

The wearing of school uniforms by Rhodesian teenage pupils:
Perceptions of adults and students in two African schools

by

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INTRODUCTION

The purpose of this research was to investigate the reactions of teenage pupils, administrators, teachers and parents toward the wearing of uniforms to school. The subject's reactions to wearing uniforms were tested against the variables: age, sex and socio-economic status of the family.

In this research the word uniform was used to convey the original meaning of the word; uniform: one form, all alike. Basically, the uniform was invented as a means of indicating the relationship of an individual to a group, such as members of the same tribe. So many are the uses of uniforms today, that the origin of the word is frequently forgotten. By wearing the uniform of a particular group, a man shows by his clothing that he has given up his right to act freely as an individual but must act in accordance with and under the limitations of the rules of his group (Langner, 1959, pp. 127-132).

Reasons for Undertaking the Study

School uniform, it is often hoped, is an outward sign of inner conformity and sense of community. Not only this, the uniform makes a distinction between one school community and another. However, as early as the middle of the fourteenth century there were rebellions against uniformity just as there are today. The Oxford authorities declared then that excess, extravagance and laxity of dress among the students forced the authorities to legislate on what should be worn. De Menton in *The Times* (1965, p.1891) was the first to prescribe a special habit for members of his college. In his statutes of 1270, he ordered his scholars to wear uniform clothing as far as possible. This tradition was instituted in England to

improve the appearance of pupils and also after the Reformation when charitable people, realizing the necessity of teaching the poor, established and endowed Blue coat and similar schools. All these schools adopted special uniforms; some the long Tudor coat, others followed the fashion of the day. The adoption of uniforms in these schools for the aesthetic and charitable reasons given, fostered the spread of this tradition to many other parts of the world. In most countries where British educational influence has been predominant, this deep-rooted tradition has been established requiring the use of uniforms by pupils from first grade through high school.

As a tradition, not many people have questioned the merits or limitations of pupils wearing uniforms during their formative years. There has come to be an increasingly popular recognition and acceptance of the emotional needs of children. This is reflected in such phenomenon as the growth of Mental Health Movement, the popularity of psychology as a subject of school curricula and the growth of popular periodicals dealing exclusively with raising children. This awareness has also spread into the area of children's clothing. It is through the light thrown upon this subject by current research, that the writer has been motivated to attempt to examine the merits and demerits, the psychological, sociological and economic implications of the wearing of school uniforms by teenage pupils with special reference to Rhodesian African teenage children.

Many articles have been written from the high school administrator's or teachers' point of view concerning the topic of teenage dress, for example: Manch (1956, pp. 81-84) and Cadden (1957, pp. 40-42, 90). Some writers on adolescence and adolescent behavior such as Jersild, Hurlock,

Ryan, Silverman, Cole and many others have alluded to the problems of clothing young people, but not specifically on school uniforms. Little research has been done regarding the student's ideas, needs and desires concerning the wearing of uniforms. Choitz (1968) did the one study the writer found which attempted to measure the students' attitudes toward the wearing of uniforms to school. The research is presented briefly in the following chapter.

The writer assumed that the attitudes toward wearing uniforms would be different between the students in the United States and Rhodesia where every school child wore a uniform and where this was the tradition from first grade through senior high school and even to the upper sixth Form. Also because the standard of living, and the socio-economic standards were low, where the people still struggled to meet the bare necessities of life, the attitudes toward the use of uniforms would be different from the reactions of the people in the United States. Shamuyarira (1965, pp. 79-113) in his book, 'Crisis in Rhodesia' explained that in Rhodesia because of the Land Apportionment Act, the Land Husbandry Act with its destocking of cattle, the lack of employment, many Rhodesian Africans existed on a low subsistence level or economy, raising or making most of their requirements. Thus the study was designed to investigate the reactions of the Rhodesian African teenage pupils towards wearing school uniforms.

Objectives

The specific objectives of this study were:

1. To find out the perceptions and reactions of a selected group of Rhodesian African teenage pupils and adults toward the use of uniforms

to school.

2. To examine the advantages and disadvantages of wearing school uniforms as the pupils see them.

3. If disadvantages were discovered, to consider ways of making up for the limitations due to wearing school uniforms so that recommendations might be made to parents and administrators to improve the situations for the students.

Assumptions

Assumptions made in this study were: Pupils, parents, teachers and administrators will have reactions and perceptions on the use of uniforms for school and that these can be obtained by questionnaires.

Limitations

The study was limited to pupils enrolled in two African schools in Rhodesia. The results obtained are applicable only to those participants questioned and may not be generalized to all African teenage pupils in Rhodesia. The sample size and the nature of its selection, the differences in uniform styles, colors, quantity, methods of acquisition, socio-economic status of subjects could engender the type of response made and the general attitude toward the use of uniforms.

REVIEW OF LITERATURE

A review of literature related to adolescent clothing needs, and clothing behavior was done as a background for the research. The review has been divided into the following areas: (1) understanding the adolescent's social and clothing problems, (2) the psychological clothing needs of the adolescent, (3) the dress right programs, (4) student attitudes toward uniforms.

Understanding the Adolescent's Social and Clothing Problems

Roach (1969, p. 693) discussed how adolescent dress and undress today provokes criticism, confusion, and conflict. It always has because the concern dates back at least to Biblical times. Whatever its antiquity, the most prominent present day manifestation of the perennial dispute is the considerable amount of press notice given to conflicts concerning the clothing and personal care of adolescents. Why do the teenagers capture the spotlight? Because their legs are so much exposed - or their faces so little exposed? Because they wear bright colors - or overall basic black? Because their dress is so different from that ten years ago - or ten minutes ago? Superficially, these may appear to be some of the reasons. However, comprehension of the full meaning of current debates concerning adolescent dress requires attention to more than its external form. It demands examination of a number of interdependent factors which relate to the issues involved.

Roach believed that during the last three centuries a number of socio-cultural factors have worked together to shape the world of the American adolescent and the kind of personal display which he exhibits.

Social and economic conditions have worked together to bind contemporary teenagers into a distinct contingent within the social structure, a contingent which, not unlike many previous generations of the young, challenges the old and embraces the new. Even those societies which are highly geared to change may feel threatened by breaks with traditions. Therefore, as adolescents adopt new standards for behavior that represent their adjustments and situations of their own generation they often meet resistance from the establishment. Many adults associate deviance in dress with the antisocial act. The individual who adopts sharply differing dress is felt to be preparing for undesirable and potentially disrupting behavior.

A comprehensive review of factors related to the development of the dress of American adolescents reveals that this dress is indeed socially meaningful. In the first place, it is for these adolescents a tool which may be manipulated in their struggle for social survival, especially within the peer group which provides the environment for much of their significant interaction. Additionally, their dress symbolizes that adolescents today reside within a long period of social and economic dependence, marking time until they can emerge as fully productive, participating units within adult society. During the period of maturation, adolescents may experiment with a succession of unique arrangements of their personal appearance.

The Psychological Clothing Needs of the Adolescent

Hurlock (1956, pp. 477-479) wrote that as children reach the end of childhood, they begin to take more interest in their appearance. By the fifth and sixth grades, girls show a greater concern about their looks, their clothing, and their grooming than they did when they were younger

and than do boys of the same grade. Even though girls of this age are becoming interested in their appearance, boys of twelve years of age prefer an unkempt appearance to tidiness. To be popular, older girls discover that they must make a good appearance, while for boys of the same age, emphasis on appearance is likely to label them as "sisses".

Interest in appearance is closely related to age of sexual maturity and because girls mature earlier than boys, interest in appearance develops sooner in girls than in boys (Hurlock, 1956; Silverman, 1945; Ryan, 1966; Vener & Hoffer, 1959).

Throughout the adolescent years, interest in appearance is very great. Not only is the adolescent concerned about his physique, but his concern spreads to his clothes. If he is poorly dressed, out of style, or inappropriately dressed, he feels uncomfortable and inadequate (Hurlock, 1956; Silverman, 1945; Ryan, 1966).

Slavish conventionality in regard to clothing comes when children reach the self-conscious age, beginning around the eighth or tenth year. At this time, boys and girls want to be noticed as little as possible, and if they are like others in appearance, there is less chance for them to be singled out and made conspicuous. If the child is forced to wear clothes different from those of his friends, he feels ashamed and is afraid to go out for fear of being laughed at. This attitude becomes increasingly pronounced with each successive year until the end of early adolescence, at approximately the sixteenth year. After that, with regaining of self-confidence and a definite desire to be noticed, the adolescent swings to the opposite extreme in his attitude toward his clothing (Hurlock, 1956; Silverman, 1945; Ryan, 1966).

