
Uniform Debate Among Student- Teachers in The Colleges of Education in Ghana: A Case of Bagabaga and Tamale Colleges of Education in The Northern Region of Ghana

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ABSTRACT: *The study aimed at examining the factors that affect student-teachers wearing of school uniforms in the Colleges of Education with focus on selected Colleges of Education in the Northern Region of Ghana. The study employed a case study design. The study's population was level 100, 200, 300 student- teachers of Bagabaga College of Education and Tamale College of Education with an estimated student population of about 3,800. Out of the population, random sampling technique was used to sample 200 student- teachers from the two colleges. Questionnaire was used as the main instrument to collect data on the research question and supported by observation. The findings from the study showed that student- teachers agreed to some of the factors that influence the disinterest in wearing school uniforms among colleges of education students, inter alia, uniforms promote tagging and labelling, uniforms promote misidentification and impersonation, uniforms do not improve performance, uniforms may emphasize the existence of inequalities, uniform wearing is uncomfortable, Uniform is unstylish, Uniform do not respect culture, Uniform promotes conformity. Furthermore, student teachers agreed to the fact that uniform promotes standard, unity, make student- teachers from all social and economic background the same and also do away with bullying and gang activities in the colleges of education. Based on the findings, it was recommended that there should be orientation for student-teachers to educate them on the uniform policy at the colleges of education each academic year and to let the student- teachers know that school uniform is not meant to belittle them as tertiary students. College management should be flexible in the implementation of the uniform policies at the colleges of education. If a uniform policy is implemented, the effectiveness of such policy should be evaluated.*

KEYWORDS: school uniform, student-teacher, stakeholder, tutors, policy

INTRODUCTION

Uniforms are a major part of schools around the world. A school uniform is a uniform worn by students in educational settings or institutions. They are common in primary and secondary schools in various countries across Africa and the world. In societies with definite caste systems, the wearing of uniforms bridges the gap; everyone dresses alike. School uniforms have been a traditional part of education in many nations since they were introduced by British missionaries around the end of the 19th century (The Star, 2010). The wearing of school uniforms has been a concern to many researchers and educationists globally. Examples can be found in several research works such as; “Student, teacher, and school counselor perceptions of national school uniforms in Malaysia” (Woo et al., 2020), “Teacher perceptions of how attire affects student behaviour and academic performance: a case study” (Ivery, 2019), “Perception of mandatory school uniform and perceived social view” (Mae et al., 2018), “The trend of dressing among tertiary students in Ghana” (Atencah & Agye, 2018) among others. Universities, elementary schools, and high schools used uniforms as hallmarks of class and status.

Ghana has forty-six (46) public Colleges of Education. Wearing of school uniform has been mandatory in the then Teacher Training Colleges and now Colleges of Education in Ghana for ages unlike in the universities where wearing of school uniform has not been a policy. There has been a constant growth of human population and settlement globally and an equal expansion of educational facilities to meet the needs of the society. According to the United States (US) Department of Education, cited in Emmanuel (2015), wearing a uniform can decrease the risk of violence and theft, instill discipline and help school officials recognize intruders who come to the school. Deputy Minister of Education, Hon. Okudjato Ablakwa announced that it was no longer compulsory for teacher trainees to wear uniforms in all forty-six (46) public Colleges of Education in Ghana (Ghanaweb, 2016). He mentioned this during the ongoing reforms at the Colleges of Education after the passage of the Colleges of Education Act 2012, Act 847. According to him it was no longer tenable to compel teacher trainees to wear uniforms as though they were secondary school students. He argued that the Colleges of Education were now full tertiary institutions and needed to be accorded full recognition of their status respectively. He further emphasized that the era when colleges were considered glorified secondary schools in Ghana is over.

