

The Determination of the Problems and Solutions Related to the School Uniform Preferences of the High School Students

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Abstract: This study was carried out on 150 female and 150 male, totally 300 high school students in order to determine the preferences of the students about their school uniforms. The questionnaire was applied to students of different socio-economic classes. For the evaluation of the research data the chi-square (χ^2) test was used. The research findings of the students about their problems related to their school uniforms showed that according to the socio-economic class that the buttons break off easily that the zips corrupt easily that the students like the colour of their uniforms and the sizes of the uniforms are appropriate to their body size causes a difference in gender ($p < 0.05$) and that because of the uniforms are getting older a fledge happens and this harms the students skin and this also causes a difference related to their gender ($p < 0.01$). The research findings of the students about their preferences related to their school uniforms. The fact that the students want their uniforms have the adequate size of their bodies causes difference in accordance with their socio-economic level ($p < 0.05$) and that the students prefer their uniforms be useful and comfortable, distinctive (so that other people can understand that they are students), optional (so that they can wear t-shirt or shirt or they can use different colours for their shirts, etc.) causes a big difference in accordance with their socio-economic level ($p < 0.01$). The preferences of the students about their shirts and t-shirts differ in accordance with their socio-economic level, those about the models and designs of their shirts and t-shirts and tie and collar ties as well as jacket, cardigan, jumper and pullover differ in accordance with their socio-economic level and gender and these make a big difference ($p < 0.01$).

Key words: High school students, adolescent, school uniforms, preferences, problems, questionnaires

INTRODUCTION

Clothing which existed because of the natural conditions and the sense of shame at the beginning is also used as a means for dressing up and looking good. Over the time, clothing became as an indispensable need which completed the moral and material existence of the human being for the understanding of the societies and it has become a fundamental need as nutrition, air and water (Altınay and İsbilen, 1996).

Clothe is an outstanding fact of the human being and it is a means especially for adolescents to express their selves and social recognition (Creekmore, 1980). The aim of using clothes of the adolescents shows that they compare themselves with their peers (Laughlin, 1996), they are in cooperation with important people, they give importance to themselves and it shows their feelings, modesty, harmony and disharmony (MacGillivray and Wilson, 1997).

Adolescents are focused on the appearance more than a specific age group. They are especially interested in their physical appearance and the certain

features of their body and clothes. They use cosmetics, hair styles and clothes for covering their real or imaginary defects. The adolescents may join the society may play a part between the adults by gaining skills and experiences which are characterized with development, mental maturation and preparation for life which play a part between childhood and adulthood. School is the most important factor in gaining knowledge, ability and experience for the adolescents. Adolescents spend most of their time at school and accordingly they wear a uniform, so the design of the uniform is very important for them. Fulfillment of the need for the adolescents related to their uniforms may ameliorate their life quality and may affect the development of positive attitudes related to their school.

Clothing of the students became a uniform with colour, model and cloth coherence. When the student wears a cloth which s/he does not like and feels uncomfortable in it she/he loses his/her self-esteem. School uniforms have also social benefits. Uniforms may promote community and friendship feelings. It reduces the difference between the poor and rich. A decline in peer

conflict happens. Uniforms make a teamwork feeling among the groups. Uniforms have also advantages for parents for example; they put an end to the question of the students about what should I wear while going to school and reduces the constraint of buying clothes with high prices (Daugherty, 2002).

MATERIALS AND METHODS

The research material is composed of 2nd year high school students which were elected from the high schools of different socio-economic levels. The high schools which may represent three different socio-economic groups of the districts of Ankara divided into 3 different groups as high; middle and low in terms of socio-economic level by the Ankara Municipality and State Institute of Statistics were chosen by the random sampling method.

In determining the number of the experiment Equal Distribution Method which is one of the three methods of the Stratified Sampling was used. The reason of using this method is that the example dimension is not high. About 50 students were elected from a given 6 high schools. About 25 of the students were female and 25 were male. Two departments were chosen from the 2nd year of the high schools by the random sampling method.

RESULTS AND DISCUSSION

General findings related to students: This part covers the information about the parents of the students which are in the research extent. This information includes the number of individuals in the family, the number of the

sisters and brothers, their educational status, working conditions and jobs and ages of the parents (Table 1).