The child's clothes are not only a source of much pleasure to him, but they add tremendously to his attitude of self-confidence. A well-dressed child is more self-confident, better mannered, and less rowdy than a poorly dressed one. This is increasingly true as the child grows older. The attitude of the social group must also be taken into consideration in evaluating the influence of clothing on the child's behavior and attitudes. Studies have shown that clothing is more important to happiness during adolescence than at any other age level. Silverman (1945) found in a study of 373 girls ranging in age from 12 to 18 that the right clothes were necessary for happiness for about three-quarters of the group. Clothing and appearance were seen as factors in aiding self-confidence, success in getting a job, and increasing chances of marriage.

The Dress Right Programs

Choitz (1968, p. 7) reported that due to the emphasis on the importance of clothing in today's teenage culture, schools try to deal with the topic in various ways. Some schools require all of their students to wear uniforms, some have dress rules or codes which dictate what the students are and are not to wear, and some leave the matter of student dress to the discretion of the parents. As a result, there are two rather distinct points of view on the matter of student dress, one favors control of student dress by the school and the other does not.

Although Manch (1956, pp. 81-84) had no statistical proof to show that student dress brings about better student behavior, as an administrator of the Buffalo, New York secondary schools, he felt that the student-managed dress right program had greatly reduced discipline problems. Observations

showed that the success of these dress campaigns hinged on students planning and implementing these programs, free from adult control or enforcement.

Students' Attitudes Toward Uniforms

In an article in the California Journal of Secondary Education, Bush (1956, pp. 188-189) maintained that the uniform is more democratic since economic status is not reflected in the dress of the students. Bush believed that uniforms place clothing in the proper perspective and erase clothing competition among students; that with the use of school uniforms, school spirit is fostered, discipline enhanced, high standards of pupil behavior maintained both in and out of school; school uniforms are more economical in terms of time and money; they encourage students to gain recognition and show individuality through more desirable channels than ownership of clothing; and uniforms are designed specifically to match the kinds of activities engaged in by school children.

Opponents of uniforms, Cadden (1957, pp. 40-42, 90) like Wittenberg, Akers and Jersild among others believed that uniforms stifle creativity and individuality which can be expressed through personal selection of clothing, and that uniforms prevent cultivation of personality, robbing young people of the valuable experience of learning to choose appropriate clothing in preparation for the independence of adult living.

Wittenberg in Cadden (1957) suggested that the question of youngsters and clothes be looked at in the light of two facts: 1) children express feelings by the way in which they dress, 2) by prescribing clothes, one does not really change basic feelings.

Jersild in Cadden (1957) thought the most important objective is to encourage youngsters to accept their own bodies, to take a healthy pride in appearance and to dress in a way that is most becoming to them.

Some maintain that, rather than being economical, uniforms force parents into buying two sets of clothing, one for school and one for outside activities. Others perceive that school uniforms are a form of military regimentation which mark children in the eyes of the public. In an article in the Catholic School Journal Sister Antoine Marie Mohen (1965, p. 44) noted that school uniforms contribute to the self-identity confusion in a society in which there are already too many elements which reduce individuals to numbers.

Very few studies have attempted to measure the attitude of young people toward uniform types of clothing. A study was conducted by the Survey Research Center of the University of Michigan for the Girl Scouts of America (1957). Of the 1,290 girls ages 11 to 18 in the sample, only 7% suggested a uniform when asked about their preference for any special clothes for a club. Almost two-thirds of the sample objected to any sort of special clothing as identification. The older the girls, the more likely they were to object to uniformity in dress.

Hemming (1965, p. 1894) has suggested that there is a sex difference in attitude toward uniforms. He maintains that during the early years of adolescence many boys appreciate having the anonymity of a uniform which can be an anathema to girls of the same age. Another factor to be considered in dealing with students is that rigid standardization inevitably produces resentment and revolt, but reasonable limitation is usually accepted as long as it does not include elements which make the wearer

feel childish. However, Hemming concluded that as a society the English are getting out of uniform.

In her study of 373 adolescent girls, Silverman (1945, p. 116) noted:

That the members of the group had a great desire to express their own individuality in dress was shown by the rejection of a school uniform by 92% of the group, by their rejection of second-hand clothes, and by their desire to choose their own clothes.

Choitz (1968) made a study of the differences in attitudes toward uniforms between girls who did and did not wear uniforms to high school. Her sample consisted of 157 Junior class girls in two high schools, one located in a metropolitan city in Michigan and the other located near a metropolitan area in Pennsylvania. Two parochial, coeducational high schools were chosen for this study, one Catholic in which uniforms were worn and one Lutheran in which uniforms were not worn. The study was conducted in the fall of 1967. She found that 92% of the respondents from the school where uniforms were not worn disliked the idea of school uniforms; 96% of the respondents from the school where uniforms were worn liked the idea of school uniforms. However, although 96% of the respondents from the school where uniforms were used liked school uniforms, only 33% of them voluntarily selected a uniform as a preferred school garment. Of the respondents from the school where uniforms were worn, 51% preferred a skirt and blouse or sweater and 11% preferred a dress. This finding seemed to indicate that while the girls who wore uniforms seemingly did not mind wearing uniforms, when given a choice they preferred another type of school attire. There seemed to be a greater aversion to wearing uniforms by those from the school which did not wear uniforms and had not experienced

wearing uniforms. Those who wore uniforms did not view them as a particular hardship. Thus, it would seem that wearing of uniforms was seen as a greater problem by people who had not had the experience. Those who wore uniforms also saw different advantages and disadvantages to uniforms than those who did not wear uniforms. Also found in this study was that the older the girls, the more likely they were to object to uniformity in dress. This agreed with the finding of the University of Michigan study on adolescent girls (1957) that the rejection of uniformity increased with age.

Choitz (1968) believed that of the studies done thus far, it would appear that teenagers reject the rigid uniformity of school dress advocated by some school authorities, preferring their own type of uniform: sweaters, shirts, and skirts or trousers for school dress. Such basic items satisfy the need of teenagers to conform to accepted practices, yet offer opportunities to express individuality in the color, design, and combinations of favorite school garments.

PROCEDURE

Review of literature concerning adolescent clothing, the dress right programs and the use of uniforms was done as background for the study.

For the purpose of this study a questionnaire was chosen as the instrument to use to measure the pupils' and adults' perceptions and reactions to using uniforms for school. Background questionnaires were developed adapting Choitz's (1968, pp. 72-80) instrument. The questionnaires were pretested on a sample of twelve students in the Ames area. Ten of those students had worn uniforms to school in their home country, Nigeria.

Corrections on the initial questionnaires were made following recommendations of the researcher's committee, members of the graduate faculty, other graduate students, and Dr. R. Warren from the department of Statistics and Sociology. Two questionnaires were developed: one for the pupils, boys and girls; and the other for the adults, parents, teachers and school administrators. Copies of the instrument may be found in Appendix A.

Description of Sample

The sample consisted of 216 respondents drawn from two private, mission-operated, coeducational high schools. Hartzell High School situated ten miles from Umtali town has a student enrollment of 3,000 and Mutambara High School sixty miles south of Umtali town has a student enrollment of 500. Of the 216 respondents, 115 were girls, 64 boys and 36 adults. The sample was further broken down in the following way: 65 of the girls, 47 in Junior High and 21 in Senior High came from Hartzell High

School, while the remaining 48 girls came from Mutambara. Of the 48 girls, 34 girls were in Junior High and 14 in Senior High. Thirty-one boys from Hartzell High School consisted of 15 boys in Junior High School and 15 boys in Senior High School and of the 33 boys from Mutambara High School, 17 were in Junior High School and 17 in Senior High School. Of the 36 adults, 25 were teachers and school administrators and 11 were parents. Sixteen teachers and 7 parents came from Hartzell while 9 teachers and 4 parents came from Mutambara.

How the Sample was Chosen

All girls at Hartzell High School were used and the 48 girls from Mutambara were selected at random. For the boys, 8 boys in each Form, Form I to IV were selected at random from both schools. All teachers at both schools were used. Parents were those available who could read and write.

Data Collection

The questionnaires were sent to Rhodesia where the data were collected in the spring of 1972. The questionnaires were distributed to the pupils in their homerooms and returned on completion to the principals who administered the questionnaires.

Analysis of Data

The completed questionnaires were mailed by air to the researcher so that she could do her own coding, tabulating and analysis of the data. The responses to the questions were coded and tabulated to facilitate analysis. Hand tabulating was done so that the writer would be thoroughly

familiar with the replies of the subjects and might see relationships and explanations for findings which might not otherwise be recognized. The questionnaires with the student responses for each question were recorded to determine the total frequency of each response for each question. Percentages of like responses for each Form and for the adults were calculated, because the Forms and the adult sample were not equal in size, percentages were calculated for easier comparison. Tables were prepared to present summarized results.

