School Burnout, Victimization at School,
and Attitudes towards School Uniforms in Kenya

Master's Thesis in
Peace, Mediation and Conflict Research
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Autumn 2019

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Abstract

Aim: The aim of the study was to investigate school burnout, victimization from physical punishment by a teacher, victimization from peer aggression, and attitudes towards school uniforms among students in Kenya.

Method: A questionnaire was completed by 94 girls and 81 boys living in Kenya. The age range was between 15 and 19 years. The mean age was 16.5 years ($SD = 0.9$) for girls, and 16.4 ($SD = 1.0$) for boys.

Results: School burnout correlated positively with victimization from both peer aggression and physical punishment by a teacher. For both girls and boys, the highest correlations were found between victimization from peer aggression and victimization from physical punishment by a teacher. Girls are more significantly victimized from physical punishment by a teacher, and also more victimized from peer aggression at school. No sex differences were found for school burnout or for a positive attitude towards school uniforms. A positive attitude towards school uniforms did not correlate with any of the other variables. For both girls and boys, age correlated positively with a positive attitude against school uniforms, but not with any of the other variables.

Conclusions: Victimization from peer aggression and victimization from physical punishment by a teacher were associated with school burnout. Further studies about school burnout and its associations are encouraged.

Keywords: school burnout, victimization from physical punishment by a teacher, victimization from peer aggression, attitudes towards school uniforms, Kenya.

Beth Wanja Simba

Acknowledgements

To say that I accomplished this entire journey alone would be self-prophesy because I took the ride with so many great people that if I were to mention all by name it would take up many pages. Am very grateful to all of them even though their names are not mentioned in here.

I would like to thank my Supervisor Karin Österman, I honestly did not imagine a supervisor would take so much time and effort guiding me day by day as I struggled trying to put together this thesis from scratch. I thought I could not make it, and sometimes I wanted to give up so badly, but you always held my hand like a parent does to her children and took me all the way. I will forever be grateful. In Africa there is a saying that is used quite often "may God bless you", but in this case I will choose to leave it out and say, you are truly a Professional at Research. Thank you so much for the work you put in making sure that I followed the right path and for keeping me on track when I could not find the road, I was amazed at how you did not mind any questions that I asked, some felt stupid but you took your time to explain it all. That was great and am thankful.

Professor Kaj Björkqvist, to say that you helped me a lot would be to underestimate the immense support you offered me since the first day we met after I arrived to Finland, You were always like a father figure, though I never got a father's love, I now know how it feels when a father takes you in with all your faults without judgement. Thank you so much.

Studying at Åbo Akademi University has been a very good experience and I am very grateful to the institution that has chiseled me into a knowledgeable person, allowing me to meet people from all over the world. It was all worth it, I met so good lecturers and staff that were always eager to help. I cannot say enough about my fellow students who were so jovial and helpful during the times we spent together experiencing a lot of snow walking on the streets of Vaasa. Those are among the happiest days of my life and thank you to all my classmates and friends.

To the Kenyan teachers and students who took part in my research, I would like to pass my gratitude to you all, Without you there would be no thesis.

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1. Introduction

1.1 Aim of the Study

The aim of the study was to investigate school burnout, victimization from peer aggression, physical punishment at schools, and attitudes towards school uniforms in Kenya.

1.2 Definitions of Burnout and School Burnout

According to the Oxford English Dictionary (1989), the definition of burnout is to ruin one's health or become completely exhausted through overwork. Maslach, Schaufeli and Leiter (2001) have described symptoms of burnout in the work environment as exhaustion, cynicism or depersonalization, and reduced work efficacy. Workplace burnout is not a new discovery as it has been studied since 1970, and while much research has been conducted on the subject, the phenomenon has persisted until today (Leiter, Bakker, & Maslach, 2014).

Overwork reduces outcome, where too much work may lead to low quality of production, and this may also apply to students in schools. Going to school may not be viewed as work, but in reality, students are expected to work hard to learn, do their home assignments, sports, socially engage with others, and all this may be exhausting. School burnout can be described as the strain resulting from work overload in schools which leads to lack of interest in school work or activities, leading to low levels of efficacy (Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009).

Weisz, Sigman, Weiss, and Mosk (1993) found that the psychopathologies of young people are formed based on the cultural background they are exposed to. Most of their beliefs are shaped by the surroundings they grow up in and the environment they are exposed to, affecting how they relate to stressful situations. This means that when a society's way of life is stressful, the stress is passed on to the younger generations who therefore, adopt these ways automatically. Burnout can be associated with the surrounding environment.

Following independence, many African countries (e.g, Kenya) adopted curricula that enabled practical and vocational development of students. In 1985, Kenya adopted the 8-4-4 system (Sifuna, 1992) which was practiced until recently. The system comprises of eight years in primary school, four years in secondary school, and finally four years at university. The system has been associated with stress for the students as they have to compete hard for the few available spots in higher learning institutions, and then compete in the national exam that determines their fate. The workload associated with such tough competition is very huge and leads to the majority dropping out of school after primary school. Again, there is a certain

grade which is required for one to acquire a place in the higher learning institutions. Thus, the pupils who do not attain the required entry marks have no place in higher education.