All Colleges of Education in Ghana were upgraded to University Colleges and now offer a four-year Bachelor of Education degree with effective 2018-2019 academic year, as part of efforts to improve the quality of teacher training in the country, Kokutse (2018). Wearing of school uniform was the pride for teacher trainees in the Colleges of Education across the country and a unique identity that depicted a learner, possessor, and transfer of knowledge with high respect in our society. Unfortunately, the announcement by the Deputy Minister of Education in April 2016 had raised a lot of concerns among many students, lecturers, stakeholders, and educationists in the

country. It is against this background that the researchers sought to investigate student-teachers perception regarding the wearing of school uniforms in selected Colleges of Education in the Northern Region.

Statement of the Problem

The wearing of school uniforms in the Colleges of Education in Ghana is nothing new. It has been around since the colonial period. Uniform was believed to have benefits that improved academic performance, discipline, attendance, bonding, and most importantly, cementing the gap between the rich and the poor. Wearing of school uniform has been mandatory in the Colleges of Education in Ghana for ages unlike in the traditional universities and technical universities where the wearing of school uniform has been lax. Interestingly, students in the Colleges of Education are also classified as tertiary students (Kokutse, 2018). Policies and public opinion on school uniforms continue to evolve. There are theories and empirical studies which looked at school uniforms and drew conclusions about their effectiveness. But their current existence among students in the colleges of education after they have been upgraded into tertiary status to offer four-year Bachelor of Education (B. Ed) programme has reopened public debate about the necessity or otherwise of wearing uniform. To many a people, students may be crossing the line established by educators and parents on what is appropriate clothing for school.

A lot of parents and student- teachers detest the idea of compulsory wearing of school uniform at the college level because they believe it suppresses the freedom of expression of students (Denise, 2018). However, it is common knowledge that since the introduction of the Bachelor of Education (B. ED) Programme in the Colleges of Education four years ago, student- teachers still wear uniforms. Interestingly, the researchers observed that they do this only for lectures but immediately take them off for other on-campus and off-campus activities. It is against this background that the researchers sought to investigate student-teachers perception(s) regarding the wearing of school uniforms in selected Colleges of Education in the Northern Region.

Objective of the Study

1. Determine the factors that influence the disinterest in wearing school uniforms among colleges of education student- teachers in the selected colleges of education in northern region.

Research Question

1. What are the factors (if any) that influence the disinterest in wearing school uniforms among colleges of education student- teachers in the selected colleges of education in northern region.?

LITERATURE REVIEW

Worldwide Perspectives on School Uniforms

Uniforms are a prominent fixture in elementary and secondary schools worldwide. From South Africa to South Korea, uniforms and strict dress codes are often considered to be an important part of each country's collectivist environment (Kim, Kasser, & Lee, 2003). Within us, there are more diverse individualistic cultural perspectives on uniforms. Policies and public opinion on this subject still evolve over time. It is imperative to look at worldwide history of and perspectives on school uniforms, so as to ascertain how they impacted the viewpoints of faculty. England is often considered to be the country with the oldest history of uniform requirements in primary and secondary schools. Uniforms are typically associated with well-to-do establishments; however, they were first introduced in England in 1552 at a charity school (Scott, 2014). Uniforms are still an important part of school life in England, even though they have evolved over time. They provide students and faculty with stability and unity. "Uniforms give schools a sense of community". Uniforms imply that schools exist to provide certainty and order" (Scott, 2014). The British are also proud of their uniform traditions, which is the world's oldest.

In a 2011 survey at Christ's Hospital, 95 percent of students said that traditional 16th-century uniforms should be preserved. "It is important to stick to our historical traditions, not only to be historical," one student said. It is important to stick to our historical traditions, not only to be unique and special, but it makes a sort of unity between us" (Scott, 2014). English uniform traditions greatly influenced other countries' views on uniform implementation. Uniform practices spread initially through imperialism, as England's colonies around the world were expected to follow British traditions. In countries such as Australia, schools attempted to emulate English grammar school characteristics such as the use of uniforms. South Korea, for example, was influenced by Japan and the United States' policies. Uniforms were introduced in South Korea to help with discipline, eliminate class differences between students, and improve academic performance (Park, 2013). Today, there is a little more leeway in terms of appearance; however, most uniforms are consistent across schools. The relaxation of uniform requirements was implemented with the goal of "relieving psychological suppression and isolation of adolescents, as well as encouraging individuality and a democratic mind" (Park, 2013). Uniform requirements are less stringent than in previous decades, they remain an important part of South Korean education academic achievement (Park, 2013). Until the 1980s, all students in South Korea were required by law to wear identical uniforms (Park, 2013). Uniforms are required by law in all public and private schools in South Africa, a former British colony.

