

Managers, Teachers, Students, and Parents' Opinions Concerning Changes on Dress Code Practices as an Educational Policy

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Abstract

Problem Statement: Dressing for school has been intensely disputed and has led to periodic changes in dress codes since the foundation of the Turkish republic. Practioners have tried to put some new practices related to school dress codes into practice for redressing former dress code issues involving mandatory dress standards for both students and teachers but which caused chaos and confusion in schools beacause of lack of legal regulation. Uncertainty in dress codes, of which implications and outcomes are still being discussed in terms of psycholgical, socio economic, and academic, causes issues for teachers, students, and parents and can negatively affect performance.

Purpose of Study: The present study is focused on the perceptions of school leaders, teachers, and students in terms of dress codes as an educational policy. Education deeply affects every individual in society; from this point of view any individual in society needs to be involved in new policies in the field of education. For this purpose, this study addressed perceptions of school leaders, teachers, students, and parents in terms of free dress codes in schools. The study also aimed to contribute solutions to the dress code problem.

Method: This is a survey method study. The study sample was comprised of 611 participants (100 managers, 111 teachers, 254 students, and 146 parents). Data were collected via a 30-item questionnaire that was developed by a researcher. Frequency, arithmetic mean, independent groups, and one-way variance (ANOVA) techniques were used to analyze

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data. A Tukey HSD test was used to determine in which groups the sample differed. Significance was set at $p < 0.05$.

Findings and Results: While managers (4, 80–47, 70) and teachers (4, 19–3, and 90) perceived the highest ratio for several parameters: 1) "dresses are perceived as sign of students' socioeconomic level" and 2) "students pattern themselves after other friends". Parents (3, 52) and students (3, 69) perceived the highest ratio in terms of "Students easily and comfortably act." These findings indicate that parents and students have similar opinions. The results do not indicate significant differences among perception of shareholders, managers, teachers, students, and parents about dressing in schools.

Conclusion and Recommendations: All new practices should consider every individual in society. Parents, teachers, and managers need to be informed about the effects of dress on students' physiological and psychological development. Legal regulations must be put into practice to let students wear different clothes and have a sense of pluralistic democracy.

Key words: Dress, education policy, shareholders, change, uncertainty.

Introduction

In Turkey, school dress codes have been an intense topic of dispute and discussion since the foundation of the Turkish republic. Practitioners unsuccessful attempts at some new practices during certain periods coupled with strict attitudes suggest that strict attitudes and practices are still being used. Nowadays, together with changes in the education system, dress codes have increasingly become an important topic but surprisingly, when the shareholders' views were taken into consideration, social, academic, and legal regulations still have not been established. This type of complexity and uncertainty causes serious differences in practices for school leaders, teachers, and students. Due to the above mentioned problems, all shareholders in the education system are directly affected by these problems and should have right to voice their opinions; these opinions are expected to contribute to finding a solution for the problem.

It is a fact that dress codes significantly impact students' psychological, social, and academic success. There are still debates, conflicts, and complex issues over dress code practices in Turkey. It can be stated that European countries have had the same problems and disputes over free dress codes for a long time. It is believed that debates over free dress codes cause conflicts among shareholders, frustrate, and exhaust managers, teachers, and students. Some examples of successful applications of dress codes in other countries should be put into practice in Turkey.

Education as a system is a social structure, which affects changing social dynamics and is itself often affected by the change. It can be expected that the education system and its associated institutions are constantly in motion, and

inevitably, the focus of these reflections and discussions among teachers' and students' outfits has become a current and complex issue.

Changes in dress codes in the Ottoman Empire, based on Mahmoud II and earlier rulers, facilitated debates and conflicts thus forcing new arrangements after the establishment of the modern Republic. From the first year of the Republic until today, dress code policy has continued to evolve with specific and controlled changes. In recent years, clothing debates have become the main agenda of the dress code policy in both public and in private educational institutions. The past decade has seen a dramatic increase in the use of school uniforms, the main reason behind free dress-related discussions. As Suzer and Saglam (2014) described, these discussions are necessary to ensure students' self-expression. In this respect, free dress codes need to be considered as a right for students. Some literature studies support this claim. For example, results of a study conducted by Akbaba (2014) presented that free dress is a essentially a person's right.

A school uniform starting as black, then blue, finally became an official school uniform under a directive by the National Education Ministry in December, 2012. In this context, free clothing went into effect in the 2013-2014 academic year (Kahraman & Karacan, 2013). " Sen and Saglam (2014) asserted that "it is frequently believed there is a strong relationship between students' happiness and success and dress code. It is particularly believed that free clothing will ensure students' safety by alleviating security problems" (Tinmaz&Saglam, 2014). Brunsmma (2006) postulated that the parental involvement in dress policy is significant. Parents should be encouraged and supportive in practicing of dress code policies. At times, it appears that enforcement of dress codes can incite student antagonism towards school" (Garot & Katz, 2003, 423).

