

## **THE VALUES AND ATTITUDES OF THE ADOLESCENTS ASSOCIATED TO WEARING THE SCHOOL UNIFORM**

**Daniela POPA, Radu OLARU, Ph.D.**  
**Transilvania University of Braşov,**  
**danapopa@unitbv.ro**

**Abstract:** *This study highlights individual effects, which the implementation of school policy has in terms of wearing the school uniform on students' attitudes and values. The survey was the investigation method which was applied through a questionnaire built to highlight attitudes and differences concerning the effects of school unit policy on self-esteem and student behavior. A number of 100 students aged between 14 and 19 were investigated. The results of the study show that there are statistically significant differences between girls and boys regarding opinions on behaviors and emotions that they have as a consequence of wearing school uniforms. Girls consider to a greater extent than the boys that uniform gives the student a sense of pride and belonging to the group. The boys consider that school uniform is a symbol of restricting student freedom to a greater extent than girls. The study conveys current empirical evidence to support the policy of adopting the school uniform.*

**Keywords:** *school uniform; organizational culture; self-esteem;*

### **1. Introduction**

This article addresses the school as an organization, primarily using concepts such as organizational culture, values, norms and behavioral patterns. The study focuses on the effects that schools organizational culture has at a behavioral and attitude - value level on the individual.

According to Emil Păun, the organization is "a consciously well-founded social unit or group, with explicitly formulated goals, which trains a large number of individuals to fulfill well-defined roles and statutes within a differentiated structure with leadership and coordination functions of activities" (Păun E., 1999, p. 8). The school is seen, in pedagogical studies, as an institutional factor of education (Şerban, I., 2005). Therefore, school requires conducting certain educational activities in an organized social framework, with the required pedagogical activities, that take place over a determined period and at the same time, in relation to the internal regulations of the educational establishment (E. Peacock, 1999; Cristea, S., 2004).

Some specialists state that the school represents "an organization that performs a pedagogical activity in a specialized institutionalized framework with socially defined statutes and roles in order to achieve the micro-

structural outcomes of the educational process (general and specific objectives) and the macro structural outcomes of the educational system (the ideal of education and general strategic goals) "(Cristea, S., 2004, pag12).

Culture defines an ensemble of values, norms and behaviors of an individual or a group of individuals, as a system of cultural agreements to which it converges a multitude of particular manifestations (Brunnsma, D. L., & Rockquemore, K. A., 1998; Anderson, W., 2002). Other authors consider that the identity of each organization is given by a set of values which are found strictly in the technical component of an organization (Paun E., 1999).

The concept of organizational culture is defined as a particular system of values, leadership beliefs, evocations, meanings, and ways of thinking, used by members of an organization as appropriate, which will condition the behavior of members both within and beyond the organization (Cristea, S., 2004, p. 12). The normative culture is defined as the formal aspect, the visible side of the organizational culture, hence the fact that the normative dimension is in close connection with the organizational culture. The normative culture is presented in the documents which establish the activity of the institution as being formed by certain rules, norms (Cristea, S., 2009).

The analysis of the organizational culture is based on certain visible surface elements, as: symbols and slogans, rituals and ceremonies, "myths" and "heroes", behavioral patterns, clothing, physical attitudes, slang (Gentile, E. & Imberman, S. A., 2012). Symbols and slogans are formed by few and ordinary visual and auditory elements and represent the totality of the core values and the individuality of the organization. Symbols and slogans have a major influence on student decision-making. Rituals and ceremonies expose and support the values favored by the school organization, thus we have several types of rituals (Huss, J.A., 2007).

Behavioral methods also express fundamental elements of the organizational culture. Amongst these patterns of behavior, we mention: the way in which the headmaster is greeted indicates the managerial style chosen in the institution and the way the members of the organization are perceived; the way in which teachers choose their outfit, or what they think of uniforms; the way in which the centering is done in the school organization, dividing it into two branches, focusing on a student or focusing on the teacher (Happel, A., 2013).

The slang can symbolize a status that expresses the professionalism of the workforce and other elements of corporate culture (Jamison, D. J., 2006). Therefore, the school can be defined both as an organizational culture and as an ensemble of organizational subcultures, and in order to identify subcultures, a variety of classification criteria are reported.