Dropouts from secondary school have also been reported to be associated with socioeconomic factors which lead to burnout and eventually to dropout (Lawrence, Grace, John, & Pacifica, 2013). The economic factors range from inability to pay school fees, lack of transportation as the schools may be quite far away, lack of study materials and lack of food. According to Colclough, Rose, and Tembon (2000), most cases of school dropout around the world are related to poverty and economic strain that prevents school attendance. Kenya is not an exception from this principle as factors leading to burnout and dropout are related to poverty and may include opportunity costs, early marriages where young girls are sold to rich men as wives in order to get bridal prices, aggression from teachers in the form of physical punishment, and victimization from peer aggression. In Kenya aggression is rampant. Some of these factors need further investigation to determine their effect on school dropout caused by burnout.

1.3 Victimization from Peer and Teacher Aggression at School

Victimization and aggression in learning institutions exist and Olweus (1972) found that the economic cost of any form of aggression taking place in schools is high. Aggression towards peers, or from teachers towards students, may have a negative impact as it affects individuals differently and causes alarm in the society.

High rates of exposure of students to victimization in schools is a recurring problem for students, school administrators, and the community at large. Ndetei et al. (2007) concluded that 63.2% to 81.8% of students in Kenya had experienced some form of bullying in public secondary schools. The aggression was direct or indirect. In Kenya, there is a tradition that once students join high school, they must be bullied in order to be toughened. Since this is a topic that the government ignores, there has been frequent bullying of the new students. This kind of bullying is so common in many schools that it has a name, "monolization", and the victim is referred to as a mono. All sorts of crude things are done to the new students and some of the occurrences are very shocking; a case that reached the news threshold concerned a "mono" who was asked to eat a pack of salt leading to his death. The perpetrators are occasionally jailed when the offence is severe, but the majority go unpunished, and as a consequence, "monolization" is still a common practice.

When parents bring their children to institutions of learning, they expect safe environments for them and trust in the abilities of the school administrators to enforce order in the schools.

Research has shown that many students still experience victimization, either verbally in terms of name calling or directly by physically being attacked (Attar-Schwartz & Khoury-Kassabri 2008). Physical attacks by peers cause physical pain, which is the intent of the perpetrator while verbal abuse causes psychological damage to the victim. Both are perpetrated with the intention to harm the victim. Boys have been seen to be the perpetrators of the most direct form of attack towards their peers (Benbenishty, Zeira, & Astor, 2000) as they, more often than girls, tend to physically attack their victims or verbally insult them without. In the Kenyan context, boys are expected to be braver than girls, they tend to grow up with phrases such as "man up" or "be a man" when faced with tougher times, and consequently, develop the mentality of being tough towards their peers, especially to girls who on the other hand are raised with the belief that boys are superior. Therefore, boys tend to be more aggressive than girls.

According to Benbenishty, Zeira, and Astor (2000), there are different reasons for the victimization of students by others ranging from social economic status, ethnic background, size of the school, and even grade comparisons. Some students may be victimized because they look poor as compared to others, while others may be victimized just because they do not perform well in their exams, or just for the fact that they may be of a different gender.

Aggression is not only experienced among students, but it is also perpetrated by teachers towards the students they are expected to protect. In many Kenyan schools, economic, social and political situations cause stress for both the teachers and the students. Kenya is a poor country and the majority of the population live below the poverty line; teachers are not excluded from this, their pay is as low as every other Kenyan wage. Teachers' aggression towards students is rampant, and as reported by Piekarska (2000), teachers in Poland use different types of methods to harass students, including threats which may come in the form of suspensions, mockery, humiliation, where a student's mistake is read in front of the others, physical punishments, and insults.

In Kenya, many forms of teacher aggression towards students have been observed and sexual assault is one of them. In a school called St. Kizito, seventy girls were raped by boys who were on rampage, and when the head teacher in that school was questioned, his response was as follows "The boys did not intend to harm the girls, they were just having fun" (Ruto, 2009, pp. 177–178). Such a remark from a teacher indicates that according to him, the occurrence was acceptable, since boys can be allowed to have fun raping girls. This is an example of the many happenings that have been reported as perpetrated by teachers in Kenya. On TV news in Kenya, cases of teacher abuse of students are common.

Physical punishment was banned in Kenya in the year of 2001, and teachers were no longer allowed to discipline students violently and in spite of the ban the practice continues to date

(Mweru, 2010). The forms of physical punishment range from beating with a stick, pinching, slapping, boxing, shoving and even hitting the victim's head against the wall. Physical punishment has become a Kenyan tradition that is hard to change, even with the intervention of the government. Many people in Kenya believe that there are no better methods of disciplining children than beating them, and some even quote the Bible in regard to such acts, claiming that the Bible accepted physical punishment, and so it should be carried on to future generations as it is not wrong (Ruto, 2009).