Lumsden and Miller (2002) indicated negative effects due to lenient dress policies in school; they alleged that some students may arrive at school wearing T-shirts that bear slogans or images promoting drugs, alcohol, or displaying a variety of messages that are not in agreement with moral values. A majority of people think that mandatory school uniforms enhances learning at school and increases students' performances because it will lead to increased school safety, discipline, and learning (King, 1998:2). Mandatory school uniforms may possibly minimize economic disparity and social exclusion (Bodine, 2003; & Wilson, 1999). Konheim-Kalkstein (2006) alleged that school uniforms are useful for students, teachers, and families. Students in uniforms lead to improved student self-esteem, respect for teachers, and lower clothing costs; uniforms can also curb negative behaviors associated with student dress (Mitchell & Knetchtle, 2003, 487)

Any intervention and regulations in educational organizations on dress codes have caused intense debates. It is possible to say that educational organizations are also heavily affected by clothing discussions in public education. It could be stated that the perception of the political practices of the previous periods determines the dress codes. To what extent changes in clothes and practices not pertaining to present day and seen in various earlier reflections in educational organizations corresponds

with students' desire, experiences, performances, motivations, physiological, and psychological requirements has always been a debatable issue. This study relates to these changes and intends to contribute to opinions held by administrators and teachers who are key shareholders.

Significance of the Study

The research describes changes and processes which are perceived as conflicts between traditional and secular perspectives and which can cause long-term debates. It is important due to the fact that the discussions occurring in the West at the beginning of century have become a current issue in Turkey and deeply and presently affect the daily life in our country. It is closely related to the premise that dress is important in the interaction and integration between social structures and that dress creates perceptions about lifestyles and life philosophies, which and play important roles in communication between individuals and between individuals and society. Research consists of social re-designing on the basis of dress debates. This research also has importance with respect to examining the changes in dress code effects on possible revisions in the objectives of education and educational programme itself. The research has importance due to the fact that it gives indications about determining current educational policies and future regulations and offers insights into how to meet social requests and expectations.

According to current rapid technological change and transformation, discussing these practices, which consists of re-designing, disciplining, shaping, and standardizing society and individuals, leads to loss of its effect and creation of new demands, expectations, and requests. It is necessary to state that today, in our country, this particular dress code debate is the result of long-term political debates and polemics along with these changes, transformation, and differentiation. It has been observed in political discourses and approaches that dress codes ignore the students' physiological and psychological needs and these codes focus on the individuals who will be educated in a specific type and form of education.

The study presents information and insight to researchers and readers to reveal how dress codes changes in historical processes regardless of political events affect students' academic achievements, and their psychological and physiological development. Due to these reasons, as a main reference guide and source of information, impressions and evaluation of administrators' and teachers who observe and experience this process routinely will make a concrete, objective, and significant contribution to the field. As it is thought that there are serious difficulties and restrictions in doing research and acquiring data in this field from the period in which the dress codes debate started until present; it can be said that this study has made a significant contribution to the field.

Purpose of Study

The purpose of this study was to determine the opinions of school managers, teachers, students, and parents about changes in dress code in terms of various variables.

Method

Research Design

This study is a quantitative assessment. A quantitative study is a method based on collection and analysis of numerical data usually obtained from a questionnaire, using a large enough sample to provide meaningful data and employ data analysis (Gay & Airasian, 2000). Quantitative research, known also as experimental research, plays an active role to select a parameter variable to conduct an experiment or survey. A variable is a condition or quality whose result will be determined. The purpose of an experimental study is to determine the effects of a specific or interval (variable) in research. (Johnson, 2014, 3).

Research Sample

Study participants included managers and teachers who work in public schools, parents, and students who were attending public schools from 2010 to 2014 (academic year) in Diyarbakır province. Some descriptive statistics related to the participants are shown in Table 1. The study sample formed a representative sample of managers (100; male: 89, female: 11), teachers (111; male: 61, female: 50), students (254 total; 180 boys; 74 girls) and parents (146 total; 79 males; 79 females) volunteered to participate in this study. Study subjects were expected to objectively state their opinions. In this respect, participants joined this study and completed the questionnaire on a voluntary basis.

Table 1.

Participants of Study

Shareholders	Number of participants(f)	Percentage (%)
Manager	100	16.3
Teacher	111	18.1
Students	254	41.5
Parents	146	23.8

Research Instruments and Procedure

Data were collected through a 'Uniform Implementation Survey' developed by the researcher. In a quantity study, the researcher collects data either from an adopted scale or from a scale that he/she developed him/herself. (Creswell & Clark, 2014, p.190). The survey consisted of two subscales: 1) Individual Information and 2) Uniform Policies. Relevant literature was examined and psychological, socio-economic, and academic success and discipline were taken into account during the

process of designing survey items. Expert points of view were examined for content validity. Pilot studies of the scale were conducted and some items, which did not properly and theoretically match the described properties of scale, were deleted. Finally, the validity and reliability of the scale was tested. The results showed that the scale was proper to measure desired properties.