### ***1.1. The self-esteem associated with the school uniform***

From an etymological point of view, the term comes from the Latin "oestimare" meaning to estimate, evaluate. Likewise, the term *self-esteem* is attributed to a wide range of synonyms, thereby in some specialized papers we can identify it in the form of: self-esteem, self-appreciation, self-satisfaction, self-loving (Lupu D., 2011).

Depending on the life experiences, self-esteem may vary in a positively or negatively direction (Hendrick, J., 2002). It is heavily influenced by beholders (school / family) hence the fact that self-esteem is gradually being formed throughout lifetime. Not only educational factors influence self-esteem, but also other factors such as: introversion, extraversion, gender as well as social factors or economic factors (Harter, S., 1999).

In the school environment, the child has the opportunity to assert, he can claim a feeling of his ego, and a clear vision about life. It must be underlined that in the school environment, from the point of view of self-esteem, the grades have the most important role (Harter, S., 1989). The grades are the factor that can influence in a large or small measure self-esteem, being the index of performance.

Specialists still face the issue regarding the fairness of the term of self-esteem or self-esteems, and this dilemma is signaled by Christophe André and Francois Lelord who consider self-esteem represents a whole being formed by more self-esteem, each belonging to another domain, each of which can operate independently to each other. A student may have a relatively high level of self-esteem at the school / academic level, and a relatively low self-esteem at a physical level. All these authors admitted the following components as areas of self-esteem: physical appearance along with physical capabilities as well as information about the professional area (Christophe A., François L., 2000).

Some research identifies five distinct areas of self-esteem: "academic competence, athletic competence, social acceptance, physical appearance and behavior" (Harter, S., 1999). The individual emphasizes himself, analyzes and perceives himself first as a *physical reality*, after which he creates a much more complex and less objective image of the *physical ego*. To this image there are assigned certain judgments, some of them more or less adequate.

Another study reports the fact that boys' self-esteem is more stable during the period from 14 to 23 years old, compared to girls, who starting with the age of 8 years old their self-esteem may decrease due to how they perceive their appearance, compared to boys, where the level of self-esteem from this point of view remains relatively constant (Harter, S., 1989).

The usage of uniforms in public schools has increased, however the information that we have concerning how much this aspect affects the pupils are relatively few. Each school establishes the admission of uniforms independently, this fact offering variation over schools over time. Studies show that adopting a uniform improves the presence and behavior of students in secondary schools and reduces the likelihood of students dropping out of studies (Happel, A., 2013). Research shows that school uniforms can have a direct impact over school environment and over students' outcomes can have indirect effects due to providing a public symbol that can be perceived as a school obligation (Wilken, I. & Aardt, A, V., 2012). Other studies come and contradict this point of view, arguing the adoption of dress code (Stevenson Jr., Z., & Chunn, E.W., 1991; Cinoglu, M., 2014).

## **2. Methodology**

The overall objective of the study is to identify whether the wearing of school uniform has an influence on students' self-esteem and belonging.

### **2.1. Proposed Objectives:**

1. Identifying the relationship between student behavior when wearing school uniform and self-esteem.
2. Analyzing the relationship between student behavior when wearing school uniforms and group membership.
3. Analyzing existing differences between the categories of respondents depending on the gender categories in terms wearing the school uniform.

### **2.2. Hypotheses:**

1. There is a statistically significant correlation between student behavior when wearing school uniform and self-esteem.
2. We assume that there are statistically significant differences between behavioral characteristics of students depending on their gender when wearing school uniforms.
3. We assume that there are statistically significant differences at the level of belonging to the group among students who wear school uniform depending on their gender.

### **2.3. Description of participants**

The research group consists of 100 students from a theoretical high school, whose age is between 14 and 19 years old. Thus, we identified 12% as being 14-15 years old, 38% between 16-17 years, 28% of those aged between 17-18 years and 22% between 18-19 years. Out of 100 respondents to the questionnaire, 58 of them respectively 58% are female and 42 respectively 42% are male. The students come from different areas, thereby there are: 64 people respectively 64% who reside in rural area and 36 people respectively 36% who reside in urban area.

