent considered it a hindrance to the working relationship in retrospect while 19 percent did so at the relationship to be ethically inappropriate, coercive or exploitative, or potentially harmful to the working relationship.

Fitzgerald *et al* (2012), found that 26 percent reported sexual involvement with women students. Schneider studied 356 graduate women from a number of disciplines and found that 9 percent reported coercive dating and sex with members of the faculty. Of the 13 percent, who engaged in consensual dating with members of the faculty, 30 percent experienced "pressure to be sexual. Comments given by respondents in both these studies reflected a full range of opinions among former students and faculty members. On one hand, some felt that any mutually consenting activity is acceptable. Others felt that even consensual relationships are, at the least unwise, as they confuse boundaries, threaten objectivity, and because there is no way to predict a "successful" relationships, including threats or harassment from a spurned faculty lover, resignation of students from their program, and strong feelings of isolation and embarrassment. These studies show that students are pressurized to be involved in sex. The research in the present study seeks to look into whether issues such as the student's family

background, poverty, lack of school fees, desperation and societal expectation makes a student involve herself or himself with the teacher.

Boundary violations compromise the integrity and effectiveness of the student's teacher relationship. At the very least, the existence of a dual relationship makes it difficult to evaluate or to provide feedback in an objective manner. If the professional relationship is an administrative one, the student may lose a potential resource for assistance in areas such as financial aid, career counseling, and so on. The continued dependency fostered by a boundary violation tends to inhibit the student's development as an independent professional, and perhaps as a person as well. As Sheehy (p 132) has written, a woman who becomes intimately involved with her mentor "may have a difficult time finding her own equilibrium because her professional emotional and sexual nourishment are all piped in from the person and eventually that person is too much like her father for her own development good."

Glassier and Thorpe (1996), found that students who have become sexually involved with their mentors have been known to modify or abandon their educational programs out of a sense of confusion and embarrassment. They may be dismissed from a program on an academic pretense, again raising the question as to whose responsibility it should have to maintain boundaries in the first place. Finally, one must consider the esteem, dependency, or victimization. As with patients who become over involved with their therapist, the betrayal of trust and sense of loss can sometimes lead to depression and a need for psychiatric care. Again, this study aims to look into the consequences of teacher student sexual relationships. The present research seeks to fill

the gap. The present study focuses on evaluation of the TSC Code of Conduct and Ethics in preventing teacher student sexual relationships.

Plaut (1993), continues to assess the risk factors in student teacher's relationships. He said the gender relationship between students and teachers is itself risk factors, just given the sheer probability of erotic attraction. There are number of factors that could reflect a psychological vulnerability on the student, such as low self-esteem, a need for authority, a pattern of repeated victimization, or difficulties with a personal relationship. "Transference" issues can come up in a close mentoring relationship just as readily as in therapeutic relationship. For example, a student may see her teacher as the kind of father she wishes she had.

On the other hand, teachers may exhibit their own psychological vulnerabilities, which play out relationship with their students. According to Plaut (1993), there may be times when we begin to doubt our attractiveness or our effectiveness and feel that we need to test ourselves most of us get into the business of helping partly to satisfy our narcissistic needs. We may be experiencing difficulties in our own personal relationships, and it becomes tempting to reach out to a student who at the very least, respect who we are and what we do, even if we do not take such an initiative, we may find it harder to resist the initiatives made by a needy seductive student who hopes that we fill can personal needs that transcends our role as mentors. This shows that teachers sometimes get into relationship with students because of pressures from students. In a radio interview carried out by the BBC (1999), entitled "talking point", A question was asked "should teacher pupil relationships be a crime?" and the other question is "should a teacher face prison for romantic involvement with a pupil, even

if that teenager is legally over the age of consent?” the majority of respondents were against teacher student relationships. The following are examples of the responses gathered by White (1999).

(Andy Trigg, England), A teacher/student relationship should place on the same professional level the doctor/patient relationship. It is okay to have a mature relationship with a teacher/student provides both parties are over the age of consent and it is not your teacher/pupil. Otherwise raise the consent to 18 or 21”

(Valerie, USA), “Yes, it should be criminalized, my teacher at school constantly pastured me for 3 years and when I tried to complain to the school authorities he made out it was down to me perhaps if I had been able to threaten him with some law he would have left me alone. That was ten years ago now and it has ruined my life”

(Norris Bottler, Australia), “Teacher/student relationship in this country has always been a crime and I hoped it stays that way”

(Anna louse, England), “Ridiculous as long as the student is over the age of consent then there shouldn’t be a problem. I am currently taking a right school where my husband is the teacher, should he be prosecuted?”

(Ursula Mitchell, UK.),” A teacher is in position of authority and trust. That position must be maintained at all times to provide dissent standards within the educational system”

(Peter Crawford (16), UK), “Absolutely note that I feel that as long as they keep their relationship out of the classroom where it is potentially restrictive to others, I see no problem with teachers-pupil with teachers –pupils relationship”.

(Graham Bell, Brazil), “When I was 14, I always used to dream of my English teacher, miss Coles, having an affair with me. I don’t think it would have done me any harm at all”

(Jon Livesey, USA.), “The only consistent position is to ban all such unequal sexual relationship”

These views show that many teachers, stakeholders and parents do not approve of sexual relationship between teachers and students. A teacher is expected to maintain a high level of integrity. If he/she engage in a sexual relationship with his/her student the trust is lost. The study seeks opinions on teacher-student sexual relationships but fails to evaluate the TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships.

2.6 Knowledge/Ignorance of TSC code of Conduct and Ethics and Teachers

Student Sexual Relationships

Teachers’ Commission Services Code of Conduct and Ethics (2013) noted that most teachers are ignorantly engaging their students in sexual encounters against signed contracts which is a criminal offense. While addressing journalists after attending the hearings of two teachers who were interdicted early last year (2014)for having intentionally had sexual affairs with their students, Vihiga TSC Directors, Francis

Ngware said their stand has been made even more firm regarding teachers who will be found engaging in such acts. He had the following to say further;

Protection of pupils and students will remain on sole responsibility as a commission, and we will not relent in publishing teachers who are found to have engaged their students sexually.

He noted that most of those students who are victimized by teachers are those who are living under the care of foster parents and grandparents. Therefore, most parents are not living to their task, thus exposing their children to exploitation by people entrusted to care for them like teachers parents ought to take responsibility in ensuring their children are taken care of and educated against such vices as engaging in sexual activities while at a younger age.

Wanzala (2015, October 22), writing for the *Daily Nation* (p. 10) in his article entitled “New rule bars learners from teachers houses” said that teaches’ houses will be out of bounds for students as teachers emphasized. In a new code of conduct which was tabled in the National assembly the previous week, the teachers will not be allowed to send students to their homes for whatever reason. The regulations further state that a teacher will not engage in any sexual relations with a student regardless of whether the student consents.

In an effort to address increasing cases of sexual harassment in education institutions, the Teachers Service Commission has barred teachers from making requests or exerting pressure on students for sexual relations, favour or flirting with them. In June as reported by Wanzala (2015), Commission banned 126 from working in any school

in any school in Kenya of these 100 engaged in sexual relation with students in breach of ethics which says;

A teacher shall not include, coerce, threaten or intimidate a student particularly in regard to their academic performance in exchange for sexual relations.