1.4 The History of Education in Kenya

Before 1929, education in Kenya was administered by European Christian missionaries, and the aim of these schools was to educate Africans in the ways of Christianity, agricultural practices, and to create a small group of educated Kenyans (Mwiria, 1991). The vocational education offered at the time was mainly in agriculture and hygiene which was mainly for the purpose of creating enlightened workers to work on colonial farms; some workers created their own farms after studying. In the same period, parents who saw education as a means of climbing the economic ladder were dissatisfied and started to protest against the low quality of education offered in these schools. The missionaries were opposed to traditional practices such as female circumcision. This created a riot that saw 90% of the students leave missionary schools and it paved way for the introduction of independent non-missionary schools in Kenya (Kay, 1975).

Kenya was colonized by Britain and gained independence in 1963 (Githiga, 2001). Since then, the Kenyan educational system is headed by a ministry with English as the main language of instruction. The system was modified from the post-colonial times to a more modern system referred to as 8-4-4, this stands for lower primary school for eight years, followed by high school for four years, and then university studies for four additional years. The Kenyan educational system has been chiseled to resemble that of the developed countries (Ntarangwi, 2003). This is a very common practice seen in many African nations, especially where the main religion is Christianity. Countries where Islam is practiced have replicated the educational system in Middle Eastern countries (Levtzion & Pouwels, 2000).

Colonial and postcolonial education in Kenya has embraced imperialist standards to date; there has been an emphasis on emitting traditional practices as a way to advance in the modern world. This has led to great concern by some African scholars, who argue that African education as a whole has been largely replaced by a Western system ignoring much of the African traditions in the current schools, which means that most of the school material do not reflect the African culture (Ntangirwa & Massart, 2015). As observed by Ntarangwi and

Massart (2015), the inequalities emerge from such a cultural "take over" where young Africans learn more about the Western culture than the African culture, and where many historical ways of teaching have been replaced by more modern educational systems.

Tooley, Dixon, and Stanfield (2008) report that in the year of 2003, free education was introduced in Kenya. Before then, everyone had to pay school fees and buy books which made it hard for many parents to educate their children. This resulted in an increase in enrolment to schools, as parents did not have to cater for the expenses. Even though education is said to be free, there are still other expenses, for example, the Parents Teachers Association funds, school uniforms and school lunches. Education was earlier not seen as an important part of life, and the lucky ones were the boys because they had the first priority to attend school. Girls, on the other hand, would have to wait for the boys to succeed in their education and become rich husbands. This was the situation until education was made free in most parts of Kenya, and more girls started joining learning institutions, with a rise in the overall literacy level in Kenya as a consequence.

A lack of infrastructure engulfs the Kenyan educational system, as there are no classrooms for students to study in; in some places, students sit under the trees. Many schools have been constructed with the aid of nongovernmental organizations, when the government has failed to provide necessary infrastructure (Ntarangwi, 2003), though the majority of schools are funded by the government. Again, not only the infrastructure is a challenge to students but also the lack of study materials necessary for studying, for instance, books and pens. As a large number of people in Kenya, 50 %, live below the poverty line (Manyara, 2007), food is the highest priority and most expenditure goes to food in order to survive, leaving children unable to attend school due to lack of necessities such as pencils and pens.

1.4.1 The School Uniform Policy in Kenyan schools

For human beings, appearance has always mattered since it determines how others regard them. People have a greater respect for authority figures, for example policemen who appear in uniforms, as compared to plainclothed police officers. Our forefathers used body painting to enhance their appearances. People's styles of dressing affects how other people treat them. The popularity of uniforms has continued to exist until today.

Historically, uniforms are seen to have been adopted as far back as in the nineteenth century in places such as Argentina, where white robes signified purity of the race and were worn for the purpose of showing the superiority of the wearer (Dussel, 2005). The white robes were to emphasize equality among people as they would hide the poverty stricken people's dirt beneath them, showing the uniformity of people. On the contrary, when it comes to America, uniforms

were used for identification of minority groups who were seen as likely to create a disturbance and who were in need of control in order to fit in with the superior white race (Dussel, 2005). Thus, uniforms are used in many different ways in various parts of the world.

When growing up, children have no real option but to follow to the core what society expects of them. Those expectations may come in various forms, such as what to wear for certain occasions, and at what occasion certain clothes should not be worn. At a younger age, children can easily be molded and given directions on their attires, but by the time they reach puberty, the eagerness to follow laid down rules regarding dressing code vanishes as they start feeling the need to express themselves through what they choose to wear.

In Kenya, there has been a debate on school uniforms for a number of years. School uniforms have been used by many schools for various reasons. Some believe that for an effective management of students, school uniforms are a useful tool in preventing violence and enhancing discipline. Many have adopted a mandatory policy when it comes to school uniforms with the believe that they have a positive impact. On the other hand, there are still many schools that have not embraced this policy. In America, Dussel (2005) found that Catholic schools and private schools were the only places where school uniforms were considered mandatory, while in public schools it was not an essential. Some schools have stated reasons behind their school uniform policies (Stanley, 1996), they may be for disciplinary purposes, better grades, or creating favorable learning conditions for all students. Some schools have specific colors that students are recommended to wear while some colors are forbidden. According to one study, Catholic schools which had the largest percentage (65.4%) of school uniform policies were doing well academically as compared to public schools (Dussel, 2005). Some educators are starting to consider the benefits of school uniforms relating them to the academic excellence of Catholic schools.