South African officials mandated uniforms for the same reasons that many other countries around the world do. Uniforms are used to instill a sense of unity and pride in the school, as well as to improve behavior and academic performance. However, because all students are required to wear uniforms, there have been numerous controversies. Many students have been unable to afford an

education due to the strict mandate, as they are unable to attend school without a uniform. Uniforms are an important part of education all over the world. Evidence and research support the idea that implementing uniforms in schools may improve discipline and create a better learning environment, according to Baumann and Krskova (2016) who studied uniforms in countries ranging from South Korea to Australia. Many schools in the United States have adopted uniform policies in response to evidence of successful implementation of uniforms in other countries. However, these have not been without their difficulties. Uniforms have deep roots in private and parochial schools in the United States. According to Brunsmma (2006) these American institutions adopted uniforms based on what they saw and liked about British uniform traditions. Early colonial Americans borrowed the concept of *in loco parentis* from English common law. *In loco parentis* refers to the relationship between a parent and their child and is most commonly associated with teachers and students today. In certain circumstances, an individual may assume parental status and responsibilities for another person, usually a minor, without formally adopting that person. This law corresponded to colonialists' puritanical values. According to Brunsmma (2006) the first hundred years of American history on public school dress codes are entwined with religious and symbolic class and gender distinctions derived from Protestantism and British roots.

For many years, uniform requirements were met with little resistance. People began to protest uniforms in the private, parochial, and public sectors in the late 1950s and early 1960s. There were numerous reasons for the protests to begin, but one of the most important was that uniforms took away parental rights and responsibilities. Parents believed that they should not be required to follow *in loco parentis* regulations imposed by secondary schools and universities (Brunsmma, 2006). The other main reason was general dissatisfaction by students with how administration was implementing rules on their appearance. Students and their parents began engaging in battles with schools over freedom of speech and expression, related to educational dress and whether or not dress caused interference to the educational process (Brunsmma, 2005). One way that a people express themselves is through clothing.

Many other legal battles have been fought with regard to freedom of speech and school dress codes. Until the early 1980s, states were cautious of requiring strict dress codes in schools because they feared lawsuits and subsequent loss of federal funding (Brunsmma, 2003). Then, during the conservative decade of the 1980s, dress regulations in schools began to increase. Since that time, the United States has seen an increase in public schools adopting uniform policies. Public schools have increasingly made the transition to more structured dress codes for a variety of reasons. School districts' reasoning for implementation differs, but many believe that uniforms are a catalyst for positive change.

The School Uniform Contention

Students, parents, school administrators, uniform manufacturers, and civil rights activists compete to influence school dress policy in the United States as well as many parts of the world. Students

need a productive environment in which they feel comfortable and safe (Lando, 2020). The clothes children wear affects their sense of belonging and self-expression. According to Pew (2019) 29% of teenagers feel pressured to look good and 28% feel pressured to fit into society. Education Week Research Center found that 80% of educators agree that students need to believe they belong in the classroom to be successful. Many students and civil rights activists oppose uniforms on the grounds of freedom of expression. They argue that school is not just a place of learning but of personal discovery, expression and growth, and that uniform enhance these qualities. Baumann and Krskova (2016) examined the school performance of 15-year-old's in five regions. They found evidence that for countries where students wear school uniforms, students listen significantly better, noise levels are lower and classroom waiting times are shorter because classes start on time. Bodine (2003) performed her own analysis of her data and claimed that authors cloud their thinking about school dress by making an unsubstantiated claim that student uniforms result in lower achievement.