Muthoni (2015, October 5), in the article entitled “ High Court awards defilement victims fine million shillings in damages (p. 7) that appeared in *The Standard Newspaper* said that TSC was recently ordered by the High court to pay the minors Five Million shillings after they were defiled by their teachers. Though TSC has been disciplining rogue teachers who violated their pupils, the High Court this year condemned it for not putting in place enough measures to curb the rising menace.

Muthoni (2015) noted that the court affirmed the facts from various studies done, which the TSC tacitly concedes, that many teachers are serial offenders, who abuse students in one school and are often transferred to other schools where the abuse continues. From these studies teachers are either ignorant of the TSC Code of Conduct and Ethics or they are acting in total contravention of the same. Despite the effort put by TSC to sensitize teachers and even have them sign commitment to protect the girl-child (2013) the cases have not reduced but keeps on increasing.

2.7 Theoretical Framework

The study is based on the Theory of Sexuality and Psychonalysis, advanced by Freud (1945). Sigmund Freud’s psychoanalysis in an attempt to explain that contribute to sexual relationships. This theory is a psychoanalytical attempt to explain the forces of psychical apparatus- the id, the ago and super ego. According to Freud, there are two

sources of instinctual energy that are the ultimate cause of all activity. One instinct accounts for feelings and behaviour related to self-preservation of the species, including sexual behaviour; Freud called the instinct eros.

In Freud's three essays on the theory of sexuality, Freud (1905), Freud argued that children are driven by a sexual instinct from birth. The libido or the power behind eros, has four major characteristics; source, aim, object and impetus, Freud (1949). The source of the sexual instinct in adulthood is usually the genital region. In a general sense, the aim of an instinct is the removal of excitation at the source. This aim is accomplished most efficiently by reducing the intercourse with another person. The aim itself requires some object. In heterosexual intercourse, the object is a person of the opposite sex or more specifically, the genital of a person of the opposite sex.

According to psychoanalysis theory by Freud (1949), the self is divided into three parts; the ego, the superego, and id. The ego is the balancing aspect. It balances the human beings proactive needs and moral beliefs and taboos, a healthy ego has four functions, sensation, feelings, thinking and intuition. The superego represents the conscience aspect within the human beings. It is the internalization of the world view and norms and values one absorbs from parents, teachers, peers and significant others.

As the conscience, it is a primitive or child based knowledge of right and wrong. It maintains the taboos specific to one's internalization of parental culture. The id represents human being most primitive need, gratification type thoughts. It is organized around primitive instinctual urge of sexually, aggressions and desire for instant gratification.

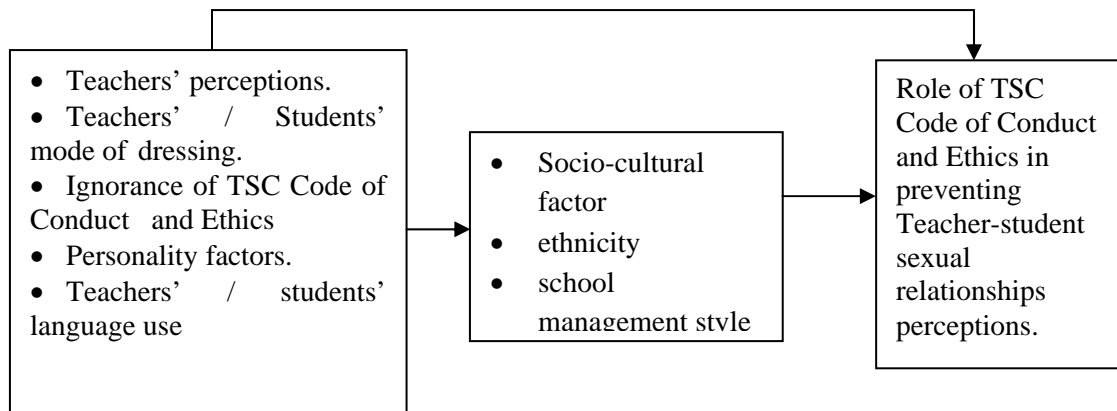
This study attempts to find out whether the ego had any influence in teacher-student sexual relationships. This is mainly because although the ego attempts to balance human primitive thoughts, this balancing is influenced by the beliefs and practices within one's immediate environment. It is possible that a student's ego may influence the teachers to have sexual relationships with his/her student. The super ego may be regarded as the extreme moral aspect. It views sexual relationship between teachers and students as immoral and wrong. The id which leads to instant gratification can lead a teacher into actions such as sexual promiscuity.

The study therefore attempted to examine how the psychoanalysis theory is applicable in indicating factors that contribute to sexual relationships between teachers and students. Based on this theory, it is hoped that solutions could be suggested. This according to Freud is simply because one can be assisted to project and constraints fairly solid and positive image. Therefore, by evaluating the TSC Code of Conduct and Ethics in preventing teacher-student relationships, society can help to resolve this problem. While collecting data the researcher found that a teacher and a student get involved sexually as a result of their personal egos and ids that are the sexual instincts. Teachers resort to sexual relationships with their learners in an attempt to instant gratification.

2.8 Conceptual Framework

Conceptual framework, according to educational researcher Smyth (2004), are structured from a set of broad ideas and theories that help a researcher to properly identify the problems they are looking and frame their questions and find suitable literature. It helps the researcher to clarify his research questions aims. It is a sort of a

map that may include research questions, the literature review, methods and data analysis. In this section the researcher used a diagram to show how various variables interact. Figure 1 shows the interactions:



Independent variable Intervening variable Dependent variable

Figure 1: Conceptual Framework

In this study the independent variable is teacher student sexual relationships. This variable is operationalized thus; personality factors, mode of dressing language and teachers' knowledge on TSC Code of Conduct and Ethics. Despite the effort put the Teachers Service Commission to prevent teachers from engaging sexually with their students' cases have gone on unabated.

2.9 Summary of Chapter Two

This chapter entails introduction, literature review, theoretical framework and conceptual framework. Although the above literature review emphasizes some of the policies on teacher-student sexual harassment, no study has attempted to evaluate the TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships. Therefore, the present study looks at dressing, language, teachers' perception, knowledge of the TSC Code of Conduct and Ethics, home, school and personality related factors combined.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedure and methods the researcher employed to obtain data needed for the study. It comprises of the characteristics of the study area, the research design, study population, sampling procedure, validity of the instrument, reliability, and data collection instrument, administration of questionnaire, piloting and methods of data analysis and scoring of questionnaires.

