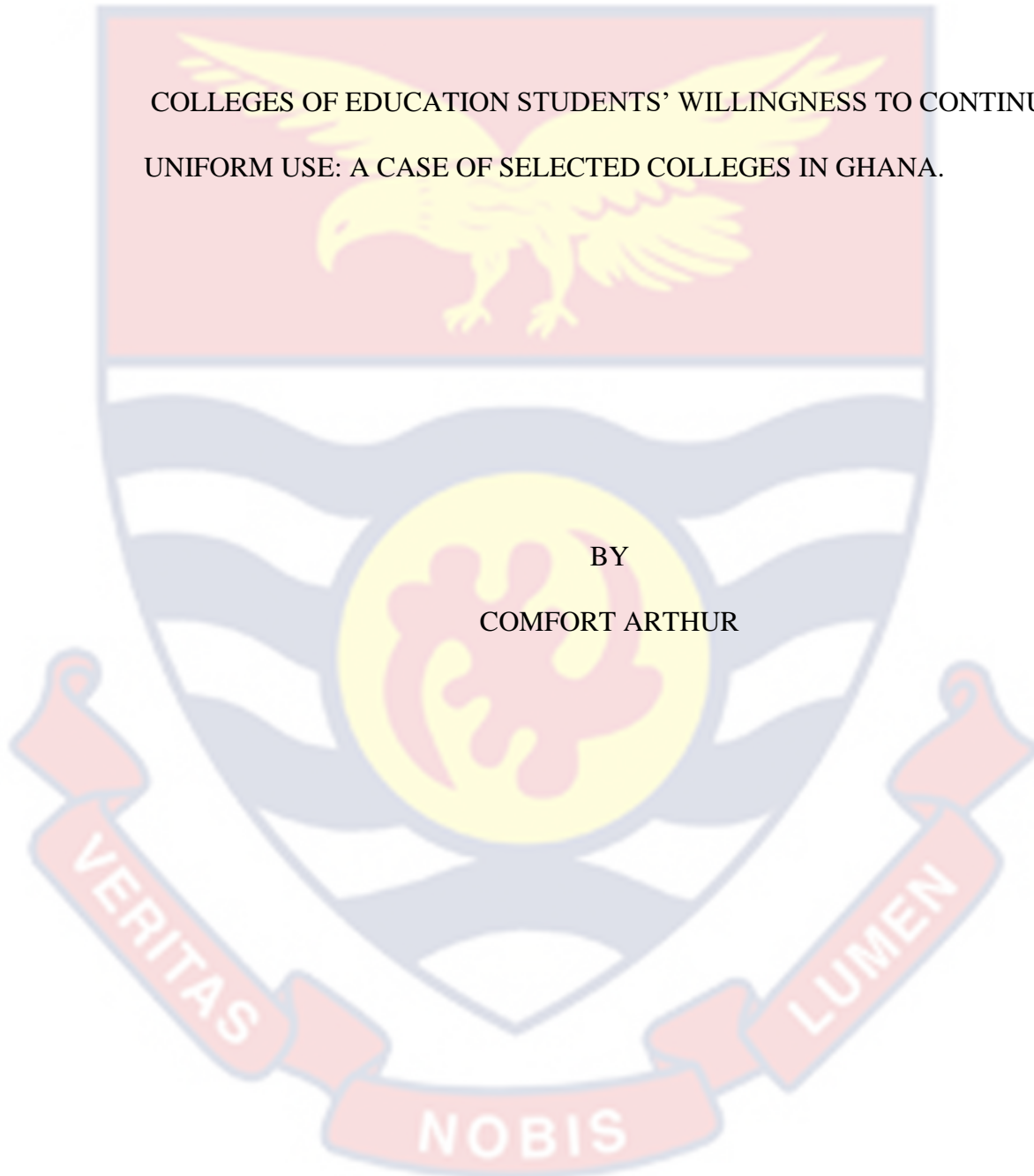


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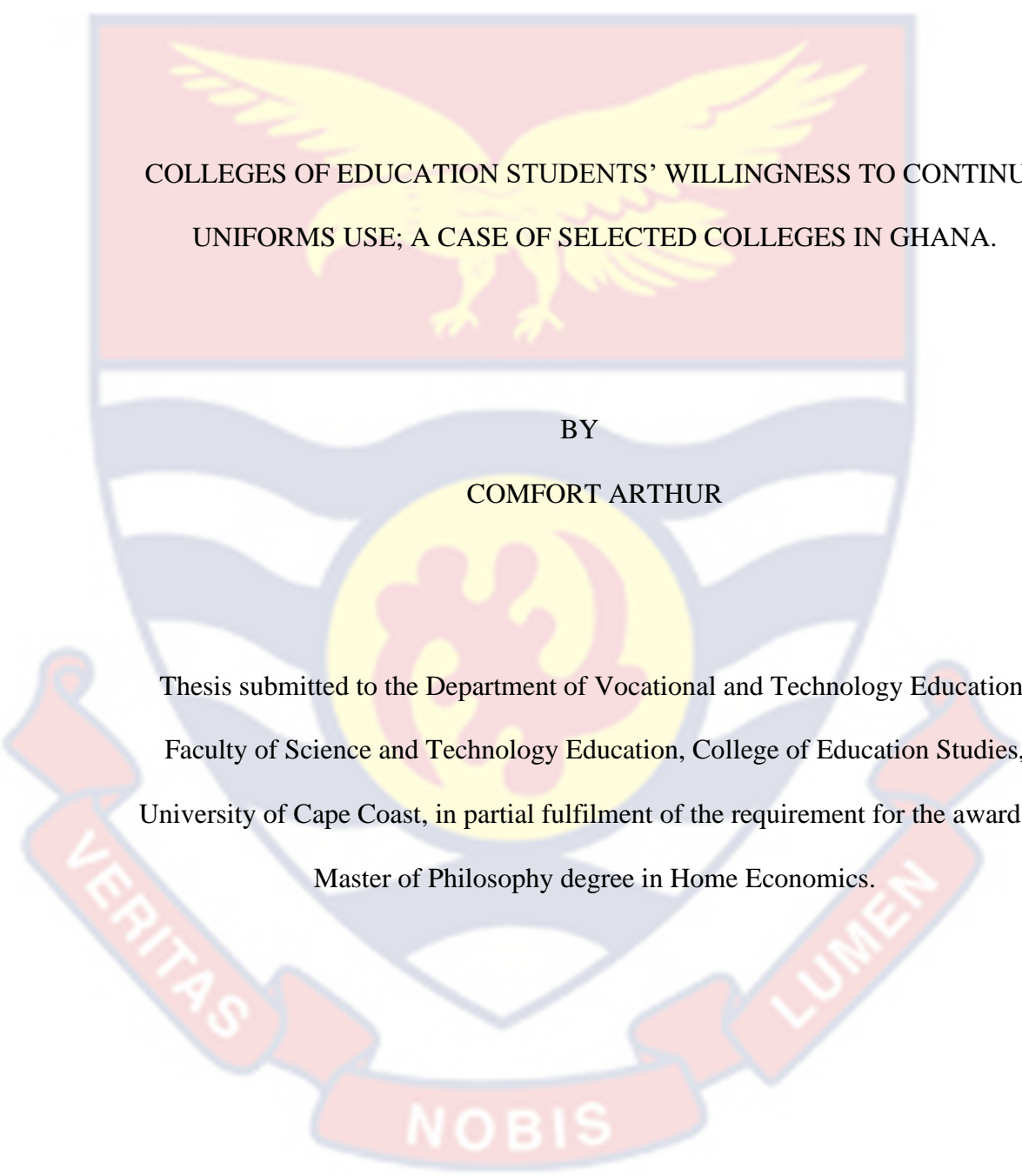
COLLEGES OF EDUCATION STUDENTS' WILLINGNESS TO CONTINUE
UNIFORM USE: A CASE OF SELECTED COLLEGES IN GHANA.

BY
COMFORT ARTHUR



2022

UNIVERSITY OF CAPE COAST



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BY
COMFORT ARTHUR

Thesis submitted to the Department of Vocational and Technology Education,
Faculty of Science and Technology Education, College of Education Studies,
University of Cape Coast, in partial fulfilment of the requirement for the award of
Master of Philosophy degree in Home Economics.

JANUARY 2022

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:.....Date.....