A study of 100 Romanian students, Popa & Radu (2018) discovered that when most students wear uniforms, they tend to feel positive emotions, accepted, good, comfortable, proud and normal. But 40% of the students reported negative emotions, including being labeled "locked in". In a Turkish case study, Cinoglu (2014) examined the opinions of a small group of students, teachers and parents. In the categories of achievement, discipline, safety, economic equality, and expression, most students consistently disagreed that uniforms have a positive impact, but most parents and teachers found uniforms beneficial in all categories except expression. School uniform guidelines are met with both approval and disapproval in various schools across the country. Some authorities believe that appropriate uniforms provide an equivalent learning environment (Lopez, 2003). This acceptance has led to the stabilization and good establishment of a unified policy across the country. Some smaller groups with strong cultural backgrounds imply that uniforms prevent students from following their cultural dress codes and traditions (Knechtle & Mitchell, 2003). A factor in that discourse involves the reasons for and against implementation of school uniforms. Those reasons vary greatly and are dependent on multiple factors, ranging from freedom of speech to school safety. As previously indicated, there are many public schools and districts in the United States that have chosen to implement school uniforms (Brobeck, 2018).

Countless lawsuits are filed each year against school districts, due to various aspects of the schools' uniform requirements. Opponents of school uniforms also stress the financial implications of adhering to strict uniform policies. Many parents, for example, are concerned about the cost associated with buying specific brands of uniform clothing. As one student explained in an online petition at Pinkerton Academy, a secondary school in New Hampshire, "Uniforms are too much money for each child. Parents do not have that type of money, especially in this economy" (DeMitchell & Fossey, 2015, p. 362). Uniforms are implemented in schools across the country; however, they are oftentimes implemented in urban school districts. Researchers, such as Bodine (2003) from the University of Texas, have found data indicating a positive correlation between

uniforms and achievement in various areas. While there are still many districts across the country that do not believe uniforms are the answer to their schools' problems, the number of schools that have adopted uniform requirements have increased by six percent in under ten years (DeMitchell & Fossey, 2015, p. 1385).

Draa (2005) presented a conclusion on whether the implementation of a mandatory uniform policy in metropolitan public high schools improved school performance at the baseline level for student attendance percentage, graduation, academic aptitude, and behavior calculated by the Suspension and Eviction Rates. The research found that four modes of assessment produced a prototype that indicated improvement in attendance, graduation, and suspension rates but not intellectual competency or expulsion rates in these schools with consistent policies. It was also concluded that schools with consistent policies had a higher proportion of economically disadvantaged and marginalized students than the generously proportioned residents of metropolitan public high schools. Implementing a consistent policy in these schools can be of value in restoring attendance, graduation, and suspension rates (Draa, 2005).

METHODOOGY

Research Design

The case study method of research approach was adopted alongside the descriptive research method for the study. The nature of the study necessitated the need to identify and select some public colleges of education within the northern region that could be considered as a fair representation of the large-scale of the colleges in Ghana which could yield authentic results to make practicable and comprehensive generalizations for the development and sustainability of the colleges of education across the country. The case study method was considered very appropriate in this study as it made it possible for the researchers to embark on an in-depth study of selected colleges of education in Ghana, and specifically, Bagabaga College of Education (BACE) and Tamale College of Education (TACE) in the northern region

Population and Sampling Technique

According to Shukla (2020) population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalised. The study targeted two colleges selected in the northern part of Ghana; Bagabaga College of Education (BACE) and Tamale College of Education (TACE). Sampling is the process by which a researcher carefully selects a number of individual items from a larger population of interest for closer examination using probabilistic and non-probabilistic methods (Taherdoost, 2016). . The study's population was level 100, 200, 300 student- teachers of Bagabaga College of Education and Tamale College of Education respectively, with an estimated student population of about 3,800. Out of the population, random sampling technique was used to sample 200 student- teachers from the two colleges for

the study. Random sample means that every case of the population has an equal probability of inclusion in sample.

Instrumentation

Questionnaire was employed as the main instrument for the study and supported by observation. A fifteen-item closed ended questionnaire used in the study was carefully constructed based partly on the literature reviewed on the factors which were identified to influence the disinterest of student teachers in wearing school uniform at Bagabaga College of Education and Tamale college of Education, Tamale. The questionnaire had answer choice scale which consists of strongly agree [SA], Agree [A], undecided [U], strongly disagree [SD] and Disagree [D].