FINDINGS

After the analysis of the data, interpretations and inferences were made and implications drawn. Findings of the study will be presented in the following order: (1) background characteristics of the sample, (2) comparison of opinions of boys, girls and adults regarding uniforms, (3) changes suggested by subjects in the study.

Background Characteristics of the Sample

The sample consisted of 216 respondents, 36 adults and 180 pupils. Of the 36 adults, 12 were women and 24 were men, and of the 180 pupils, 64 were boys and 116 were girls. Of the sample 62.5% came from the tribal trust area, 2.7% lived as squatters on European farms, 6.9% lived on their own farms and 18.5% lived on mission stations. These groups represented the rural portion of the sample; 7.8% came from urban area.

Family Composition

Out of the sample of 180 pupils, 5 pupils came from families with less than 3 children, and 40 came from families with 4 to 5 children, and 49 came from families with 6 to 7 children and 70 came from families with 8 to 10 children and the remaining 12 came from families of 11 to 13 children. Of the adult sample 11 were single, 10 had one child each, 10 had between 3 to 4 children, and 4 had four children.

Occupation of Father

Seven categories were used to classify fathers' occupations or situations: professional, managerial, skilled, semi-skilled, unskilled, in addition to unemployed, and deceased. Of the 180 students, 15.6% reported

the father's occupation as professional, 1.5% as managerial, 10.9% as skilled, 18.7% as semi-skilled, 18.7% as unskilled, 7.8% as unemployed, 3.1% as deceased or not staying with the family and 21.8% did not respond to the question.

Family Income

The monthly income scales used in the study were calculated from the base wage and salary scales of the different occupations listed in the above paragraph. Of the 216 respondents 7.5% reported family monthly incomes of \$19 and less, 12.9% reported \$20-\$39, 10.6% reported \$40-\$59, 20.8% reported \$60-\$79, 12% reported \$80-\$99 and 23.1% reported \$100 or more. However the higher percentage of the \$100 or more group came from the adults. Of 36 adults, 25 of them are college graduates who earn much more than \$100. The family is the extended type. Of the 36 adults, 3 of them reported that they supported families of less than five people, 11 of them supported families of 6 to 8 people, 11 supported 9 to 12 people, 6 supported families of 11 to 14 people and the remaining 5 supported families of 16 to 20 people. Of the eleven adults who indicated they were still single, 8 of them supported families with 7 to 11 people.

Social Class of the Family

While the social classes in the African segment of the population in Rhodesia were not always distinct, three classes often used were (1) upper middle, (2) lower middle, (3) the lower class. Hence of the total sample of 216, 23.1% belonged to lower middle class, 32.8% belonged to the upper lower class, and 31.0% belonged to the lower class. The researcher used occupation and income of the fathers to determine social class.

Number of Pupils who Worked

The students in the study were asked to indicate whether or not they worked during school holidays. If they worked during the holidays, they were asked to indicate whether they used the money earned for (1) school fees, (2) clothing, (3) other. Of the 180 students, 78 of them reported that they worked during the holidays, 28 of them used the money for school fees, 23 for clothing, and 38 of them reported that they split the money for fees, clothing and other things.

Financial Assistance

Of the 180 pupils in the sample, 106 of them received financial help, 34 received help with school fees, 28 with clothing and 56 had help with school fees, clothing and other things. The financial assistance was rendered by the students' brothers, sisters and relatives.

Age Range

The ages of the sample ranged in years from 12 to 64. One reported 12 years, 16 reported 13 years, 39 reported 14 years, 37 reported 15 years, 43 reported 16 years, 25 reported 17 years, 15 reported 18 years, 5 reported 19 years. Two of the adults were in the 18-24 range, 19 were in the 25-34 range, 12 were in the 35-44 range, 1 was in the 45-54 range and 2 were in the 55-64 range.

Education of the Adults

Of the adult sample of 36, 32 were professional people, and all were teachers employed in one of the two high schools: Hartzell and Mutambara.

Twenty-five of the 32 were college graduates with monthly incomes of more than \$100. The other seven had two or three years teacher training after high school certificate and were employed as elementary school teachers. The four parents were skilled workers. Thirty-four out of the 36 adults had attended elementary and high schools in Rhodesia and hence had worn uniforms to school.

Comparison of Opinions of Boys, Girls,
and Adults Regarding Uniforms

As background to the boys' and the girls' reactions and opinions on the use of uniforms, the researcher asked the respondents to indicate how many schools they had attended and how many style uniforms they had worn. Of the 180 students, 6 of them attended one school, 79 attended 2 schools, 55 attended 3 schools, 21 attended 4 schools, 11 attended 5 schools, 5 attended 6 schools and 2 attended 7 schools. Of the styles worn: 27 reported using one style, 44 reported 2, 49 reported 3, 31 reported 4, 17 reported 5, 9 reported 6, and 2 reported having worn 7 styles.

Of the 180 students, 88.3% reported that they liked the tradition of wearing uniforms, 5.5% were undecided and 5% reported that they did not like uniforms. Of the 36 adults, 94.4% reported that they liked uniforms, 2.7% were undecided and 2.7% did not like them. After the students and adults were combined, out of a sample of 216, 89.3% reported liking the uniforms, 6% were undecided and 4.6% reported that they did not like them.

When students and adults rated reasons as to why they liked uniforms, the ratings showed the following reasons in order of importance.

(1) Uniforms make the students look equal; the economic status of the

parents is not shown, and (2) uniforms give the student body a neat homogeneous appearance. In order of importance other reasons given for liking uniforms were, (3) uniforms afforded protection and identification, (4) uniforms gave an outward symbol setting the students apart as school children, (5) on public vehicles students travelled on special student rates, (6) and that students concentrated on their school work and activities without worrying about clothes and spending time deciding what to wear. Those who reported that they did not like uniforms gave the following general reasons: (1) colors were not pleasing, (2) uniforms were an extra expense, (3) the uniforms lacked variety thus became monotonous, (4) and the same style was not flattering to all figure types.

Part II of the questionnaire had 15 parallel statements for students and adults, and the students answered an additional five. The statements or items were designed to compare the opinions on the wearing of uniforms to school between: (1) girls and boys, (2) junior and senior forms, (3) students and adults.

The statements or items were divided into six categories: economic and social class; psychological, sociological, traditional, educational and appearance. The main purpose of placing these statements of opinions or items in the six categories was to see which of the items in the six groups rated highest on the use of uniforms for school. Presented below are the reactions to the statements or items of the various groups of subjects. Several of the statements were included in more than one of the six categories; for example, item 19 was considered in the economic and the psychological and item 8 was psychological and sociological, while item 13 was in both the traditional and appearance categories.

Table 1. The number of girls, boys, and adults who agreed or disagreed with the economic and social class statements concerning school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
2. If students look alike when every one wears a uniform, the wealth of the parents is not shown in the dress of the children	73.2	12.0	68.7	21.9	75.0	13.8
7. The use of uniforms for school is expensive in that two sets of clothes are bought - one for school and another set for out of school	18.1	60.3	26.8	48.4	11.1	80.5
11. Uniforms are more expensive than similar garments of the same quality of materials and workmanship	19.8	66.3	20.3	59.3	2.7	77.7
15. Wearing uniforms to school helps cut down the clothing expenses	86.2	10.2	78.1	18.7	88.9	2.7
17. It is good to wear a uniform because you do not have to spend extra time deciding what to wear	91.2	5.1	68.7	23.7	-	-
19. When uniforms are worn to school, there is no competition in the dress of students	81.8	10.2	70.3	26.8	-	-

From Table 1, item 15, wearing uniforms to school helps cut down the clothing expenses rated highest for all three groups; girls, boys and adults. While item 17, economy of time was important for girls, it was not quite so important for the boys. Both boys and girls agreed that there would not be competition in dress when uniforms are worn, again the percentage of the girls who agreed was higher. Item 2 was interesting in that while the percentage of the girls who agreed was higher than that of the boys, the percentage of the adults was higher than both.

According to the response of the different groups of subjects on the psychological aspects of the school uniforms (Table 2), item 12, the protective aspect of the uniform had the highest percentage of agreement, with the adults showing the highest percentage of 94.4. Items 19, 18, 14, 10, 3, and 8 were considered important but with great variation between the three groups. Item 16 was interesting from two standpoints: (1) it has the lowest percentages from both boys and girls, (2) the percentage of girls who agree with the item is almost the same as the percentage of boys who disagree. However, looking at the percentages of those who agree and those who disagree, this item rates low.

