

# A Study on Satisfaction Level of Fundamental Features of School Uniforms

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**Abstract:** Clothes are basic need of man and fundamental source of identification and identity establishment. School uniforms hold great importance and various studies speak volumes about its utility and importance in various manners. This study examines the satisfaction level of fundamental features present in school uniform suitable both for scholastic and Co-scholastic activities. Self-structured questionnaire was used with eight parameters for fundamental features. The study was conducted in private schools of Bilaspur district. Sixty students which included 30 boys and 30 girls of class 12<sup>th</sup> were selected randomly. Four points scale was used to assess their views regarding uniform satisfaction level. The data was analyzed by using Mean, SD and t-test. The result of the study shows that significant difference was found between satisfaction level for uniforms of scholastic and Co-scholastic activity in reference with fundamental features of school uniform. Due economic constraints same uniform with some add-ons were used for both the activities, so students especially girls feel uncomfortable. So, the school uniform is a big part of the students' lives and it is a good memory of the precious school years.

**Keywords:** Scholastic Activities, Co-Scholastic Activities, Student, Satisfaction level, Fundamental features

## 1. Introduction

Schooling is an integral part of making of a child. Schools are undoubtedly the construction castles of building generations. Generally, a child is admitted in the school at the age of 3 yrs. and studies in the school till 17yrs of age, spends around 6-8hrs in the school and thus spends roughly around one-third of his childhood span in school. These 21000-25000 schooling hours spent in a span of 15 yrs. need meticulous thought to make the most out of it. The clothes or dresses that the student wears, decides his or her comfort and efficacy levels at all learning stages of school life. According to Konheim-Kalkstein (2006, 25) schools have always had dress codes and school uniform is one of them. There are different reasons why schools have school uniforms. At one time the uniform was an attempt to reduce clothing costs for parents and to help curb social pressures.

The design of the uniforms differs depending on the school, gender of the wearer and occasion when it is worn. Male and female uniforms have some differences, though mainly they match by colours and amount of pieces (shirt, trousers/skirt, necktie/ribbon etc.). Even though there are different uniforms for summer and winter as per gender.

With times the role of schools has changed and shifted their focus from only academic development to holistic development by introducing various Co-curricular activities. But barely anything has been done to cater to the specialized uniform needs of these newly introduced activities. Often malpractices regarding functional features of uniform are grossly ignored by the teaching and parenting community which create hindrance in overall

development. And so the researcher shall cater to this vital crevice.

In the context of a student, the school uniform is a standardized set of clothes that needs to be used during the period that the child spends in school or in certain educational groups. School uniform should have some basic features like fundamental, comfort and growth, constructional, cultural and modesty, economic, physical safety, self help, care and maintenance features. Among all these features in this article fundamental features are discussed in detail. Fundamental features of school uniform has some criteria like absorbency of body perspiration, appearance, attractiveness, pleasing design and colour, feeling of pride and uniqueness while performing in uniform, good fitting and comfort during school hours wearing. Weight of the uniform and trims like buttons, brooches and emblems are also considered in overall quality of uniform. Scholastic activity includes class room teaching with lab activities whereas Co-Scholastic activity includes all types of co-curricular activities like indoor & outdoor sports and games, cultural activities, yoga and excursions, out of class room activities scheduled for holistic development of child.

## Objectives

1. To study the satisfaction level for fundamental features of school uniform for Scholastic and Co-scholastic Activities among private schools.

## 2. Methodology

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**Sample:** The study was conducted on school girls and boys of Bilaspur city. A sample of 30 boys and 30 girls, studying in Senior section (class 12) from two Private schools were selected randomly

**Tools:** Self developed questionnaire was used to study about the fundamental features of school uniforms' suitability for scholastic and co-scholastic activities. The eight parameters like absorbency of the uniform fabric, attractiveness, pleasing effect to viewers, texture, smart feeling with colour and design, feel proud and uniqueness, fitting, and overall quality were included in the questionnaire. Answers were recorded on four point scale including strongly agree, agree, disagree and strongly disagree.

**Data Analysis:** Data was analysed by using frequency, percentage, mean and t test.

### 3. Results and Discussion

Results of the present study are presented in following sections;

#### I. Fundamental features of school uniforms for Co-scholastic activities

Table 1 illustrates percentage distribution for fundamental features of school uniform of co-scholastic activities. Data presented in table 1 show that majority of boys strongly disagree about some fundamental features of school uniform i.e. Good absorbent (73%), Attractive look (66%), Pleasing visual appearance (56%) and Good texture (53%) whereas girls were disagree about these features (60- 81%) which shows their dissatisfaction about school uniform. Data further reveal that boys (60-70%) and girls (60-81%) both were disagree about some other features of school uniform like smart feeling with colour and design (60%, 60%) proud & uniqueness (67%, 66%) and fit beautifully with comfort (70%,81%). Regarding overall quality of uniform it was found that 50% boys and 13% girls were agree on the overall quality of the uniform in terms of weight, trims etc. The results of the study are in line with Gibbons (2014) who stated that kids are very specific about what they are comfortable wearing. Some kids are sensitive to certain materials while others are opposed to buttons, zippers and restrictive clothing. Some children are also uncomfortable wearing certain styles of clothing. Many girls, for example, do not like to wear skirts, which most girls' uniforms require. No uniform can suit all children.

