

미국 고교생의 교복에 대한 연구

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Perception toward wearing school uniforms

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Abstract

본 연구의 목적은 최근 미국 내에서 교육 개혁의 한 방편으로 공립학교 학생들에게 교복을 착용하도록 하는 도시가 증가함에 따라 교복 정책에 대한 여론은 찬반론이 교차하고 있고, 이를 뒷받침 할 연구는 부족하여 교복 착용에 관련된 요인들간의 관계를 알아보아 교육정책에 제안하기 위하여 시도되었다. 연구 대상자는 미국 미네소타 주, 도심 지역의 세 남녀 공학 고등학교를 대상으로 조사되었다. 세 고등학교는 학교 의복 착용에 대한 서로 다른 규율을 갖고 있었다. School R은 학교에서 지정한 교복만을 착용 해야 하는 규율을 갖고 있고 School F는 학생들에게 학교가 선정한 색상에 일치하는 의복을 통학복 으로 입을 수 있도록 한 매우 유동적인 교복 정책을 갖고 있었다. School N은 특정한 학교 교복은 없고 학생들에게 통학복 착용에 대한 규율은 있었다. 세 학교의 학부모, 교사, 학생을 대상으로 한 연구 결과는 부모, 교사는 교복 착용이 학생들의 행동에 영향을 미칠 것이라고 인정한 반면 학생들은 전체적으로 그렇지 않다는 태도를 보였다. 학생들에게 선호도가 높은 교복은 School F의 교복 처럼 통학복에 색상 제한을 하는 약간은 자유로운 형태로 나타났으며 해당 학교 학생들의 교복에 대한 만족도 또한 높게 나타났다. 교복을 입지않는 School N의 학부모들은 학생들 통학복에 대한 지출이 다른 두 학교 부모 보다 많은 것으로 나타났다. 또한 교복을 착용한 경험이 오래된 학생일수록 교복 착용에 더 긍정적인 관점을 보인 것으로 보아 미국 내에서의 교복 정책은 초등학교부터 실시하는 것이 바람직한 것으로 받아 들여진다.

Key words: school uniform, dress code, uniform policy, adolescence, perception;

학교 교복, 의복 코드, 교복 정책, 청소년, 인지도

I. INTRODUCTION

Currently, there is a nationwide trend to adopt stricter dress code in public schools of the United States. The motivation for the stricter codes is the perception that some clothing worn to school may be distracting in an academic environment and may increase youth violence(Behling, 1994;

Davidson, 1990; Paliokas, et al., 1996). Most of the gang violence in school takes place at inner city secondary public schools. Many of these violent crimes are assaults linked to theft of expensive clothing. School uniforms are proposed as a concrete means of reasserting school order and safety. With the report of popular press articles about positive effects of school uniforms on violence reduction and academic achievement, educators and

politicians have turned to mandated dress codes as a major trend in education reform(Gowen, 1996). New York City schools implemented a uniform policy for fall 1999(Archibold, 1998). The decision to adopt school uniforms is most often made by a school advisory board consisting of parents, teachers, and administrators. Though students are the ones most affected by a uniform policy, school administrators may not consider students' opinions about wearing school uniforms.

This study was implemented to reveal the various perspectives in the uniform debate and the complex factors related to community, school, and those individuals involved in making decisions about what is right for students. What is needed for learning to take place within schools is a persistent question in the U.S. especially with the increasing acts of violence reported in the media. Adopting a different perspective may result when considering what is needed to develop a sense of school community(Kohn, 1996).

II. LITERATURE REVIEW

1. Problems associated with students' appearance

School uniforms can be adopted from early childhood onward, but adolescence is often the time for adoption in the United States. Adolescence marks the time when self-concept and self-identity are being developed(Coleman, 1987; Dusek, 1987; Offer, Ostrov & Howard, 1981). Adolescence involves experimentation, that is, trying out new roles, discarding or retaining old roles, all to establish a sense of coherence. A major goal of adolescent development is to achieve a balanced and stable integration of self. Adolescents may struggle to establish their self-identity with appearance in important part of nonverbal communication used to establish

credibility in roles(Fuhrmann, 1986; Honess, 1992; Stanley, 1996). Being introduced to and wearing a uniform at this time may stifle individuality and freedom of expression of adolescents.