In Kenya school uniforms are a mandatory for every student apart from those that are enrolled at the university level. This has been the case since the establishment of colonial schools across the country. To date, educators have embraced this mandatory practice for all lower and upper learning institutions. The school uniforms differ from school to school, and usually the teachers or the administrators decide on what color or style the uniforms will have. It is usual for boys to wear shorts, while upper school boys wear trousers, and girls wear dresses or skirts matched with a blouse. Even though the designs are different across the country, there are still similarities in how the school uniforms are tailored. There is an unspoken understanding of what a school uniform should look like. The majority of the public schools policies are regulated by the government, therefore, all public school uniforms look quite the same in color and fashion. Some public schools have the authority over their own

regulations and can choose whatever design they want for their uniforms without interference from the government.

Kenya is a developing country (Mulili & Wong, 2011). Many parents are not able to afford school uniforms which are relatively expensive in a country where wages are low. As previously mentioned primary education is free for everyone, but in reality it is not free as students are required to buy necessities such as school uniforms, pay for the food provided and buy exercise books. This means that many children do not have access to the free education. Nongovernmental organizations have provided free school uniforms in some of the poorest parts of the country, making it possible for drop outs to access uniforms and rejoin schools. A study has shown that after distributing uniforms, the number of absent students was reduced by 38% (Evans, Kremer, & Ngatia, 2008).

In the colonial era when schools were first established in Kenya, students had to wear uniforms as it was perceived as a way of identifying the upper elite class who were the scholars (Natsoulas, 1998). At first there were only mission schools such as the Catholic ran institutions. Discipline was taken very seriously, as it is still seen today in some of those schools. Colonial schools are still in use today in Kenya, and they are perceived as among the most prestigious schools in the country meant for the elite. They are known as National Schools and only the very intelligent or students from rich families can access them. To date, schools in Kenya have maintained the school uniform policy, because it is believed that it makes it easier for administrators to control the students since everyone looks alike. By doing so, it has been possible to keep intruders out of the school compounds, keeping it safe for the students in a country where insecurity is rampant. Again, Africa cherishes community spirit where people do things together as a group, and therefore school uniforms have given the students a feeling of togetherness.

Students in Kenya require one or two pairs of uniforms that are worn all through the week and washed to dry on the weekends. This means that parents will most likely not need to buy many clothes for the children, as they spend most of the time in school making it economical for them. Majority of clothes worn in Kenya are known as "mtumba*"* which means second hand clothes, and they are truly second hand clothes as the name suggests since, they originate from Western countries where people give their old clothes as donations which are then dispersed to the needy in poor countries. This has been very helpful to many people as these clothes are affordable and of very good quality. Many would not afford to buy from the few expensive shops in the Kenyan capital Nairobi as such clothes are tailored for the rich government people and wealthy families. It is worth noting that families in Kenya as in the rest of Africa, tend to have many children as compared to the Western world where people have

one or two children, therefore, buying new clothes for children in Kenya is a luxury many cannot afford.

There are big clothing industries that make school uniforms in Kenya. School uniforms cannot be purchased from the second hand market, and these few companies enjoy a monopoly. The companies are mainly owned by people employed by the government or associates of influential people. Despite being owned by a few, the companies still provide revenue for the country, as every parent with children has to buy school uniforms at some point. These industries also provide work opportunities for many Kenyans. Such a factor has contributed to making school uniforms a norm in the Kenya government, and therefore it is a must for every student to have one.

1.5 School Uniform Policies in Different Countries

Across the world, schools have adopted different policies in managing their schools based on traditions, culture or developmental stage. The developed countries have many standards implemented in their schools, but in poorer nations where the educational systems are curbed with social, economic and political problems, the quality of education differs from country to country. Differences in school systems may affect students' performance in different ways, either positively or negatively. In some countries, school uniform policies are applied while in others they are not, and there have been debates on how school uniforms affect achievements of students.

Children in Finland begin their school journey when they start attending pre-school at the age of six years, then they start school at the age of seven, and complete these studies after nine year. Then the upper secondary education follows which leads to university studies. It is worth noting that after the basic education, students attending upper secondary schools are divided into two categories based on their wishes, these categories are general education or vocational training. All schools are free of charge; no tuition fees, all learning necessities such as books and food are free.

In Finland, students have a favorable school life as compared to many parts of the world, and they experience less anxiety and stress (Sahlberg, 2007). They have fewer rules and more favorable conditions than students in most of other countries. School uniforms are not a part of Finnish school policies. A typical high school student in Finland will be wearing jeans, sneakers and a t-shirt. Finnish teenagers are a midst the world's best achieving students, this was in a comparison conducted among 57 countries (Gamerman, 2008).

Turning to the United States of America, president Bill Clinton embarked on a project ensuring that the school uniform policy would be adopted in schools (Dussel, 2005). It was

believed to have better outcomes in terms of students' achievements. The policy was implemented in many schools and it was done with the intention of improving the students' performance and general achievements. It has been suggested that there is no real evidence linking uniforms to students achievements (National Bureau of Economic Research, 2011) following their introduction. Those advocating the use of school uniforms in America have linked them to the prevention of usage of colours associated with gangs, and therefore making schools safer for the students. Gangs have been associated with forcing students wear different colour of clothes while attending schools (Wade & Stafford, 2003). Peer pressure to wear fashionable clothing for conformity among young adults has been reduced when everyone is uniformly dressed.