**Table 1:** Percentage distribution of Girls and Boys school uniforms for Co-scholastic activities in reference to fundamental features n= 60

Fundamental Features	Boys' Uniform f				Girls' Uniform f			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
Good absorbent	5	18	4	73	6	4	81	9
Attractive look	10	6	18	66	12	10	60	18
Pleasing visual appearance	12	9	23	56	18	13	67	2
Good texture	11	10	26	53	4	5	25	66
Smart feeling with Colour and Design	20	5	60	15	13	9	60	18
Proud & Uniqueness	19	12	67	2	18	13	66	3
Fit beautifully with Comfort	6	12	70	12	7	3	81	9
Overall quality (weight, trims etc.)	7	50	36	7	8	13	23	56

\* Significant at 0.01 level

#### II. Fundamental features of school uniforms for Scholastic activities

Data regarding fundamental features of school uniforms for Scholastic activities is presented in Table 2 The data reveal that maximum number of boys (47% to 69%) and girls (46% to 61%) agreed that their school uniform has all the fundamental features required for scholastic activities. Thus it can be said that students were satisfied with their

uniform. During class time physical activity is less so students have less complains about discomfort of uniform. Because of the cotton polyester blend in the uniforms children felt uncomfortable while involving in different activities as the absorbing capacity of the polyester blends is very low. With regard to their preferences for specialized uniform, maximum number of children preferred cotton because of its light weight, absorbing capacity and comfort ability.

**Table 2:** Percentage distribution of school uniforms for Scholastic activities in reference to fundamental features n=60

Fundamental Features	Boys' Uniform f				Girls' Uniform f			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
Good absorbent of perspiration	18	54	14	14	29	46	21	4
Attractive look on body	10	66	18	6	18	58	11	13
Pleasing visual appearance to viewers	23	60	15	10	20	47	19	14
Good texture	16	53	26	5	18	54	21	7
Smart feeling with Colour and Design	20	60	11	9	9	59	14	18
Feeling of Proud & Uniqueness	19	69	6	6	22	61	8	9
Fit beautifully with Comfort	31	48	10	11	22	51	15	12
Overall quality (weight, trims etc.)	27	47	13	13	18	59	12	11

### III. Mean and SD values of school uniforms for Co-Scholastic and Scholastic Activities

**Table 3:** Mean and SD values of school uniforms of Girls and Boys for Co-Scholastic and Scholastic Activities in reference to fundamental features n=60

	Co-scholastic Activities						Scholastic Activities					
	Boys		Girls		Total		Boys		Girls		Total	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
<b>Strongly Agree</b>	11.25	5.65	10.88	5.57	11.06	5.42	20.5	6.52	19.5	5.61	20.00	5.90
<b>Agree</b>	15.25	14.61	8.63	4.10	11.94	10.91	57.13	8.01	54.38	5.8	55.75	6.90
<b>Disagree</b>	38	24.72	58	22.49	48.00	25.06	14.13	5.99	15.13	4.82	14.63	5.28
<b>Strongly Disagree</b>	35.5	29.2	22.5	24.67	29.00	26.96	9.25	3.37	11	4.34	10.13	3.86

Table 3 illustrates that mean score was lower for disagree and strongly disagree (48.00, 29.00) for co-scholastic activities in comparison to scholastic activities (14.63, 10.13). This shows that students are less happy with fundamental features present in uniform for co-scholastic activities whereas they are somewhat satisfied with uniform for Scholastic activities. Further, grid data of table describes that mean difference of boys and girls responses are moreover on similar pattern with not much remarkable difference in mean value of scholastic activities. But remarkable difference was observed in mean values of boys and girls for co-scholastic activities uniform. Mean value clearly indicates that girls are less satisfied with their uniform suitability for co-scholastic activities. It was noted remarkably that during play period girls are conscious and feel uncomfortable, similarly in yoga class girls are unsatisfied with their yoga uniform due to absence of soothing texture and design.

Kentheti et.al (2013) around 43 per cent of children were satisfied with their present uniform.

While 53 percent of the children were not satisfied with their uniform for reasons like poor sweat absorbing capacity of present uniform while involving in physical activities. Overall school uniforms as daily clothing and part of the student's morning routines are remarkable: students feel that life and studying is easier when there is no need for thinking about appearance.

### IV. Comparison of satisfaction level of School Uniform of Scholastic and Co-scholastic Activity

The table 4 clearly shows the significant difference between mean values of scholastic and co-scholastic activity uniforms satisfaction level. The difference between the two mean score is 44 and t- value is 2.75 and it is significant at 0.01 level. The mean value of uniform of Co-Scholastic activity is less (222.80) than the Scholastic activity uniform (266.80). The results illustrate that students either boys or girls are both less satisfied with Co-scholastic uniforms in comparison to their scholastic uniform.

**Table 4:** Comparison of satisfaction level of School Uniform of Scholastic and Co-scholastic Activity among students in reference to fundamental features n=60

Uniform Category	Mean	SD	Mean Difference	t- value	Significance
Co-Scholastic Activity	222.80	55.20	44.00	2.75*	0.01
Scholastic Activity	266.80	58.18			

#### 4. Conclusion

The satisfaction level of students shows that they were satisfied with their scholastic uniform but less satisfied with their co-scholastic uniform. Thus, there is a need to redesign the uniform for Co-scholastic activities. Although students are satisfied with their scholastic uniform but they wanted changes in the colour and design of the uniform. The uniform can be made more accepted by making few modifications like changing texture and stretchability with comfort features. Ideal uniform has many features like fundamental, self-help, physical safety, growth and comfort, constructional with economic features. These features are interrelated and judged simultaneously by wearer.

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