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School Uniform Influences Students' Social Adjustment in the Community at Secondary School Level in District Bannu, Khyber Pakhtunkhwa, Pakistan

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Abstract: In every aspect of daily life, uniforms are fundamental. When we meet someone, we tend to judge them based on their uniform, such as a nurse's outfit, a labor's uniform, or a military uniform. "School uniform influences students' social adjustment at secondary school level in district Bannu, KPK, Pakistan" is the main focus of this study. Due to its descriptive nature, a survey approach was used. The population of the study is 8073 male students enrolled in district Bannu's Government Secondary Schools. The applied sampling technique was a stratified random sampling technique. Five hundred respondents were selected as a sample, and the data was calculated using the John Curry (1984) formula. The "Five Point Likert Scale" was employed in a self-created survey instrument. The researcher made 41 statements and requested a panel of ten educational experts for validation. The researcher gave the questionnaire to fifty students. Utilized SPSS's Cranach alpha to assess the questionnaire's reliability. Overall, Cranach's Alpha was .83. Out of all 30 items that remained for the data collection, 11 were irrelevant because their "corrected item-total correlation" standards were less than .25. To find out "school uniform" and "social adjustment," frequency and percentage were employed. The effect was ascertained by Simple Linear Regression, which shows that school uniforms significantly influence students' social adjustment in the community at the secondary school level in the Bannu district.

Key Words: School Uniform, Social Adjustment, Students, Secondary School Level, Community

Introduction

There are many different types of uniforms, but the researcher was interested in manipulating the school uniform because education now holds the whole world. So, all other kinds of uniform ideas come from the idea of school uniforms. The researcher has found 20 types of uniforms, as mentioned below:

Table 1

S#	Names	Definitions	References
1.	Military uniform	Specific dress worn by armed forces during battle or traditional occasions.	Uniform of the United States Military, Wikipedia
2.	Police uniform	Standardized attire worn by law enforcement officers to denote authority and promote professionalism	Police uniform, Britannica
3.	Medical Scrubs	Comfortable and hygienic clothing worn by healthcare professionals in hospitals and clinics	Medical uniform, Wikipedia

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S#	Names	Definitions	References
4.	School uniform	Standardized clothing worn by students in educational institutions to promote equality and discipline	School uniform, Britannica
5.	Airline uniform	Attire worn by airline staff, including flight attendants and pilots, for identification and brand representation	Flight attendant, Wikipedia
6.	Chef uniform	Traditional attire worn by chefs and kitchen staff for hygiene and safety in food preparation	Chef's uniform, Britannica
7.	Firefighter uniform	Protective clothing worn by firefighters during firefighting operations to ensure safety.	Firefighter PPE, National Fire Protection Association
8.	Postal uniform	Standardized attire worn by postal workers for identification and functionality during mail delivery	Postal uniform, USPS
9.	Sports Uniform	Clothing worn by athletes during sports competitions, often representing teams or countries.	Sports uniform, Wikipedia
10.	Scout uniform	Standardized attire worn by members of scouting organization for identification and camaraderie	Scout uniform, Scout Association
11.	Naval uniform	Distinctive attire worn by sailors and naval officers aboard ships or during official events	Naval uniform, Naval history, and heritage command
12.	Security uniform	Clothing worn by the security personnel dictation and deterrence of unauthorized activities	security guard uniform, Alibaba
13.	Prison uniform	Standardized dress worn by inmates in correctional facilities for identification and security purposes	Prison uniform, Inmate aid
14.	Hotel Staff Uniform	Attire worn by employees in the hospitality industry, including front desk staff and housekeeping	Hotel uniform, Alibaba
15.	Waiter/ Waitress Uniform	Standardized clothing worn by restaurant servers for professionalism and brand representation	wait for a staff uniform, WebstaurantStore
16.	Maid uniform	Attire worn by domestic workers such as housekeepers and cleaners for education and professionalism	Maid uniform, Amazon
17.	School Band Uniform	Standardized clothing worn by members of school bands or marching bands during performances	Marching band uniform music and art
18.	Paramedic uniform	Clothing worn by emergency medical technicians EMTs and paramedics for identification and functionality and functionality during medical emergencies	Paramedic uniform, Blauer
19.	Hotel Security uniform	A special type of dress by security officers in hotel premises for surveillance and guest safety	Hotel security uniform, Alibaba
20.	Railway uniform	Standardized attire worn by railway employees, including conductors and ticket inspectors, for identification and professionalism	Railway uniform, Alibaba