### **2.4. Method and applied instrument:**

In order to realize this pedagogical research, we used the social survey method, the instrument used to be the questionnaire. It comprises a total of 19 items, 18 of them with answer options, and 1 item with a free answer. It should be noted that the selected items are structured according to the hypotheses of the research. Thus, the first items (1-4) are based on the values collected by the students associated with uniform wear, items 5 to 8 refer to group affiliation, items 9 to 12 reflect their attitude towards the school uniform, 13 to 16 show changes in self-esteem associated with uniform wear. At the end of the questionnaire we can find 3 items (17-19) which refer to the respondents' identification data.

After applying the statistical procedure, we determined a good average Alpha Cronbach coefficient of 0.73. This coefficient enables the continuation of the analysis as the level of the internal consistency of the instrument's items is reasonable, demonstrating that the instrument measures what it is aimed to measure.

## **3. Results**

The descriptive analyze shows that 66% of the students prefer the existence of a dress code and 34% of the total of respondents prefer the uniform. A proportion of 78% of students reported that the uniform confers a group affiliation and 22% believe that the uniform does not give the student an affiliation status to a group. Moreover, 60 subjects (60% of responses) stated that when wearing school uniform, they tend to feel positive emotions, and 40% tend to feel negative emotions. According to their answers, 60% of respondents answered that they feel: accepted, well, comfortable, like students, like others, proud, normal, organized, respected and sure on themselves. On the other hand, 40% of the respondents answered that they feel: constrained, disturbed, labeled, incapable, imprisoned, inconvenient, discomfort, indecent, indifferent, bad, bound, obliged or restricted.

It is pointed out that 17% of the students believe that when they wear school uniforms they are always proud of oneself, 17% of them are often proud of oneself, 30% stated they are proud of their oneself only sometimes, 17% believe that when wearing uniforms rarely happen to be proud of oneself and 19% of them state that when wearing uniforms, they are not proud of oneself.

Another pursuit of the study is to verify whether there is a statistically significant correlation between student behavior when wearing school uniform and the level of self-esteem. As we can observe in Table No. 1 *Correlation between behavior and self-esteem*, between item Q9 (*Do you consider school uniform to be welcomed in school?*) and item Q4 (*Do you think the school uniform is meant to teach students what a decent behavior is?*), we identify a strongly significant correlation ( $r = 0.33$ , where  $p = 0.01$ ), which indicates that respondents thought that school uniforms are welcomed and agree that the uniform teaches students what a decent behavior is.

Respondents who believe that school uniforms have the role of teaching students what is a decent behavior have also reported that they feel more respectful when they wear school uniforms (Q4 and Q13,  $r = 0.35$ , where  $p \leq 0.01$ ). Respondents who believe that school uniforms have the role of teaching students what is decent behavior are also satisfied with oneself (Q4 and Q14,  $r = 0.41$ , where  $p \leq 0.01$ ). Those who associate the school uniform with adopting a decent behavior also have a sense of pride (Q4 and Q15,  $r = 0.42$ , where  $p \leq 0.01$ ). Students who reported that the uniform teaches them a more decent behavior tend to integrate faster because of school uniform (Q4 and Q16  $r = 0.39$ ,  $p \leq 0.01$ ). Students who believe that the school uniform is welcomed consider that the uniform encourages to a civilized behavior (Q8 and Q9,  $r = 0.29$ ,  $p \leq 0.01$ ).

We note a strongly negative significant correlation ( $r = -0.29$ ,  $p \leq 0.01$ ) at the level of Q8 items (*School uniform is a call to civilized behavior in society as the student is easier to identify*) and Q10 (*Do you consider that in your school should be introduced a uniform or just a dress code?*). Within this correlation, we note that students who consider that school uniform is a stimulus for civilized behavior are those who adopt the wearing of school uniform.

Another significantly strong correlation ( $r = 0.29$ ,  $p \leq 0.01$ ) was identified between Q8 (*School uniform is a call to civilized behavior in society as the pupil is easier to identify*) and Q13 (*When I wear a school uniform I feel more respected*). Students who are typically more respected when wearing a school uniform also consider that uniform is an incentive to civilized behavior.

We observe another strongly significant correlation ( $r = 0.51$ ,  $p \leq 0.01$ ) between items Q8 (*School uniform is a call to civilized behavior in society as*

*the pupil is more easily identifiable*) and Q14 (*When I wear school uniform I tend to be more pleased with oneself*), which shows that students who consider that school uniform is a stimulus for civilized behavior tend to be more satisfied with oneself.