The results of the three items as shown in Table 3 indicated that all three were rated quite high. The group spirit and identity were considered important. However, of the three, item 20, that a uniform was an outward symbol and gave pride in belonging to the group was rated highest by boys and girls. The adults' questionnaire did not include that item.

Noteworthy on the three items on the continued tradition of the use of school uniforms (Table 4) was that all groups unanimously agreed that

Table 2. The numbers of girls, boys, and adults who agreed or disagreed with the psychological statements concerning school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
1. When students wear uniforms to and from school, their behavior reflects on their school	73.2	12.0	68.7	21.9	75.0	13.8
3. When a uniform is worn to school, there is little or no argument between children and parents on clothing	61.1	27.5	46.8	40.6	72.2	13.8
8. Discipline is better and school spirit is fostered in a school where everyone wears a uniform	75.0	15.5	57.8	31.2	83.3	2.7
10. Uniforms may be alright for grade school and elementary school children but not for high school students	12.0	81.8	45.3	54.7	16.6	69.4
12. Uniforms provide students protection when away from school grounds or in towns	72.2	15.5	73.4	20.3	94.4	2.7
14. Uniforms are out-of-date in style	14.6	71.5	28.1	65.6	8.3	75.0
16. Boys like the way girls look when they wear uniforms	42.2	32.7	39.0	42.1	-	-

Table 2. (Continued)

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
18. Because one goes to school to learn, by wearing a uniform a student does not have to spend a lot of time worrying about clothes	72.2	13.6	70.3	20.3	-	-
19. When uniforms are worn to school, there is no competition in the dress of students	81.8	10.2	70.3	26.8	-	-

Table 3. The numbers of girls, boys, and adults who agreed or disagreed with the sociological statements concerning school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
8. Discipline is better and school spirit is fostered in a school where everyone wears a uniform	75.0	15.5	57.8	31.2	83.3	2.7
12. Uniforms provide students protection when away from school grounds or in town	72.2	15.5	73.4	20.3	94.4	2.7
20. A uniform gives a student an outward symbol and hence pride in belonging to his school	91.2	5.1	73.4	15.6	-	-

Table 4. The numbers of girls, boys, and adults who agreed or disagreed with the traditional statements concerning school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
9. The tradition of wearing school uniforms should be continued as long as a pupil attends school	86.2	6.8	62.4	29.6	72.2	11.1
13. A uniform makes a student look dull and uninteresting because it is made of dull and uninteresting materials	1.7	91.2	20.3	68.7	8.3	83.3
14. Uniforms are out-of-date in style	14.6	71.5	28.1	65.6	8.3	75.0

Table 5. The numbers of girls, boys, and adults who agreed or disagreed with the educational statements concerning school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
4. Wearing a uniform to school does not teach the student how to dress well for adult life after school	14.6	72.2	26.8	65.6	-	88.9
18. Because one goes to school to learn, by wearing a uniform a student does not have to spend a lot of time worrying about clothes	72.2	13.6	70.3	20.3	-	-

Table 6. The number of girls, boys, and adults who agreed or disagreed with the statements concerning appearance and school uniforms

Item	Girls N=116		Boys N=64		Adults N=36	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	%		%		%	
5. A student body wearing uniforms gives an attractive and neat appearance	95.6	3.4	73.4	20.3	97.2	-
6. When students wear uniforms, they get careless about their appearance	3.4	95.6	15.6	76.5	-	94.4
13. A uniform makes a student look dull and uninteresting because it is made of dull and uninteresting materials	1.7	91.2	20.3	68.7	8.3	83.3
14. Uniforms are out-of-date in style	14.6	71.5	28.1	65.6	8.3	75.0
16. Boys like the way girls look when they wear uniforms	42.2	32.7	39.0	42.1	-	-

the tradition should be continued, but boys in all three cases showed a higher percentage of those who disagreed with the items throughout.

Noteworthy about the two items on the educational aspects of the uniform was (Table 5): in the comparison between the students' and adults' responses on item 4. While all three groups disagreed with the item none among the adults agreed with the statement, and the boys who agreed with the item were almost twice as many as the girls.

As shown in Table 6, item 5 was rated highest by all the three groups. Item 16 was rated lowest by both boys and girls. Adults and girls showed higher percentages of disagreement more than the boys on items 6 and 13.

When asked what changes they would like to have made on their present uniforms, of the 180 students, 64 reported that they would like the style changed, 32 color, 26 quality, 30 both style and color, and 35 suggested additional accessories such as neckties and socks.

Students were asked who chose the style of the uniforms for their school. From the response given it was clear to the writer that students did not know who chose the school colors and styles. That was true for both schools. Of the students who responded to the question, 34 thought the faculty chose the style, 25 reported the school prefects, 39 reported the student themselves, 38 the administration and 29 reported combinations of faculty and administrators and faculty and students.

When asked who should choose the styles of the uniforms for the school, of the 180 students, 107 reported that it should be the students themselves, 44 reported a combination of students and the administration, 18 reported the school prefects and faculty members and 10 reported that the administration should choose the style.

The students were asked to indicate whether or not they thought their school was too rigid with the rules enforcing the use of uniforms. Of the 180 students, 95 reported that the schools were rigid with the rules, and 82 reported they were not. Those who reported that the rules were too rigid gave the following reasons: (1) students were punished if not in full uniform, (2) students were forced to wear uniforms when going home for holidays. Nearly half of those who reported that the rules were rigid were in the senior forms.

INTERPRETATION OF FINDINGS

The findings of the study were reported in the previous chapter. In addition to the findings already reported, the researcher attempted to describe aspects of the sample and the research which might have influenced the results of the study. These are presented in this chapter.

The sample was drawn from two private, mission-operated high schools. In Rhodesia, mission schools cater predominantly to the rural segment of the African population. Hence the sample consisted mostly of the rural, lower class students, while the adult sample was predominantly lower middle class. Since the sample was not a cross representation of all classes in Rhodesia that influenced to some extent the results of the study. The sample was typical of mission schools, however.

A greater variation in responses was affected by such variables as the age of the respondents, the sex, the number of schools they had attended, the number of uniform styles they had worn, how rigid the school was in enforcing rules on the use of uniforms. The adults, girls and young boys agreed that uniforms offered students protection while away from school grounds; that the tradition of wearing school uniforms should be continued as long as a pupil attends school, and a uniform gave a student an outward symbol and hence pride in belonging to his school. The senior boys disagreed with the statements. They felt they were old enough to take care of themselves and did not need the protection of a uniform. They wanted to be independent and free from adult supervision.

While there was unanimous agreement that a student body wearing a uniform gives an attractive and neat appearance, the older girls and

especially the older boys disagreed that boys like the way girls look when they are in uniforms. The boys seemed to point out the difference between neat and attractive. The senior boys alone supported that uniforms were all right for grade and elementary school students but were childish for high school students and that the tradition of wearing school uniforms should be modified. Girls and adults seemed to stress the economic aspects of the uniforms. They agreed that by wearing a uniform, the wealth of the parents is not shown in the dress of the children, uniforms cut down on clothing expenses, and uniforms reduce the amount of competition in the dress of students.

Research has shown that clothing is more important to happiness during adolescence than at any other age level. While clothes are important for both sexes, they seem to mean more to girls. Silverman (1945) found in a study of 373 girls ranging in age from 12 to 18 that the right clothes were necessary for happiness for about three-quarters of the group. Silverman and others have shown that girls rank the problems centering in clothing and appearance comparable in importance to problems of vocational preparation, philosophy of life, money and health. Hurlock (1956) maintained that clothes play an important, if not the most important, role in appearance. Hence in the study girls and adults supported the idea and the tradition of using uniforms not perhaps because they liked the uniform per se but perhaps more for what they do for the students who come from the varying social and economic backgrounds. From the responses to the question why the students liked uniforms, common among girls were such responses as: "I do not have good clothes to wear to school", "my parents cannot afford to give me enough decent clothes to compete with other girls", "most of the

poor students would suffer".

While the adults and the girls agreed that when uniforms are worn there is little or no argument between children and parents on clothing, the boys were indifferent to the statement. In Rhodesia, the African culture has more strict and rigid rules for its women. Any deviation on the part of the girls from the set standards of clothing in respect to hem-lengths, fitness in dress would precipitate immediate reaction from the adults. Hence in Rhodesia the statement pertained to the girls more than the boys.