All the uniforms mentioned above are important and serve essential functions worldwide. Observing various types of uniforms, including school uniforms, the researcher became interested in investigating how school uniforms contribute to social integration and cohesion among students. Researchers manipulated this logic with multifaceted impacts on various aspects of the school environment, students, and social adjustment. Uniform promotes unity among students, irrespective of their background or economic status, by creating a sense of belonging and shared identity (Reidy, 2021). Schools with distinctive uniforms can significantly enhance brand recognition and establish a strong sense of tradition within the institution (Underwood et al., 2001). Uniform play choices thus foster a more inclusive environment (Hardy, 2015).

Furthermore, the use of easily identifiable uniforms has been linked to enhanced school security and the ability to monitor learners' movements more effectively (MacBeath & Mortimore, 2001). Uniforms also contribute to a greater focus on learning by reducing distractions related to fashion and appearance, allowing students to concentrate more on their studies (Brobeck, 2018). In terms of discipline, wearing a uniform has been found to instill a sense of responsibility and discipline among students (Dulin, 2016). Uniforms are often preferred by parents as they simplify the process of getting children ready for school (Ballard, 2018). Finally, uniforms create a sense of belonging and pride in representing the school, thus fostering a positive school culture (Wang & Lee, 2018), which in turn makes the students socially adjusted in the community because students become habitual of the above said qualities and characters.

According to (Brunsma, 2004), many administrators strongly advised schools' uniforms for a variety of social, pedagogical, and economic contexts as well as for reasons that arise in families. Educational establishments must uphold proper discipline. Different business types are given distinct identities by uniforms. Additionally, the researcher was shown that, for the entire sample of participants, there is a significant relationship between student achievements and uniforms. According to (Rubinstein and Heckman, 2001) Urzua, Heckman, Stixrud, 2006 Jacob, and Brian, 2002), education revolves around a student's development. A proper school uniform inspires students and helps them to develop non-cognitive skills like self-discipline, thinking critically, finding solutions for daily problems, and adjusting socially in the community. It also fosters perseverance, which enables the schoolboys/girls to ensure useful participation in society and bring success to their lives and other social activities related to their community.

(Archibold, et al., 1998) Found that wearing a uniform significantly improves students' academic achievement and discipline. In other words, students who wore the appropriate uniform were more academically strong and disciplined than those who did not wear it because wearing the uniform requires paying attention to words, colors, and other details that are either impossible to do or very difficult to do due to other issues. (Gentile and Imberman, 2009) looked at the usage of school uniforms nationwide in the US, especially in parochial urban schools. The uniform was required to be worn during school hours in approximately 3% of all US schools in 1996. According to (VanMater, 2003), in 2000, the aforementioned percentage increased to twenty-one (21). Owing to the widely reported killings of young people in 1983 by other young people to steal expensive athletes' shoes, socks, or jackets, school uniforms have gained significant traction in public education.

There is a discrepancy in the literature on uniform importance. According to (Golann, 2015), there are a variety of reasons why certain schools support uniform practices while others reject them, including poverty. The guidelines that made uniform usage so prevalent have sparked debates about their efficacy. According to educational managers, uniforms foster a peaceful learning environment, yet kids have reported feeling a little different in the classroom. Certain administrators who enforce uniform policies feel that wearing them can enhance academic performance and discipline. (Bodine, 2003) examined a substantial amount of data and concluded that the majority of researchers thought there was a significant relationship between test scores and uniform. (Lopez, 2003) looked into how students' adoption of school uniforms contributed to the creation of an equitable learning environment. These are internal justifications for the usage of uniforms, which is why all corporate and educational institutions have long used uniform policies.



However, after looking at the unnecessary load on students, (Knechtle & Mitchell, 2003) concluded that it was an infringement on their First Amendment rights. Some minorities believe that pupils' cultural values and dress rights are restricted by the school uniform. A uniform policy has been acknowledged by many school systems as a means of improving student performance and addressing behavioral issues. According to studies (Imberman et al., 2009; Figlio, 2005; Gaviria & Raphael, 2001), students become disruptive when they are not allowed to wear uniforms because they can make disparaging remarks about teachers and administrators, which detracts from the unpleasant and dull atmosphere of the classroom. Another hypothesis is that the improvements brought about by uniforms may cause behavioral issues in students who otherwise may have attended different educational settings, including walking out of class or dropping out altogether. Because of the uniform, this could potentially be a reverse improvement.