The number of the individuals in the family of the student: The rate of the families with four individuals are 48.7%, the rate of the families with five individuals are 26.0% and the rate of the families with six individuals are 10.3%, 61.0% of families have high socio-economic level, 55.0% of families have middle socio-economic level and 30.0% of families having low socio-economic level have four individuals.

The number of the sisters and brothers of the students: About 47.0% of the students have 1 brother, 27.3% of the students have 2 brothers and 12.7% of the students have 3 brothers. More than half of the students of the high and middle socio-economic level and 29.0% of the students of the low socio-economic level have one brother (Table 2).

The educational status of the parents of the students in accordance with the socio-economic level: The educational status of the parents is consisted of six parts as illiterate, literate, elementary school degree, middle school degree, high school degree and college degree. About 34.1% of the mothers were graduated from the elementary school, 25.7% from high school and 13.7% from middle school and 33.0% of the fathers were graduated from a college, 25.9% from high school and 20.1% from elementary school. While the mothers who were graduated from the middle school are much more at the middle socio-economic level (17.0%), the mothers who were graduated from high school are much more in the high socio-economic level (44.0). The rate of the mothers

Table 1: The number of the individuals in the family of the students in accordance with the socio-economic level

Socio-economic level	Number of individuals in the family													
	2		3		4		5		6		7		8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	0	0.0	12	12.0	61	61.0	23	23.0	3	3.0	0	0.0	1	1.0
Middle	2	2.0	7	7.0	55	55.0	22	22.0	9	9.0	4	4.0	1	1.0
Low	2	2.0	4	4.0	30	30.0	33	33.0	19	19.0	8	8.0	4	4.0
Total	4	1.3	23	7.7	146	48.7	78	26.0	31	10.3	12	4.0	6	2.0

Table 2: The number of the sisters and brothers of the students in accordance with the socio-economic level

Socio-economic level	The number of individuals in the family													
	Without siblings		1		2		3		4		5		6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	11	11.0	57	57.0	26	26.0	4	4.0	1	1.0	1	1.0	0	0.0
Middle	7	7.0	55	55.0	22	22.0	13	13.0	2	2.0	1	1.0	0	0.0
Low	2	2.0	29	29.0	34	34.0	21	21.0	7	7.0	6	6.0	1	1.0
Total	20	6.7	141	47.0	82	27.3	38	12.7	10	3.3	8	2.7	1	0.3

who were graduated from college is 33.0% in the high socio-economic level, 18.0% in the middle socio-economic level and 2.0% in the low-socio-economic level. The rate of the fathers who were graduated from elementary and middle school is much more at the low socio-economic level. There is no illiterate father in the high and middle socio-economic level, however at the low socio-economic level this rate is 1.0 and 3.0%.

The working conditions of the parents of the students in accordance with the socio-economic level: About 20.3% of the mothers have a job, 31.0% of the mothers in the high socio-economic status have a job and this rate falls to 22.0% in the middle socio-economic level and to 8.0% in the low-socio-economic level. It has been determined that the working conditions of the mothers are getting worse significantly related to their socio-economic level ($p < 0.01$).

About 82.3% of the fathers have a job, 89.8% of the fathers in the middle socio-economic level have a job and the rate of the fathers in the high and low socio-economic level is almost the same (78.4 and 78.8%). It has been determined that the working conditions of the fathers change related to their socio-economic level ($p > 0.05$).

The professional conditions of the parents of the students in accordance with the socio-economic level: About 72.7% of the mothers are housewives, 13.3% are civil servants and 6.3% are retired. About 54.0% of the mothers are at the high socio-economic level, 72.0% at the middle socio-economic level and 92.0% at the low socio-economic level are housewives. The rate of the mothers who works as a civil servant at the high socio-economic level is 22.0% at the middle socio-economic level 15.0% and at the low socio-economic level 3.0 and 31.3% of the fathers work as a civil servant and have a liberal profession, 18.7% of the fathers work as a laborer and 34.0% of the fathers at the high socio-economic level have a liberal profession. The rate of the fathers who work as a farmer is high and same at the middle socio-economic level and the rate is 1.0% this rate is 2.0% for those having the low socio-economic level.

The findings related to the preferences of the students about their school uniforms: In this part, the preferences of the students about the features of the uniform related to the type of the uniform (which they prefer from the jacket to the sweater from shirt to t-shirt and from tie to neck tie) and how the colour, model, weaving and design features must be and the importance of asking to the students their preferences by taking into account the explicative variables such as socio-economic level and gender and it was analyzed by taking into account the

socio-economic level variable what the female students prefer from skirt, trousers, trouser shirt and waistcoat.