Adolescents may wear certain clothing to show their individuality or membership in a specific group. Some attempt to be accepted in a group by looking and dressing in certain ways may seem strange or ridiculous to adults. Certain types of clothing and accessories have come to symbolize lifestyles relating to drugs, violence, and disrespect for authority(Hethorn, 1994).

One of the most serious, sometimes deadly school problems is gang activity associated with dress. Gangs adopt colors, color combinations and styles of dress that communicate their group affiliation. Other students who may intentionally or accidentally wear clothing associated with a gang's signature appearance may become targets of violence by that gang for a breach in clothing choices(Holloman, 1995). In a study by Shadler (1989) students could identify drug-users solely by clothes they usually wore. For example, they singled out the black leather jackets as the most positive indicator of drug use(Shadler, 1989). Some youth fashions have encouraged wearing "baggy" clothes; weapon can be, and have been, hidden in oversized pants or overalls. Students have been assaulted and robbed at knife and gun point and murdered, simply because the perpetrator wanted to possess clothing worn by the victim(Holloman, 1995; "Chilling," 1990). Professional sports jackets, bomber jackets, leather coats, designer sneakers, and gold jewelry have been the more popular status symbols involved in these incidents.

2. Adoption of school uniform policy/dress code

Uniform is derived from the Latin words meaning 'one form' (Kaiser, 1997). Joseph(1986)

defined the uniform as "the legitimating emblem of membership within an organization" (p.2). Within contemporary society, the clothing that approaches clarity and precision is the uniform that is used by various organizations. Uniforms are devices that are primarily designed to resolve certain dilemmas in complex organizations. Uniforms have been worn under a variety of circumstances and may be associated with positive or negative roles (Joseph, 1986; Kaiser, 1997).

Johnson (1982) notes that the uniform of students has been a traditional means of differentiation of status and identity based on clothing difference. Since elite schools traditionally employ the uniform as an obvious mechanism reinforcing high status identity, school uniforms emphasize differential status and identity relative to other subgroups within local school systems.

Dress regulations in the form of dress codes were not developed to promote conformity, but to diminish the importance of clothing (LaPoint, Holloman, & Alleyne, 1992; Stevenson & Chunn, 1991). However, they were meant to blur economic differences between wealthy and nonwealthy students. Moreover, it was hoped that dress code policies would assist inner city students to learn how to dress and to have the demeanor needed to enter and stay in the job market. This movement expanded across the United States to end fashion rivalry, to tighten discipline and build self-esteem (Stevenson & Chunn, 1991).

Today a school may adopt a dress code without adopting the practice of wearing a school uniform. Thus dress codes can vary from a mild expression of the type of appearance desired within a school context to a full fledged uniform policy. While in some countries, such as Korea, uniforms are a matter of course, in the United States such policies are slow to be adopted except in some private and religious schools. However as

public school environments become increasingly unruly, administrators are searching for solutions that include the adoption of a school uniform policy.

3. Opinions of parents and educators toward wearing school uniforms

In response to growing levels of violence in schools, many parents, principals, and school board members have come to see school uniforms as one positive and creative way to reduce discipline problem and increase school safety. Parents are interested in uniform policies as means of alleviating expensive clothes competition that drain family budgets, lowers the self-esteem of students who cannot afford the more expensive clothing, encourages illicit activities and removes attention from the real purpose of school (Stevenson & Chunn, 1991).

Interest in a uniform policy or dress code is based on a desire by school staff and parents to focus student attention on learning rather than diverting attention to appearance. Today the appearances of students may include a range of humble to expensive, designer clothing (Stevenson & Chunn, 1991). Parents believe that uniforms are less expensive than what would ordinarily be worn everyday. Both groups indicated a belief that in a school where much importance is placed on expensive designer clothing, a lack of such clothing could lead to ridicule of students by peers. A possible outcome could be lower self-esteem that could lead to various forms of anti-social or criminal activity (Holloman, 1995; Stevenson & Chunn, 1991). Elementary school staff and parents often favor establishment of a uniform policy to encourage better discipline (Ellicott, 1988). The adoption of a dress code was viewed more positively at the secondary school level than was a uniform policy as cited by Stevenson & Chunn (1991).

Parental support of a uniform policy is critical

for the success of school uniforms. Often uniform policies require the permission of parents (Archibold, 1999). In recent years, the strongest push for school uniforms has come from parent groups who want better discipline in their children's school. Many schools that have successfully created a uniform policy survey parents first to gauge support for school uniform requirements and then seek parental input in designing the uniform. Parental support is also essential in encouraging students to wear the uniform.