We note a strongly significant correlation ( $r = 0.42$ ,  $p \leq 0.01$ ) between items Q8 (*School uniform is a call to civilized behavior in society as the pupil is easier to identify*) and Q15 (*School uniform gives me a sense of pride*). It indicates that students who consider that the uniform encourages them to behave in a civilized manner also have a sense of pride apart from those who do not wear school uniforms.

We find that there is a significant correlation ( $r = 0.24$ ,  $p \leq 0.01$ ) between items Q8 (*School uniform is a call to civilized behavior in society as the pupil is easier to identify*) and Q16 (*Wearing school uniform helps me to integrate more quickly*) since students who believe that school uniforms encourage civilized behavior also help them to integrate more quickly into society.

Students who agree with school uniform tend to feel more esteemed (Q9 and Q13,  $r = 0.28$ ,  $p \leq 0.01$ ). Those who consider that the uniform in school is welcomed tend to feel more satisfied with oneself (Q9 and Q14,  $r = 0.41$ ,  $p \leq 0.01$ ) and have a sense of pride conferred by it (Q9 and Q15,  $r = 0.34$ ,  $p < 0.01$ ). Students who consider that uniform is welcomed tend to be easily integrated due to it (Q9 and Q16,  $r = 0.36$ ,  $p \leq 0.01$ ).

We notice a significant correlation ( $r = -0.23$ ,  $p \leq 0.01$ ) between items Q10 (*Do you consider that in your school should be introduced a uniform or just a dress code?*) and Q13 (*When I wear a school uniform I feel more respected*). It indicates the fact that students who feel respected when wearing school uniform do not think that a dress code should be introduced. Also, those who choose the school uniform are more satisfied with oneself (Q10 and Q14,  $r = 0.34$ ,  $p \leq 0.01$ ), express a sense of pride when wearing the school uniform (Q10 and Q15,  $r = -0.25$ ,  $p \leq 0.01$ ), and consider that they integrate faster when a school uniform compared to alternative, the dress code (Q10 and Q16,  $r = -0.27$ ,  $p \leq 0.01$ ).

We note that students who feel more respected while wearing school uniform also have a sense of pride (Q13 and Q15,  $r = 0.67$ ,  $p \leq 0.01$ ), a tendency to be more satisfied with oneself (Q13 and Q14,  $r = 0.67$ ,  $p \leq 0.01$ ) and tend to integrate more quickly into a collective (Q13 and Q16,  $r = 0.64$ ,  $p \leq 0.01$ ).

Table No. 1 Correlation between behavior and self-esteem

		Q4	Q8	Q9	Q10	Q13	Q14	Q15	Q16
Q4	Pearson Correlation	1	0,19	<b>0,33**</b>	-0,18	<b>0,35**</b>	<b>0,41**</b>	<b>0,42**</b>	<b>0,39**</b>
	Sig. (2-tailed)		0,05	0,00	0,05	0,00	0,00	0,00	0,00
	N	100	100	100	100	100	100	100	100
Q8	Pearson Correlation		1	<b>0,29**</b>	<b>-0,29**</b>	<b>0,29**</b>	<b>0,51**</b>	<b>0,42**</b>	<b>0,24*</b>
	Sig. (2-tailed)			0,00	0,00	0,00	0,00	0,00	0,01
	N		100	100	100	100	100	100	100
Q9	Pearson Correlation			1	<b>-0,28**</b>	<b>0,28**</b>	<b>0,41**</b>	<b>0,34**</b>	<b>0,36**</b>
	Sig. (2-tailed)				0,00	0,00	0,00	0,00	0,00
	N			100	100	100	100	100	100
Q10	Pearson Correlation				1	<b>-0,23*</b>	<b>-0,34**</b>	<b>-0,25**</b>	<b>-0,27**</b>
	Sig. (2-tailed)					0,20	0,00	0,00	0,00
	N				100	100	100	100	100
Q13	Pearson Correlation					1	<b>0,65**</b>	<b>0,67**</b>	<b>0,64**</b>
	Sig. (2-tailed)						0,00	0,00	0,00
	N					100	100	100	100
Q14	Pearson Correlation						1	<b>0,72**</b>	<b>0,60**</b>
	Sig. (2-tailed)							0,00	0,00
	N						100	100	100
Q15	Pearson Correlation							1	<b>0,57**</b>
	Sig. (2-tailed)								0,00
	N							100	100
Q16	Pearson Correlation								1
	Sig. (2-tailed)								
	N								100

\*\* . Strongly significant correlation when  $p \leq 0.01$ .