3.2 Study Area

The study was conducted in public secondary schools in Bomet County. The study narrowed itself to two Sub-Counties that is Bomet Central and Bomet East. Bomet East Sub-County is bordered by Narok County to the East whereas Bomet Central is bordered by Kericho to the North. The total area of the two sub-counties is 77.51/km². (Bomet County Commissioner's Office, 2013). Bomet Central Sub-County has five wards represented by five members of county assemblies with an area of 45.20km². on the other hand Bomet East Sub-County has the same number of wards and representative respectively with an area of 32.31km². The two Sub-Counties were selected because of the large number of teachers interdicted for carnal knowledge with their students over the last five years. Since 2007 to 2012, 29 teachers have had to face disciplinary measures on carnal knowledge (Bomet District DQASOs Report, 2012)

3.3 Research Design

The researcher used survey descriptive design because it is appropriate in seeking to find people's opinions and attitudes on particular issues. Kerlinger (1973), points out that survey design studies are not only restricted to fact finding but may often result in the formulation of important principles of knowledge and solution to significant problems. Survey descriptive design is method of collecting information by interviewing or administering a questionnaire to sample of individual (Orodho, 2003) it can be used when collecting information about people's attitudes opinion habits or any of the variety of education and social issues Borg and Gall (2003) note that survey design is intended to produce statistical information about aspect of education that interest policy makers and educators. This research used closed ended questionnaires which were administered to the respondents accordingly. The questionnaires were designed in a Likert scale whereby individuals responded to a series of statements by indicating the extent of agreement. Each choice was given a numerical value within the nominal scale and the total score was presumed to indicate the attitude, belief or opinion in question and the information was analyzed quantitatively using descriptive statistics.

Moreover, quantitative approach was used to provide a more holistic impression. This was in line with that Creswell (2008) observation that it is within the philosophical assumption, than the use of quantitative and qualitative approaches by mixing both approached in a study in more than simply collecting and analyzing both kinds of data for it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research.

3.4 Target Population

The population from which the sample was selected comprised of 16 head teachers, two DQASOs officials, 16 Guidance and Counseling teachers and two KNUT officials. These respondents were involved in the study because they deal with students issues directly. KNUT officials were involved because teachers involved in sexual relationships with students often seek to be defended by these officials. Although they do not support these issues, nevertheless they may be called upon to be present during the hearing of the cases. Out of 54 secondary schools in the district, 30 percent were used for the purpose of the study. 30 percent is appropriate to be used as representative of the study population and it is within the threshold. These were 16 secondary schools represented by XVI head teachers and Guidance and Counseling teachers, two DQASO officials and two KNUT officials who were involved in the study.

DQASO officials are involved because they are the one who deal with disciplinary cases on behalf of TSC at the grassroots. Head teachers are involved as they are answerable to all discipline issues between students and teachers. They are also expected to implement all TSC policies in school. Guidance and Counseling teachers are involved as they have confidential information touching on most students.

3.5 Sample Size

30% of the total 54 schools in Bomet County were chosen systematically this represents 16 schools in the County. Between 10 to 30% of the target population is a good representation according Mugenda and Mugenda (2003).

3.5.1 Sampling Procedure

Head teachers, Guidance and Counselling teachers, DQASOs and KNUT officials were involved in the sample. To sample out the required number of co-education boarding schools and mix school, a systematic sampling method was used. This method was chosen because of its simplicity and minimal chances of error. Four Girls boarding secondary schools were selected purposively because girls have been the most affected in sexual relationships with teachers. Public schools were chosen because they are the majority in the County and sexual relationship between teachers and students occur more often. For the schools to be chosen systematically, a number was assigned in each. These numbers three; six and nine were left out. However, those which had 1,2,4,5,7,8 were taken as sampled schools.

3.5.2 Piloting of Research Instrument

Piloting is trying out of research instrument on the respondents who will not be used in the main study. Groll (1986), notes that a pilot is necessary because a research embarking on classroom research for the first time will find it valuable to spend sometimes in the classroom using one or more established system and looking at the kind of issues which will arise in turning our own researcher question into a set of criteria and definition. A pilot study was done to test the validity and reliability of research instruments before actual research. This research carried out a pilot study in some schools in Bomet. The schools piloted were left out during the research.

The researcher piloted the research instruments in five schools in Bomet County. The questionnaire was administered to the head teachers and guidance and counseling

teachers of the schools that had been chosen randomly. The researcher ensured that the group of individuals had similar characteristics to the target population. Questions which were ambiguous were revised and corrected. Instructions which were misunderstood were also clarified.

3.6 Data Collection Instrument

A Questionnaire was used as the main instrument of the study because the data gathered were expressed in numerical terms. A questionnaire is a document that is used as an instrument with which to capture data generated by the researcher by asking people questions. Milne (2012), said that questionnaire is relatively quick to collect, cheap, no much effort needed and have standardized answers. Information can be collected from a large portion of a group. The researcher had five distinct questionnaires for each of the following respondents: Guidance and counseling teachers, head teachers, KNUT officials and DQASOs. The questionnaires had five parts and items developed as identified in the review of literature. The researcher used questionnaire because it is cost effective and also it can be distributed to a large population over a shorter period of time. Again, the researcher chose the questionnaire because it can be send back anonymously and this allowed more respondents to reply. Furthermore, the questionnaire was not influenced by researcher's bias.

3.6.1 Validity of Research Instrument

Validity is the extent to which the instrument measure what it appears to measure according to the researcher subjective assessment (Nachamis 1986). Validity deals with the adequacy of instruments for example, the researcher needs to have adequate questions in written tasks in order to collect the required data for analysis that can be

used to draw conclusions. The researcher identified teachers' perception of the TSC Code of Conduct and Ethics in preventing teacher- student sexual relationship from the review of literature done. These perceptions were listed on a piece of a paper and piloted in three Mixed Day Secondary Schools that had been chosen randomly.

At this stage, the respondents were asked to tick against the statement items which they perceived as evaluation of the TSC Code of Conduct and Ethics in preventing on teacher- student sexual relationship. From this point the researcher will sampled out those items which were identified by at least 50 percent of the respondents. Fifty percent was chosen because it represented at least represent half of the respondents. In this way that content validity of the instrument was ascertained in respect to teachers' perception as evaluation of TSC Code of Conduct and Ethics relationship between teachers and students.

In categorizing the various items into personality, language, dressing, knowledge of the TSC Code of Conduct and Ethics, the researcher was guided by the operational definitions put forth. To categorize home related factors such as home, poverty, language, dressing, upbringing and provision of basic needs and harmony in the home was considered. Personality factors were considered; such issues as mode of dressing, language, sexual addition, aggression psychological crisis, self- esteem, and Oedipus complex and Electra- complex were also considered.

3.6.2 Reliability of the Instrument

To ensure that instrument trigger off the same response each time was administered to the same respondents at different time's reliability test was performed. This was done during the pilot study. Two trial runs were schools in Bomet District at an interval of

two weeks. The ranks of the items on the second trial runs were correlated and product moment correction was then be used to determine the reliability of the instrument.

3.7 Data Collection Procedures

The researcher having being cleared by supervisor wrote an introductory letter to the head of institution to allow him go on with the study. The KNUT Official, Guidance and Counseling teacher and DQASOs also got the same letter. The questionnaire with adequate instrument and assurance of confidentiality was administered personally in the first week of July, 2013. This was done to increase return rate and eliminate any chance of delay (Cohen and Manion, 1996). Instructions were carefully explained to the respondents before questionnaires were issued to them. The researcher administered the instrument himself. The questionnaires were collected as soon as the respondents completed filling them.