For this purpose, the Cronbach alpa coefficient, which is accepted as the most reliable for Likert type scales was measured and found as 0.73. This ratio was accepted as sufficient for reliability. Content, metric, and structure tests were applied to determine validity. Expert opinion was sufficient for content validation. Metric validity was tested to decide whether differences between sub and top groups were meaningful or not. In this respect, 27% of the sub groups and 27% of the top groups' scores were subject to a t test. All parameters were found significant ($p < 0.001$). Exploratory factor analysis (EFA) was conducted for content validation.

The Kaiser-Meyet-Olkin (KMO) value needs to be at least 60 to have reliability and Barlett Sphericity test must be significant in order to conduct exploratory factor analyses (Buyukozturk, 2007, 120). The KMO test was 0.929, and Barlett Sphericity was found as 3289, 529 ($p < 0.000$). As result of tunder gear operation conducted through varimax and principals component analysis five factors with >1.00 , the eigenvalue became evident. However it was attempted to determine whether it was possible to decrease number of factors; thus a screen plot was applied. It was specified that a significant decrease was seen three factors as analyzed by "Scree plot" Eigenvalue. Both variance percentage and total variance percentages related to three factors are shown in Table-2.

Table 2.

Findings Obtained as Result of Factor Analysis

Factor	Eigenvalue	Variance Percentage (%)	Total variance Percentage (%)
1	12.47	41.5	41.5
2	2.98	9.9	51.4
3	1.85	6.1	57.5

As Table-2 presents the eigenvalue of three factors are in turn, 12.47, 3.98, and 1.85. Three factors showed 57% of total variance. As this rate was $>41\%$ (Kline, 1994 37% was considered as acceptable rate) it was likely that these values demonstrate that the present rate showed the scale to be acceptable as a three-factor scale. Factor loads linked to survey items ranged from 0.30 to .083. The scale consisted of 30 items. Eleven items placed in the first factor, eight of them were located in the second factor, and eleven fell into the third factor. It is likely that items in the first factor

were oriented to measure psychological effect of uniform implementation while items in the second factor aimed to test socioeconomic influence, and the third factor aimed to measure academic success and discipline. The developed uniform implementation scale was a 5-point Likert type scale: 1) 1 strongly disagree; 2) 2-disagree; 3) 3-neutral; 4) 4-agree; and 5) 5-strongly disagree.

Data Analysis

Data were analyzed using the Statistical Package for Social Sciences 17.00 for percentage, arithmetic mean, independent T test, and one-way variance analysis (ANOVA) techniques in data analysis. Tukey HSD test was used to determine in which group the samples differed. Significance level was accepted as 0.05 in scale analysis.

Results

Standard deviations and means related Managers' perceptions of free dress code are given in Table 3.

Table 3.

Managers' Perceptions of the Free Dress Code

		N	X	SD
1	<i>Students feel more comfortable and adaptable in school</i>	98	3.57	1.14
2	Free dress code leads students physically act free	97	3.88	1.08
3	<i>Students easily communicate with others in their free dress</i>	96	3.3	1.2
4	Students are negatively affected and feel ostracized because of their dress	96	3.26	1.29
5	<i>Students pattern after other friends in dressing</i>	98	4.07	0.97
6	Free dress code fosters students' self-confidence and self-autonomy.	100	3.47	1.13
7	<i>Students decision making ability unfolds when they have right to choose their dress</i>	98	3.56	1.07
8	Free dress code makes it possible for students to express their distinctiveness, tendencies, and preferences	100	3.53	1,10
9	<i>Students use their dress as symbol and toll of message</i>	98	3,19	1,10
10	Free dress code enhances students' self-respect and personality	99	3,35	1,08
11	Different dress for each day is waste of time	99	3,46	1,29

Table 3 Continue

		N	X	SD
12	<i>Students want new dresses worn by their friends, from their family</i>	100	3,57	1,13
13	Parents can meet expenses for new dresses.	100	2,55	1,14
14	<i>Free dress code brings new and extra challenges to family budget</i>	93	4,00	1,03
15	Dress perceived as sign of family's socioeconomic level	100	4,08	,99
16	Dresses causes disintegration and alignment among students	99	3,58	1,20
17	<i>Students learn new and different ways of communication</i>	97	3,20	1,07
18	Students claims and preferences might induce conflicts and problems	99	3,52	1,11
19	<i>Dress can be used by other people in the family</i>	98	3,42	1,01
20	Dress in different colours and styles may negatively affect students' motivation	99	2,73	1,11
21	<i>Dresses may distract students during the lesson and practices</i>	100	2,62	1,11
22	Colours and style of dress may distract students	98	2,98	1,17
23	<i>Dress hinder learning activities</i>	98	2,47	,98
24	Teachers may spend their time with dresses during lesson	100	2,94	1,13
25	<i>Students may give approval to dresses of other students</i>	100	3,06	1,20
26	Variety in dresses, colour and mismatch may effect of lesson	100	2,84	1,17
27	<i>Dressing based alignment negatively induces learning and communication</i>	100	3,19	1,10
28	Free dress code positively affects class and school climate	100	3,05	1,17
29	<i>Standard uniform enhances standard consideration and this hinders different viewpoints</i>	99	3,05	1,19
30	Free dress code enhances students' different preferences, interests and tendencies spring	100	3,42	1,11