The will of the students about which they want their uniforms to be comfortable and useful: The percentage of the students thinking that the uniforms must be comfortable and useful is 80%. When the subject is analyzed according to the socio-economic level factor, the percentage of the students thinking that the uniforms must be comfortable and useful is 91.0%, while it is 74.0% in the middle socio-economic level and 78% in the low socio-economic level. When the gender factor is taken into account, the percentage of the female students is 82.7% and the percentage of the male students is 79.3%.

The will of the students about which their uniform fits their body: About 62% of the students said being their uniform fitted their body was important. When taken into account the socio-economic level factor 61.0% of the students in the high socio-economic level, 72.0% of the students in the middle socio-economic level and 53.0% of the students in the low socio-economic level indicated that it was important that their uniform fitted their body. According to the gender factor, these rates are for the females 66.7% and for the males 57.3%.

The will of the students about which their uniforms are in fashion: About 64.3% of the students indicated that their uniforms should be in fashion. When taken into account the socio-economic level 61.0% of the high socio-economic level students, 62.0% of the middle socio-economic level students and 70.0% of the low socio-economic level students indicated that it was not important whether the uniforms were in fashion. About 70.7% of the female students and 58.0% of the male students indicated that it was not so important whether their uniforms were in fashion.

The will of the students about which their uniforms should be optional (use of shirt or t-shirt or using different colours for shirts): About 72.3% of the students indicated that being the uniforms optional was important. When their will was taken into account according to the socio-economic level of the students 80% of the high socio-economic level, 76.0% of the middle socio-economic level and 61.0% of the low socio-economic level indicated that being uniforms optional was important. About 74.0% of the male students and 70.7% of the female students think also the same. It was found out that there has been a great difference according to the socio-economic level ($p < 0.01$) and that there has not been a difference according to the gender ($p > 0.05$).

The preferences of the students related to shirts and t-shirts: Table 3 shows that 53.7% of the students have preferred t-shirts and 46.3% have preferred shirts for their uniforms.

When analyzed according to the socio-economic level, it has been determined that more than half of the students in the high socio-economic level 54.0 and 67.0% of the middle socio-economic level and 60.0% of the low socio-economic level prefer shirts for their uniforms. According to the gender factor, we may see that more than half of the male and female students prefer t-shirts for their uniforms (Table 3).

More than half of the students in the high socio-economic level prefer t-shirts for their uniforms. The reason for this may be because of the knitting fabric provides more running ability than woven fabric.

The preferences of the students for their uniforms related to jacket, sweater, pullover and jumper: About 35.0% of the students preferred jacket, 19.0% preferred sweater, 28.7% preferred pullover and 17.3% preferred jumper for their uniforms. While these preferences were analyzed according to their socio-economic level, it has been seen that the students of the high and middle socio-economic level preferred pullover and the students of the low socio-economic level preferred jackets for their uniforms (43.0%) (Table 4.)

Table 3: The preferences of the students related to shirts and t-shirts

Socio-economic level	Shirt		T-shirt		Total	
	No.	%	No.	%	No.	%
High	46	46.0	54	54.0	100	100
Middle	33	33.0	67	67.0	100	100
Low	60	60.0	40	40.0	100	100
Total	139	46.3	161	53.7	300	100
$\chi^2 = 14.666$	SD = 2		p<0.01			
Gender						
Female	66	44.0	84	56.0	150	100
Male	73	48.7	77	51.3	150	100
Total	139	46.3	161	53.7	300	100
$\chi^2 = 0.657$	SD = 1		p>0.05			

The preferences of the students for their uniforms related to ties and neck tie (thread): Table 5 shows that 79.7% of the students preferred ties. According to the socio-economic level factor, 78.0% of the high socio-economic level students, 81.0% of the middle socio-economic level students and 80.0% of the low socio-economic level students preferred ties for their uniforms. According to the gender factor, 71.3% of the female students and 88.0% of the male students prefer ties for their uniforms.

It has been realized that there is not a difference between the students related to their tie or neck tie preferences as statistically ($p > 0.05$) but it has been realized that there has been a great difference according to the gender ($p < 0.01$). The tie preference of most of the students may result from their desire of being stylish and giving an adult image.