\* . Significant correlation when  $p \leq 0.05$ .

As shown in *Table no. 2 Test T, T-test results*, for item Q1 (*Do you consider that the uniform is a symbol of restricting the freedom of students?*), we observe that the opinion of the girls in the investigated group have a lower average ( $m = 0.31$ ,  $SD = 0.46$ ) expressing the fact that the school uniform is a symbol of restricting the freedom of students compared to the boys in this group, which have a higher average ( $m = 0.52$ ,  $SD = 0.50$ ), expressing the fact that the uniform is not a symbol with the purpose of restricting the freedom of students, their responses gathering on to the average and above average values of the scale.

Based on the obtained results, it has been found that there are statistically significant differences depending on the variable category of subjects (*Table no.3.5 Test results* for Q1, depending on the variable Category / Gender), regarding Q1 (*Do you consider that the uniform is a symbol of restricting the freedom of students?*) [ $t(98) = 2.18$ ,  $p \leq 0.05$ ]. The



difference between the averages is 0.21 (CI 0.01-0.40). Thus, we mention that the girls consider that uniform restrains the freedom in comparison with what the boys stated.

Table no. 2 Test T, T-test results

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q1	<b>Equal variances assumed</b>	<b>6,61</b>	<b>0,01</b>	<b>2,18</b>	<b>98</b>	<b>0,03</b>	<b>0,21</b>	<b>0,09</b>	<b>0,01</b>	<b>0,40</b>
	Equal variances not assumed			2,15	84,16	0,03	0,21	0,09	0,01	0,41
Q2	<b>Equal variances assumed</b>	<b>0,09</b>	<b>0,75</b>	<b>-0,15</b>	<b>98</b>	<b>0,87</b>	<b>-0,01</b>	<b>0,09</b>	<b>-0,19</b>	<b>0,16</b>
	Equal variances not assumed			-0,15	89,16	0,87	-0,01	0,09	-0,19	0,16
Q3	<b>Equal variances assumed</b>	<b>4,48</b>	<b>0,03</b>	<b>1,16</b>	<b>98</b>	<b>0,24</b>	<b>0,11</b>	<b>0,09</b>	<b>-0,07</b>	<b>0,30</b>
	Equal variances not assumed			1,14	84,22	0,25	0,11	0,09	-0,08	0,30
Q4	<b>Equal variances assumed</b>	<b>13,58</b>	<b>0,00</b>	<b>-2,24</b>	<b>98</b>	<b>0,02</b>	<b>-0,21</b>	<b>0,09</b>	<b>-0,39</b>	<b>-0,02</b>
	Equal variances not assumed			-2,19	79,93	0,03	-0,21	0,09	-0,40	-0,02
Q5	<b>Equal variances assumed</b>	<b>49,55</b>	<b>0,00</b>	<b>-3,46</b>	<b>98</b>	<b>0,00</b>	<b>-0,27</b>	<b>0,08</b>	<b>-0,43</b>	<b>-0,11</b>
	Equal variances not assumed			-3,23	63,80	0,00	-0,27	0,08	-0,44	-0,10
Q6	<b>Equal variances assumed</b>	<b>2,66</b>	<b>0,10</b>	<b>-0,79</b>	<b>98</b>	<b>0,42</b>	<b>-0,07</b>	<b>0,09</b>	<b>-0,26</b>	<b>0,11</b>
	Equal variances not assumed			-0,80	91,37	0,42	-0,07	0,09	-0,26	0,11
Q7	<b>Equal variances assumed</b>	<b>25,07</b>	<b>0,00</b>	<b>-2,63</b>	<b>98</b>	<b>0,01</b>	<b>-0,22</b>	<b>0,08</b>	<b>-0,39</b>	<b>-0,05</b>
	Equal variances not assumed			-2,51	72,05	0,01	-0,22	0,09	-0,40	-0,04
Q8	<b>Equal variances assumed</b>	<b>2,15</b>	<b>0,14</b>	<b>-0,75</b>	<b>98</b>	<b>0,45</b>	<b>-0,06</b>	<b>0,09</b>	<b>-0,24</b>	<b>0,11</b>
	Equal variances not assumed			-0,74	84,12	0,46	-0,06	0,09	-0,25	0,11
Q9	<b>Equal variances assumed</b>	<b>0,98</b>	<b>0,32</b>	<b>-1,49</b>	<b>98</b>	<b>0,13</b>	<b>-0,15</b>	<b>0,10</b>	<b>-0,35</b>	<b>0,04</b>
	Equal variances not assumed			-1,49	87,41	0,13	-0,15	0,10	-0,35	0,05
Q10	<b>Equal variances assumed</b>	<b>0,05</b>	<b>0,81</b>	<b>0,11</b>	<b>98</b>	<b>0,90</b>	<b>0,01</b>	<b>0,09</b>	<b>-0,18</b>	<b>0,20</b>
	Equal variances not assumed			0,11	88,75	0,90	0,01	0,09	-0,18	0,20
Q11	<b>Equal variances assumed</b>	<b>0,89</b>	<b>0,34</b>	<b>-0,47</b>	<b>98</b>	<b>0,63</b>	<b>-0,02</b>	<b>0,05</b>	<b>-0,13</b>	<b>0,08</b>
	Equal variances not assumed			-0,46	80,16	0,64	-0,02	0,05	-0,13	0,08
Q12	<b>Equal variances assumed</b>	<b>0,66</b>	<b>0,41</b>	<b>-3,88</b>	<b>98</b>	<b>0,00</b>	<b>-0,89</b>	<b>0,23</b>	<b>-1,35</b>	<b>-0,43</b>