As shown in Table 3, perceptions of school managers to the statement "dresses are perceived as sign of a family's socioeconomic level" has the highest arithmetic mean (4.08) and "Students pattern after other friends in dressing" followed this ratio with 4.007 and "free dress code brings new and extra challenges to the family budget"

item with 4.00. According to school managers' opinion, the "dress may hinder learning activities" has the lowest arithmetic mean.

Standard deviations and means related Teachers' perceptions of free dress code are given in Table 4.

Table 4.

Teachers' Perceptions of the Free Dress Code

		N	X	SD
1	<i>Students feel more comfortable and adaptable in school</i>	111	3,36	1,43
2	Free dress code leads students physically act free	110	3,52	4,37
3	<i>Students easily communicate with others in their free dress</i>	105	3,05	1,43
4	Students are negatively affected and feel lowly because of their dress	111	3,58	1,26
5	<i>Students pattern after other friends in dressing</i>	106	4,19	,91
6	Free dress code fosters students' self-confidence and self-autonomy.	110	3,29	1,32
7	<i>Students decision making ability unfolds when they have right to choose their dress</i>	111	3,34	1,28
8	Free dress code makes it possible for students to express their distinctiveness, tendencies and preferences	109	3,30	1,29
9	<i>Students use their dress as symbol and toll of message</i>	111	3,24	1,13
10	Free dress code enhances students' self-respect and personality	111	3,18	1,21
11	A different dress for each day is waste of time	111	3,39	1,39
12	<i>Students want new dresses such as those worn by their friends from their family</i>	111	3,70	1,11
13	Parents can meet expenses for new dresses.	106	2,61	1,13
14	<i>Free dress code brings new and extra challenges to the family budget</i>	103	3,86	1,13
15	Dress perceived as sing of family' socioeconomic level	111	3,90	1,07
16	Dresses causes disintegration and alignment among students	110	3,50	1,26
17	<i>Students learn new and different ways of communication</i>	111	3,27	1,05
18	Students claims and preferences might induce conflicts and problems	111	3,68	1,03
19	<i>Dress can be sued by other people in the family</i>	109	3,35	1,07

Table 4 Continue

		N	X	SD
20	Dress in different colours and style may negatively affect students' motivation	109	3,06	1,31
21	<i>Dresses may distract students to during the lesson and practices</i>	111	2,80	1,21
22	Colours and style of dress may distract students	111	2,98	1,28
23	<i>Dress hinder learning activities</i>	110	2,60	1,10
24	Teachers may spend their time with dresses during lesson	111	3,00	1,32
25	<i>Students may give approval to dresses of other students</i>	111	3,18	1,24
26	Variety in dresses, colour, and mismatch may affect the lesson	111	2,78	1,27
27	<i>Dressing based alignment negatively induces learning and communication</i>	110	3,20	1,31
28	Free dress code positively affects class and school atmosphere	111	3,13	1,20
29	<i>Standard uniform enhances standard considerations and this hinders different viewpoint</i>	111	2,98	1,33
30	Free dress code enhances students' different preferences, interests and tendencies spring	111	3,33	1,23

As can be seen from Table 4, teachers' perception of free dress code has the highest ratio (4.19) with the item of "Students pattern after other friends in dressing" and "dresses are perceived as sign of family's socioeconomic level" was shown as 3.90 and "students want new dresses worn by their friends from their family" was rated as 3.70. Teachers' perception of a free dress code was rated lowest behind items of "parents can meet expenses for new dresses" item (2.60) and "dresses hinder learning practices".

Standard deviations and means related Students' perceptions of free dress code are given in Table 5.