Data Analysis

Data collected were analyzed using descriptive statistics with the Statistical Package for Social Science (SPSS)

Presentation of Results and Discussion

The presentation of the results and discussion of the findings was done in line with the research question. The raw data collected were coded and analysed using descriptive statistics.

1. Research Question: What are the factors (if any) that influence the disinterest in wearing school uniforms among colleges of education student- teachers in the selected colleges of education in northern region.?

Responses to the questionnaire items were presented in tables 1 and expressed in terms of percentages for further analysis. Table 1 provides information on 15 items which were identified as factors that influence the disinterest in wearing school uniforms among colleges of education students. The keys used were, Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SD), and Disagree (D)

Table 1. Factors influencing the disinterest in wearing school uniforms among colleges of education students

Data gathered from the administered questionnaires were analyzed using descriptive statistics. Mean and standard deviation were used to answer the research question. A five-point rating scale of Strongly Agree (SA, 5 points), Agree (A, 4 points), Undecided (U, 3 points), Disagree (D, 2 points) and Strongly Disagree (SD, 1 point) were used in weighing responses to statements in the questionnaire. Responses on each questionnaire statement were analyzed according to frequencies and mean rankings. Total responses in each scale category (frequency) of all statements were tabulated, the number of points allocated to each category was multiplied by the frequency of each category (N) and the sum of these scores were divided by the sum of the frequency for each category (ΣN).

$$\text{Mean} = \frac{[5xN(SA)] + [4xN(A)] + [3xN(U)] + [2xN(SD)] + [1xN(D)]}{(\Sigma N)}$$

$$\text{Mean} = \frac{[5 \times 1161] + [4 \times 682] + [3 \times 131] + [2 \times 539] + [1 \times 492]}{3005}$$

Mean= 3.493

Grand mean

A mean response below 3.493 was considered disagreement while a mean response of 3.493 and above was considered as agreement.

Statement	SA (%)	A (%)	U (%)	SD (%)	D (%)	MEAN	STA-N.Dev
1. I do not have any idea of the uniform policy of the uniform policy at the colleges of Education	140 (70)	50 (19)	10 (5)	0 (0)	0 (0)	4.65	0.574
2.School Uniforms are expensive	147(73)	39 (19)	10 (5)	6 (3)	0 (0)	4.65	0.672
3.Uniforms do not stop inequalities	121(61)	44 (22)	5 (2)	16 (8)	14 (7)	4.21	1.242
4.Uniforms make transition from SHS to COEs difficult	97 (48)	33 (17)	7 (3)	30 (15)	33 (17)	2.65	1.581
5. Uniforms are uncomfortable	120 (60)	78 (39)	2 (1)	0 (0)	0 (0)	4.95	0.513
6.Uniforms do not improve academic performance	43 (21)	47 (24)	19 (9)	51 (26)	40 (20)	3.01	1.470
7.Uniforms makes student teachers feel over-controlled	111(55)	80 (40)	1 (1)	8 (4)	0 (0)	4.47	0.708
8.Uniforms may promote rebellion	3 (2)	11(5)	6 (3)	121(60)	59 (29)	1.89	0.819
9.Uniform may emphasize the existence of inequalities	32 (16)	41 (21)	22 (11)	47 (23)	58 (29)	2.71	1.472
10. Uniform is unstylish	100 (50)	84 (42)	16 (8)	0 (0)	0 (0)	4.42	0.637
11. Uniform do not respect culture	100 (50)	73 (37)	7 (3)	13 (7)	7 (3)	4.48	3.735
12.Uniform promotes conformity	32 (16)	22 (11)	1(1)	79 (39)	66 (33)	2.27	1.447
13. Uniform promotes tagging and labelling	115 (58)	80 (40)	5 (2)	0 (0)	0 (0)	4.55	0.547
14. Uniform Promotes misidentification and impersonation	3 (2)	9 (3)	8 (4)	101 (51)	79 (39)	1.78	0.840
15. Uniform wearing does not bring respect and dignity to the student-teacher	88 (44)	80 (40)	12(6)	20 (10)	0 (0)	4.43	3.713