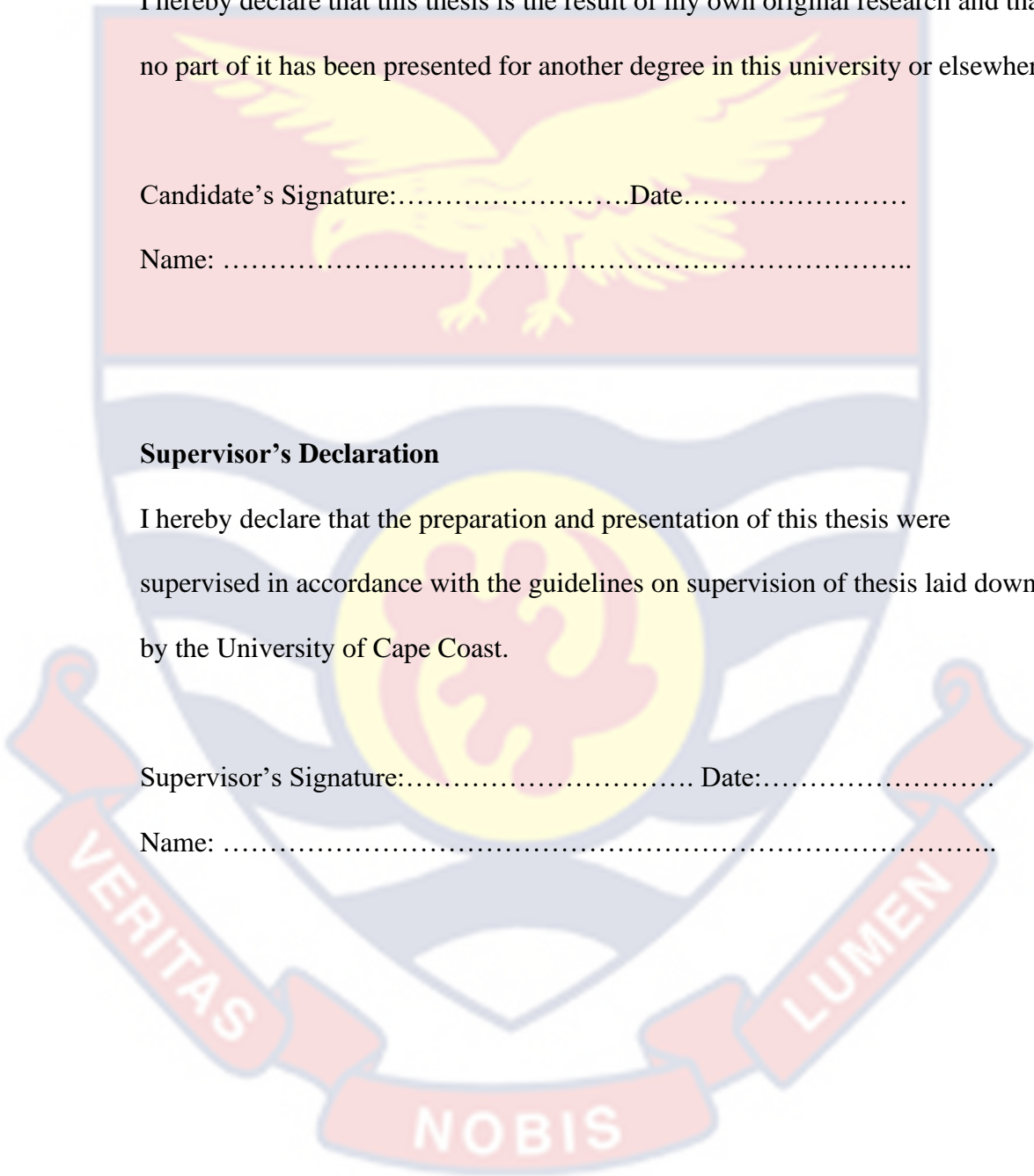
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Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature:..... Date:.....

Name:



ABSTRACT

The study examined Colleges of Education student's willingness to continue uniform use with focus on Central Region of Ghana. It employed quantitative method using descriptive survey design. The study used three Colleges of Education in the Central Region. The accessible population for the study was 330. Stratified sampling was used to divide the population into sub groups and Simple random sampling technique helped to select the individual student. A self -designed questionnaire was used to gather the relevant data giving a return rate of 289 which constitute 88% of the population. Descriptive (frequencies, percentages, means and standard deviation) and inferential statistics (Pearson product moment correlation and independent sample t-test) were used to analyse the data. The study found out that attitude, subjective norm and perceived behaviour control (PBC) could determine student's intention to wear uniform. One of the conclusions was males were more willing to wear Uniform than females. It was recommended that school leaders should ensure the continuance and enforcement of the wearing of uniform to ensure that the students acquire the right virtues and high sense of responsibility. Again, students are encouraged and motivated to exhibit good behaviour by rewarding students' good behaviour and counsel offenders who flout school uniform wearing policy. Also, Colleges of Education should ensure that they limit the negative impact of social uniform. Religious activities should be encouraged and admonished to enlighten students on the need to abide by school rules and regulations concerning the wearing of school uniform.