1.5.1 Advantages and Disadvantages of School Uniform Policy

School uniforms have been seen to foster safety in schools because it is easy to spot an outsider and maintain discipline among the students when people look identical. A study conducted in an American school that had implemented a school uniform policy to fight insecurity revealed that after the introduction of uniforms, stealing and fighting diminished by 54%, and sexual assault cases decreased by 74% (Chen, 2008).

Peer pressure among teenagers is not a new phenomenon in the schools, and students have been pulled into dangerous circles in schools as they seek for conformity and approval from their peers. Attendance has been shown to improve following the introduction of school uniforms, as indicated by an observation made in Kenya. Poverty stricken areas following distribution of free school uniforms to children who never owned uniforms showed a reduction of 64% in absenteeism (Evans, Kremer, & Ngatia 2008). This indicates that many children would attend school if only they had school uniforms.

School uniforms increase a feeling of togetherness and give students pride of belonging to a certain institution, this spirit is important as it creates a community where they feel a sense of belonging (Mancini, 1997). This in turn unites them to work as a team, to be more productive and achieve better grades. Though uniforms are expensive in many parts of the world, and especially in developing countries where people mainly rely on clothes donated from the Western world, parents still have to provide them. Buying a brand new dress is not an easy task for someone who is not employed and lives below the poverty line, but this has not deterred schools in those parts of the world to demand clean school uniforms from their students. This is a burden for parents after being taxed to cater for free education.

When student wear school uniforms they can easily be identified by bullies from other schools which can be dangerous. Some students may be targeted just because they study in a certain school as schools have rivalry between them.

School uniforms have been associated with low self-esteem and denial of student's creativity, as they are not given the opportunity to express themselves in the manner they wish. Students from schools that had no school uniform policy showed higher levels of self-esteem. In a study carried out with students from schools that did use uniforms expressed higher self-worth as compared to students that had mandatory rules of wearing school uniforms (Wade 2003).

1.6 Research Questions

The following research questions were investigated:

a) The relation between school burnout and victimization from peer aggression.

b) The relation between school burnout and physical punishment by a teacher.

c) The relation between victimization from peer aggression and victimization from physical punishment by a teacher.

d) Sex differences regarding levels of school burnout.

e) Sex differences regarding victimization from physical punishment by a teacher.

f) Sex differences regarding victimization from peer aggression at school.

g) Sex differences regarding a positive attitude towards school uniforms.

2. Method

2.1 Sample

A questionnaire was completed by 175 respondents, 94 girls and 81 boys living in Kenya. The age range was between 15 and 19 years. The mean age was 16.5 years (SD = 0.9) for girls, and 16.4 (SD = 1.0) for boys, the age difference not significant.

2.2 Instrument

The questionnaire included scales for measuring school burnout (Salmela-Aro, Kiuru, Leskinen, & Nurmi, 2009), victimization from physical punishment by a teacher (after Österman & Björkqvist, 2007), victimization from peer aggression (victim version of Österman & Björkqvist, 2010), and a positive attitude towards school uniforms. See Table 1 for single items and Cronbach's alphas of the scales. The response alternatives were all on a five-point scale. For physical punishment by a teacher, and victimization from peers the response alternatives were: 0 = never, 1 = seldom, 2 = sometimes, 3 = often, 4 = very often. For school burnout and positive attitudes towards school uniforms the response alternatives were: 0 = I completely disagree, 1 = I slightly disagree, 2 = neutral/undecided, 3 = I almost agree, 4 = I completely agree.

2.3 Procedure

A questionnaire was created in Google Drive and sent to personal emails of Kenyan teachers and parents who had access to students so that they could pass it over to them for filling in. The questionnaire was also shared on Facebook. This method did not yield much data as people did not fill in the forms as expected. The questionnaires were also printed out at a cyber café. The researcher would walk into a school, make an introduction about herself, explain the study and request for contact with the students. Some schools were eager to have the students complete the forms and they were very excited about to know the outcome of the study. They were promised to receive the results, other school administrators refused the request and ordered the researcher to leave immediately. The study was explained to the students in class, and the forms were distributed to them to fill in, after which the filled forms were collected for manual entry into SPSS and analyses. The procedure was continued to another class or to a different school, with different students.

2.4 Ethical Considerations

The study adheres to the principles concerning human research ethics of the Declaration of Helsinki (World Medical Association, 2013), as well as guidelines for the responsible conduct of research of The Finnish Advisory Board on Research Integrity (2012).

Table 1

Single Items and Cronbach's Alphas for the Scales in the Study (N = 175)

School Burnout (9 items, α = .84)

    I feel overwhelmed by my schoolwork.

    I feel a lack of motivation in my schoolwork and often think of giving up.

    I often have feelings of inadequacy in my schoolwork.

    I often sleep badly because of matters related to my schoolwork.

    I feel that I am losing interest in my schoolwork.

    I'm continually wondering whether my schoolwork has any meaning.

    I brood over matters related to my schoolwork a lot during my free time.

    I used to have higher expectations of my schoolwork than I do now.