A series of studies in Kenya have explored the impact of providing school uniforms to students. Evans et al. (2013) and Evans (2021) both found that receiving a uniform significantly reduced school absenteeism, particularly for poorer students. Along these, the long-term effects on academic performance and completion rates were not sustained. This is consistent with the study by Kremer et al. (2004), which found that a merit scholarship program led to short-term exam score gains but did not have a periodical impact on students' behaviors and performance. According to these findings, school uniforms have short-term benefits, but this may not be a panacea for improving educational and behavioral outcomes in the long-running life of the learner.

Jones (2020) conducted a study on the relationship between school uniforms and social adjustment, revealing a nuanced picture. As it happened, regardless of the different social backgrounds, schoolboys and girls nevertheless considered uniforms positively, linking them to a decrease in bullying. The latter result suggests that uniforms play the role of social equalizers, creating an environment where everyone is treated the same. On the contrary, (Johnson, 2010) researched results that urban students are not willing to submit to uniform policies. This variance suggests that the adoption of universal mandates may not be the best solution to social balance in all cases. The opposition of urban students could be caused by different factors ranging from cultural differences, socioeconomic inequalities, or the generalized feeling of invasion of their individuality. It shows that varieties of views and the impact of the environment have to be taken into account when dealing with uniform rules.

The contribution of Bodine in 2003, which added more value to the discussion, was to highlight the complexity of issues around school uniforms. Bodine made a distinction between the uniform policies and the broader discourses affecting childhood education. He also highlighted the potential impacts of uniform policies on academic achievement. Uniforms may give clues as to who is in charge, how to express ideas, and how adolescent identities are developed, all of which can affect how well students adapt and excel academically. Bodine looks to give perceptions and highlights the need for a complex knowledge of the multifaceted nature of uniform policies and the impacts that they may have on students.

In summary, all these studies collectively stated that the effects of school uniforms on the social adjustment of students are multifaceted and context-dependent. While some students may perceive uniforms positively, others may resist them, highlighting the need for nuanced approaches to policy implementation that consider diverse student populations and contextual factors. Due to all these different types of views and thoughts about the benefits of using school uniforms, the researcher is going to explore how school uniforms influence the social adjustment of the students in the community and is going to explore it at the secondary school level because behavior and responsibilities of practical life and adjustment in society are becoming the duty to this age students and this stage students attended nine or ten years of classroom discipline in a specific type of uniform.

Research Methodology

The methodology of the current study encompasses several key components as the population of the study, sampling technique, sample size, instrumentation, data collection process, and data processing for analysis.

Research Design

The study "School Uniform Influences Students' Social Adjustment at the Secondary School Level" in District Bannu, KPK, Pakistan, adopts a descriptive research design to examine the relationship between

uniforms and social adjustment (Wade & Stafford, 2003). Utilizing a survey approach, it targets 8073 male students in government secondary schools, with 500 selected through stratified random sampling. Employing a Likert Scale-based survey instrument, validity, and reliability are ensured via expert panels and pilot testing. Data collection involves administering questionnaires in rural and urban schools, analyzed using SPSS for inferential statistics. Results show a positive correlation between uniforms and social adjustment, although the literature presents diverse perspectives. Overall, the research highlights the need for nuanced policy implementation to foster equality and social cohesion among students, advocating for uniform policies while addressing socioeconomic and cultural factors and providing valuable insights into the impact of uniforms on students' social adjustment.

Population

In the district of Bannu, 8073 male Government Secondary School students (Grade 9th and 10th school boys/girls) made up the population of the chosen research study.

Sampling

The method of stratified random sampling was employed in the process of respondents' selection. After dividing the whole population into blocks, samples were specified in each block according to the analysis requirements.

Sample Size

The formula of John Curry (1984) is used for a sample contained 500 secondary school students as respondents in District Bannu.

Sample Size Rule of Thumb

10-100	100%
101-1000	10%
1001-5000	5%
5001-10000	3%
10000+	1%

Table 2

Respondents in the form of sample size

Total Respondents in District Bannu						
500						
Regions						
Rural			Urban			
Division of Data						
250			250			
Rural Secondary Schools				Urban Secondary Schools		
GHS Ajmal Khan Bar Lashti Dawood Shah	GHS Gangee Dawood Shah	GHS Kakki	GHS No. 1	GHS No. 2	GHS No. 3	GHS No. 4
83	83	84	62	62	62	64

Curry, J. (1984). *Professor of Educational Research, North Texas University; Sample Size Rule of Thumb; Populations and Sampling*, 7-4.