In the study both the girls and adults did not think that uniforms hindered students from dressing well for adult life after school. Students dress in uniform for classes in general and are free to wear their own clothes after school and during weekends. Students bought their own clothes and were free to experiment as much as they wanted. When students dress, they would probably not so much imitate the adults but would follow the dictates of their peer group. There was disagreement from all the three groups that students became careless with the use of uniform, stressing the opinion that personality was shown in uniforms. A student who was generally careful with her appearance in her own clothes looked the same in uniform and vice versa.

Differences in styles of uniforms used in the two schools could have influenced the response to the question on uniforms being out-of-date in style or made of dull and uninteresting materials. While all three groups, girls, boys, and adults, did not agree that uniforms in general are out-of-date in style, they agreed that the colors and styles used for uniforms have not always been attractive. The writer has no intentions of

minimizing the work of the missionaries in Rhodesia, but the dull, uninteresting uniform colors and styles, cutting girls hair, discouraging makeup and use of accessories that made girls attractive, seemed their main goal. The uglier the uniform the better it served the purpose. It was the writer's observation that a more favorable attitude toward uniforms could be created if uniforms were new, made of colorful, interesting materials and attractively styled.

Manch (1956) had no statistical proof to show that student dress brought about better student behavior. As an administrator of the Buffalo, New York secondary schools, he believed that the student-managed dress-right program had greatly reduced discipline problems. The three groups in the study agreed that discipline was better and school spirit was fostered in a school where everyone wore a uniform. However, the boys agreed less strongly on the item than girls and adults.

In a 1929 study of attitudes toward clothing, Hurlock (1956) discovered that while many adolescents disliked wearing a school uniform because they did not want to be "regimented", they liked the uniform if it helped to identify them with a prestigious school or college.

Hemming (1965) has suggested that there are sex differences in attitudes toward uniforms. He stressed that another factor to be considered in dealing with students was that rigid standardization inevitably produced resentment and revolt, but reasonable limitation was usually accepted as long as it did not include elements which made the wearer childish. The present study showed that the older girls and boys thought the school rules were rigid and regimented. Hence the senior boys had an unfavorable, almost resentful attitude toward uniforms. Uniforms were childish they

maintained. The present study agreed with the findings of the University of Michigan study on adolescent girls (1957) and Choitz's (1968) study, the older the girls and boys the more likely they were to object to uniformity. One noteworthy aspect of the present study was that the rejection of uniformity increased with age particularly among the boys.

Choitz (1968, pp. 38-40) made a study on the differences in attitude towards those who wore uniforms and those who did not. Of the 85 students from school A, where uniforms were worn, 82 liked uniforms and 3 disliked uniforms. This finding was similar to the present research because in Rhodesia, out of a sample of 216 used for the study, 193 students and adults liked uniforms, 10 disliked uniforms and 13 were undecided. Thus it seemed that those who wore uniforms generally liked them and did not view them as a burden. Noteworthy was that although the students in both studies generally liked uniforms, evident from their responses, the difference between what they thought they liked and what they really liked was shown by criticisms and suggestions offered in their replies in other parts of their questionnaires.

RECOMMENDATIONS

Recommendations for Use of the Findings

While the writer does not expect the results of the study to have much impact in her home country, Rhodesia, where the tradition of using uniforms is deep-rooted, the writer hopes that the research may set school administrators, faculty members, students and parents thinking about uniforms. From the findings of the study, uniforms as worn by African students in Rhodesia seemed to serve a real need, and the respondents in the study indicated a general liking for uniforms.

Administrators and parents should find the suggested changes and recommendations from students noteworthy. Students unanimously suggested that the students themselves should participate in the choice of their uniform styles and colors. With student participation encouraged, the students would feel more a part of the school, and form a more favorable attitude toward the school uniform. The styles could be changed or varied more often to reduce monotony.

Senior students suggested use of different uniform styles from younger students and expressed a need for more freedom and individual expression encouraged by less regimentation of rules dealing with school uniforms. The students like uniformity without absolute conformity.

The results indicate a need for similar researches in Rhodesia and perhaps in other countries of Africa too. There might be other aspects to the tradition of wearing uniforms than the results of the research have indicated, because most of the African countries that have gained their independence have changed a few of the customs and traditions that have

been associated with colonial domination, but the tradition of using uniforms to school has been maintained. Nevertheless, the research seems to indicate some disadvantages and limitations of school uniforms and a need to be aware of the limitations and see what could be done to improve the situations for the students.

The study might stimulate the thinking of people interested in the sociological and psychological aspects of Textiles and Clothing, those who work with adolescents, and those interested in clothing behaviors and clothing problems of adolescents.

Recommendations for Further Research

The results of the study indicate a need for a much wider research on the clothing needs and problems of the adolescent boy especially the 16 to 19 year olds.

A similar study might be conducted using a more representative sample to determine whether the socioeconomic level of the family might influence one's attitude on the use of uniforms.

Studies might be conducted to determine students' opinions towards uniforms, selecting students who live in boarding schools to compare with students who live in their homes while attending public schools, students who are in all-girls schools as compared to students in all-boys schools, and students in European schools compared to students in African schools.

SUMMARY

The purpose of the study was to compare the opinions of the adults and students in two African schools in Rhodesia on the use of uniforms. The main objectives of the study were to compare the opinions and reactions of girls, boys and adults on the use of uniforms for school. The researcher maintained that there would be differences of opinions between the sexes, boys and girls; between younger and older students, and between students and adults.

A review of literature done as background to this study showed that clothing was important during the adolescence period, and that their peer groups' standards were more influential and important at that age. While the adolescents generally reject the idea of a prescribed school uniform, Choitz's 1968 study indicated that those who wore uniforms generally liked them.

Questionnaires for the two groups, adults and students, were developed. The questionnaires were designed to obtain information about the family background, number of schools the students had attended, number of uniform styles they had worn, their opinions on the use of uniforms and the changes that they would like to have made on their present uniforms, and also changes on other practices related to uniforms.

Two private, coeducational, mission-operated high schools were used for the study. Hartzell High School situated ten miles from Umtali town has a student enrollment of 3,000 and Mutambara High School sixty miles south of Umtali town has a student enrollment of 500. Of the 216 respondents, 115 were girls, 64 boys and 36 adults. Part of the sample from

Hartzell consisted of 65 girls, 31 boys and 23 adults, while the other part from Mutambara consisted of 48 girls, 33 boys and 13 adults. The questionnaires were sent to Rhodesia where the data were collected in the spring of 1972. The questionnaires were administered to a sample of students randomly selected within all forms by the principals of the schools. The adult sample was parents and faculty available. Upon the return of the questionnaires to the United States, the responses to the questions were coded and tabulated to facilitate analysis. Percentages of like responses for the Forms and the adults were calculated, because the different Forms and the adult sample were not equal in size, percentages were calculated for more meaningful comparisons. Tables and charts were used to summarize the results.

The objectives of the study were to compare the opinions and reactions of girls, boys and adults on the use of uniforms for school. The researcher maintained that there would be differences of opinions between the sexes, boys and girls; between younger and older students, and between students and adults.

Differences were found between the sexes. Girls generally favored uniforms and boys did not always give as favorable responses as girls did. Senior boys indicated that uniforms were not appropriate for high school students.

Differences of opinion between the various age groups were observed. The younger girls and boys indicated that they liked uniforms and supported all positive items about uniforms while disagreeing with all negative items about uniforms. The senior girls and boys showed a general liking for uniforms but disagreed with the young students on certain aspects of

the use of uniforms. What the younger students viewed as advantages, the older students viewed as disadvantages and limitations. The adults' opinions were generally more favorable towards the use of uniforms. Wider variations of opinions were observed in the age ranges of 17 to 25, while the very young students and the older adults tended to be homogeneous in their responses.

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The writer wishes to thank Dr. Richard D. Warren for his assistance and Mrs. Elsie K. Williams whose interest in children's clothing stimulated the writer to undertake the study.

Finally, the writer wishes to thank Mr. George Fleshman for his assistance in the collection of the data in Rhodesia and to all administrators, teachers, parents and to students in Rhodesia and in Ames who graciously cooperated in the compilation of this study.

Special appreciation is expressed to her husband, Lazarus B. Mandizha, for his help, understanding and encouraging graduate study.

APPENDIX A

Iowa State University
College of Home Economics
140 MacKay Hall
Ames, Iowa 50010

Dear Student:

Students in Rhodesia and many other countries where British educational influences have been predominant, wear uniforms to school. We have accepted this tradition through the years and not many of us have questioned the advantages and disadvantages of wearing uniforms.

In my period of graduate study at Iowa State University, it has come to my attention that many students in the United States do not wear uniforms to school. For this reason I am making a study which will examine the advantages and disadvantages of wearing uniforms to school. It is very important that you students directly involved in wearing uniforms be the ones to give your opinions in this study. You are asked to participate by giving information and opinions that will help us to know more about your reactions and perceptions about the use of uniforms.