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I am equally thankful to Mrs. Monney and Madam Kadiaja for directing me to relevant sites and gathering information on TPB which I found just appropriate for developing my proposal. I have to mention here the tremendous assistance from some colleagues who took some time off their heavy schedules proofreading, spurring me on and making themselves available to share important information with me. Notable among them are Ruby Jecty, Judith Asabil, Francis Atta Sarpong, Simon Ntumi, Prince Okwaa, Alberta and Beatrice. I say may you be replenished for all your efforts. Grace and Ruth Odoom thank you very much for taking care of my family when I was pursuing this programme. It would have been difficult for me without your help.

To all internet references be it books and articles I used in my work, I'm grateful to all the publishers. To each of the above I say thank you for everything you have done for me.

DEDICATION

To Mr. Ernest Siaw, Afia Siaw Abrokwa, Kwabena Siaw Abrokwa, Benjamin Siaw Abrokwa and Maame Abena Sam.



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CHAPTER ONE

INTRODUCTION

Uniform has been worn by both public and private schools in so many countries (Cohen & Laattoe, 2019). There are many benefits of wearing uniform but in spite of these benefits of wearing uniform, some students in the Colleges of Education in recent times have shown mixed feelings towards the wearing of uniform (Wilken & Van-Aardt, 2012). This study investigates Colleges of Education Willingness of uniform used using theory of planned behaviour. The study examined main variables in the theory of planned behaviour and how attitude, subjective norm and perceived behaviour control influences students' intention to decide to wear uniform. Again, the study looked at the concept of uniform, benefits of uniform, arguments against the implementation of uniform, benefits of dress code and some empirical review of uniform.

Background to the Study

It is no surprise that schools are under increasing pressure to ensure that their students develop into well-disciplined and well-behaved citizens. The achievement of high-performance goals by students is an obvious expectation of these schools. In Ghana, the high rate of pre-tertiary graduates as a result of the implementation of the free senior high policy has only increased the pressure on schools to do more to ensure good morals and high academic achievement among students. Similarly, President George W. Bush's signing of the No Child Left behind Act (NCLB, Public Law 107-110) on January 8, 2002, signalled the

beginning of a new era of increased accountability for schools across the United States of America, requiring that every school meets a high standard for Adequate Yearly Progress. There are numerous ways of achieving these high standards of which school uniform form is part.

Some proponents of the introduction of school uniforms assert numerous merits among others. The result of school uniforms permitted included security, a diminishment in peer pressure, and a general decay of preoccupations. (Agarwal,2015). Uniforms influence students' security by bringing down student victimization (Scherer,1991), lessening group action and battles (Kennedy,1995;Loesch,1995),and separating outsiders from students in school buildings (Office of Equity,1996;Gursky,as cited in Brunisma & Rockquemore,1998).Other advocates moreover accept that uniforms increase learning of students and positive conducts toward school through improved learning situations (Stover,1990), increased school pride (Jarchow,1992),increase students' achievement (Thomas,1994),tall levels of readiness(Thomas,1994),and similarity to organizational objectives (LaPointe, Holloman,&Alleyne,1992; Laborer & Johnson,1994).

Detractors say that uniforms are an unnecessary burden and infringe on learners' First Amendment Rights (Knechtle& Mitchell ,2003). Also, some minority groups see uniforms as a limit on learners' traditional look of dress rights (Knechtle & Mitchell, 2003). Various districts assume that uniforms are away to fix learner performance and behaviour problems. Proponents of uniform programmes stress the lawful, economic, and debatable efficiency of those programmes. The

lawful apprehensions focus on the belief that demanding a uniform disrupts children's rights (Thomas, 1994; Virginia State Department of Education, 1992). Spreading the arguments, challengers argue that compulsory uniform programmes are being considered largely for urban schools, and hence, are being forced on a predominant smaller group.

In trying to define uniforms, Joseph and Alex (as cited in Bunyawanich, Järvelä & Ghaffar, 2018), see it as attire distinguishing comparative appearance, uniqueness, or consistency of a group. They propose that a uniform, separated from it being clothing that a person put on, also symbolizes participation of a group, whereas making prohibition and otherness to individuals outside the group. Meadmore and Symes (2001) rather saw uniform as reflecting a two-layer relationship between instructors and learners; on one hand, and seen to be containing a sense of predominance of instructors and on the other hand, the ordinariness of the students. Dress code, to them, is powerful in forming the characteristics of students.