	Equal variances not assumed			-3,87	87,90	0,00	-0,89	0,23	-1,35	-0,43
	<b>Equal variances assumed</b>	<b>0,91</b>	<b>0,34</b>	<b>-3,00</b>	<b>98</b>	<b>0,00</b>	<b>-0,79</b>	<b>0,26</b>	<b>-1,32</b>	<b>-0,27</b>
<b>Q13</b>	Equal variances not assumed			-2,97	85,52	0,00	-0,79	0,26	-1,32	-0,26
	<b>Equal variances assumed</b>	<b>0,88</b>	<b>0,35</b>	<b>-4,31</b>	<b>98</b>	<b>0,00</b>	<b>-1,08</b>	<b>0,25</b>	<b>-1,57</b>	<b>-0,58</b>
<b>Q14</b>	Equal variances not assumed			-4,25	83,44	0,00	-1,08	0,25	-1,58	-0,57
	Equal variances assumed	0,93	0,33	-1,62	98	0,10	-0,42	0,26	-0,94	0,09
<b>Q15</b>	Equal variances not assumed			-1,59	82,61	0,11	-0,42	0,26	-0,95	0,10

There are significant statistically differences depending on the variable category of subjects (*Table 2 Test T, T-test results for Q4, depending on the variable Category / Gender*), regarding Q4 (*Do you think that school uniform has the aim to teach students what a decent behavior is?*) [ $t(98) = -2.24$   $p \leq 0.05$ ]. The mean difference is -0.21 [CI (-0.39) - (- 0.02)]. Thus, the boys consider that the uniform is meant to teach students what a decent behavior is, but to a lesser extent than girls.

Boys consider that school uniform provides the student with a sense of pride and a group affiliation feeling, but to a lesser extent than the girls [ $t(98) = -3.46$ ,  $p \leq 0.01$ ]. Girls consider that wearing school uniform gives the student a sense of belonging to an elite school to a greater extent than boys [ $t(98) = -2,63$   $p \leq 0,01$ ]. Boys consider to a lesser extent that wearing school uniform makes them feel more respected ( $t(98) = -3.88$ ,  $p \leq 0.01$ ) and that wearing school uniform gives a sense of pride [ $t(98) = -4.31$ ,  $p \leq 0.01$ ].