Table 5.
Students' Perceptions of the Free Dress Code

		N	X	SD
1	<i>Students feel more comfortable and adaptable in school</i>	254	3,55	1,61
2	Free dress code leads students physically act free	253	3,69	1,48
3	<i>Students easily communicate with others in their free dress</i>	254	3,42	1,51
4	Students are negatively affected and feel ostracized because of their dress	254	3,23	3,42
5	<i>Students pattern after other friends in dressing</i>	254	3,25	1,53
6	Free dress code fosters students' self-confidence and self-autonomy.	254	3,48	1,51
7	<i>Students decision making ability unfolds when they have right to choose their dress</i>	253	3,58	1,50
8	Free dress code makes it possible for students to express their distinctiveness, tendencies and preferences	254	3,30	1,57
9	<i>Students use their dress as symbol and toll of message</i>	254	3,21	1,49
10	Free dress code enhances students' self-respect and personality	253	3,39	1,51
11	Different dress for each day is waste of time	253	3,08	1,61
12	<i>Students want new dresses worn by their friends, from their family</i>	252	3,05	1,50
13	Parents can meet expenses for new dresses.	254	3,05	1,41
14	<i>Free dress code brings new and extra to family budget</i>	253	3,43	1,46
15	Dress perceived as sing of family' socioeconomic level	253	3,49	1,40
16	Dresses causes disintegration and alignment among students	252	3,17	1,52
17	<i>Students makes new and different ways of communication</i>	254	3,27	1,42
18	Students claims and preferences might induce conflicts and problems	251	3,21	1,52
19	<i>Dress can be sued by other people in the family</i>	254	3,35	1,41
20	Dress in different colours and style may negatively affect students' motivation	252	3,05	1,55
21	<i>Dresses may distract students to during the lesson and practices</i>	253	2,76	1,55
22	Colours and style of dress may distract students	253	2,96	1,55
23	<i>Dress hinder learning activities</i>	254	2,85	1,55

Table 5 Continue

		N	X	SD
24	Teachers may spend their time with dresses during lesson	252	3,12	1,51
25	Students may give consequence to dresses of other students	254	3,08	1,57
26	Variety in dresses, colour and mismatch may output of lesson	253	2,84	1,51
27	Dressing based alignment negatively induces learning and communication	253	3,00	1,52
28	Free dress code positively affects class and school climate	254	3,18	1,56
29	Standard uniform enhances standard consideration and this hinders different viewpoints	253	3,08	1,45
30	Free dress code enhances students' different preferences, interests, and tendencies spring	253	3,39	1,47

Table 5 indicates students' opinions about free dress codes in schools. As findings were taken into account, "free dress code leads students to physically act free" item was rated as the highest (3.69). The indicates that school dress code scores of students was 3.58 for item "students decision making ability unfolds when they have right to choose their dress." and was for item "students feel more comfortable and adoptable in school." As presented in Table 5, students gave the lowest score with "dresses may distract students during the lesson and practices" item.

Standard deviations and means related Parents' perceptions of free dress code are given in Table 6.

Table 6.*Parents' Perceptions of the Free Dress Code*

		N	X	SD
1	Students feel more comfortable and adaptable in school	146	3,35	1,50
2	Free dress code leads students to physically act free	144	3,52	1,40
3	Students easily communicate with others in their free dress	143	3,22	1,44
4	Students are negatively affected and feel ostracized because of their dress	144	3,09	1,35
5	Students pattern after other friends in dressing	144	3,37	1,30
6	Free dress code fosters students' self-confidence and self-autonomy.	146	3,28	1,32
7	Students decision making ability unfolds when they have the right to choose their dress	146	3,47	1,30

Table 6 Continue

		N	X	SD
8	Free dress code makes it possible for students to express their distinctiveness, tendencies, and preferences	146	3,36	1,29
9	<i>Students use their dress as symbol and toll of message</i>	145	3,13	1,24
10	Free dress code enhances students' self-respect and personality	145	3,13	1,28
11	Different dress for each day is waste of time	146	3,13	1,43
12	<i>Students want new dresses worn by their friends, from their family</i>	146	3,04	1,29
13	Parents can meet expenses for new dresses.	145	3,06	1,10
14	<i>Free dress code brings new and extra challenges to the family budget</i>	145	3,22	1,17
15	Dress perceived as sing of family' socioeconomic level	146	3,26	1,26
16	Dresses causes disintegration and alignment among students	145	3,27	1,29
17	<i>Students makes new and different ways of communication</i>	145	3,01	1,23
18	Students claims and preferences might induce conflicts and problems	144	3,09	1,27
19	<i>Dress can be sued by other people in the family</i>	145	3,38	1,18
20	Dress in different colours and style may negatively affect students' motivation	144	3,11	2,74
21	<i>Dresses may distract students to during the lesson and practices</i>	146	2,73	1,21
22	Colours and style of dress may distract students	145	2,87	1,22
23	<i>Dress hinder learning activities</i>	144	2,67	1,19
24	Teachers may spend their time with dresses during lesson	146	2,71	1,18
25	<i>Students may give consequence to dresses of other students</i>	145	2,89	1,24
26	Variety in dresses, colour, and mismatch may affect the lesson	145	2,93	2,23
27	<i>Dressing based alignment negatively induces learning and communication</i>	144	2,82	1,25
28	Free dress code positively affects class and school climate	145	3,10	1,21
29	<i>Standard uniform enhances standard consideration and this hinders different viewpoint</i>	146	3,10	1,30
30	Free dress code enhances students' different preferences, interests and tendencies spring	146	3,33	1,27

As can be seen from Table 6, parents' perceptions of free dress codes scored the highest mean (3.52) With "free dress code leads students physically act free

"item. The mean of parents' school dress code scores was 3.47 for item "students decision making ability unfolds when they have right to choose their dress." and parents' score was 3.35 for the item "students feel more comfortable and adoptable in school." As presented in table 5, students have the lowest score (2.67) With "dress hinders learning activities" item.