Traditionally, uniforms are restricted to private and parochial schools in the United States of America (Hughes, 1996; Samuels, 2003; Brunσμα, 1998; Yeung, 2009 cited in Sowell, 2012). Catholic schools for example report high achievements and minor conduct difficulties, their achievement cannot be compared to community schools. The achievement observed in Catholic schools may be due to other influences including high morals and nearby communities not to mention family funding, academic gains made by students, and extremely encouraged settings: these are rare in public schools (Samuels, 2003 as cited in Gregory, 2013).

Nonetheless, in the past two decades, government schools decided to implement uniform programmes, as a way to improve academic and behavioural achievement in public schools. To today, 21 states in the United States (US) and the District of Columbia give local public districts the power to mandate school uniform programmes (Education Commission of the States as cited in Brunsmma, 2004).

In Ghana, all pupils are required to wear school uniforms at least from the basic level to the pre-tertiary level. Public school students wear the same school uniform, which has the school's symbol emblazoned on the left chest. This makes it easier to identify between students from different schools. Private schools choose the uniforms for their pupils. Given the socioeconomic position of the majority of Ghanaians, the government began distributing free school uniforms across the country as part of its educational programme in 2010. This is part of a programme that began in 2010 to provide school uniforms to poor students.

Numerous school localities accept that uniforms are a way to settle students' achievement and behavioural issues. Opponents of embracing uniform approaches push the legitimate, money related, and flawed adequacy of those arrangements. The lawful concerns centre on the supposition that requiring a uniform abuses children's right (Thomas, 1994; Virginia State Office of Instruction, 1992). Amplifying the contentions, opponents contend that required uniform approaches are being considered to a great extent for urban school areas, and thus, are being constrained on prevail minority and destitute students' population (Thomas, 1994). Groups such as the American Civil Liberties Union parents are incapable to bear them (Gursky, 1996). Many guards of uniform approaches charge that no

observational demonstration exists to back the different and moved claims of uniform advocates (LaPointe, Holoman, & Alleyne, 1992).

Education stakeholders, particularly parents and school directors have appeared to blend sentiments towards the obligatory uniform arrangements. A few feel it “could offer assistance to diminish issues related with the dress” (Adams, 2007 Pg 1) and others contend that it encroaches up on the students' First Amendment Rights to Freedom of Expression (Adams, 2007). In any case, numerous schools as of now have dress codes in place that endorse and dislike certain dress codes. The administrator and faculty are the choosing components to see in case the benchmarks are met but it is still a judgment call. Upholding an unused school uniform that everybody follows to “can enhance students' self-concepts, classroom behaviour and academic performance” (Adams, 2007 pg1), additionally uniform puts less obligation on administrators and faculty to choose if the measures are met.

There's no common understanding of whether the execution of school formal attire has brought any changes in students' behaviour and academic achievement. While many openly oppose the using of school uniform, successive governments in Ghana have put in measures to ensure uniform is available to all public students. The pressure on government to keep this pace has heightened as a result of the introduction of the free senior high school education since there has been drastic increase in enrolment (Akyeampong, 2009). The case is very different at the tertiary level in Ghana. At that stage, although there are rules to regulate how students dress, it is not very strict to the level of providing students with attire to

wear. Colleges of Education, Nursing Training Colleges are all regarded tertiary institutions in Ghana together with the known universities.

Statement of the Problem

In Ghana, putting on uniforms at the tertiary stage hardly occurs. Except for the Business Administration students at the Kwame Nkrumah University of Science and Technology and degree nursing students; it appears that almost all Universities in Ghana do not have any strict uniform policy. With the advent of transformation of Colleges of Education into tertiary (Newman,2013), many students may be skeptical about putting on school uniform. Owing to this, Colleges of Education which also form part of the umbrella of tertiary institutions may or may not see the need for any strict uniform policy. Again, experiences of tutors from other Colleges and my observations and experience as a college tutor since the beginning of Bachelor of Education programme gives me enough pieces of evidence to prove that some of the students are not in tune with putting on the uniform while others are conforming to putting on of uniform both on campus and when going out. This is because, after the assumption of tertiary status by Colleges of Education, some beneficiaries are expecting freedom in line with what they decide to put on of which they are not getting. This has therefore generated a lot of agitations among some students and tutors and this could have a structural impact on their discipline.