According to a longitudinal study on mandatory school uniforms in the Long Beach Unified School District which adopted uniform policies in 1994, school administrators perceived that uniforms had a positive influence on student behavior (Mecoy, 1996). Nearly 67% of the parents surveyed indicated that they perceived the school environment to be improved. Parents also felt that uniforms influence increased citizenship, improved grades, increased ease in getting along, and reminded children they were going to school to learn. Long Beach Unified School District elementary and middle schools chose their uniforms through a school site advisory board consisting of parents, teachers, and principals (Stanley, 1996).

Wilkens(1999) points out that uniforms may be a bandaid over much deeper problems. For example, even if symbols could be controlled during schools for six hours during a day this will not prevent a student from belonging to a gang. In another example she points out that students are keenly aware of economic status, regardless of uniformity of clothing. Parents and teachers may overestimate the effect uniforms have on student behaviors. Stanley(1986) found that given visual cues the teacher may act towards the uniformed student in such a way that confirms their expectations rather than what is true to the student.

4. Opinions of students toward wearing school uniforms

Student responding to the Long Beach Unified School District survey did not perceive uniforms as positively as adults(Stanley, 1996). The majority of middle school children indicated uniforms did not reduce fights, did not help them fit in at school, and did not make them feel a part of the school. In addition, 71.2% of the middle school students reported they did not feel safer going to and from school while wearing a uniform. Elementary school students similarly reported that uniforms did not make students fight less(77%), but uniforms did make them feel part of the school(61%). Half of the elementary school students reported they felt safer going to and from school. High school students perceived that uniforms did not help them be a part of the school(62.5%).

A variety of factors may contribute to discrepancies found between adult and student perceptions. Though students indicated they were bored with uniforms, wearing uniforms had a positive impact on student's self-image, and this was confirmed by positive comments from the community(Hoffler-Riddick & Lassister, 1996).

According to Traxler(1984), students in New Zealand who have a more favorable attitude toward school uniforms tend to attain higher academic levels. In Northern Ireland the most convergent reasons for uniform use expressed by principals, parents and students were that the uniform was useful in achieving some kind of equality amongst students, while at the same time, represented a neat image to outsiders(Barnett, Knox, & McKeown, 1993). For these Irish students, the emphasis was on how comfortable the uniform was to wear, its durability, and appearance. In a study of high school student behavior in Japan, Tanioka(1989) considered that when students were

wearing uniforms they felt pressure not to commit delinquencies because the uniform was a visible and identifiable sign of belonging to a particular school.

III. METHOD

1. Sample

For this study, three catholic co-educational high schools in Minneapolis and Saint Paul, Minnesota were selected. Each had a dress code but a different uniform policy: (1) restrictive (R) school uniform policy that requires students to wear specific items of apparel, such as school jackets and skirts; (2) flexible (F) school uniform policy, based on the requirement that a student's outfit conform in certain ways such as the school's color choice of black skirts or trousers and white shirts with the school monogram; and (3) non-school (N) uniform policy, which has a dress code but does not require a school uniform.

2. Instrument

Three questionnaires were developed, one each for teachers, parents, and students. The questions were based on the studies of Sher(1995), and Woods & Ogletree(1992), and adapted for this study. The questionnaire for students consisted of 28 questions, for the parents 22 questions, and for the teachers 22 questions. Most of the questions are designed to be answered using a numeric rating scale. The first 14 questions were the same for all subject categories, with slight wording modifications necessary for some questions to make them more equivalent for the three schools. Each subject group was also asked open ended questions related to wearing a uniform.

IV. RESULTS

Data were treated with inferential statistics.

One-way analysis of variance was conducted to investigate whether students, parents, and teachers differed significantly in perceptions of wearing school uniforms. The test of homogeneity of variance was conducted by Levene's Test of Equality of Error Variances. Dunnett's C test was used to perform multiple comparisons between group means and the t-test to investigate if there was a significant difference between student's satisfaction with a restrictive dress code and students' satisfaction with a flexible dress code.

Open-ended questions were summarized into categories related to students' preferences about school clothing. Students' responses were expressed by a percentage of each category. Parents' annual expenses for purchasing school clothing were also summarized into five categories. School differences in costs were expressed by a percentage of each category.