3.7.1 Scoring the Questionnaire

Under each category for part ii, iii, iv and v questions, statements were ranked accordingly. The ranks ranged from I to the n^{th} number. For each statement, the respondent also responded by ticking accordingly: strongly agree, agree, disagree, undecided and strongly decided. Statistical Package for Social Science (SPSS) was used to analyze data from the questionnaire.

3.8 Data Analysis

Analysis of Data was conducted qualitatively and to a lesser extent, quantitatively. Quantitative analysis employed descriptive statistics mainly percentages among others. The findings were presented using tables and percentages.

3.8.1 Summary of Chapter Three

This chapter of the research project has focused on the research design and issue of methodology and philosophical assumptions. Specifically, it has deliberated on the study population, sampling and sampling techniques that were used, instruments, data collection, how and where the pilot was done. The chapter has also explained how validity and reliability of instruments were ensured. Data collection, organization, analysis and presentation procedures used in the next chapter were also highlighted briefly.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the data analysis, presentation and interpretation of the results. It describes in details the modes and procedures which the data were processed in order to arrive at the findings of the study. This chapter also provides in depth discussion of the finding of the study.

4.2 Data Presentation, Analysis and Interpretation

The data which was collected was analyzed descriptive. The process was done according to the main purpose of this study and in line with the five specific objectives of the study. The process was also focused to answering the research questions of the study. The data was obtained using questionnaires. Questionnaires were administered on head teachers, Guidance and Counseling teachers, DQASOs and KNUT officials.

4.3 Report and Results from Questionnaire on Gender and Designation

The questionnaire Appendix B was given to headteachers, guidance and counseling teachers, KNUT officials and DQASO officials. All of them were 30 in total. Out of this sum, the frequency of respondents were depicted on Table 1, where, 12 headteachers responded representing 40 percent, 14 Guidance and Counseling teachers responded, representing 46.7 percent, two KNUT officials responded representative 6.7 percent two DQASO officials responded representing 6.7 percent. This questionnaire was divided into two parts. Provided background information on gender

that is male or female and provided background information and designation that is teacher counselor, KNUT official, head teacher and DQASOs.

Table 1.
Summary of the Respondents, Percentages of the Intended Background Information.

Designation	Frequency	Percentage
Teacher counselor	14	46.7%
Headteacher	12	40%
KNUT official	2	6.7%
DQASO official	2	6.7%
Total	30	100%

The above tables show that the highest respondents were teacher counselors followed by the headteachers.

Table 2 .
Designation of Respondents

Gender	Frequency	Percentage
Male	18	60%
Female	12	40%
Total	30	100%

The scenario on the Table 2 means that more male teachers responded to the questionnaires than females. Also the reasons these could be that male teachers found time to answer the given questions than females who could be busy with domestic chores.

4.3.1 Teachers' Perceptions on Teacher-Student Sexual Relationships

This section provides a summary of information on teachers' perception on the teacher-student sexual relationships.

Table 3
Teachers' Perception on Teacher-Student Sexual Relationships

Statement	SA	A	D	U	SD
TSC Code of Conduct and Ethics has not reduced cases of teacher student sexual relationships	9(30%)	14(46.7%)	3(10%)	0	44(13.3%)
TSC Code of Conduct and Ethics hasn't been availed in most schools	8(26.7%)	7(23.3%)	10(33.3%)	0	5(16.7%)
TSC Code of Conduct and Ethics has been disregarded by most teachers.	4(13.3%)	12(40%)	8(26.7%)	1(3.3%)	5(16.7%)
Teachers have behaved more professional since the code was availed.	5(16.7%)	12(40%)	9(30%)	3(10%)	1(3.3%)
Disciplinary action taken against teachers engaging sexually with student hasn't stopped them from the behavior.	7(23.3)	14(46.7%)	1(3.3%)	1(3.3%)	7(23.3%)

From the result from Table 3 the researcher wanted to find out teachers' perception of TSC Code of Conduct and Ethics on teacher- student sexual relationships, regarding the question based on whether TSC code of Conduct and Ethics has reduced teacher-student sexual relationships. Four (13.3 percent) strongly disagree, three (10 percent) disagree 14 (46.7 percent) agree and nine (30 percent) strongly agree. Hence the highest number of respondents 14(46.70 percent) felt that the introduction of TSC Code of Conduct and Ethics has reduced teacher student sexual relationships. A

smaller percentage (10 percent felt that the introduction of TSC Code of Conduct and Ethics has no reduced teacher-student sexual relationships. Nine (30 percent) strongly agreed that the introduction of the TSC Code of Conduct and Ethics has indeed reduced teacher- sexual relationships.

The respondents were also asked to respond to the second question as to whether the TSC Code of Conduct and Ethics has been availed in Schools. Five (16.7 percent) strongly disagree, eight (26.7 percent) strongly agree. A larger percentage of the respondents 10 (33.3 percent) felt that the TSC Code of Conduct and Ethics has not been availed in most schools. This explains why teacher- student sexual relationships are still rampant in schools. However, an equally larger percentage of respondents (26.7 percent) strongly agreed that TSC Code of Conduct and Ethics has not been availed in most schools. This shows that some schools do not have TSC Code of Conduct and Ethics, and thus could be a factor in the rampant cases of teacher- student sexual relationships.

On the question whether the TSC Code of Conduct and Ethics has been disregarded by most teachers, five (16.7 percent) strongly disagree, only one (3.3 percent) agreed and four (13.3 percent) strongly agreed. The highest percentage of respondents felt that teachers have disregarded the TSC Code of Conduct and Ethics hence more teacher-student sexual relationships have been reported. The lowest numbers of the respondents were undecided one (3.3 percent). Therefore, this means despite the introduction of the TSC Code of Conduct and Ethics teachers continue to disregard it. Hence, there is s need to find out why teachers continuously disregard the TSC Code of Conduct and Ethics, despite their awareness and sensitization.

The fourth question sought to find out whether teachers have behaved more professional, since the TSC Code of Conduct and Ethics was availed. One (3.3 percent) strongly disagreed, three (10 percent) were undecided, nine (30 percent) disagreed 12(40 percent) agreed. Therefore, the larger number of respondents 12(40 percent) were of the opinion that the introduction of the TSC Code of Conduct and Ethics have made teachers to behave more professionally. The availability TSC Code of Conduct and Ethics have helped greatly to make teachers behave more professional. TSC need to continually ensure that teachers entering the service behave more professional by availing TSC Code of Conduct and Ethics as early as possible.

The fifth question sought to find out whether the disciplinary actions taken against those teachers engaging sexually with their students have stopped them. Seven (23.3 percent) strongly disagreed, one (3.3 percent) were undecided, one (3.3 percent) disagreed, 14 (46.7 percent) agreed, seven (23.3 percent) strongly agreed. The highest percentage that is 46.7 percent believes that the disciplinary action taken against teachers involving sexually with their students have served to prevent others from the behavior. Therefore, TSC should continue taking firm disciplinary measures against teachers who misbehave sexually with their students.

4.3.2 Teachers' Dressing and Teacher-Student Sexual Relationships

This part explains the teachers' perceptions on how dressing affects teacher-student sexual relationships. This is presented in table 4.