    The pressure of my schoolwork causes me problems in my close relationships with others.

Victimization from Physical Punishment by a Teacher (4 items, α = .77)

    Has a teacher at school done any of the following things to you?

    Pulled your hair

    Pulled your ear

    Hit you with the hand

    Hit you with an object

Victimization from Peer Aggression at School (3 items, α = .70)

    Has another student for example …

    Physical aggression: hit you, kicked you, or shoved you

    Verbal aggression: yelled at you, called you bad names, or said hurtful things to you

    Indirect aggression: gossiped maliciously about you, spread harmful rumours about you, or tried to socially exclude you from others?

A Positive Attitude towards School Uniforms (5 items, α = .83)

    School uniforms give students a sense of equality as all look the same.

    School uniforms create a sense of belonging to the school.

    Students feel confident when all dress uniformly.

    Students have freedom of expression even if they wear school uniforms.

    School uniforms encourage good discipline.

3. Results

3.1 Correlations between the Scales

The scales in the study were correlated with each other (Table 2). For both girls and boys the highest correlations were found between victimization from peer aggression and victimization from physical punishment by a teacher. School burnout correlated significantly positively with both victimization from peer aggression and victimization from physical punishment by a teacher. A positive attitude towards school uniforms did not correlate with any of the other scales.

Table 2
Correlations between the Scales in the Study. Girls (n = 94) under the Diagonal, Boys above (n = 81).

	1.	2.	3.	4.
1. School Burnout	-	.41 ***	.32 **	*ns*
2. Victimization from Physical Punishment by a Teacher	.40 ***	-	.68 ***	*ns*
3. Victimization from Peer Aggression at School	.47 ***	.58 ***	-	*ns*
4. A Positive Attitude towards School Uniforms	*ns*	*ns*	*ns*	-

*** $p \leq .001$; ** $p \leq .01$

3.2 Correlations with Age

For both girls and boys, age correlated positively with a positive attitude against school uniforms (girls: $r = .31$, $p = .002$, boys: $r = .29$, $p = .009$)), but not with any of the other variables.

3.3 Sex Differences

A multivariate analysis of variance (MANOVA) was conducted with sex as the independent variable and the four scales as dependent variables. The multivariate test was not significant (Table 3.). The univariate test was significant for victimization from peer aggression at school with girls scoring higher than boys. Girls had also been significantly more victimised from physical punishment by a teacher. No sex differences were found for school burnout and a positive attitude towards school uniforms.

Table 3
Results of a Multivariate Analysis of Variance (MANOVA) with Sex as Independent Variable and Four Scales as Dependent Variables (N = 175)

	F	df	$p \leq$	η_p^2
Effect of Sex				
Multivariate analysis	1.73	4, 170	*ns*	.039
Univariate analyses				
School Burnout	0.85	1, 173	*ns*	.005
Victimization from Physical Punishment by a Teacher	4.01	"	.05	.023
Victimization from Peer Aggression at School	6.78	"	.01	.038
A Positive Attitude towards School Uniforms	0.04	"	*ns*	.000

3.4 Single tems

Distributions of scores on a selection of single items measuring school burnout and victimization from aggression at school are presented in Figures 1–6.
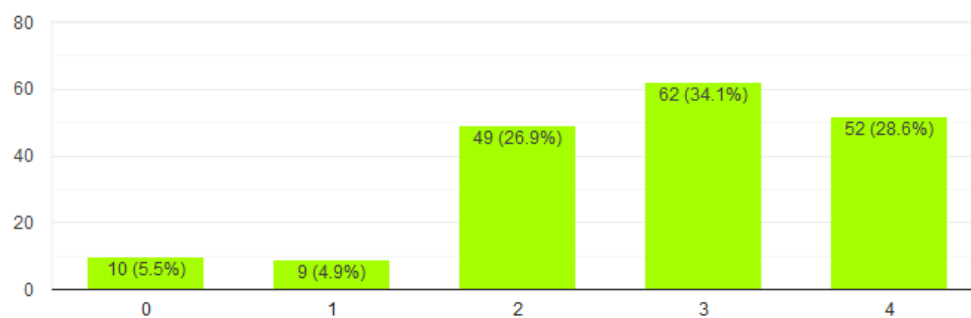

Figure 1. Number of respondents who gave different responses to the question "I feel overwhelmed by my schoolwork" (*N* = 175). 0 = I completely disagree, 1 = I slightly disagree, 2 = neutral/undecided, 3 = I almost agree, 4 = I completely agree.
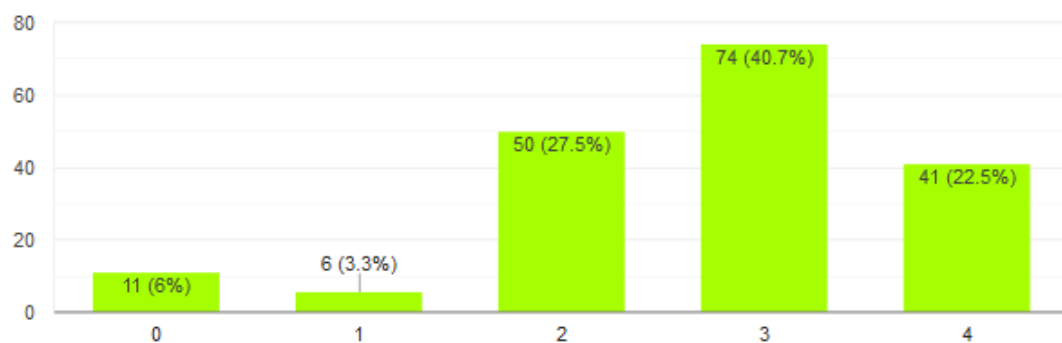