1. Comparison of teachers, parent, and students

The first 14 items are the same on all of the teacher, parents, and student questionnaires. Table 1 presents the means and standard deviations of each item by each of the three subject groups and the results of the One-way analysis of variance (See Table 1).

In general, peer pressure among high school students influences choice of attire(Brown, 1982). Responses to items 1, 2, and 3 that addressed peer pressure and competition while wearing a uniform, indicated that adults were more concerned about peer pressure regarding fashions or the type of clothing students wear. While the students did not believe they experienced much ridicule from friends about what they wore, students often indicated experiencing some peer pressure about current fashionable clothing. These students might think that wearing school uniforms would not help to remove

Table 1 One-Way ANOVA: Comparison of teachers, parents, students

	Subject				F
	Teacher	Parent	Student	Total	
n	72	76	203	351	
1. Sometimes students are ridiculed by peers about the type of clothes they wear.					
M	3.94 ^a	4.17 ^b	2.34 ^{ab}	3.06	112.36***
SD	.75	.97	1.19	1.37	
2. Peer pressure regarding fashions among students declines(would help) due to the wearing of uniforms.					
M	4.08 ^a	4.18 ^b	2.95 ^{ab}	3.45	42.73***
SD	.92	.98	1.33	1.32	
3. A uniform dress code helps(would help) to eliminate some of the competition over clothes students wear.					
M	4.21 ^a	4.37 ^b	2.52 ^{ab}	3.26	106.27***
SD	.85	.76	1.31	1.43	
4. School climate and environment do not(would not) improve when(if) students wear uniforms.					
M	2.32 ^a	2.34 ^b	3.52 ^{ab}	3.02	45.61***
SD	1.21	1.09	1.15	1.29	
5. Students' behavior improves(would improve) when(if) they wear uniforms.					
M	3.43 ^a	3.31 ^b	1.80 ^{ab}	2.46	109.00***
SD	1.09	.99	.94	1.25	
6. Students have(would have) a positive self-image when(if) students wear uniforms.					
M	3.15 ^a	3.32 ^b	2.23 ^{ab}	2.66	45.47***
SD	.82	.93	1.05	1.10	
7. The sense of belonging to a school increases(would increase) when(if) students wear uniforms.					
M	3.57 ^a	3.68 ^b	2.32 ^{ab}	2.87	65.32***
SD	1.00	.87	1.15	1.24	
8. A student's pride in their school improves(would improve) when(if) they wear uniforms.					
M	3.14 ^a	3.37 ^b	2.17 ^{ab}	2.63	51.44***
SD	.91	.88	1.07	1.14	
9. Student individuality declines(would decline) when(if) they wear uniforms.					
M	2.66 ^{ab}	2.11 ^{ab}	3.64 ^{ab}	3.11	52.21***
SD	1.18	1.00	1.25	1.35	
10. Wearing uniforms restrict(would restrict) freedom of expression in school.					
M	2.53 ^{ab}	2.07 ^{ab}	3.81 ^{ab}	3.17	77.51***
SD	1.15	1.12	1.17	1.38	
11. Wearing uniforms helps(would help) children in learning that style of dress does not make the person.					
M	3.75 ^a	3.97 ^b	2.67 ^{ab}	3.17	59.59***
SD	.90	.80	1.13	1.18	
12. The amount of many families spend on purchasing student clothing declines(would decline) when(if) students wear uniforms.					
M	4.06 ^a	3.93 ^b	2.89 ^{ab}	3.36	35.90***
SD	.85	1.19	1.31	1.32	
13. Wearing uniforms provides(would provide) a degree of safety against gang presence in school.					
M	3.78 ^a	3.67 ^b	2.36 ^{ab}	2.93	71.69***
SD	.94	.99	1.12	1.25	
14. Wearing uniforms makes (would make) economic class difference less visible.					
M	4.18 ^a	4.11 ^b	3.02 ^{ab}	3.49	56.65***
SD	.76	.81	1.09	1.12	

Note: 1. Questions are slightly rephrased(in parentheses) for school N(Non-uniform).

2. All variables are based on a five-point scale: (1) "Strongly disagree" to (5) "Strongly agree"

3. M(mean), SD(standard deviation), & n(numbers in a sample)

4. The same superscripts(e.g., a a) indicate a significant difference between the two groups as tested by Dunnett's C test($p < .05$).

*** $p < .001$

peer pressure concerning the clothing they wear.