Table 4
Dressing and Teacher – Student Sexual Relationships

Statement	SA	A	D	U	SD
Teachers or students mode of dressing influence teacher-student sexual relationships	8(26.7%)	18(60%)	3(10%)	0	1(3.3%)
When female teachers wear miniskirts boys get attracted get distracted academically	18(60%)	5(16.7%)	3(10%)	2(6.7%)	2(6.7%)
When male teachers wear tight clothes girls get distracted academically	9(26.7%)	11(13.3%)	4(13.3%)	3(10%)	4(13.3%)
TSC should spell out clearly the specific mode of dressing for teachers and students.	9(30%)	16(53.3%)	4(13.3%)	0	1(3.3%)
Provocative dressing should be prohibited in the school set up.	16(53.3%)	11(36.7%)	0	1(3.3%)	2(6.7%)

The first question asked by the researcher was whether the mode of teacher's student's dressing influence teacher student sexual relationships. As shown on Table 4, one (3.3 percent) strongly disagreed, three (10 percent) disagreed, 18(60 percent) agreed, eight (26.7 percent) strongly agreed.

The highest number of respondents believe that the mode of dressing by either a student or a teacher influence sexual relationships (60 percent). This shows that dressing by either a teacher or a student has no effect in teacher- student sexual relationships. Therefore, there is a need for students and teachers to dress decently and moderately. TSC need to specify the type of clothes to be worn by teachers and students respectively.

The second question was seeking to find out whether female teachers wearing miniskirts can distract boys academically. Two (6.7 percent) strongly disagreed, two (6.7 percent) were undecided, three (10 percent) disagreed, five (16.7 percent) agreed and 18(6 percent) strongly agreed. This means that whenever female teachers wear miniskirts boys get distracted academically. Therefore, female teachers should avoid putting on miniskirts.

Thirdly, the researcher wanted to find out whether male teachers wearing tight clothes distract girls academically. Four (13.3 percent) strongly disagreed, three (10 percent) were undecided, four (13.3 percent) disagreed, 11(36.7 percent) agreed and eight (26.7 percent) strongly agreed. The highest numbers of respondents were of the opinion that male teachers wearing tight clothes distract a girl academically. Therefore, male teachers should avoid wearing tight trousers as girls get distracted academically. TSC should specify this whenever they recruit new teachers joining the teaching profession.

The fourth question sought to find out whether TSC should spell out specific mode of dressing for teachers and students. Four (13.3 percent) disagreed, one (3.3 percent) undecided, 16(53.3 percent) agreed, nine (30 percent) strongly agreed. Again many respondents felt that TSC should sensitize teachers on the need to dress decently. They should specify the mode of dressing in school. Therefore, TSC should specify the mode of dressing for teachers and students in a school set up.

Finally, the respondents were asked to give an opinion on whether provocative dressing should be prohibited in a school set up. Two (6.7 percent) strongly disagreed, one (3.3 percent) were undecided, 11(36.7 percent) agreed, 16(53.3 percent) strongly

agreed. This means that the TSC should prohibit provocative dressing in all schools in Kenya. Teachers and students should always dress decently.

4.3.3 Language and Teacher- Student Relationships

The researcher wanted to confirm whether the language used by a teacher or a student influences teacher, student sexual relationships. Results of the inquiry can be seen from the Table 5.

Table 5
Language Use

Statement	SA	A	D	U	SD
The kind of language a teacher uses formally or informally influences teacher student sexual relationships.	8(26.7%)	18(60%)	3(10%)	0	1(3.3%)
Vulgar, obscene and sexual suggestive language used by a teacher influences teacher-student sexual relationships.	8(26.7%)	18(60%)	3(10%)	0	1(32.3%)
There is need for TSC Code of Conduct and Ethics to specifically address the kind of language a teacher uses in school.	6(20%)	18(60%)	5(16.7%)	1(3.3%)	0
A student who uses sexually suggestive language can influence a teacher greatly.	9(30%)	13(43.3%)	4(13.3%)	1(3.3%)	3(10%)
Language used in school can determine the kind of relationships between a student and a teacher.	8(26.7%)	16(53.3%)	5(16.7%)	0	1(3.3%)

The research was seeking to find if the language used by the teacher has any influence in teacher-student sexual relationships.

The first question sought to find out whether the language used by a teacher influence teacher-student sexual relationship. Eight (26.7 percent) strongly agreed, 18(60

percent) agreed, three (10 percent) disagreed; one (3.3 percent) strongly disagreed. This shows that more respondents (60 percent) felt that a teacher use of language can influence teacher-student sexual relationships. There is a need for teachers to be careful less the use sexually suggestive language.

The second question attempted to find out whether vulgar, sexually suggestive language can influence teacher-student sexually relationship. Table 5 indicates that eight (26.7 percent) of teachers strongly agreed, 18(60 percent) agreed, three (10 percent) disagreed; one (3.3 percent) strongly disagreed. Based on this information a big number said that suggestive language influence teachers-student sexual relationships. Therefore teachers should avoid using sexually suggestive language. TSC need to spell out to teachers the need to avoid using sexually suggestive language.

The third question attempted to find out whether the TSC Code and Ethics should specifically address the kind of language a teacher uses in school. Six (20 percent) strongly agreed, 18(60 percent) agreed, five (16.7 percent) disagreed, one (3.3 percent) were undecided. The highest percentage of respondents (60 percent) agreed that the TSC Code of Conduct and Ethics should specifically address the kind of language a teacher uses in school.

The fourth question was to establish whether a student who uses sexually suggestive language can influence a teacher greatly. Nine (30 percent) strongly agreed, 13(43.3 percent) agreed, four (13.3 percent) disagreed, one (3.3 percent) undecided, three (10 percent) strongly disagreed. A big percentage of respondents agreed that sexually suggestive language can influence teacher-student sexual relationship. Therefore,

sexually suggestive language should be avoided by both teachers and students respectively. The last question required the respondents to provide an opinion on whether used in schools can determine the kind of relationship between a teacher and a student. Eight (26.7 percent) strongly agreed, 16(53.3 percent) agreed, five (16.7 percent) disagreed; one (53.3 percent) agreed that language can determine the kind of relationship between a teacher and a student. Therefore, there is a need for students and teachers to use appropriate at all times in school.