The preferences of the students related to the model of their jacket, sweater, pullover and jumper for their uniforms: The preferences related to the model of the jacket, pullover and sweater of the students for their uniforms are shown in Table 6.

As it is understood from Table 6, 53.3% of the students prefer skinny fit, 37.3% of the students prefer wide cut and 9.3% prefer normal fit for their jacket, sweater, pullover and jumper. About 49.0% of the high socio-economic level students, 60% of the middle socio-economic level students and 51.0% of the low socio-economic level students prefer skinny fit for their jacket, sweater, pullover and jumper model.

According to the gender factor, 81.3% of the female students prefer skinny fit for their jacket, sweater, pullover and jumper model and 60.0% of the male students prefer wide cut for them. The reason of the skinny cut preference of the female students may be according to the skinny fit female clothes which are nowadays on the market. The wide cut preference of the male

Table 4: The preferences of the students for their uniforms related to jacket, sweater, pullover and jumper

Socio-economic level	Jacket		Sweater		Pullover		Jumper		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
High	33	33.0	24	24.0	35	35.0	8	8.0	100	100
Middle	30	30.0	13	13.0	39	39.0	18	18.0	100	100
Low	42	42.0	20	20.0	12	12.0	26	26.0	100	100
Total	105	35.0	20	20.0	12	12.0	26	26.0	300	100
$\chi^2 = 29.690$					SD = 6		p<0.01			
Gender										
Female	18	12.0	45	30.0	51	34.0	36	24.0	150	100
Male	87	58.0	12	8.00	35	23.3	16	10.7	150	100
total	105	35.0	57	19.0	86	28.7	52	17.2	300	100
$\chi^2 = 75.117$					SD = 3		p<0.01			

students may be according to the fact that male students are much more self-indulgent than the female students.

The preferences of the students related to the colours of their jacket, sweater, pullover and jumper for their uniforms: About 41.3% of the students prefer black for their jacket, sweater, pullover and jumper, 25% of the students prefer dark blue and 10.0% prefer grey. According to the socio-economic aspect the students of the high, middle and low socio-economic level prefer black (40.0, 42.0 and 42.0%). According to the gender factor, it has been determined that the female and male students prefer black (34.0 and 48.7%). The reason why the students prefer black and dark blues may be explained as their desire to appear thin and that these colours don't reflect the dirt.

Table 5: The preferences of the students for their uniforms related to ties and neck tie (thread)

Socio-economic level	Tie		Neck tie		Total	
	No.	%	No.	%	No.	%
High	78	78.0	22	22.0	100	100
Middle	81	81.0	19	19.0	100	100
Low	80	80.0	20	20.0	100	100
Total	239	79.7	61	20.3	300	100
$\chi^2 = 0.288$			SD = 2		p>0.05	
Gender						
Female	107	71.3	43	28.7	150	100
Male	132	88.0	18	12.0	150	100
Total	239	79.7	61	20.3	300	100
$\chi^2 = 12.861$			SD = 1		p<0.01	

The preferences of the students related to the woven of their jacket, sweater, pullover and jumper: In Table 7, 47.0% of the students indicated that they preferred cotton, 39.0% indicated that they preferred synthetic and 19.0% indicated that they preferred woolen for the woven of their jacket, sweater, pullover and jumper. When taken into account the socio-economic factor more than half of the students at the high socio-economic level (52.0%) indicated they preferred woolen, 45.0% of the middle socio-economic level and 41.0% of the low socio-economic level students preferred synthetic for the woven of their uniforms. The students preferred mostly cotton and synthetic. The reason for this may be because cotton absorbs the sweat and synthetic may be washed easily and does not need ironing.

The preferences of the students relating to the features of the patterns of their jackets, sweater, pullover and jumpers: About 71.7% of the students indicated that they liked pattern less, 16.0% liked striped patterns, 12.3% like plaid patterns jackets, sweaters, pullovers and jumpers. 76.0% of the students of the high socio-economic level, 65.0% of the students of the middle socio-economic level and 74.0% of the students of the low socio-economic level indicated that they liked pattern less uniform. Of these 82.7 female students and 60.7% of the male students indicated that they liked patterns less uniforms. The reason for this may be because students liked simplicity.