In Questions 4, school climate and environment do not (would not) improve when students wear uniforms, and 5, student's behavior improves (would improve) when they wear uniforms, students generally responded that school uniforms did not help to improve environment or behavior. In Questions 6, students have(would have) a positive self-image when(if) they wear uniforms, 7, the sense of belonging to a school increases when students wear uniforms, and 8, a student's pride in their school improves(would improve) when they wear uniforms addressed self-image, sense of belonging, and school pride related to wearing uniforms. Students did not perceive an improved self-image, a stronger sense of belonging or greater pride by wearing uniforms. This result is similar to that of Stanley(1996), but presents an opposite view to Buckman(1974) and Joseph(1986).

In Questions 9, student individually declines (would decline) when they wear uniforms, and 10, wearing uniforms restricts(would restrict) freedom of expression in school, students agreed and parents disagreed. Teachers were on a neutral position compared to other two groups. Therefore, there were differences among all three groups. When students wore uniforms, they felt greater pressure to express themselves than when wearing regular clothing. Parents might want their children to show their individuality in other way, not in appearance, as indicated in 11, wearing uniforms helps(would help) students in learning that style of dress does not make the person.

Perceptions on money differed among parents, teachers and students. When given the statement, the amount of money families spend on purchasing student clothing declines(would decline) when students wear uniforms, parents and teachers agreed that wearing school uniforms

might help decrease the family budget for school clothing. The mean score of students was close to neutral. Students may not be as concerned as parents about cost for school clothing.

In Question 13, wearing uniforms provides a degree of safety against gang presence in school, parents and teachers believed that wearing uniforms protects students from gang presence in school, students disagreed. Students may believe that gang presence is visible through clues other than clothing such as hand signs, postures, jewelry, and tattoos. On the other hand, parents and teachers may believe that gang cannot be allowed to get into school buildings without wearing uniforms because most of the gang may not be students.

When questioned if wearing uniforms makes economic class difference less visible, students (question 14) didn't agree much compared to the parents. Students may think that the gap between the "haves and have-nots" is shown in a more abstruse manner, such as added subtle accessories to students' uniforms. Because clothing or appearance is not the only way to show economic difference, students may be doubtful about the positive impact of a school uniform.

To summarize, adults might think that students behaviors will be changed by what they wear. Parents may expect that uniforms serve several functions for students and for communities. They may believe that wearing uniforms helps students identify with each other and with their school community. Uniforms also may tell observers from the outsider community that the wearer is a student. As students move into the secondary school years, they might be confused by the school environment that change both in scope and complexity. Therefore, parents may expect that wearing uniforms could help teenage students to reduce role conflicts. Parent's positive beliefs about uniforms may be influenced because elite schools

traditionally adopt the uniform as an obvious mechanism reinforcing high status identity.

2. Comparison by school of teachers' perception toward wearing uniforms

For the teachers' questionnaires, 28 teachers in School R, 25 teachers in School F, and 19 teachers in School N responded.

Teachers responded to questions developed to assess their attitudes and opinions. There is a slight difference among the teachers of the three schools. Teachers of School N might doubt that students' daily attendance and completion of homework are influenced by wearing school uniforms. However, the teachers of schools R and F, compared to the teachers of School N, responded more positively to wearing uniforms because they believed that students' daily attendance and home work completion are improved when they wear uniforms ($F=5.13, p<.01$).

While teachers of School F were highly satisfied with their school uniforms, School N teacher didn't seem to want a school uniform policy ($F=6.12, p<.01$). If uniforms were adapted for students, teachers may also feel pressure about the way they dress in school. Teachers are highly influential role models for students. Teachers' professional appearance in dress may also affect the way students dress.

3. Comparison by school of parents' perception toward wearing uniforms

For the parents' questionnaires, 24 parents in School R, 31 parents in School F, and 21 parents in School N responded. Six questions were asked only of parent respondents.

The parents from all three schools shared similar views about student behavior and attitudes related to school uniforms and school clothing. Parents from all three schools agreed that wearing

school uniforms helps students to focus on their learning than increase their concern about expensive brand of clothing or appearance. Parents also agreed that uniforms reduce maintenance costs and are less expensive than regular clothing. As their children become consumers, parents of children this age believed they have to buy what their children want. Then, the parents' economic hardship may be heightened. The parents in School N ($M=4.17$) strongly supported a school uniform policy and parents in Schools R ($M=4.45$) and F ($M=4.35$) were very satisfied with their student's school uniforms.