In order to examine differences among managers', teachers', students', and parents' assessments related to the free dress code ANOVA was applied. Some descriptive analysis of ANOVA are given in Table 7.

Table 7.

Distribution of mean scores and standard deviation on perception of school managers, teachers, students and parents' related to free dress code

	N	X	SD
School manager	100	3,29	,383
Teacher	111	3,28	,349
Student	254	3,22	,560
Parents	146	3,12	,443
Total	611	3,22	,476

As Table 7 indicates, the mean of managers' free dress code was 3.29, teachers' mean was 3.28, students' arithmetic mean was 3.22, and parents' mean was 3.12. The result of the ANOVA are shown in Table 8.

Table 8.

Variance Analysis (ANOVA) of Managers', Teachers', Students', and Parents' Perception Related to Free Dress Code

Source of Variance	Sum of Squares	Sd	Mean of Squares	F	P	Source of difference (Tukey test)
Between groups	2.29	3	,764	3,409	,017*	1-4
Within groups	136,126	607	,224			2-4
Total	138,420	610				

* p<.05

As Table 8 indicates, as a result of ANOVA ($F_{(3-607)} = 3.409$, $p < 0.5$) analysis of significant differences were found among managers', teachers', students', and parents' assessments. Significant differences were determined by ANOVA post hoc testing using Tukey test. Findings from the Tukey test presented differences between

school managers' assessments ($X=3.29$) and parents' assessments (3.12). Significant differences were also found between teachers' and students' assessments ($X=3.28$ and 3.12, respectively).

Discussion and Conclusion

Some important results surfaced as result of this study. Study results did not reveal significant differences between manager and teacher opinions on free dress code, but it was believed that changes in free dress code might enhance socioeconomic differences among students, students might pattern after each other's dress, and competition might increase in school. In addition, findings showed that both managers and teachers thought that free dress code has limited impact on academic success. A study, free dress code application (Who said, what did they say?) conducted by Ugurlu, Togcu, and Demir (2005) showed teachers, students, and parents have quite negative perceptions about free dress code. Results of this study supported our findings.

. Results of this study showed that students who are directly affected by practices have more positive opinions about free dress codes. Tinmaz and Saglam (2014) investigated primary schools students' opinions about free dress code; results revealed that students are irresolute, and findings of another study by Suzer and Saglam (2014), conducted to determine parents' perceptions about free dress code, supported free dress code. In addition, findings of another study by Sen and Saglam (2014) showed that teachers do not support free dress code.

Both students and parents have similar opinions about free dress code, and they claim that students feel and act more comfortable in their dress. Students and teachers also do not believe that free dress code will influence lesson and practices at school. These findings proved that managers and teachers differ from students and teachers. Kahraman and Karacan (2013) conducted a study about shareholders' perceptions on the impact of free dress code on students, and results showed that managers were strongly against free dress codes; these results supported our study's findings. All shareholders share the common opinion that free dress code will not negatively affect learning and academic success.

Recommendations

Parents, managers, and students should be informed about studies conducted on school dress. When criterion on school dress is determined, socioeconomic conditions need to be taken into account so that it does not cause any separation among students because separation may hinder student communication and interactions.

Practices about free dress code should be put into a form that may produce well-disciplined students. Students' physiological and psychological development-oriented practices can positively affect results. Conditions that hinder students' physiological and psychological development-oriented practices may be topics of discussion and thus remove the negative aspect of free dress codes.

Standard uniforms enhance standard considerations, and this hinders different viewpoints. Students must be encouraged to wear different dresses to remove this negative impact on students. Symbol and signs of school (badge, foulard) can be attached to dresses. Further research could focus more on pedagogy and child development experts and psychologists' viewpoints.

Results of school studies about standard uniform practice should be compared with those from free dress code practices, and the effects of two different practices on child development and success could be evaluated. Furthermore, students' perception on teachers dress could facilitate further studies. New studies, intending to investigate factors affecting disputes and practices over dress, should be conducted in Turkey.

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Eğitim Politikası Olarak Kıyafet Uygulamalarındaki Değişiklere İlişkin Yönetici, Öğretmen, Öğrenci ve Veli Görüşleri

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Özet

Problem Durumu: Türk eğitim sisteminde cumhuriyetin ilk yıllarından günümüze kadar okullardaki kıyafet uygulamaları sürekli olarak tartışma konusu olmuş ve buna bağlı olarak dönemsel değişikliklere de gidilmiştir. Son yıllarda özellikle öğrenciler ve öğretmenler için zorunlu olan ve yasal kurallara bağlanıp sonucunda da cezai yaptırımlar bulunan kıyafet uygulamaları yeniden düzenlenmeye çalışılsa da yasal bir alt yapı oluşturulmadığı için eğitim örgütlerinde kaosa ve karmaşaya yol açmıştır. Günümüzde Büyük ölçüde psikolojik, sosyo-ekonomik ve akademik açıdan sonuçları tartışılan kıyafet uygulamalarının belirsizliği yöneticiler, öğretmenler, öğrenciler ve veliler arasında sürekli soruna dönüşerek performansı ve başarıyı büyük ölçüde etkileyebilmektedir.