There have been numerous studies conducted concerning school uniforms and their relation to variables such as school climate, students' achievement, and discipline among others. The majority of the studies available were at the elementary and secondary school levels (Wade &Stafford,2003; Swain,2002).

There is currently minimal research that examines the effects of school uniform policies on academic engagement, safety, and conduct of tertiary school students. Studies done in elementary and high school settings cannot be extrapolated to higher education settings. These stages are developmentally different from the Colleges of Education students (McEvoy & Welker, 2000; Snowman & Biehler, 2000).

There have been few studies conducted in College of Education Schools in Ghana, in relation to school uniform (Koranteng, 2015; Nasiba, 2016). The study of Koranteng focused on the quality of construction process and fit of government-supplied uniform in the Eastern region while Nasiba's (2016) study was on the contribution of the free uniform program to enrollment in Tamale which did not have a relation with variables under study. The study becomes very imperative and necessary based on the fact that upon my reading, it appears there is no study conducted in the Central Region in relation to Colleges of Education students' willingness to continue uniform wearing in tertiary education in Ghana. This study aims at resolving the void in the literature by considering Colleges of Education student's Willingness to continue uniform use.

Purpose of the Study

The purpose was to use attitude, subjective norm and perceived behavior control to predict Colleges of Education students' willingness to continue uniform use. Specifically, the study found out;

1. The perceived benefits of school uniform policy on the colleges of Education students.

2. The relationship between Colleges of Education students' attitude and their willingness towards the use of uniform.
3. The relationship between Colleges of Education students' subjective norm and their willingness towards the use of uniform.
4. The relationship between Colleges of Education students' Perceived Behaviour Control (PBC) and their willingness towards the use of uniform.
5. Whether there exist any statistically significant differences between male and female colleges of Education students concerning their willingness to use uniform.

Research Question

To achieve the objective, this research question was formulated.

1. What are the perceived benefits of school uniform policy on the Colleges of Education students?

Research Hypotheses

Emanating from the purpose of the study, the following hypotheses were formulated at a 0.05 level of significance for the study.

1. H_0 : There is no statistically significant relationship between colleges of Education students' attitude and their willingness towards the use of uniform.
2. H_0 : There is no statistically significant relationship between college of Education students' subjective norm and their willingness towards the use of uniform.

3. H₀: There is no statistically significant relationship between college of Education students' Perceived Behaviour Control (PBC) and their willingness towards the use of uniform.

4.H₀: There is no statistically significant difference between male and Female students concerning the intention of using uniform.

Significance of the Study

This research will be useful in many areas. A study of this nature will help the National Teaching Council (NTC) and National Council for Tertiary Education (NCTE) to formulate policies on dress code that would consider the rights and responsibilities of beneficiaries. This is because, these authorities perform supervisory role to all institutions under their control and so, findings of this study will reveal the current situation on the ground regarding the willingness of students to use uniform and the necessary policy formulation to suit it. Again, this study will make the college of education students have clear understanding on the intentions of policies on uniforms use in educational institutions. From the established background, it is clear that the majority of College of Education students are opposed to the uniform policy. Evidence from this study will therefore provide a clear reason on the uniform policy at that level which may help them appreciate its usage. Finally, this study is going to contribute to the existing literature on the use of uniform by Colleges of Education. It appears there is little empirical evidence on the willingness of uniform use policy among Colleges of Education in Ghana. This study will therefore contribute to the little evidence available on the subject.

Delimitation

The study was centered on the willingness of the Central Regional Colleges of Education students' uniform use, applying the theories of planned behavior and role theory. The researcher chose this study area because existing literature proved that there are no study conducted in the Central Region in relation to Colleges of Education students willingness to continue uniform wearing in tertiary education in Ghana. It was confined to only the three Colleges of Education in Central Region of Ghana, namely, Foso College of Education, OLA College of Education, and Komenda College of education. In terms of content, the study was limited to the concept of school uniforms, the history of school uniforms, and the benefit of school uniforms. The researcher could have considered other elements too but chose these because of the gap explored in the statement of the problem. The study was also limited to the first and second-year-students because they have been admitted into the four-year B.Ed. program hence their orientation on putting on uniform is quite different as against the final year diploma students who had gone for the supported teaching in schools and therefore unavailable.