Will you please complete the attached questionnaire and return it to the person who gave it to you?

Through this study and the assistance you are giving us, it should be possible to make suggestions and recommendations on the use of uniforms. The information that you give will be confidential because your name will be known only to myself.

Sincerely,

Rudo A. Mandizha

Domestic Science Teacher at
Nyamuzuwe High School
presently on study leave
in the United States

QUESTIONNAIRE FOR STUDENTS

Form _____ Age _____

1. _____ occupation of father.

2. How many children are in your family?

_____ total number of children now

_____ boy(s)

_____ girl(s)

3. Check () your sex: _____ Male _____ Female

4. Where does your family live? (Check the ones that apply).

_____ (a) in the tribal trust area (reserve).

_____ (b) on your own farm

_____ (c) on a European farm

_____ (d) on a mission station

_____ (e) in town

_____ (f) other

5. Do you work during the school holidays?

_____ Yes

_____ No

If you work during the school holidays, do you spend some of your money for:

_____ (a) school fees

_____ (b) clothing

_____ (c) other

6. Do your brothers, sisters and relatives help you financially?

_____ Yes

_____ No

If Yes, relatives help you financially, do they help you

_____ (a) pay school fees

_____ (b) buy your clothing

_____ (c) other

If your answer is Other, please explain: _____

7. Is your family monthly income: Rhodesian Dollar (Check the one that applies).

_____ \$ 0 - \$19

_____ \$ 20 - \$39

_____ \$ 40 - \$59

_____ \$ 60 - \$79

_____ \$ 80 - \$99

_____ \$100 - or more

8. How many different schools have you attended? _____
How many different styles of uniforms have you worn? _____
9. What is your opinion about wearing a uniform to school? (Please check the answer in each question which best shows the way you feel or behave).
- ____ (a) I like it very much.
____ (b) I like it.
____ (c) It makes very little difference to me.
____ (d) I dislike it.
____ (e) I dislike it very much. If your answer in Number 9 is (a) or (e) please list reasons for liking or disliking: _____
- _____
- _____
10. What changes would you like to make on your present uniform? (Check what applies).
- ____ (a) colour
____ (b) style
____ (c) other. If your answer is Other, then list the other changes you would like to make: _____
- _____
- _____
11. Who chooses the style of the uniforms for your school?
- ____ (a) faculty members
____ (b) the school prefects
____ (c) the students themselves
____ (d) the administration
____ (e) other. If your answer is Other, then explain: _____
- _____
- _____
- ____ (f) a combination of the groups checked above.
12. What groups should participate in selecting the school uniform? Check () the ones that you want:
- ____ (a) faculty members
____ (b) the school prefects
____ (c) the students themselves
____ (d) the administration
____ (e) other. If your answer is Other, then explain: _____
- _____
- _____
- ____ (f) a combination of groups checked above.

13. Do you think your school is or is not too rigid or hard with the rules enforcing the use of uniforms?

 Yes, is too rigid or hard

 No, is not too rigid or hard

If Yes, explain why you think the school is too rigid or hard with the rules: _____

Part II

Some reasons given by students for liking and not liking uniforms for school. If you agree with the student circle A; if you disagree, circle D; and if you really have no definite opinion on the statement, circle the U (Undecided).

- D U A 1. When students wear uniforms to and from school, their behavior reflects on their school.
- D U A 2. If students look alike when everyone wears a uniform, the wealth of the parents is not shown in the dress of the children.
- D U A 3. When a uniform is worn to school, there is little or no argument between children and parents on clothes.
- D U A 4. Wearing a uniform to school does not teach the student how to dress well for adult life after school.
- D U A 5. A student body wearing uniforms gives an attractive and neat appearance.
- D U A 6. When students wear uniforms, they get careless about their appearance.
- D U A 7. The use of uniforms for school is expensive in that two sets of clothes are bought - one for school and another set for out of school.
- D U A 8. Discipline is better and school spirit is fostered in a school where everyone wears a uniform.
- D U A 9. The tradition of wearing school uniforms should be continued as long as a pupil attends school.
- D U A 10. Uniforms may be all right for grade school and elementary school children but not for high school students.
- D U A 11. Uniforms are more expensive than similar garments of the same quality of materials and workmanship.
- D U A 12. Uniforms provide students protection when away from school grounds or in towns.
- D U A 13. A uniform makes a student look dull and uninteresting because it is made of dull and uninteresting materials.

- D U A 14. Uniforms are out-of-date in style.
- D U A 15. Wearing uniforms to school helps cut down the clothing expenses.
- D U A 16. Boys like the way girls look when they wear uniforms.
- D U A 17. It is good to wear a uniform because you do not have to spend extra time deciding what to wear.
- D U A 18. Because one goes to school to learn, by wearing a uniform a student does not have to spend a lot of time worrying about clothes.
- D U A 19. When uniforms are worn to school, there is no competition in the dress of the students.
- D U A 20. A uniform gives a student an outward symbol and hence pride in belonging to his school.

Thank you very much for filling up the questionnaire; please go back and make sure you have filled up all the 4 pages.

Iowa State University
College of Home Economics
140 MacKay Hall
Ames, Iowa 50010

Dear Student:

Students in Rhodesia and many other countries where British educational influences have been predominant, wear uniforms to school. We have accepted this tradition through the years and not many of us have questioned the advantages and disadvantages of wearing uniforms.

In my period of graduate study at Iowa State University, it has come to my attention that many students in the United States do not wear uniforms to school. For this reason I am making a study which will examine the advantages and disadvantages of wearing uniforms to school. It is very important that you students directly involved in wearing uniforms be the ones to give your opinions in this study. You are asked to participate by giving information and opinions that will help us to know more about your reactions and perceptions about the use of uniforms.

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Sincerely,

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QUESTIONNAIRE FOR STUDENTS

Form _____ Age _____

1. _____ occupation of father.

2. How many children are in your family?

_____ total number of children now

_____ boy(s)

_____ girl(s)

3. Check () your sex: _____ Male _____ Female

4. Where does your family live? (Check the ones that apply).

_____ (a) in the tribal trust area (reserve).

_____ (b) on your own farm

_____ (c) on a European farm

_____ (d) on a mission station

_____ (e) in town

_____ (f) other

5. Do you work during the school holidays?

_____ Yes

_____ No

If you work during the school holidays, do you spend some of your money for:!

_____ (a) school fees

_____ (b) clothing

_____ (c) other

6. Do your brothers, sisters and relatives help you financially?

_____ Yes

_____ No

If Yes, relatives help you financially, do they help you

_____ (a) pay school fees

_____ (b) buy your clothing

_____ (c) other

If your answer is Other, please explain: _____

7. Is your family monthly income: Rhodesian Dollar (Check the one that applies).

_____ \$ 0 - \$19

_____ \$ 20 - \$39

_____ \$ 40 - \$59

_____ \$ 60 - \$79

_____ \$ 80 - \$99

_____ \$100 - or more

8. How many different schools have you attended? _____
How many different styles of uniforms have you worn? _____
9. What is your opinion about wearing a uniform to school? (Please check the answer in each question which best shows the way you feel or behave).
 _____ (a) I like it very much.
 _____ (b) I like it.
 _____ (c) It makes very little difference to me.
 _____ (d) I dislike it.
 _____ (e) I dislike it very much. If your answer in Number 9 is (a) or (e) please list reasons for liking or disliking: _____

10. What changes would you like to make on your present uniform? (Check what applies).
 _____ (a) colour
 _____ (b) style
 _____ (c) other. If your answer is Other, then list the other changes you would like to make: _____

11. Who chooses the style of the uniforms for your school?
 _____ (a) faculty members
 _____ (b) the school prefects
 _____ (c) the students themselves
 _____ (d) the administration
 _____ (e) other. If your answer is Other, then explain: _____

12. What groups should participate in selecting the school uniform?
Check (____) the ones that you want:
 _____ (a) faculty members
 _____ (b) the school prefects
 _____ (c) the students themselves
 _____ (d) the administration
 _____ (e) other. If your answer is Other, then explain: _____

 _____ (f) a combination of groups checked above.

13. Do you think your school is or is not too rigid or hard with the rules enforcing the use of uniforms?

 Yes, is too rigid or hard

 No, is not too rigid or hard

If Yes, explain why you think the school is too rigid or hard with the rules: _____

Part II

Some reasons given by students for liking and not liking uniforms for school. If you agree with the statement circle A; if you disagree, circle D; and if you really have no definite opinion on the statement, circle the U (Undecided).