In this study, parents were asked to report annual expenses for one student's school wardrobe, and according to their responses wearing uniforms resulted in a dramatic decrease in school clothing costs. Parents selected one of five categories: (1) 0-\$249, (2) \$250-499, (3) \$500-999, (4) \$1,000-2,000, and (5) more than \$2,000 (See Fig. 1). Parents of School R (100%) in this study spent under \$250 for school uniforms. More than 80% of the School F parents also spent under \$250. However, only about 10% of the parents of School N spent under \$250 for their children's school clothing. While no parents spent over \$500 in School F, about 60% of the School N parents spent over \$500. Ten percent spent more than \$2,000. Thus parents of the students in schools with school uniforms spend less for their children's school clothing. This result supports parents' belief that buying school uniforms is less of a financial burden than buying regular clothing. However expenditures for all clothing worn need further exploration.

The majority of parents (99.0%) also considered the price as the first priority when purchasing students' school clothing. Comfort and fit were the next in important for the parents. This may reflect recognition that both psychological and

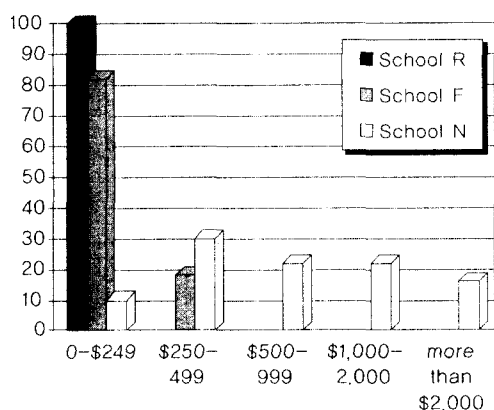


Fig. 1. Annual Expenses for School Clothing

physical comfort are related to wearing clothing.

4. Comparison by school of students' perceptions toward wearing uniforms

Students were asked eleven additional questions about wearing uniforms (See Table 2). The students of School F were positive about wearing school uniforms in terms of uniform fit and appearance than students from the other two schools. School N students believed that school uniforms are limited in terms of color choice and designs related to comfortable fit. In addition to school rules that define and limit student behaviors, the poor fit of uniforms would make students feel more uncomfortable in school.

Students may think that adopting a uniform policy would be one more added school rule for them or they may have a negative feeling about wearing school uniforms. School F students have flexibility in clothing choice and their positive perception about uniforms may be influenced by their perceived freedom of choice. Students in School N did not want a school uniform policy. The students in School R were not as satisfied as School F with their uniform designs and colors. Again, the range of choice may influence their opinion.

In Question 20, my school uniform doesn't adapt

well to temperature change, the students of School R perceived they have fewer choices to adapt to temperature changes because of the restrictive nature of their school uniform. Since adaptation for temperature is related to uniform comfort, this factor may affect their negative attitude about wearing uniforms compared to wearing other clothing.

In response to the open-ended questions, students in all schools were consistent in the expressed belief that uniforms did not reflect current fashion. The majority of students from all schools (76.5%) preferred casual wear for school clothing such as sweat shirts, T-shirts, and blue jeans. Most would prefer no school uniforms. While none of School F students preferred a traditional uniform, about 15% of School R students preferred traditional uniforms.

Preferences for school clothing were summarized into several categories including self-expression, comfort, nice looks, current/trendy, and ease in selection. Approximately, 75% of the students preferred casual wear. The majority of the students (95%) mentioned comfortable casual wear. Most students who emphasized self-expression also preferred casual wear. This result indicates that comfort is a very important factor for students' school clothing. The majority of the students who preferred a traditional uniform emphasized an easy choice every morning and that a traditional uniform was nice in appearance. Of the students who preferred traditional uniforms, only a few students specified comfort as very important. About 30% of female students preferred slacks to skirts when choosing a uniform style. Of the students who preferred color-stipulated school uniforms, over 50% of the students described color-stipulated uniforms as a current fashion trend.