Kıyafetin öğrencilerin psikolojik, sosyal gelişimleri ve akademik başarıları üzerinde önemli bir değişken olduğu kabul edilen bir olgudur. Geçmiş dönemlerden günümüze dek devam eden tek tip kıyafet uygulamalarının özellikle Avrupa ülkelerinde de benzer süreçlerden geçerek tartışma konusu olduğu bilinmektedir. Eğitim örgütlerindeki paydaşlar arasında çatışmalara ve problemlere dönüşen kıyafet tartışmalarının toplumun ve öğrencilerin gelişimine ve başarılarına uygun bir şekilde çözümlenmesinin zorunlu bir durum olduğu söylenebilir.

Araştırmanın Amacı: Bir eğitim politikası olarak kıyafet uygulamalarındaki değişikliklere ilişkin yönetici, öğretmen, öğrenci ve veli görüşlerini saptamaktır. Eğitimin bütün toplum kesimlerini etkileyen ve ilgilendiren bir alan olması nedeniyle düzenlemelerde doğrudan ve dolaylı tüm kesimlerin görüşleri büyük önem kazanmaktadır. Bütün bu nedenlerden dolayı eğitim örgütlerindeki yönetici öğretmen, öğrenci ve veli görüşlerinin ortaya çıkarılması ve bunların sorunun çözümüne katkı sunması öngörülen bir durumdur. Ayrıca bu çalışmada bir eğitim politikası olarak kıyafet uygulamalarındaki değişikliklerin çeşitli değişkenlere göre yönetici, öğretmen, öğrenci ve velilerin görüşlerinin belirlenmesi ve aradaki ilişkinin saptanması amaçlanmıştır.

Araştırmanın Yöntemi: Araştırma tarama modelindedir. Örneklem grubu araştırmaya gönüllülük ilkesi ile katılan 100 okul yöneticisi, 111 öğretmen, 254 öğrenci ve 146 veli olmak üzere toplam 611 kişiden oluşmaktadır. Veriler "Kıyafet Uygulamaları Ölçeği" ile toplanmıştır. Verilerin analizinde frekans, yüzde, aritmetik ortalamanın yanı sıra

Bağımsız gruplar ve tek yönlü varyans analizi (ANOVA) teknikleri kullanılmıştır. Anlamlı farklılıkların kaynağını belirlemek için ise TUKEY analizi yapılmıştır. Ölçeğin istatistiksel çözümlenmesinde anlamlılık düzeyi .05 olarak benimsenmiştir.

Araştırmanın Bulguları: Yönetici (4,80-4,07) ve öğretmenlerde (4,19-3,90) en yüksek aritmetik ortalama ile “Kıyafetler öğrencilerin sosyoekonomik durumlarının bir göstergesi olarak algılanır” ve “öğrenciler birbirlerinin kıyafetlerine özenirler” çıkarken öğrenci ve velilerde ise en yüksek aritmetik ortalamanın öğrenciler 3,69 ile “öğrenciler fiziksel olarak daha rahat hareket ederler”, Ebeveynlerin ise öğrencilere benzerlik gösterdiği en yüksek aritmetik ortalamanın 3,52 ile yine aynı maddede yoğunlaştığı ve ortak görüşlerinin olduğu tespit edilmiştir. Araştırmada uzun süreçlerden bu yana tartışılan ve eğitim politikaları olan gelişen kıyafet uygulamalarındaki değişikliklere ilişkin paydaş görüşlerinin özellikle öğretmen, yönetici, öğrenci ve veli görüşleri arasında anlamlı bir farklılığa ulaşılmamıştır.

Öğretmenlerin serbest kıyafet uygulamasına yönelik görüşleri incelendiğinde, en yüksek aritmetik ortalamanın 4,19 ile “öğrenciler birbirlerinin kıyafetlerine özenirler” şeklinde olduğu bunları 3,90 ile “kıyafetler öğrencilerin sosyoekonomik durumlarının bir göstergesi olarak algılanır”, 3,70 ile “arkadaşlarının aldığı yeni kıyafeti ailelerinden hemen isterler” şeklinde olduğu tespit edilmiştir. Öğretmenlerin en düşük aritmetik ortalama ise 2, 61 ile “aileler yeni kıyafetlerin ekonomik giderini karşılayabilirler” ve 2, 60 ile “kıyafetler öğrenme etkinlikleri gerçekleştirmede engel oluşturur” şeklinde görüşlerini belirtmişlerdir.