- | | | | | |
|---|---|---|-----|--|
| D | U | A | 1. | When students wear uniforms to and from school, their behavior reflects on their school. |
| D | U | A | 2. | If students look alike when everyone wears a uniform, the wealth of the parents is not shown in the dress of the children. |
| D | U | A | 3. | When a uniform is worn to school, there is little or no argument between children and parents on clothes. |
| D | U | A | 4. | Wearing a uniform to school does not teach the student how to dress well for adult life after school. |
| D | U | A | 5. | A student body wearing uniforms gives an attractive and neat appearance. |
| D | U | A | 6. | When students wear uniforms, they get careless about their appearance. |
| D | U | A | 7. | The use of uniforms for school is expensive in that two sets of clothes are bought - one for school and another set for out of school. |
| D | U | A | 8. | Discipline is better and school spirit is fostered in a school where everyone wears a uniform. |
| D | U | A | 9. | The tradition of wearing school uniforms should be continued as long as a pupil attends school. |
| D | U | A | 10. | Uniforms may be all right for grade school and elementary school children but not for high school students. |
| D | U | A | 11. | Uniforms are more expensive than similar garments of the same quality of materials and workmanship. |
| D | U | A | 12. | Uniforms provide students protection when away from school grounds or in towns. |
| D | U | A | 13. | A uniform makes a student look dull and uninteresting because it is made of dull and uninteresting materials. |
| D | U | A | 14. | Uniforms are out-of-date in style. |

- D U A 15. Wearing uniforms to school helps cut down the clothing expenses.
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- D U A 18. Because one goes to school to learn, by wearing a uniform a student does not have to spend a lot of time worrying about clothes.
- D U A 19. When uniforms are worn to school, there is no competition in the dress of the students.
- D U A 20. A uniform gives a student an outward symbol and hence pride in belonging to his school.

Thank you very much for filling up the questionnaire; please go back and make sure you have filled up all the 4 pages.

Iowa State University
College of Home Economics
140 MacKay Hall
Ames, Iowa 50010

Dear Parents and Teachers:

Students in Rhodesia and many other countries where British educational influences have been predominant, wear uniforms to school. We have accepted this tradition through the years and not many of us have questioned the advantages and disadvantages of wearing uniforms.

In my period of graduate study at Iowa State University, it has come to my attention that many students in the United States do not wear uniforms to school. For this reason I am making a study which will examine the advantages and disadvantages of wearing uniforms to school. It is very important that you as adults, give your opinions on the use of uniforms for school. You are asked to participate by giving information, opinions, suggestions and comments that will help us to know more about your reactions and perceptions about the use of uniforms.

Will you please complete the attached questionnaire and return it to the person who gave it to you?

Through this study and the assistance you are giving us, it should be possible to make suggestions and recommendations on the use of uniforms. Thank you in advance for your cooperation.

Sincerely,

Rudo A. Mandizha
Domestic Science Teacher
at Nyamuzuwe High School
presently studying in the
United States

QUESTIONNAIRE FOR ADULTS

Part I

1. Check () one that applies to you.
 - (a) Parent
 - (b) Teacher
 - (c) Administrator (Principal, manager, Headmaster, etc.).

2. Check () your approximate age range.
 - (a) 18 - 24 years old
 - (b) 25 - 34 years old
 - (c) 35 - 44 years old
 - (d) 45 - 54 years old
 - (e) 55 - 64 years old
 - (f) 65 and above

3. Check () your sex.
 - Male
 - Female

4. Are you at present: (Check the one that applies).
 - married
 - single
 - widowed
 - divorced

5. How many children do you have? (Insert numbers in blanks provided).
 - total number now
 - boy(s)
 - girl(s)

6. Are all your children in school?
 - Yes
 - No

7. Where does your family live? (Check the ones that apply).
 - (a) in the tribal trust area (reserve).
 - (b) on your own farm
 - (c) on a European farm
 - (d) on a mission station
 - (e) in town
 - (f) other

8. Do your relatives help you and your family financially?
 - Yes
 - No
 If Yes, relatives help you financially, do they help you
 - (a) pay school fees
 - (b) buy children's clothing
 - (c) other

If your answer is Other, please explain: _____

9. Is your family monthly income: Rhodesian Dollar (Check the one that applies).

- \$ 0 - \$19
- \$ 20 - \$39
- \$ 40 - \$59
- \$ 60 - \$79
- \$ 80 - \$99
- \$100 - or more

10. What is the total number of people who are supported by this income?

11. Did you wear uniforms when you went to school?

- Yes
- No

12. Did you like to wear a uniform?

- Yes
- No

If your answer is No, give reasons: _____

13. Do you think it would make any difference if the boys and girls discontinued the use of uniforms?

- Yes
- No

If your answer is Yes, what difference would you expect for boys?

If your answer is Yes, what difference would you expect for girls?

Part II

Listed are some reasons for liking and not liking school uniforms. If you agree with the statement, circle A; if you disagree, circle D; and if you really have no definite opinion on the statement, circle U (Undecided).

- D U A 1. When students wear uniforms to and from school, their behavior reflects on their school.
- D U A 2. When everyone wears a uniform, students look alike, the wealth of the parents is not shown in the dress of the children.
- D U A 3. When a uniform is worn to school, there is little or no argument between children and parents on clothes.
- D U A 4. Wearing a uniform to school does not teach the student how to dress well for adult life after school.
- D U A 5. A student body wearing uniforms gives an attractive and neat appearance.
- D U A 6. When students wear uniforms, they get careless about their appearance.
- D U A 7. The use of uniforms for school is expensive in that parents have to buy two sets of clothes - one for school and another set for out of school.
- D U A 8. Discipline is better and school spirit is fostered in a school where everyone wears a uniform.
- D U A 9. The tradition of wearing school uniforms should be continued as long as a pupil attends school.
- D U A 10. Uniforms may be all right for grade school and elementary school children but not for high school students.
- D U A 11. Uniforms are more expensive than similar garments of the same quality of materials and workmanship.
- D U A 12. Uniforms provide students protection when away from school grounds or in towns.
- D U A 13. A uniform makes a student look dull and uninteresting because it is made of dull and uninteresting materials.
- D U A 14. Uniforms are out-of-date in style.
- D U A 15. Wearing uniforms to school helps cut down the clothing expenses.

16. List in the two spaces below what you think are the advantages or disadvantages of wearing school uniforms:

ADVANTAGES

DISADVANTAGES

Thank you very much for filling up the questionnaire; please go back and make sure you have filled up all the 4 pages.

APPENDIX B

Chart 1. The analysis in numbers and percentages of Part II of the questionnaires

Item	Form I				Form II			
	Girls N=41		Boys N=16		Girls N=40		Boys N=16	
	A ^a	D ^a	A	D	A	D	A	D
1.	21 ^b	7	13	1	37	3	11	3
	51.2 ^b	17.0	81.2	6.2	92.5	7.5	68.7	18.7
2.	32	3	11	5	34	5	12	3
	78.0	7.3	68.7	31.2	85.0	12.5	75.0	18.7
3.	28	10	8	6	24	10	8	7
	68.2	24.3	50.0	37.4	60.0	25.0	50.0	43.7
4.	3	36	2	12	3	34	2	12
	7.3	87.8	12.5	75.0	7.5	85.0	12.5	75.0
5.	39	1	11	3	40	-	13	2
	95.1	2.4	68.7	18.7	100.0		81.2	12.5
6.	-	40	3	12	-	40	1	14
		97.5	18.7	75.0		100.0	6.2	87.5
7.	7	23	5	7	9	21	5	6
	17.0	56.0	31.2	43.7	22.2	52.5	31.2	37.4
8.	25	9	9	5	32	7	7	6
	60.9	21.9	56.2	31.2	80.0	17.5	43.7	37.4
9.	31	6	12	3	39	1	12	3
	75.6	14.6	75.0	18.7	97.5	2.5	75.0	18.7

^aA - agrees; D - disagrees.

^bFirst row indicates actual numbers of respondents; second row indicates percentages.