4.3.4 Personality Factors and Teacher-Student Sexual Relationships.

In this section the researcher wanted to find out whether ones personality influence teacher-student sexual relationship, the results can be in Table 6

Table 6
Personality Factors and Sexual Relationships

Statement	SA	A	D	U	SD
Despite the TSC continuous attempt to sensitize teachers on the TSC Code of Conduct and Ethics some teachers have personality weakness hence making them continue with the sexual relationships.	8 (26.7%)	17 (56.7%)	3 (10%)	0	2 (6.7%)
Some teachers and students find sex addictive hence TSC Code of Conduct and Ethics have little impact at all.	8 (26.7%)	14 (46.7%)	4 (13.3%)	1 (3.3%)	3 (10%)
Some teachers and students experience psychological/domestic problems hence attempt to find solace in a school set up.	8 (26.7%)	14 (46.7%)	4 (13.3%)	1 (3.3%)	3 (10%)
Students who may be facing financial school fees problems end up engaging with sexual relationships with teachers out of desperation.	9 (30%)	13 (43.3%)	4 (13.3%)	1 (3.3%)	3 (10%)
Some teachers take advantage of needy students and get involved sexually with them.	11 (36.7%)	12 (40%)	6 (20%)	0	1 (3.3%)

As shown in Table 6 the researcher wanted to find out whether personality factors plays a role in teacher-student sexual relationship. The first question sought to find out whether individuals have personality weakness hence casing them to relate sexually with their students. Eight (26.7 percent) of the respondents strongly agreed, three (10 percent) disagreed and two (6.7 percent) strongly disagreed. The highest percentage of respondents (56.7 percent) agreed that individuals sometimes have personality weakness causing them to relate sexually with their learners. This means that teachers who have personality weakness are prone to have relationships with their students. Such teachers ought to be counsel. They should also be taken through the TSC Code of Conduct and Ethics and reminded of the consequences of involving sexually with their students.

The second question sought to determine whether students or teachers find sex addictive hence rendering the TSC Code of Conduct and Ethics irrelevant. Eight (26.7 percent) of the respondents strongly agreed, 14 (46.7 percent) agreed, four (13.3 percent) disagreed, one (3.3 percent) were undecided and three (10 percent) strongly disagreed. A large number of those interviewed (46.7 percent) said some individual have personality problems hence finding sex addictive. Such teachers who are sexually addictive be referred to train counselors for them to stop the unbecoming behavior. They should also be thoroughly inducted on the TSC Code of Conduct and Ethics.

The third question was to establish whether teachers or students who experience psychological/domestic problems find solace in sexual relationships in school set up eight (26.7 percent) of the respondents strongly agreed 14(46.7 percent) of the

respondents agreed. Four (13.3 percent) disagreed, one (3.3 percent) were undecided and three (10 percent) strongly disagreed. The highest percentage of respondents felt (46.7 percent) that teachers or students facing psychological/ domestic problems are vulnerable to sexual relationships in a school set up. Such teachers should undergo peer counseling. Colleague in the workplace should be asked to assist such teachers to cope with psychological/ domestic problems. They should also be made to know that engaging sexually with their students is immoral and degrading. Whenever they have psychological/domestic problems they should sort them out at home. They are expected to behave professionally.

The fourth question was to find out whether fees/ financial problem is a contributing factor to sexual relationships between teachers and their students. The respondents as follows: ten (33.3 percent) strongly agreed, 17 (56.7 percent) agreed, one (3.3 percent) agreed, one (3.3 percent) were undecided and one (3.3 percent) strongly disagreed. This reveals that more respondents (56.7 percent) felt that fees/ financial problems make a student vulnerable to teacher-student sexual relationship. Therefore, teachers are expected to behave professionally and should not take advantage of students who have fees/ financial problems. Teachers are expected to maintain high integrity in all situations. If they assist a student financially they should not have strings attached.

The final question on personality and teacher – student sexual relationships seek to establish whether teachers take advantage of the needy students. 11(36.7 percent) respondents strongly agreed, 12(40 percent) agreed (20 percent) disagreed; one (3.3 percent) strongly disagreed. The total number of respondents who agreed and those who strongly agreed are 51 (76.7 percent). Hence more respondents feel that some

teachers take advantage of needy students. Therefore, teachers are expected to assist students who are needy in a professional way and avoid taking advantage of their situations. Students who are needy are quite vulnerable and need to be empathized and not misused in any way.

4.3.5 Knowledge of the TSC Code of Conduct and Ethics and Teacher- Student

Sexual Relationships

The researcher wanted to find out whether knowledge or ignorance on TSC Code of Conduct and Ethics affects teacher-student sexual relationships. The results are shown in the table 7

Table 7
Knowledge of the TSC Code of Conduct and Ethics

Statement	SA	A	D	U	SD
Many teachers are not conversant with the TSC Code of Conduct and Ethics.	2(6.7%)	11(36.7%)	11(36.7%)	2(6.7%)	4(13.3%)
Some teachers and students find sex addictive hence TSC Code of Conduct and Ethics have little impact at all.	8(26.7%)	14(46.7%)	4(13.3%)	1(3.3%)	3(10%)
Some teachers and students experience psychological/domestic problems hence attempt to find solace in a school set up.	8(26.7%)	14(46.7%)	4(13.3%)	1(3.3%)	3(10%)
Students who may be facing financial school fees problems end up engaging with sexual relationships with teachers out of desperation.	9(30%)	13(43.3%)	4(13.3%)	1(3.3%)	3(10%)
Some teachers take advantage of needy students and get involved sexually with them.	11(36.7%)	12(40%)	6(20%)	0	1(3.3%)

From Table 7 the researcher wanted to find out whether knowledge of lack of knowledge on TSC Code of Conduct and Ethics affects teacher-student sexual relationships. The first question asked whether teachers are conversant with TSC Code of Conduct and Ethics. Only two (6.7percent) of the respondents strongly disagreed, 11 (36.7 percent) agreed, 11 (36.7 percent) disagreed 2 (6.7 percent) were undecided and four (13.3 percent) strongly disagreed. Notably, the same number of respondents 11 (36.7 percent) agreed and 11 (36.7 percent) disagreed. Half of the teachers felt that teachers are not conversant with TSC Code of Conduct and Ethics while half felt they are conversant. This shows that equal number of respondent that is 11 (36.7 percent) agreed and disagreed respectively that many teachers are not conversant with TSC Code of Conduct and Ethics. Those who perceived that many teachers are not conversant with TSC Code of Conduct and Ethics felt that TSC personnel need to be more aggressive in sensitizing and creating awareness on TSC Code of Conduct and Ethics. Others felt that teachers are indeed conversant with TSC Code of Conduct and Ethics but they continued to disregard the same.

When respondents were asked on TSC'S attempt to sensitize teachers on its Code of Conduct and Ethics and whether it has reduced the cases of teacher student sexual relationship, the following are the results as seen in the Table 4.6 (23.3 percent) of the respondents strongly agreed, 12 (40 percent) agreed, 100 (33.3 percent) disagreed, one (3.3 percent) strongly disagreed. A slightly bigger percentage that is 12 (40 percent) agreed that TSC's sensitization on Code of Conduct and Ethics has not reduced teacher student sexual relationship. However, a slightly lower percentage (33.3 percent) disagreed. The highest percentages (40 percent) of respondents were of the

opinion that TSC's Code of Conduct and Ethics has not really succeeded in reducing teacher student relationships. This means that TSC should be more aggressive in ensuring that all teachers get sensitized on the TSC Code of Conduct and Ethics if they have to prevent teacher-student sexual relationships.

On the third presented to the respondents to inquire whether students too need to be sensitized on the Code of Conduct and Ethics the results are as follows: seven (23.3 percent) of the respondents strongly agreed, 11 (36.7 percent) strongly disagreed. Uniquely, the same number of respondents 11 (36.7 percent) were of the opinion that students too need to be sensitized on TSC Code of Conduct and Ethics. When students are sensitized they become aware of the expectations that TSC have in their relationships with teachers. Students would desist from engaging sexually with their teachers because they know the consequences that could be meted on their teachers. However, some felt there is no need of sensitizing students. This is because students are still learning and thus it is not their business to know the TSC Code of Conduct and Ethics.