Table 6: The preferences related to the model of the jacket, sweater, pullover and sweater of the students for their uniforms

The preferences related to the model of the jacket, sweater, pullover and sweater of the students for their uniforms								
Socio-economic level	Skinny fit		Normal fit		Wide cut		Total	
	No.	%	No.	%	No.	%	No.	%
High	49	49.0	14	14.0	37	37.0	100	100
Middle	60	60.0	5	5.0	35	35.0	100	100
Low	51	51.0	9	9.0	40	40.0	100	100
Total	160	53.3	28	9.3	112	37.3	300	100
$\chi^2 = 5.984$			SD = 4		p>0.05			
Gender								
Female	122	81.3	6	4.0	22	14.7	150	100
Male	38	25.3	22	14.7	90	60.0	150	100
total	160	53.3	28	9.3	112	37.3	300	100
$\chi^2 = 94.529$			SD = 1		p<0.01			

Table 7: The preferences of the students related to the woven of their jacket, sweater, pullover and jumper

The preferences of the students related to the woven of their jacket, sweater, pullover and jumper										
Socio-economic level	Cotton		Woolen		Synthetic		Leather		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
High	52	52.0	14	14.0	31	31.0	3	3.0	100	100
Middle	40	40.0	15	15.0	45	45.0	0	0.0	100	100
Low	30	30.0	28	28.0	41	41.0	1	1.0	100	100
Total	122	40.7	57	19.0	117	39.0	4	1.3	300	100
Gender										
Female	69	46.0	20	13.3	60	40.0	1	0.7	150	100
Male	53	35.3	37	24.7	57	38.0	3	2.0	150	100
Total	122	40.7	57	19.0	117	39.0	4	1.3	300	100

The preference of the students related to the colour and model of their shirts and t-shirts: About 51.3% of the students prefer skinny fit, 40.4% prefer wide cut and 8.3% prefer normal fit for their shirts and t-shirts. When taken into account the gender factor, it is determined that 70.7% of the female students prefer skinny fit and 56.7% of the male students prefer wide cut for their shirts and t-shirts. Of these 28.7% students prefer black, 27.0% prefer white, 12.3% prefer blue for their shirts and t-shirts.

When taken account the gender factor we may see that female students prefer white (38.7%) and male students prefer black (33.4%). Female students prefer much whiter colour whereas male students prefer black. The reason for this may be because the female students give much more importance to cleanness.

The preferences of the students related to the woven and patterns of their shirts and t-shirts: About 50.3% of the students prefer synthetic, 39.7% prefer cotton and 9.0% prefer woolen weaving for their shirts and t-shirts. About 49.0% of the students of the high economic level indicated that they preferred cotton, 44.0% indicated that they preferred synthetic, 49.0% of the students of the middle socio-economic level indicated that they preferred synthetic, 38.0% prefer cotton and 58% of the students of the low socio-economic level indicated that they preferred synthetic, 32.0% of the students preferred cotton weaving for their uniforms.

About 71.3% of the students preferred pattern less shirts and t-shirts, 19.0% of the students preferred stripped patterns and 9.7% of the students preferred plaid patterns for their shirts and t-shirts. About 76.0% of the students of the high socio-economic level, 68.0% of the students of the middle socio-economic level and 70.0% of the students of the low socio-economic level prefer pattern less shirts and t-shirts.

The preferences related to their shirts and t-shirts according to the socio-economic level has been found unimportant ($p>0.05$). But according to the gender factor, it has been found important ($p<0.01$).

The preferences of the students related to the colour of their ties and neck ties: It has been determined that 35.3% of the students prefer dark blue ties and neck ties, 20.0% of the students prefer black and 11.7% of the students prefer maroon ties and neck ties. When taking into account the socio-economic factor, it has been determined that the students of the high middle and low socio-economic levels prefer at most dark blue for their ties and neck ties (35.0, 28.0 and 43.0%). When taken into account the gender factor, it has been determined that the most preferred colour for male and female students is again dark blue (42.7 and 28.0%).

The preferences of the students related to the weaving and patterns of their ties and neck ties: About 55.4% of the students indicated that they prefer synthetic weaving, 31.0% of the students prefer cotton and 11.3% of the students prefer woolen. About 51.0% of the students of the high socio-economic level, 54.0% of the students of the middle socio-economic level and 61.0% of the students of the low socio-economic level indicated they prefer synthetic weaving for their ties and neck ties. While 62.7% of the female students and 48.0% of the male students indicated that they prefer synthetic weaving for their uniforms.