Figure 2. Number of respondents who gave different responses to the question "I feel a lack of motivation in my schoolwork and often think of giving up" (*N* = 175).
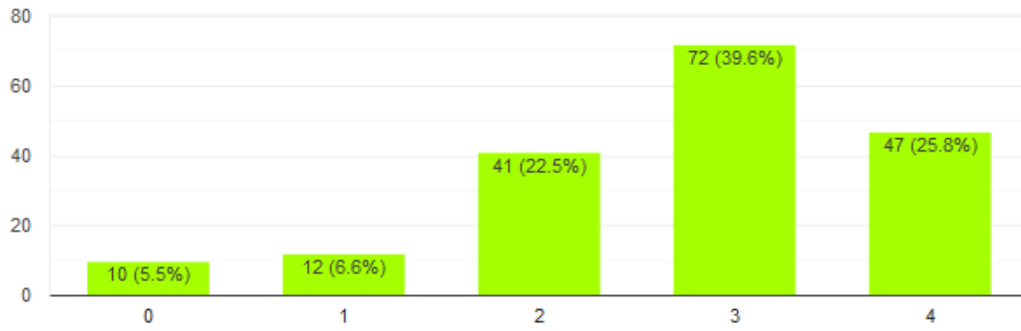
Figure 3. Number of respondents who gave different responses to the question "I often sleep badly because of matters related to my schoolwork." (*N* = 175).
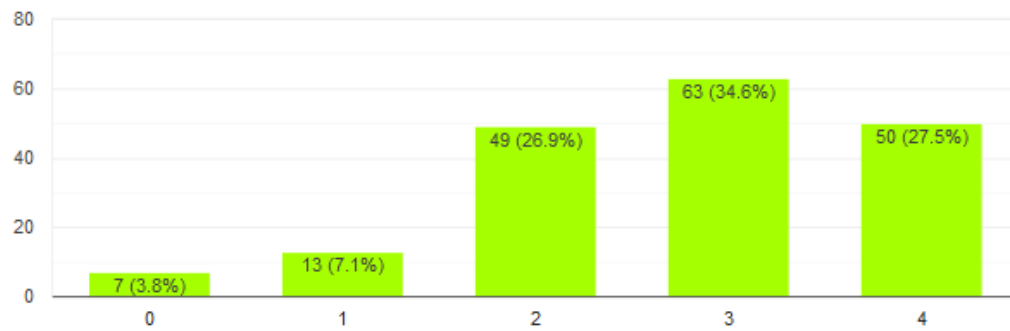

Figure 4. Number of respondents who gave different responses to the question "How often has a teacher hit you with an object?" (*N* = 175). 0 = never, 1 = seldom, 2 = sometimes, 3 = often, 4 = very often
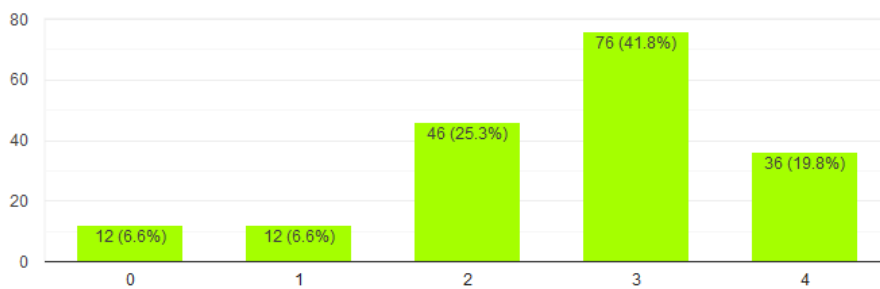

Figure 5. Number of respondents who gave different responses to the question "How often has another student for example hit you, kicked you, or shoved you?" (*N* = 175).
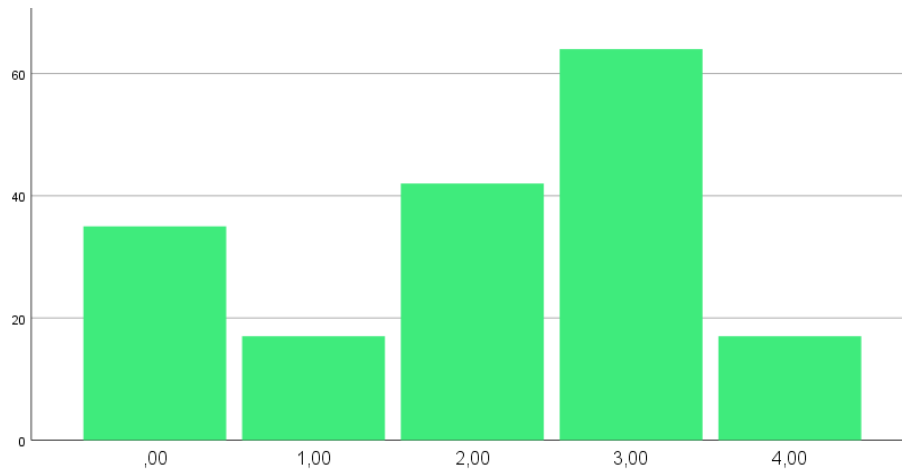
Figure 6. Number of respondents who gave different responses to the question "Do school uniforms give students a sense of equality as all look the same?" (*N* = 175).