Curry's work in combinatory logic, particularly his development of the theory of combinatory (to combine two and make one), has had a significant impact on the field (Kleene, 1936; Kleene, 1952). His formulation of recursive (to describe a thing concerning another thing) arithmetic, which proposed an equivalent technique to the Hilbert-Bernays technique, further contributed to the field (Rosser, 1942). However, his



work has also been associated with the Curry paradox, which has prompted further research into methods for avoiding it (Fitch, 1969). The main aim of doing these is to obtain perfect and clear information that is linked with the purpose of the selected study.

Instrumentation

A self-made questionnaire was employed to obtain data for the selected population. The researcher developed a questionnaire utilizing the Five Point Likert Scales of Rensis Likert, 1932, based on a lot of literature review studies to gauge different angles of uniform and social adjustment to the levels of responses following students' opinions.

Table 3

The data collection scale was designed to receive the different response levels from respondents.

L R	SA	A	UD	D	SD
NV	1	2	3	4	5

LR=Levels of responses, NV= Numerical values, SA=Strongly Agree, A=Agree, UD=Undecided, D=Disagree, and SD=Strongly Disagree, and 1, 2,3,4,5 are the values used for the analyses of these responses there in SPSS.

Pilot Testing

In this step, the researcher conducts the validity and reliability of the research instrument.

Validity

To make the questionnaire clear and easy to comprehend, the researcher asked a panel of professionals to validate every item by structure and language. The researcher asked ten education experts -- two from the Gomal University DI Khan and eight from the Institute of Education and Research University of Science and Technology Bannu, for their assistance in this regard. The questionnaire was finalized based on recommendations from these experts.

Reliability

The instrument was administered to fifty secondary school students, 25 of whom were from rural and 25 from urban secondary schools. The main purpose was to assess the reliability of the instrument for the inner relations of the pre-test questions, which were calculated using Cranach's Alpha and evaluated with SPSS (version 24). Cranach's Alpha as a whole was .83. Items with a total correlation of less than .25 were removed from consideration. There were 30 statements left in the questionnaire after refining the items.

Data Collection Procedure

The researcher physically presented the questionnaire at the secondary school level in district Bannu, which was fully filled out and given back to the researcher. Both urban and rural secondary school students were included in the study as participants in the table of respondents in the form of sample size. Three secondary schools were chosen in the rural zone and four in the urban area. GHS Ajmal Khan Bar Lashti Dawood Shah, GHS Gangee Dawood Shah, and GHS Kakki were from the rural zone, while GHS No. 1, GHS No. 2, GHS No. 3, and GHS No. 4 were from the city area.

Data Analysis

SPSS version 24.0 was used to appropriately analyze the data. The Social Sciences Statistical Package. H. Norman Nie was the one who founded SPSS. He was an American social scientist who taught at Stanford University in the United States. By providing accurate and precise results, the researcher's research was aided by the usage of SPSS. Inferential statistics, such as percentage and frequency, were used in the study to determine the students' social adjustment in the community and to look at the discipline authenticity in the classrooms of secondary school level in district Bannu, whereas simple linear regression was used to get understanding about the influence of classroom discipline on social adjustment of the students in the community at 9th and 10th-grade level.

Results and Discussion

Table 4

The response levels were obtained from secondary school students regarding the impact of school uniforms on students' social adjustment in the community.

Statement	Statistic	SA	A	UD	DA	SDA	Total
I attend all classes in proper school uniform.	Freq	114	284	7	55	40	500
	%age	20	68	4	6	2	100

Table No. 4 indicates that there were 500 (100%) respondents in total; of these, 114 (20%) strongly agreed with the statement that "I attend all classes in proper school uniform," 284 (68%) agreed, 7 (4%) replied that they were unsure, 55 (6%) disagreed, and 40 (2%) have strongly disagreed. The two positive discussion levels of strongly agree and agree, which are 114 (20%) and 284 (68%), respectively, indicate that in Bannu, KPK, Pakistan, students regularly attended school with the specified uniforms and were socially adjusted in the community.