Öğrencilerin serbest kıyafet uygulamasına yönelik görüşleri incelendiğinde, en yüksek aritmetik ortalamanın 3,69 ile “öğrenciler fiziksel olarak daha rahat hareket ederler”, 3,58 aritmetik ortalama ile “öğrenciler kıyafet tercihi yaparak kendilerine ilişkin karar verme becerileri gelişir” ve 3,55 aritmetik ortalama ile “öğrenciler kendilerini okulda daha rahat ve uyumlu hissederler” şeklinde görüşlerinin olduğu tespit edilmiştir. öğrencilerin serbest kıyafet uygulamalarına ilişkin en düşük aritmetik ortalama ise 2,76 ile “kıyafetler derse katılmada ve uygulamalarda sorun oluşturur” şeklinde görüşlerini belirtmişlerdir.

Velilerin serbest kıyafet uygulamasına yönelik görüşleri incelendiğinde, en yüksek aritmetik ortalamanın 3,52 ile “öğrenciler fiziksel olarak daha rahat hareket ederler”, 3,58 aritmetik ortalama ile “öğrenciler kıyafet tercihi yaparak kendilerine ilişkin karar verme becerileri gelişir” ve 3,47 aritmetik ortalama ile “öğrenciler kendilerini okulda daha rahat ve uyumlu hissederler” şeklinde görüşlerinin olduğu tespit edilmiştir. Velilerin serbest kıyafet uygulamalarına ilişkin en düşük aritmetik ortalama ise 2, 73 ile “kıyafetler derse katılmada ve uygulamalarda sorun oluşturur” şeklinde görüşlerini belirtmişlerdir.

Okul yöneticilerinin serbest kılık kıyafet uygulamasına ilişkin görüşlerin aritmetik ortalaması 3, 29, öğretmenlerin aritmetik ortalaması 3, 28, öğrencilerin aritmetik ortalaması 3, 22 ve ebeveynlerin aritmetik ortalaması 3, 12 olarak tespit edilmiştir.

Okul yöneticisi, öğretmen, öğrenci ve velilerin serbest kıyafet uygulamasına ilişkin görüşleri arasında anlamlı farklılık olup olmadığını belirlemek için yapılan ANOVA analizi sonucunda $F_{(3-607)} = 3,409$; $p < 0, 5$ anlamlı farklılık gösterdiği tespit edilmiştir.

Farkın kaynağını belirlemek için yapılan TUKEY testi sonucunda, farkın okul yöneticileri ($X=3, 29$) ile veliler ($X=3, 12$) ve öğretmenler ($X=3, 28$) ile veliler ($X=3, 12$) arasında olduğu tespit edilmiştir.

Araştırmanın Sonuçları ve Önerileri: Yönetici ve öğretmenlerin serbest kıyafet değişikliklerine ilişkin değişken bir tutum içinde olmadıkları bu değişikliklerin öğrenciler arasında sosyo-ekonomik farklılıkları belirginleştirme ile birlikte birbirleri arasında da özentili ve yarışını artıracığına ilişkin kaygılar oluşmuştur. Kıyafetlerin öğrenme etkinliklerine ve akademik başarıya etkisi ise hem yöneticiler hem de öğretmenler tarafından çok düşük düzeyde bir etkisinin olabileceği sonucuna ulaşılmıştır.

Hem öğrenciler hem veliler serbest kıyafet ile daha rahat hareket edileceği görüşünde birleşmişlerdir. Yine bu iki grubun kıyafetlerin derse katılmada ve uygulamalarda sorun oluşturacağı düşüncesine en düşük düzeyde katılım göstererek ortak bir sonuca ulaşmışlardır. Yönetici ve öğretmenlerin ayrı öğrenci ve velilerin ise ayrı bir şekilde farklılaştığı sonucu görülmektedir.

Okullarda kıyafetlere ilişkin yapılacak düzenlemelerde tüm toplum kesimlerinin görüşlerine başvurulmalıdır. Kıyafetlerin öğrencilerin fizyolojik ve psikolojik gelişimleri üzerindeki etkileri konusunda veliler ve özellikle yönetici ve öğretmenler bilgilendirilmelidir. Tek tip bir düşünceye olgusunun önlenmesi amacıyla farklı giysiler giymeye ilişkin yasal düzenlemeler yapılmalıdır. Okulların sembolleri ve işaretleri farklı giysilere de eklenebilmelidir. Kıyafetler üzerinde yapılan incelemeler ve araştırmalar konusunda veliler ve özellikle yönetici ve öğretmenler bilgilendirilmelidir. Kıyafete ilişkin oluşturulacak genel ölçütler de ve kurallarda sosyo-ekonomik yapıların (ekonomik ve sosyal) öğrenciler arasında ayrışmalara yol açmamasına dikkat edilmelidir. Türkiye’de kıyafet tartışmalarında ve uygulamalarında etkili olan değişkenlerin saptanmasına ilişkin araştırmalar yapılabilir.

Anahtar Kelimeler: Kıyafet, eğitim politikası, paydaşlar, değişim, belirsizlik.