#### 4. Conclusions

The assumptions of the study were fully confirmed. The study emphasize that students consider that wearing the uniform they will have the change to integrate more quickly into a collective. The majority of responses stated that when wearing school uniform, they tend to feel positive emotions. They feel accepted, well, comfortable, *like students, like others*, proud, normal, organized, respected and sure on themselves. Also, wearing uniform provoke students to a decent behavior, which is a key element in school regulation policies.

Despite the positive results described above, 40% of the respondents answered that they feel: constrained, disturbed, labeled, incapable, imprisoned, inconvenient, discomfort, indecent, indifferent, bad, bound, obliged or restricted. As a consequence, this highlight the necessity of further investigations and inclusion of other dimensions, unexplored in this research.

Regarding the limitations of this study, we bring into question the difference in the test participants depending on their genre. Thus, the ratio consists of 42% male participants, and 58% female respondents, aspect that may influence the final results. Also, the investigation was conducted using a single test instrument, for which the results cannot be highly representative for the general population. At the same time another limit is the manner used to respond to the questionnaire as participants were "forced" to respond in a dichotomous manner (with "Yes" or "No" answers).

Future research could investigate the issue on a larger batch of population. At the same time, an equal gender sample could give greater clarity regarding gender differences, attitudes and self-esteem associated with wearing school uniforms. Also, the sample could be increased, including other participants from other representative populations (teachers, parents, headmasters). Subsequently, one can build a tool to address students who are part of other institutions that have not yet adopted a school uniform.

## **5. References**

- Anderson, W. (2002). School Dress Codes and Uniform Policies. Policy Report.
- André C. & Lelord F. (2000). Cum să te iubești pe tine pentru a te înțelege mai bine cu ceilalți București : Trei.
- Brunsma, D. L., & Rockquemore, K. A. (1998). Effects of student uniforms on attendance, behavior problems, substance use, and academic achievement. *The Journal of Educational Research*, 92(1), 53-62.
- Cinoglu, M. (2014). Evaluation of School Uniform Policy in Turkey: A Case Study. *International Journal of Progressive Education*, 10(3).
- Cristea, S. (2004). Dimensiunea culturală a organizației școlare, în *Tribuna învățământului*, nr. 988/ 23.II-1.III.
- Cristea, S. (2009). Managementul organizației școlare în *Tribuna Învățământului* nr. 972/ 20-26. X. 2008- 999.
- Gentile, E., & Imberman, S. A. (2012). Dressed for success? The effect of school uniforms on student achievement and behavior. *Journal of Urban Economics*, 71(1), 1-17.
- Happel, A. (2013). Ritualized girling: school uniforms and the compulsory performance of gender. *Journal of Gender Studies*, 22(1), 92-96.
- Harter, S. (1989). "Causes and consequences of low self esteem in children and adolescents". In Baumeister, R. F., Tice, D.M., and Hutton, D.G., "Self-presentational motivation and personality differences in self-esteem", *Journals of Personality*, 57:547-579.

- Harter, S. (1999). Symbolic interactionism revisited: Potential liabilities for the self constructed in the crucible of interpersonal relationships. *Merrill-Palmer Quarterly*, 45, 677-703.
- Hendrick, J. (2002). *The Whole Child*, Toronto: Maxwell Macmillan Canada.
- Huss, J. A. (2007). The role of school uniforms in creating an academically motivating climate: Do uniforms influence teacher expectations? *Journal of Ethnographic & Qualitative Research*, 1.
- Jamison, D. J. (2006). Idols of the tribe: brand veneration, group identity, and the impact of school uniform policies. *Academy of Marketing Studies Journal*, 10(1), 19.
- Lupu, D. (2011). *Implicațiile activităților de consiliere psihopedagogică asupra diadei stima de sine și reușită școlară*. Brașov: Editura Universității Transilvania din Brașov.
- Păun, E. (1999) *Școala: abordare sociopedagogică*. Iași : Polirom.
- Șerban, I. (2005). *Managementul și cultura calității la nivelul unității școlare*. București : I. S. E.
- Stevenson, Z., Jr, & Chunn, E. W. (1991). District of Columbia Public Schools, Washington, DC. *Uniform Policy/Dress Codes: School Staff and Parent Perceptions of Need and Impact*, 32.
- Wilken, I. & Aardt, A, V. (2012). School Uniforms: Tradition, benefit or predicament? *Education as Change*, 16 (1), 159–184.