The students who have worn a school uniform for more than six years had a greater preference for the school uniform option than those who had

Table 2 One-Way ANOVA: Comparison by school of students' perception toward uniforms

	School			Total	F
	R (Restrictive)	F (Flexible)	N (Non-uniform)		
n	55	68	80	203	
15. Wearing uniforms helps (would help) to make appearances inoffensive.					
M	2.68	3.13 ^a	2.61 ^a	2.81	4.91**
SD	1.12	.98	1.10	1.08	
16. I am satisfied with the design and colors of my school uniform. (I think our school should adopt a school uniform.)					
M	2.36 ^{ab}	3.22 ^{ab}	1.78 ^{ab}	2.43	26.91***
SD	1.31	1.17	1.11	1.33	
17. My school uniform inhibits (would inhibit) movement because of its poor fit.					
M	2.67	2.33 ^a	2.94 ^a	2.66	6.16**
SD	1.17	.89	1.08	1.07	
18. My school uniform doesn't reflect (would not reflect) current fashions.					
M	3.64 ^a	3.12 ^{ab}	3.65 ^b	3.47	5.37**
SD	1.14	1.03	1.08	1.10	
19. My school uniform is difficult (would be difficult) to care for.					
M	2.60	2.26	2.65	2.50	2.60
SD	1.27	.96	1.08	1.11	
20. My school uniform doesn't adapt (would not adapt) well to temperature changes.					
M	3.87 ^a	3.20 ^a	3.51	3.50	4.49*
SD	1.29	1.28	1.16	1.26	
21. My school uniform doesn't (would not enhance) enhance prominent physical characteristics.					
M	3.22	3.22	3.33	3.26	.26
SD	1.18	.94	.98	1.02	
22. The repetition of wearing school uniforms day after day becomes (would become) tedious.					
M	3.83	3.52	3.95	3.77	2.46
SD	1.16	1.26	1.18	1.21	
23. I often wear (would wear) my school uniform outside of school.					
M	1.42	1.54	1.36	1.44	.78
SD	.90	.90	.78	.85	
24. I think that regular clothing is more comfortable out of school.					
M	3.95	3.86	3.96	3.92	.15
SD	1.45	1.19	1.25	1.28	

Note: 1. Questions are slightly rephrased(in parentheses) for school N(Non-uniform).

2. All variables are based on a five-point scale: (1) "Strongly disagree" to (5) "Strongly agree"

3. M(mean), SD(standard deviation), & n(numbers in a sample)

4. The same superscripts(e.g., a a) indicate a significant difference between the two groups as tested by Dunnette's C test ($p < .05$).

* $p < .05$, ** $p < .01$, *** $p < .001$

never worn uniforms. For the students with no previous school uniform experience, wearing clothing of their choice was the greatest preference. From these results, it is interpreted that students' past experiences influenced their perceptions and preferences towards wearing uniforms. The more years students wear uniforms the more likely they

are to be positive about wearing uniforms.

V. Conclusions

Based on the viewpoints of parents, teachers, and students in the school studied, a flexible dress code could be a compromise for parents, teachers,

and students. Such flexibility could include a color stipulation, like the dress code in school F, where color was the only restriction and various styles and types of clothing could be worn and combined into various ensembles. Flexibility could include various types of garments to be combined into layers based preferences of the students, instead of only a single ensemble choice. This would address some of the students' concerns for maintaining individuality, as well as parents' belief that wearing uniforms improves student behavior.

Students' concern about clothing comfort and current trends can also be reflected in a dress code and the explicit uniform policies. Students reported poor fit of uniforms as a source of dissatisfaction. A more detailed study of how uniforms are sized and the relationship of sizing to type of uniform could be considered. For example it would seem that wearing a poor fitting blazer could be much more objectionable than wearing a cotton knit sweater. In the long run a somewhat higher cost for a better fit might increase satisfaction with a uniform, but this needs further examination because of other factors, such as acceptance of formal to casual clothing in a variety of contexts.

A flexible dress code can provide another source of comfort— a variety of garments to be layered according to the weather. Parents emphasized the importance of comfort, and allowing for seasonal layering of garments would be a means to that end. Discomfort caused by only one choice of uniform that did not adapt well enough to temperature changes was also an issue for students. However, if many uniform items were added, costs of the uniforms would increase.

This study showed that the longer the history of students wearing uniforms, the more positive they are about wearing them. If a school dress code with a uniform policy were started at the grade school level, their acceptance could increase

later. When grade school students become high school students, wearing uniforms would not be as difficult to accept. A grade school uniform policy could appeal to parents' concerns about school clothing costs as well.

Further study is needed of other types of schools in the United States as well as in other cultural contexts. An examination of a culture with a different history of wearing uniforms could offer an expanded view of uniforms in the United States where relatively few schools have as yet adopted a dress code that includes a uniform policy.

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