The fourth question attempted to determine if despite TSC sensitization on teacher-student relationship has reduced the vice or not. Four (13.3 percent) of the respondents strongly agreed, sensitization of TSC Code of Conduct and Ethics has reduced teacher-student sexual relationships. This means that the sensitization done by the TSC on the Code of Conduct and Ethics has not really been in vain. It has nevertheless succeeded in reducing teacher-student relationships. Hence, TSC should continue to sensitize teachers on its Code of Conduct and Ethics in order to reduce teacher-student sexual relationships.

The fifth question shows that 10 (33.3 percent) of the respondents strongly agreed, 14 (46.7 percent) agreed, 3 (10 percent) disagreed 3 (10 percent) were undecided. Therefore, majority of the respondents agreed that parents are normally compromised to drop sexual cases involving their teachers and student. There is a need for parents to be sensitized on the importance of ensuring that their children remain in school and maintain a high level; of moral integrity. They are expected to ensure that their children do not drop out of the school system because of premarital sex early childhood pregnancies. If it is so happen that their children involved sexually with teachers and eventually drop out of school because of pregnancies, they are expected to take measures against the concern teacher. They should not be compromised to drop cases brought against the suspected teachers who have involved sexually with their children. Some parents do it for monetary gains. By doing so, they jeopardize the future of their children in school.

4.4 Summary of Chapter Four

This chapter provides the presentations, analysis, interpretation and discussions of the study results in light of the purpose of this study and five specific objectives. It is focused on the theoretical framework and conceptual framework upon which this study is based. All this is done with the support of the literature reviewed surrounding teacher-student's relationship. The next chapter of this study is centred mainly on the summary of the study on findings, conclusion and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This research presents a summary of the findings with a focus on the research problem, the purpose of the study, research specific objectives and research questions. These are a recap of the highlights of the research design, sampling method and data analysis procedures. Based on the major findings of the study recommendations and suggestion for further research have been made.

The research problem which has been puzzling the research was an issue to do with evaluation of TSC Code of Conduct and Ethics in preventing secondary schools teacher student's sexual relationship. The researcher is concern that if the TSC has been giving out Code of Conduct and Ethics to its teaching force then why it is that teacher student sexual relationships has not stopped?

The purpose of this study was basically to evaluate TSC Code of Conduct and Ethics in preventing teacher student sexual relationships. Out of this purpose the main concepts that is language, dressing, knowledge of the TSC Code of Conduct and Ethics were used to generate specific objectives and questions. The study captures Secondary Schools in Bomet County covering specifically sixteen secondary schools.

The research design adopted for this study is mixed method. Descriptive survey and descriptive statistics was used to analyze, interpret and discuss the findings. Sampling techniques utilized includes purposive and systematic sampling techniques.

The main research instruments used was questionnaires. The data obtained from these instruments was analyzed descriptively. Chapter Four provides extensive analysis,

interpretation and discussion of results and Chapter Five provides summary of the findings based on objectives, recommendations and suggestions for further research.

5.2 Summary of the Findings

The researcher looked into the summary of the findings vis-a vis the research objectives. The first objective of this study was to determine the perception of the TSC Code of Conduct and Ethics on teacher-student sexual relationships.

A big number of respondents agreed that the TSC Code of Conduct and Ethics has been availed in schools the majority of the respondents disagreed that means not all school have booklets on TSC Code of Conduct and Ethics. Perhaps this explains why teacher-student relationship is still prevalent. When asked whether teachers might have disregarded TSC Code of Conduct and Ethics the highest of respondents were of the opinion that teachers have disregarded TSC Code of Conduct and Ethics. This means that despite the teacher's knowledge on the existence of TSC Code of Conduct and Ethics they have continued to disregard.

When the respondents were asked whether teachers have behaved more professional since the introduction of the TSC Code of Conduct and Ethics the highest number of respondents agreed that since the TSC Code of Conduct and Ethics was availed teachers have behaved more professional. This means TSC Code of Conduct and Ethics must continuously be availed so as to enhance professionalism in teaching. The final questions sought to find out if the TSC Code of Conduct and Ethics has deterred teacher-student sexual relationships. This means that it has never been in vain that teachers in the TSC Code of Conduct and Ethics have been availed to teachers.

The second research objectives was to determine the extent to which the mode of teachers, or student dressing influences teacher-student sexual relationships. The highest percentage (60 percent) of respondents stated that indeed the mode of dressing by either teachers or students can influence teacher-student sexual relationships. On wearing of miniskirts or tight clothes by either female teachers or male teachers have an impact. A very high percentage (60 percent) mentioned that miniskirts by female teachers distract boys' academic attention to the detriment of the concentration and likewise girls got distracted academically whenever male teachers wear tight clothes. In view of this finding, the TSC should specify the type of clothes to be worn by teachers and students as well. On whether provocative dressing should be prohibited in a school set up, the highest number of respondents said that it should be done. Therefore, students and teachers alike should dress decently in school.

The third was on the influence of language used by teacher or a student and whether it affects teacher-student sexual relationships. The majority of the respondents perceived that language used by either a teacher or student can influence teacher-student sexual relationships. TSC should specifically address the kind of language a teacher uses in school set up. Finally, the highest number of respondents felt that language can determine the kind of relationships between a teacher and a student.

The fourth objective was to establish whether personality factors can influence teacher-student sexual relationships. The highest number of respondents perceived that some individuals have personality problems leading to teacher-student sexual relationships. On whether some individuals find sex addictive hence forcing them to continue in sexual relationships, the majority of the respondents perceived that some

individuals find sex addictive forcing them to involve in sexual relationships. When respondents were asked if one's psychological or domestic problems can affect teacher-student sexual relationships the majority believed teachers with psychological problems tend to find solace in engaging in sexual relationship with their students. When asked if financial or fees problem is a contributing factor to teacher-student sexual relationships, the majority of the respondents perceived that financial or fees problem is indeed a contributing factor to teacher student sexual relationships. On taking advantage of the neediness of a student by a teacher the majority of respondents said that indeed teachers can take advantage of the neediness of the students to engage them sexually.

The fifth objective was to determine whether knowledge of the TSC Code of Ethics affects teacher-student sexual relationships. When asked whether teachers are conversant with TSC Code of Conduct and Ethics, equal number of the respondents agreed and disagreed respectively. Half agreed that teachers are conversant and half disagreed that teachers are conversant. Slightly half of the respondents perceived the sensitization of TSC Code of Conduct and Ethics has not reduced teacher-student relationships. On whether students too need to be sensitized on the TSC Code of Conduct and Ethics the same number agreed and disagreed respectively. The respondents were also asked whether parents are normally compromised to drop sexual cases involving teachers and their children the leading number of the respondents agreed that parents are normally compromised to drop cases involving their children and the teachers.