Limitations

Concerning the generalizability of the study's findings, the reality is that the study's tolerably described sample size may not be sufficient to enable extrapolation to other institutions. As a consequence, the study's findings are generalized to the population in question. The questionnaire, being the primary data gathering instrument, does not provide detailed information (Johnson Christensen, 2012). This implies that if responders were met, the responses from them would have been

more precise and in-depth, since the analyst would have had the opportunity to seek for more explanation of replies. Additionally, the instrument's primary component was composed of closed-ended items. This implies that respondents would be compelled to make choices on the items in the questionnaire without being able to express their opinions. Additionally, this may have resulted in dishonesty about some critical facts that the investigator may have overlooked. To address this problem, there search is sufficiently broad to ensure that the majority of critical topics are addressed. Additionally, one open-ended question is included to assist students in expressing their view points.

Organization of the Study

The study is planned into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, research questions and hypotheses, significance of the study, delimitation, limitations and the organization of the study. Chapter Two concentrates on the literature review, which reviews the literature on the main concepts under consideration. It focused on three parts, namely; theoretical review, conceptual review and empirical review. Chapter Three describes the research methods such as the research design, population, sample, data collection instrument, data collection procedures and data processing and analysis. Chapter Four presents the findings and discusses the results. Chapter Five summarizes, draws conclusions and offers recommendations for stakeholders. It also provides suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews works connected to the Colleges of Education students' willingness of uniform utilization. It centers on several researches concerning the use of school clothes. The essence of this study is to allow a system that builds up the reason for drawing comparable qualities and contrasts between this examination and others and to see domains that require advanced evaluations. For simple referencing, the literature is checked on beneath different sub-headings relative to the objectives of the study. Literature was organized into a theoretical review, conceptual review as well as, empirical review.

Theoretical Review

Theory of Planned Behaviour

The theory of planned behaviour (TPB) model concurring to Ajzen (1991) may be an uncommonly competent and insightful model for clarifying human behaviour. This TPB joins one's feelings and behaviour and it states that state of intellect towards the conduct, relative guidelines, and seen conduct control together shape an individual's behavior and conduct. The TPB is a pre-eminently associated hypothetical framework for seeing and comprehending human conduct. It progressed from the previous theory of conceived movement (Fishbein et al.,2001). The TPB contests that social movement is guided by three sorts of convictions or feelings: behavioural feelings (attitude), standardizing feelings (subjective norm), and control feelings (Perceived behaviour control). A behavioural conviction, a

person's feeling about the results of conduct, makes the person's bearing toward the conduct. Normative conviction, which insinuates a person's wisdom of how conduct will be decided by important others creates an emotional norm. Control conviction suggests a person's acknowledgment of the control of the individual over the conduct, related to seen conduct control (Ajzen,1991). This wisdom of control is identified with segments that will empower or hinder the execution of the conduct and whether the person considers the conduct to be basic or irk some to perform (Ajzen, 1991). The TPB creates the impression that social expectation, which forecasts if an individual will perform the conduct, can be seen by perspectives (attitude), the SN (subjective norm), and seen conduct control (Perceived behavior control). In short, the further sure an individual's air and seen behaviour control about conduct, the more prominent the SN, the more grounded the individual will mean to play out the conduct; the more grounded the individual's intention, the almost certain the person in question will be to play out the conduct (Ajzen,1991). Since it is moderately straight forward and forecasts customer intention and conducts, the TPB has gotten significant consideration and has been broadly and effectively connected in buyer researches. One of those parts has been purchase goals of shoes (Wang, 2014).