Table 1 shows the Mean and Standard Deviation of student- teachers' responses on the factors that influence student-teachers disinterest in wearing school uniforms in the colleges of education. The table reveals the computed mean score of 4.65 with Standard Deviation of 0.574 for statement one which states that student- teachers do not have any idea of the uniform policy at the colleges of Education showed that they agreed to the statement 4.65 with Standard Deviation of 0.672 for the statement that school Uniforms are expensive, school uniforms do not stop inequalities had a mean of 4.21 with Standard Deviation of 1.242, student- teachers response on uniforms make transition from senior high school to college of education difficult recorded a mean score of 2.65 with Standard Deviation of 1.581, school uniforms are uncomfortable had mean of 4.59 with Standard Deviation of 0.513. Analysis of student- teachers' response on school uniforms do not improve academic performance had a mean of 3.01 with a standard deviation of 1.470. School uniforms makes student- teachers feel over-controlled scored a mean of 4.47 with Standard Deviation of 0.708. School uniforms may promote rebellion scored a mean of 1.89 with standard deviation of 0.19. A mean of 2.71 with a standard deviation of 1.472 was for uniform may emphasize the

existence of inequalities. School uniform is unstylish had a calculated mean of 4.42 with standard deviation of 0.637. A mean of 4.48 with standard deviation of 3.735 for school uniforms do not respect culture. School uniform promotes conformity showed a mean of 2.37 with a standard deviation of 1.447. Student- teachers' response on School uniform promotes tagging and labelling had a mean score of 4.55 with a standard deviation of 0.547. Uniform Promotes misidentification and impersonation scored a mean of 1.78 with standard deviation of 0.840 and a mean of 4.43 with standard deviation of 3.713 is for the statement; uniform wearing does not bring respect and dignity to the student-teacher.

Table 2: Decision on whether student-teachers agree or disagreed on the factors that influence their disinterest in wearing school uniforms

Statement	MEAN	STAND DEV.	Decision Mean	Decision
1. I do not have any idea of the uniform policy at the colleges of Education	4.65	0.574	3.493	Agree
2. School Uniforms are expensive	4.65	0.672	3.493	Agree
3. Uniforms do not stop inequalities	4.21	1.242	3.493	Agree
4. Uniforms make transition from SHS to COEs difficult	2.65	1.581	3.493	Disagree
5. Uniforms are uncomfortable	4.95	0.513	3.493	Agree
6. Uniforms do not improve academic performance	3.01	1.470	3.493	Disagree
7. Uniforms makes student teachers feel over-controlled	4.47	0.708	3.493	Agree
8. Uniforms may promote rebellion	1.89	0.819	3.493	Disagree
9. Uniform may emphasize the existence of inequalities	2.71	1.472	3.493	Disagree
10. Uniform is unstylish	4.42	0.637	3.493	Agree
11. Uniform do not respect culture	4.48	3.735	3.493	Agree
12. Uniform promotes conformity	2.27	1.447	3.493	Agree
13. Uniform promotes tagging and labelling	4.55	0.547	3.493	Agree
14. Uniform Promotes misidentify and impersonation	1.78	0.840	3.493	Disagree
15. Uniform wearing does not bring respect and dignity to the student-teacher	4.43	3.713	3.493	Agree

Table 2 revealed further that, the grand mean score of responses to the fifteen statements was 3.673 which were greater than the decision mean score of 3.493. This implies that student- teachers agreed to the statement generated as the factors that influenced the disinterest in wearing school uniforms among colleges of education students.