4. Discussion

4.1 Summary of the Results

The results of the study showed no differences between girls and boys regarding school burnout. The finding is in contrast to a previous study carried out in Finland, which found that girls had higher levels of school burnout (Salmela-Aro & Tynkkynen, 2012).

School burnout correlated positively with victimization from both peer aggression and physical punishment by teachers. This indicates that students who were victimized from physical punishment by a teacher had higher levels of burnout than other students. The same was the case for students who were victimized by aggression from their peers. However, it should be noted that the study does not shed light on which came first; burnout, victimization from teachers, or peer aggression. It is also possible that all three phenomena occur simultaneously.

For both girls and boys, the highest correlations were found between victimization from peer aggression and victimization from physical punishment by a teacher. This means that pupils who were victims of aggression perpetrated by their peers were also physically punished by their teachers.

Girls were found to be significantly more victimized from physical punishment by a teacher than boys. The finding was unexpected, since an earlier research had shown that boys in Alexandria, Egypt, were more frequently victimized from physical punishment from a teacher than girls (Youssef, Attia, & Kamel, 1998).

4.2 Limitations of the Study

The study had some limitations arising from the data collection procedure. Kenya ranks among the most corrupt countries in the world, and the participants expected to be paid for their contribution to this study. It was hard to acquire permission for data collection from the teachers for free; Kenya has a culture of paying for everything, even for information. Finally some schools accepted to participate in the study without any demands.

Societal expectations for boys in Kenya are that they should be brave and not show any signs of weakness. A boy is supposed to "act like a man". Therefore, there was a fear that boys would not be able to respond truly to some of the questions that required them to say whether they had been victimized by their peers or teachers. To admit to such truths would be to portray oneself as a weak male.

The participation was low, as not all head teachers of schools were interested in interference with their policies regarding school uniforms. Even though a thorough explanation was made

of what the research was about, some were skeptical to the intentions and did not allow any collection of data. The fact that some questions were related to teachers' aggression towards students made it even harder for this data collection, as teachers were afraid of the outcome that the physical punishment in their schools would be exposed, since it is banned in Kenya.

In Kenya, internet and computers are limited to the rich schools, and therefore paper and pencil questionnaires were used. Printing the questionnaires was quite expensive, as the cyber shops where public printing can be done are for business purposes, and libraries do not provide such services in Kenya.

4.3 Implications of the Study

The results of the study suggest that school burnout in Kenyan schools is a reality which may cause many to drop out from schools, or simply fail to reach the grades expected of them as students. Students seem overwhelmed by school activities. The correlations between peer aggression and school burnout indicate that bullying is rampant in Kenyan schools, and a majority of students will experience bullying at some point during the years they spend in school. The students experience stress and tension from being victimized by their fellow students, and this in turn has affected their morale in terms of learning. Students may not be interested in attending a school where victimization may occur or where it is inevitable to experience it. The victimization by peers has reached levels where something has to be changed to curb it. It has become extreme and students may die in the hands of their oppressors or get life time psychological wounds. Victimization has been accepted as a part of life by many. In the Kenyan society it is never too late to change things so some acts can be evaluated by educational bodies, teachers and parents.

Burnout is a type of exhaustion, that can affect young people when they should be enjoying their school life. Consequently the educational bodies in Kenya need to intervene. Teachers who are trusted with safe guarding the lives of the students have turned into perpetrators, as the study has shown; they are aggressive and still practice corporal punishment years after it was banned in Kenya. They do this under the watchful eye of their supervisors with no consequences for their actions. Psychosocial and academic outcomes of students are very much determined by their teachers (Fredriksen & Rhodes, 2004). Therefore, it is not surprising that school burnout in Kenya is common. The aggression of teachers, especially the physical punishment, leaves the students drained and disinterested in the ongoing learning activities.

School uniforms have not shown to affect students negatively, and a majority did not seem to be concerned about having school uniforms or not.

Conclusively, the government of Kenya that moderate the schools in the country needs to create a conducive environment where students can learn without stress and burnout. Constructive ways of disciplining students should be made a priority as there are other ways apart from corporal punishment. This can be accomplished by observing how other countries that have banned physical punishment implements the rule. Currently in Kenya there is no implementation of the ideas that have been formulated on a piece of paper. Teachers who favor corporal punishment are a result of the same educational system. They may have experienced the same kind of treatment when they were students themselves, and consequently it seems to be a cycle of violence since an abused child has a higher risk of becoming an abuser (Kaufman & Zigler, 1987). When the cycle continues and is not broken, it may affect future generations.

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