Form III				Form IV				Adults	
Girls N=19		Boys N=16		Girls N=16		Boys N=16		N=36	
A	D	A	D	A	D	A	D	A	D
16	2	12	4	11	3	8	6	27	5
82.2	10.5	75.0	25.0	68.7	18.7	50.0	37.4	75.0	13.8
15	4	8	8	15	1	14	2	36	-
78.9	21.0	50.0	50.0	93.7	6.2	87.5	12.5	100.0	
11	6	7	7	8	6	7	6	26	5
57.9	31.4	43.7	43.7	50.0	37.4	43.7	37.4	72.2	13.8
7	10	5	10	4	11	8	8	-	32
36.8		31.2	62.5	25.0	68.7	50.0	50.0		88.9
17	2	11	4	15	1	12	4	35	-
89.4	10.5	68.7	25.0	93.7	6.2	75.0	25.0	97.2	
2	17	2	14	2	14	4	9	-	34
10.5	89.4	12.5	87.5	12.5	87.5	25.0	56.2		94.4
2	14	3	10	3	12	7	8	4	29
10.5	73.6	18.7	62.5	18.7	75.0	43.7	50.0	11.1	80.5
16	1	11	3	14	1	10	6	30	1
84.2	5.2	68.7	18.7	87.5	6.2	62.5	37.4	83.3	2.7
18	-	10	5	13	1	6	8	26	4
94.7		62.5	31.2	81.2	6.2	37.4	50.0	72.2	11.1

Chart 1. (Continued)

Item	Form I				Form II			
	Girls N=41		Boys N=16		Girls N=40		Boys N=16	
	A	D	A	D	A	D	A	D
10.	4	36	5	11	4	32	4	12
	9.8	87.8	31.2	68.7	10.0	80.0	25.0	75.0
11.	13	22	3	9	7	27	3	10
	31.7	53.5	18.7	56.2	17.5	67.5	18.7	62.5
12.	27	11	11	4	40	1	15	1
	65.8	26.8	68.7	25.0	100.0	2.5	93.7	6.2
13.	-	40	2	k2	-	36	2	13
		97.5	12.5	75.0		90.0	12.5	81.2
14.	7	27	4	11	3	31	5	11
	17.0	65.8	25.0	68.7	7.5	77.5	31.2	68.7
15.	35	3	12	3	37	3	14	1
	85.3	7.3	75.0	18.7	92.5	7.5	87.5	6.2
16.	18	11	9	4	23	11	8	5
	43.8	26.8	56.2	25.0	57.5	27.5	50.0	31.2
17.	37	2	12	2	38	1	11	5
	90.2	4.8	75.0	12.5	95.0	2.5	68.7	31.2
18.	31	8	10	2	35	3	12	4
	75.6	19.5	62.5	12.5	87.5	7.5	75.0	25.0
19.	28	8	10	5	40	-	10	5
	68.2	19.5	62.5	31.2	100.0		62.5	31.2
20.	34	3	12	1	36	3	11	2
	82.9	7.3	75.0	6.2	90.0	7.5	68.7	12.5

Form III				Form IV				Adults	
Girls N=19		Boys N=16		Girls N=16		Boys N=16		N=36	
A	D	A	D	A	D	A	D	A	D
4	15	7	9	2	12	13	3	6	25
21.0	78.9	43.7	56.2	12.5	75.0	81.2	18.7	16.6	69.4
-	17	2	13	3	11	5	6	1	28
	89.4	12.5	81.2	18.7	68.7	31.2	37.4	2.7	77.7
12	4	11	3	13	2	10	5	34	1
62.8	21.0	68.7	18.7	81.2	12.5	62.5	31.2	94.4	2.7
-	19	3	13	2	12	6	6	3	30
	100.0	18.7	81.2	12.5	75.0	37.4	37.4	8.3	83.3
6	11	2	12	1	14	7	8	3	27
31.4	57.9	12.5	75.0	6.2	87.5	43.7	50.0	8.3	75.0
15	3	14	2	13	3	10	6	32	1
78.9	15.7	87.5	12.5	81.2	18.7	62.5	37.4	88.9	2.7
2	12	7	6	6	4	1	12		
10.5	62.8	43.7	37.4	37.4	25.0	6.2	75.0		
16	2	12	2	15	1	9	6		
82.2	10.5	75.0	12.5	93.7	6.2	56.2	37.4		
13	3	14	1	14	2	9	6		
68.4	15.7	87.5	6.2	87.5	12.5	56.2	37.4		
13	3	12	4	14	1	13	3		
68.4	15.7	75.0	25.0	87.5	6.2	81.2	18.7		
17	-	15	1	16	-	9	6		
89.4		93.7	6.2	100.0		56.2	37.4		

Chart 2. Comparisons of opinions of girls versus boys, Junior Forms versus Senior Forms and students versus adults

Item	Table 1 Girls versus Boys N=116				Table 2 Junior versus Senior Forms N=113				Table 3 Students versus Adults N=180			
	A ^a	D ^a	A	D	A	D	A	D	A	D	A	D
1.	85 ^b	15	44	14	82	14	47	15	129	29	27	5
	73.2 ^b	12.0	68.7	21.9	72.5	12.3	70.1	22.3	72.2	16.1	75.0	13.8
2.	96	14	45	18	89	16	52	15	141	31	36	-
	82.7	12.0	70.3	28.1	78.7	14.0	77.5	22.3	78.3	17.2	100.0	-
3.	71	32	30	26	68	33	32	25	101	58	26	5
	61.1	27.5	46.8	40.6	60.1	29.2	47.7	37.2	56.1	35.5	72.2	13.8
4.	17	92	17	42	10	94	24	39	34	133	-	32
	14.6	72.2	26.8	65.6	8.8	83.1	35.8	58.2	18.8	73.8	-	88.9
5.	111	4	47	13	103	6	55	11	158	17	35	-
	95.6	3.4	73.4	20.3	91.1	5.2	82.0	16.4	87.7	9.4	97.2	-
6.	4	111	10	49	4	106	10	54	14	160	-	34
	3.4	95.6	15.6	76.5	3.5	93.8	14.9	80.5	7.7	88.8	-	94.4

^aA - agrees; D - disagrees.

^bFirst row indicates actual numbers of respondents; second row indicates percentages.

Chart 2. (Continued)

Item	Table 1				Table 2				Table 3			
	Girls versus N=116		Boys N=64		Junior Forms N=113		Senior Forms N=67		Students versus N=180		Adults N=36	
	A	D	A	D	A	D	A	D	A	D	A	D
7.	21	70	17	31	26	57	15	44	38	101	4	29
	18.1	60.3	26.8	48.4	23.0	50.4	22.3	65.6	21.1	56.1	11.1	80.5
8.	87	18	37	20	73	27	51	11	124	38	30	1
	75.0	15.5	57.8	31.2	64.5	23.9	76.1	16.4	68.8	21.1	83.3	2.7
9.	100	8	40	19	94	13	47	14	141	27	26	4
	86.2	6.8	62.4	29.6	83.1	11.5	70.1	20.8	78.3	15.0	72.2	11.1
10.	14	95	29	35	17	94	26	39	43	130	6	25
	12.0	81.8	45.3	54.7	15.0	83.1	38.8	58.2	23.8	72.2	16.6	69.4
11.	23	77	13	38	26	68	10	47	36	115	1	28
	19.8	66.3	20.3	59.3	23.0	60.1	14.9	70.1	20.0	63.8	2.7	77.7
12.	92	18	47	13	94	17	46	14	139	31	34	1
	72.2	15.5	73.4	20.3	83.1	15.0	68.6	20.8	77.1	17.2	94.4	2.7
13.	2	106	13	44	4	103	11	50	15	151	3	30
	1.7	91.2	20.3	68.7	3.5	91.1	16.4	74.5	8.3	83.6	8.3	83.3
14.	17	83	18	42	19	80	16	45	35	125	3	27
	14.6	71.5	28.1	65.6	16.8	70.7	23.8	67.1	19.4	69.4	8.3	75.0

Chart 2. (Continued)

Item	Table 1				Table 2				Table 3			
	Girls versus N=116		Boys N=64		Junior Forms N=113		Senior Forms N=67		Students versus N=180		Adults N=36	
	A	D	A	D	A	D	A	D	A	D	A	D
15.	100	12	50	12	98	10	52	14	150	24	32	1
	86.2	10.2	78.1	18.7	86.6	8.8	77.5	20.8	83.3	13.6	88.9	2.7
16.	49	38	25	27	58	31	16	34	74	65		
	42.2	32.7	39.0	42.1	51.3	27.3	23.8	50.7	41.1	36.1		
17.	106	6	44	15	98	10	52	11	150	21		
	91.2	5.1	68.7	23.7	86.6	8.8	77.5	16.4	83.3	11.6		
18.	92	16	45	13	89	17	50	12	138	29		
	72.2	13.6	70.3	20.3	78.7	15.0	74.5	17.9	76.6	16.1		
19.	95	12	45	17	89	18	52	11	140	29		
	81.8	10.2	70.3	26.8	78.7	15.9	77.5	16.4	77.7	16.1		
20.	106	6	47	10	93	10	57	7	150	16		
	91.2	5.1	73.4	15.6	82.3	8.8	85.0	10.4	83.3	8.8		