DISCUSSION

It was observed that 95% of the respondents agreed to the fact that they do not have any idea for the uniform policy at the college of education, while 5% of the respondents were undecided. Uniforms are expensive, 92% of the respondents were in agreement, and 5% were undecided, while 3% of the respondents were in disagreement. The high responses supported a study conducted by Result for Development (2015) on “Free” government schools and “Low-Cost” private schools in Kasoa Ghana which came out with the finding that School uniforms were cited about 75% of the time for respondents and cost around 127GH¢. A World Bank study conducted in 2007 found similar results to the current study, which found significant costs of providing school uniforms, and the costs involved being significant. A ten-year-old girl in Tembuso Magagua was refused entry to Grade-1 despite free primary Education. According to the girl, her mother could not buy her school uniform. In Tanzania, the cost of uniforms reportedly keeps the poorest children out of school. Form the next statement; uniform do not stop inequalities. 83% of the students agreed, 15% disagreed and 2% were undecided. This statement was supported by Walker (2007) findings in his study on perception of school uniform in relation to socioeconomic status; students and parents feel equalization through controlling students’ clothing restricts students’ freedom of expression and denies students the opportunity to learn to work with people who are different. The next statement that uniforms make the transition from senior high school to Colleges of Education more difficult, 65% of the respondents agreed to it, 32% disagreed while 3% of the respondents were undecided on the statement. The finding agreed with Welsh Assembly Government (2010) who uncovered that the respondents identified the transition from primary to secondary school as a particularly difficult time for families in terms of meeting the costs and requirements for school uniforms.

Analysis of the students’ responses to the statement, “uniforms are uncomfortable” 99% responded in the affirmative while 1% was undecided. This seems to be in agreement to Admin (2016) who considered the ethical implication of uniforms and came out that pupil in Kenya is stuffed with clothes which might become uncomfortable during the day and deter concentration and learning. It was evident that 45% agreed that school uniforms do not improve academic performance, 46% disagreed and 9% undecided. The uncertainty whether a school dress code policy makes a substantial difference in improving the learning environment in public schools has created an ongoing debate (Yeung, 2009). On the issue that, school uniform makes student-teachers feel over controlled, 95% agreed to it while 4% disagreed and 1% undecided.

The statement that the use of school uniform may promote rebellion, 7% agreed while 90% disagreed and 3% undecided. On the next statement that school uniform may emphasize the existence of inequalities, 37% agreed, 11% undecided and 52% disagreed. Ninety-two (92) % of the respondents agreed that the school uniform was unstylish while 13% of the respondents were

undecided. Adolescents use their appearance to express their identity. Teens see their style not only as an influential factor, but also as a means of being accepted by their peers. If a teen does not feel accepted by "those who matter," he or she may decide to adopt a negative identity. As a result, the child engages in defiant or destructive behavior (Snowman & Bieler, 2000).

It was evident that 87% of the respondents agreed to the assertion that school uniform does not respect culture, 3% were undecided and 10% disagreed. Despite the western influences and values, Thai universities strongly emphasize preservation of Thai cultures. Ninety-eight percent of student- teachers were of the view that school uniforms promote tagging and labeling while 2% of the respondents were undecided on that statement. This finding was in line with a survey conducted by LaPoint, Alleyne, Mitchell, and Lee (2003) in a city in the northeastern United States. The survey was given to all students who were present on the survey day (62 percent of the student body) there were 100 females and 113 males (41 percent). When asked if students are judged based on their clothing and appearance, 40% said yes, 11% said no, 15% said they didn't know, and 34% said it depends. When asked to elaborate on the phrase "it depends," the following answers were given: out of style, ugly, dirty, reputation, name brands, situation, demeanor, and what others think. Such responses demonstrate how perceptive students are of each other's appearance. A student's attire serves as a powerful signifier of their worth and it determines whether or not a student is socially accepted by their peers (Swain, 2002). On the statement of school uniform promoting misidentification and impersonation, 12% of student- teachers agreed to that, 4% were undecided while 90% disagreed to the statement. The final statement of school uniform wearing does not bring respect and dignity to the student -teacher, 84% agreed to the statement, 6% were undecided while 10% disagreed to the statement. A study conducted by UN (2008) reported that wearing of school uniform infringe on learners' human right to education and human dignity. This was supported by article 26 of the United Nations committee on the right to the child report which warns all states to take appropriate measures to ensure that the principles of the best interest of the child is adequately integrated in all legislation which have an impact on children.

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