About 62.7% of the students prefer pattern less ties and neck ties, while 24.3% of the students prefer stripped patterns and 12.3% of the students prefer plaid patterns. While taking into account the socio-economic level factor we can see that 60.0% of the students of the high socio-economic level prefer pattern less, 29.0% of the students prefer stripped pattern, 62.0% of the students of the middle socio-economic level prefer pattern less, 23.0% of the students prefer stripped pattern and 66.0% of the students of the low socio-economic level prefer pattern less and 21.0% of the students prefer stripped pattern. Of these 76.0% female students prefer pattern less ties and neck tie, 15.3% prefer stripped patterns 49.3% of the male students prefer pattern less and 33.3% prefer stripped pattern.

The skirt, trouser, trouser skirt and waistcoat preferences of the female students: About 46.0% of the female students prefer skirts, 39.3% prefer trouser, 10.0% prefer waistcoat for their uniforms. About 54.0% of the students of the high socio-economic level indicated that they prefer skirt, 32.0% indicated that they prefer trousers. While 40.0% of the students of the low socio-economic level indicated that they prefer skirts and 44.0% of them indicated that they prefer trousers.

The situation of asking the preferences of the students, while determining the uniforms of the students: As Table 8 shows 64.6% of the students indicated that asking the preferences of them, while determining the uniforms is very important, 20.3% of the students indicated that it is important and 7.7% of them indicated that is unimportant. While looking at the socio-economic level factor 63.0% of the students of the high socio-economic level, 71.0% of the students of the middle socio-economic level and 66.0% of the students of the low socio-economic level answered this question as very important. According to the gender factor, it has been found out that 72.0% of the female students and 57.3% of the male students think that it is very important to ask their preferences, while

Table 8: The situation of asking the preferences of the students while determining the uniforms of the students

Asking the preferences of the students while determining the uniforms of the students												
Socio-economic level	Very unimportant		Unimportant		Doubtful		Important		Very important		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	8	8.0	5	5.0	5	5.0	19	19.0	63	63.0	100	100
Middle	7	7.0	2	2.0	0	0.0	20	20.0	71	71.0	100	100
Low	8	8.0	4	4.0	6	6.0	22	22.0	60	60.0	100	100
Total	23	7.7	11	3.7	11	3.7	61	20.3	194	64.6	300	100
Gender												
Female	8	5.3	3	2.1	5	3.3	26	17.3	108	72.0	150	100
Male	15	10.0	8	5.3	6	4.1	35	23.3	86	57.3	150	100
Total	23	7.7	11	3.7	11	3.7	61	20.3	194	64.6	300	100

Table 9: The cases about whether the uniforms are useful or not

Socio-economic level	Useful		Useless		Total	
	No.	%	No.	%	No.	%
High	52	52.0	48	48.0	100	100
Middle	39	39.0	61	61.0	100	100
Low	58	58.0	42	42.0	100	100
Total	149	49.7	151	50.3	300	100
$\chi^2 = 7.547$			SD = 2		p<0.05	
Gender						
Female	71	47.3	79	52.7	150	100
Male	78	52.0	72	48.0	150	100
Total	149	49.7	151	50.3	300	100
$\chi^2 = 0.653$			SD = 1		p>0.05	

determining their uniforms. Most of the students gave the answer very important. This can result from the fact that they want the right on commenting their uniforms and to see their preferences on their uniforms.

Findings related to the problems about the school uniforms of the students: In this part the situation of the uniforms fitting the body of the students, the problems related to the uniforms, the problems related to the model of the uniform, the modishness of the uniform, the problems related to the colours of the uniforms have been analyzed by taking into account the level and gender factors.

The case about whether the uniforms fit the body size of the students or not: About 73.7% of the students indicated that their uniforms fit their body. While taking into account the socio-economic level factor; it has been determined that 71.0% of the students of the high socio-economic level, 81.0% of the students of the middle socio-economic level and 69.0% of the students of the low socio-economic level indicated that their uniform fits their body. While taking into account the gender factor, it has been found out that the rate of the male students (79.3%) is higher than the rate of the female students (68.0%).