5.3 Conclusions of the Study

The findings established that the TSC Code of Conduct and Ethics is unable to prevent teacher-student sexual relationships. Throughout the study the respondents acknowledged that TSC Code of Conduct and Ethics is good. However, the respondents affirmed, TSC Code of Conduct and Ethics has not prevented teachers from involving sexually with their students

In this study many respondents appreciated the need to have TSC Code of Conduct and Ethics to guide the behavior of teachers and students. It also found that dressing has an influence in teacher-student sexual relationships. On language, the study establishes that TSC need to specifically address on the use of language in a school set-up. Regarding one's personality it was established that it really plays a role in teacher-student sexual relationships.

5.4 Recommendations

From the summary of the findings the conclusions reached by this study the researcher therefore find it prudent to make the recommendation that could be used to prevent teacher-student sexual relationships in schools. The following recommendations are made:

First, there is need to ensure that the TSC Code of Conduct and Ethics are availed in all schools. Secondly, strict punitive measures should be taken against teachers who disregard TSC Code of Conduct and Ethics. Thirdly, TSC Code of Conduct and Ethics should specify mode of dressing teachers and students. Fourthly, wearing of miniskirts by female teachers and tight trousers by male teachers should be strictly prohibited in

schools. Fifthly, suggestive, vulgar, obscene language should not be entertained in school set up.

5.5 Suggestions for Further Research

While conducting this study, the researcher encountered interesting aspects, though they were out of the scope of the current study. Other scholars/researchers may pursue the aspects as suggested below:

There is a need to carry out an investigation into the role of TSC Code of Conduct and Ethics on teacher-student relationships. Also a research on effects of teacher-student sexual relationships on academic performance can be conducted. Finally, a research can be conducted on the relevance and implication of TSC Code of Conduct and Ethics on teacher-student relationships.

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APPENDIX A: TEACHERS, KNUT AND DQASOs QUESTIONNAIRE

Dear Sir/Madam,

I am a postgraduate student from Maasai Mara University researching on the *“Evaluation of Teachers Service Commission Code of Conduct and Ethics in preventing teacher-student sexual relationship in Bomet County, Kenya.”* The information obtained in the study is expected assist in curbing the problem of Teacher-student sexual relationship.

Please, spare some of your time to respond to this questionnaire. This is purely an academic exercise and your responses will be treated confidentially. To ensure this, please do not indicate your name anywhere in this questionnaire.

Please, feel free to add any information you find necessary on this subject in the space provided at the end of the questionnaire.

Thank you very much.

Yours faithfully,

LANGAT KIPKIRUI

EM11/2008/2012

MAASAI MARA UNIVERSITY PART 1

SECTION A: DEMOGRAPHIC FACTORS

Kindly answer the following questions as honestly as possible. Please put a tick in the appropriate sections.

1. What is your Gender? Male [] Female []

2. What is your designation?

Teacher-counselor [] KNUT []

Headteacher [] DQASO []

SECTION B: OBJECTIVES OF THE STUDY.

On a scale of 1-5 where 5- Strongly agree (SA) , 4 - Agree (A) 3-Undecided (U) 2- Disagree (D) 1- Strongly disagree (SD) please provide your views on the issues touching on the TSC Code of Conduct and Ethics on sexual relationship between teachers and students as indicated under each section from B1- B5.

B1: Perception of teachers towards TSC Code of Conduct and Ethics in preventing teacher-student sexual relationships in Bomet County, Kenya.

Please use a tick in the appropriate spaces provided to indicate the extent of your agreement or disagreement with the statement below

No.	Statement	SA	A	D	U	SD
1	TSC Code of Conduct and Ethics has not reduced the cases of teacher sexual relationships.					
2	TSC Code of Conduct and Ethics has not been availed in most schools and teachers not sensitized on the same hence sexual relationships has gone on unabated					
3	TSC Code of Conduct and Ethics has been disregarded by most teachers					
4	Teachers have behaved more professional since the TSC Code of Conduct and Ethics were availed.					
5	The disciplinary actions taken against teachers engaging sexually with their students has not stopped others from the behaviour.					

Please indicate any other perception you think is relevant.

B2: To determine the extent to which the mode of teachers' dressing influence teacher-student sexual relationships in Bomet County, Kenya.

Give your genuine response by ticking () the following statement that indicate your opinions or dressing and teacher student relationships.

No.	Statement	SA	A	D	U	SD
1	Teachers or students' mode of dressing influence teachers student sexual relationships.					
2	When female teachers wear mini-skirts boys get distracted academically					
3	When male teachers wear tight clothes girls get distracted academically.					
4	TSC should spell out clearly the specific mode of dressing for teachers and students.					
5	Provocative dressing should be prohibited in the Schools set up.					

Please, indicate any other issue on dressing which may affect teacher student sexual relationships.

B3: To establish the extent to which language used by teachers could lead to teacher-student sexual relationships in Bomet County, Kenya.

Below are probable issues on language used by teachers and students which may influence teacher-student sexual relationship. Give your genuine response by ticking the following statements that indicate your opinions whether language plays a role in teacher student sexual relationships.

No.	Statement	SA	A	D	U	SD
1	The kind of language a teacher uses formally influence teacher student sexual relationships.					
2	Vulgar, obscene and sexually suggestive language used by a teacher influences teacher-student sexual relationships.					
3	There is a need for TSC Code of Conduct and Ethics to specifically address the kind of language a teacher uses in school.					
4	A student who uses sexually suggestive language can influence a teacher greatly.					
5	Language used in school can determine the kind of relationships between a student and a teacher.					

Please do feel free to indicate any other issues on language which may influence teacher student sexual relationships

B4 : To investigate personality factors that predisposes a teacher to have sexual relationships with his/her student in Bomet County, Kenya.

Below are the perceived personality factors that predispose a teacher and student to get involved sexually.

No.	Statement	SA	A	D	U	SD
1	Despite the TSC continuous attempt to sensitize teachers on TSC Code of Conduct and Ethics, some teachers have personality weakness hence making them continue with the relationships					
2	Some teachers and students find sex addictive hence TSC Code of Conduct and Ethics have little impact of all.					
3	Some teachers and students experience psychological/domestic Problems hence attempt to find solace in sexual relationships in a school set up					
4	Student who may be facing financial/school fees problems end up engaging with sexual relationships with teachers out of desperation					
5	Some teachers take advantage of needy student to get them involved sexually with them					

List any other area of personality you think is relevant

B5 : To examine whether ignorance of the TSC Code of Conduct and Ethics is responsible for teacher-student sexual relationship in Bomet County, Kenya

Below are the probable statements touching on teachers; knowledge of the TSC Code of Conduct and Ethics? Give your genuine response by ticking the following statements to indicate your opinions on knowledge of TSC Code of Conduct and Ethics.

No.	Statement	SA	A	D	U	SD
1	Many teachers are not conversant with the TSC Code of Conduct and Ethics.					
2	Some teachers and students find sex addictive hence TSC Code of Conduct and Ethics have little impact at all.					
3	Some teachers and students experience psychological/domestic problems hence attempt to find solace in a school set up.					
4	Students who may be facing financial school fees problems end up engaging with sexual relationships with teachers out of desperation.					
5	Some teachers take advantage of needy students and get involved sexually with them.					

List any other area of TSC Code of Conduct and Ethics you think is relevant

Thank you for your time.