The next table demonstrates the very significant relationship that exists between the social adjustment of the students in the community at the secondary school level in district Bannu and the use of school uniforms.

Table 5

Linear regression model showing the impact of SA (social adjustment) on SU (school uniform)

DV	Predictor	R	R ²	df	F	P	β	Sig.
SA	SU	.963 ^a	.927	1 498	6279.237	.000 ^a	.963	.000

DV (Dependent Variable) is SA (Social Adjustment), which is the variable being predicted or explained by the predictor variable. Predictor Variable SU (School Uniform) is the variable used to predict the dependent variable. R represents the correlation coefficient, indicating the strength and direction of the linear relationship between the predictor (SU) and the dependent variable (SA). In this case, R = 0.963, suggesting a very strong positive linear relationship between SU and SA. R² (coefficient of determination) indicates the proportion of the variance in the dependent variable (SA) that is predictable from the independent variable (SU). In this case, R² = 0.927, indicating that approximately 92.7% of the variance in SA is explained by SU, and df indicates the degree of freedom associated with the F-test for the regression model. In this case, it appears to be 1, suggesting that there is one degree of freedom associated with the regression model. The F-value is the result of the F-test, which tests the overall significance of the regression model. It assesses whether the regression model as a whole explains a significant amount of variance in the dependent variable. In this case, the F-value is 6279.237, which suggests that a highly significant relationship between the predictor and the dependent variable exists. P-value (Sig.) is the significance level associated with the F-value. It indicates the probability of obtaining the observed F-value (or one more extreme) if the null hypothesis (there is no relationship between school uniforms and social adjustment) is true. Here, the p-value is very low (0.000), showing a highly significant relationship between the school uniform and social adjustment. The beta score is the standardized coefficient (beta coefficient) that shows the strength and direction of the relationship between the predictor variable (school uniform) and the dependent variable (social adjustment). In this case, the beta score is 0.963, which suggests a strong positive relationship between (school uniforms) and social adjustment. As a whole, the table indicates a highly significant and strong positive linear relationship between the predictor variable (school uniform) and dependent variable (social adjustment), where school uniform explains approximately 92.7% of the variance in the dependent variable (social adjustment).

The observed positive influence of school uniforms on the social adjustment of the students in society has been collected from the perceptions of 9th and 10th-grade students, promoting comparing features in them to show with society members. Students respect people, security guards, and teaching staff up to different levels. All these imagination, status, and comparing features that come to the minds of students



are due to dress differences, which change their attitude toward different people. Students by themselves using equal dress. Therefore, they respect each other, considering themselves similar and equal to each other. These characters prepare a good social environment for students. School uniforms can promote a sense of equality and respect among students, as well as improve discipline, create a more academically motivating climate, and promote unity among students (Dupper, 2010), but according to some socioeconomic backgrounds, it also has an adverse effect which should be in control by applying uniform policy (Johnson, 2010). According to (Huss, 2007) findings on the significant influence of school uniforms, we may say that as manpower and strength of a nation are due to the different workmen, differentiating men in different social statuses and giving them values is due to uniforms which leads to good social environment and suitable conditions for everyone to spend life anywhere as he/she wants according to his her wishes.

Conclusion

Table No. 4 indicates that overall, respondents accept that school uniforms significantly influence the social adjustment of students at the secondary school level in the Bannu district. Similarly, the results of Table No. 3 also show that school uniforms positively influence students' social adjustment in the community at the secondary school level. The results of almost more than 176 articles on the influence of school uniforms on schoolboys'/girls' social adjustment in the community outside the school are mixed. Evans et al. (2013) stated that providing school uniforms significantly increased school attendance, particularly for poorer students. Murray (1997) also pointed out that students' positive reactions to school, which may be influenced by uniforms, can improve their commitment to learning. However, Sabic-El-Rayess (2020) emphasized the adverse impact of uniform policies on equity and access to schooling, particularly for poor students who feel excluded. Jones (2020) found that students' perceptions of uniforms did not significantly vary by socioeconomic status, but older students were more likely to associate with a reduction in bullying. Different studies emphasized different social aspects that are influenced by the school uniform, so the government may provide uniforms for all educational institutions freely and apply strict rules to wear the selected uniform regularly during school time, which will be beneficial for student's academic performance, social adjustment and characters building, which are the man hopes of parents, society and government from educational institutions.

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