The case about whether the uniforms are useful or not: As shown in Table 9 the rate of the students who find the model of the uniforms useless is 50.3 %. According to the

socio-economic level 48.0% of students of the high socio-economic level, 61.0% of the students of the middle socio-economic level and 42.0% of the students of the low socio-economic did not find the model of the uniforms useful. According to these findings if the model of the uniform is not useful, it can cause a limitation of the movements of the students and they can feel themselves uncomfortable.

The dressing problems of the students because of the uniforms: About 50.3% of the students (151 student) indicated that the models of the uniforms are not useful. While 58.9% of the students have dressing problems with their uniforms. While taking into account, the socio-economic level it has been determined that 60.4% of the students of the high socio-economic level, 55.7% of the students of the middle socio-economic level and 61.9% of the students of the low socio-economic level does not have any dressing problems with their uniforms. While taking into account the gender factor, 60.8% of the female students indicated that they doesn't have dressing problems while 56.9% of the male students indicated that they have such problems with their uniforms.

Skin problems related to the uniform: About 37.3% of the students who participated in the research (112 students) indicated that the weaving of the uniforms is not of high quality. It has been found out that the problems of the uniforms related to their weaving are as follows: they cause skin problems, they are produced from synthetic stuff, the protection is difficult and they have an old appearance because of the feathering. in this part of the research, the evaluation was made on 112 students. According to the socio-economic and gender factors the findings related to the skin problems because of the uniforms are given in Table 10. As understood from Table 10 the rate of the students who indicated that the uniforms do not cause a skin problem is 82.1%. while taking into account the socio-economic level 73.5% of the students of the high socio-economic level, 70.5% of the

Table 10: The skin problems of the students because of their uniforms and the χ^2 analysis result according to the socio-economic level and gender factor

Socio economic level	Does not cause disturbance		Causes disturbance		Total	
	No.	%	No.	%	No.	%
High	25	73.5	9	26.5	34	100
Middle	35	79.5	9	20.5	44	100
Low	32	94.1	2	5.9	34	100
Total	92	82.1	20	17.9	112	100
Gender						
Female	57	91.9	5	8.1	62	100
Male	35	70.0	15	30.0	50	100
Total	92	82.1	20	17.9	112	100
$\chi^2 = 9.079$			SD = 1		p<0.01	

students of the middle socio economic level and 94.1% of the students of the low socio-economic level indicated that the uniforms does not cause a skin problem. About 91.9% of the female students and 70.0% of the male students indicated also the same. Statistically, it has been found out that causing skin problems has a great difference according to the gender ($p<0.01$).

The uniforms are wore out by pilling: The rate of the students who indicated that their uniforms get older by pilling is 55.4%. While taking into account the socio-economic level factor we can see that the number of the students of the high and low socio-economic level is equal and 52.9% of them and 59.1% of the students of the middle socio-economic level indicated that their uniforms get older by pilling. While this subject has been evaluated statistically, it has been determined that the getting older of the uniforms by pilling does not change according to the socio-economic level.

The case about whether the buttons of the student uniforms are broken easily or not: About 63.1% of the students indicated that the buttons of the uniforms are not broken easily. When the subject is analyzed according to the socio-economic level, 69.4% of the students of the high socio-economic level, 64.1% of the students of the middle socio-economic level and 57.4% of the students of the low socio-economic level indicated that the buttons of their uniforms are not breaking easily. And according to the gender factor, the rate of the female students who indicated that the buttons of their uniforms are not breaking easily is 72.1% and the rate of the male students is 51.9%.

While the subject has been analyzed statistically, it can be seen that whether the buttons are breaking easily or not does not change according to the socio-economic level ($p>0.05$) but it changes according to the gender ($p<0.05$).

The fading of the buttons student uniforms: About 93.4% of the students indicated that the colour of the buttons of

Table 11: According to the socio-economic level and gender factor about whether the zip of the uniforms are broken down easily

Socio-economic level	Being easily broken down of the zips of the uniforms				Total	
	Breaking down easily		Does not break down easily		No.	%
	No.	%	No.	%	No.	%
High	15	41.7	21	58.3	36	100
Middle	10	25.6	29	74.4	39	100
Low	12	25.5	35	74.5	47	100
Total	37	30.3	85	69.7	122	100
$\chi^2 = 3.108$			SD = 2		p>0.05	
Gender						
Female	26	38.2	42	61.8	68	100
Male	11	20.4	43	79.6	54	100
total	37	30.3	85	69.7	122	100
$\chi^2 = 4.546$			SD = 1		p<0.05	

their uniform does not fade. While this situation is analyzed according to the socio-economic level, 91.7% of the students of the high socio economic level, 92.3% of the students of the middle socio-economic level and 95.7% of the students of the low socio economic level indicated that the colour of the buttons of their uniforms does not fade.

While the subject has been analyzed according to the gender factor 95.6% of the female students and 90.7% of the male students indicated that the colour of the buttons of their uniforms does not fade.

The case about whether the zip of the uniforms breaks down easily: Table 11 shows 69.7% of the students indicated that the zips of their uniforms did not break down easily. When taken into account the socio-economic level factor 74.5% of the students of the low socio-economic level, 74.4% of the students of the middle socio-economic level and 58.3% of the students of the high socio-economic level indicated that the zips of their uniforms did not break down easily. When taken into account the gender factor, 61.8% of the female students and 79.6% of the male students indicated that their zips of their uniforms did not break down easily.

The χ^2 analysis results shows that whether the zips of the uniforms are broken down easily does not change according to the socio-economic level ($p>0.05$) but changes according to the gender ($p<0.05$).

The case about whether the students like the colour of their uniforms or not: The rate of the students who do not like the colour of their uniforms is 65.3%. When taken into account the socio-economic level factor, 62.0% of the students of the high socio-economic level, 73.0% of the students of the middle socio-economic level and 61.0% of the students of the low socio economic level do not like the colour of their uniforms. About 72.0% of the female students and 58.7% of the male students indicated that

they do not like the colour of their uniforms. The few colour alternatives produced in the market may be effective on this subject.

The case about whether the colour of the uniforms is in fashion: About 77.6% of the students find the colours of their uniforms in fashion. According to the socio-economic level factor, 83.9% of the high socio-economic level, 75.3% of the students of the middle socio-economic level and 73.8% of the students of the low socio economic level indicated that they find the colours of their uniforms in fashion. About 76.9% of the female students indicated that the colours of their uniforms are in fashion. This rate is for the male students 78.4%. According to the χ^2 analysis results whether the colours of the uniforms are in fashion is not important according to the socio-economic and gender factor ($p>0.05$).

CONCLUSION

According to the results for realizing the designs, firstly we have to determine the preferences of the students about their school uniforms. Thus, right messages can be given to the clothing industry and school directors. The uniforms of most of the female students and more than half of the students of the middle and low socio-economic level are getting older by pilling. More than half of the female students of the middle socio-economic level do not find the model of their uniforms useful.

Most of the students does not like the colours of their uniforms and does not find the colours coherent. Most of the female and male students want their uniforms to be distinctive (they want that the people should know that they are students). Most of the female students want skinny fit for their jackets, sweaters, pullovers and jumpers, while most of the male students want wide cut for them.

The most preferred colour for jackets, sweaters, pullovers and jumpers is black. Most of the students want pattern less jackets, sweaters, pullovers and jumpers. The students of the middle socio-economic level want mostly synthetic weaving for their jackets, sweaters, pullovers and jumpers. The students of the high socio-economic level and most of the half of the female and male students and most of the students of the middle socio-economic level prefer t-shirts for their uniforms and students of the low socio-economic level prefer shirts for their uniforms.

More than half of the students of the high, middle and low socio-economic level and most of the female students prefer skinny fit shirts and t-shirts and more than half of the male students prefer wide cut shirts and t-shirts.

Most of the students prefer pattern less shirts and t-shirts. Students prefer pattern less and dark blue ties and neck ties. The female students of the high and middle socio-economic level prefer mostly skirts for their uniforms and the female students of the low socio-economic level prefer trousers. Also, most of the students indicated that asking their preferences, while determining the uniforms is very important.

RECOMMENDATIONS

According to the findings of this research, the adolescents in the country have some problems related to their school uniforms. It is very important that the students feel comfortable and poised in their uniforms. The uniforms must be produced according the preferences of the adolescents and more useful, dateless material and models should be chosen. The uniforms must be produced from high quality and anti-pilling material. By taking the anthropometric measures of the adolescents designing the clothes and producing them with high quality is in need. This is the only possible way of eliminating the problems related to the school uniforms. In the country the Ministry of Education has a lot to do with this subject.

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