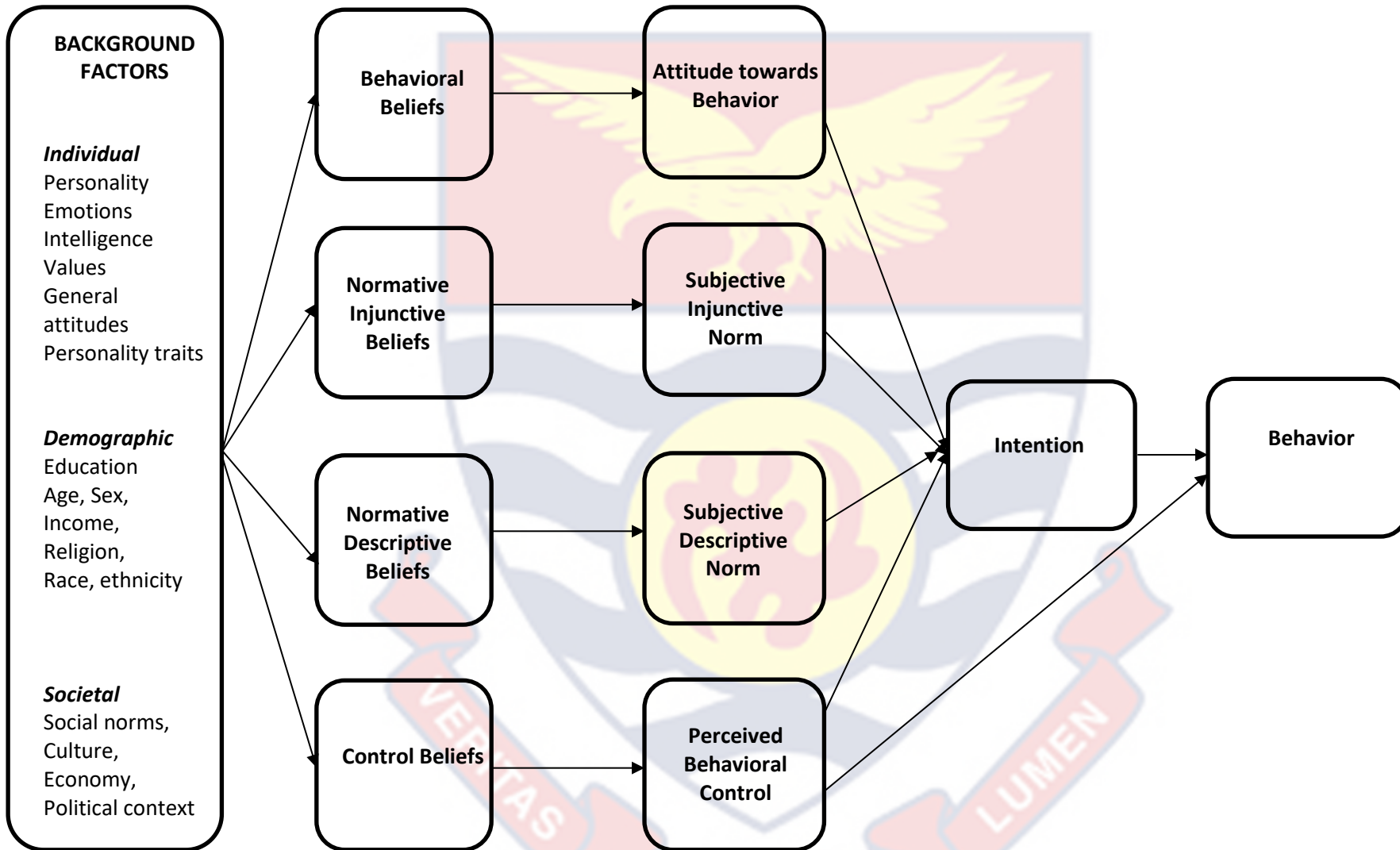


Figure 1: The theory of planned behaviour model

Source : Ajzen (1988)

Concurring to the TPB, intentions to perform environmental practices and seen social control are the prompt indicators of Pro-Environmental Behaviour (PEB). Seen control can have a facilitated impact on conduct and it can more over affect conduct in an indirect way by its impact on intents. The TPB as well hypothesizes that one's purpose fullness to acknowledge PEB have to be incremental to the degree that one holds perfect states of intellect towards it, considers that basic others empower these practices (i.e. injunctive standard) or acknowledge PEB themselves (i.e. descriptive standard), and appears to have control over the practices. States of intellect to a conduct are anticipated to be grounded on social feelings, a person's feelings around the probable results of executing the conduct (Ajzen,2005). When understudies acknowledge that grasping socially viable conducts basically produce positive results, their miens to these conducts will be satisfactory.

Also, on the off chance that they relate PEB with basically negative results, their atmosphere will be stunning. So also, injunctive guidelines depend on individuals' insight of what fundamental referents (parents, teachers, friends) think they had the chance to do, in spite of the fact that descriptive standards depend on sentiments concerning these essential referents' conduct (Rivis&Sheeran,2003). Fishbein and Ajzen (2010) definitively included descriptive to injunctive standards as the taking after constituent of subjective standards. The impact of descriptive standards on coordinate has all over been investigated (Cialdini,2001; Kallgren, Reno&Cialdini,2000) and melded into different works that utilized TPB as an authoritative structure (Rivis&Sheeran,2003).

Moreover, it was set related to works with the sole reason of knowing eco-accommodating practices (Heath & Gifford ,2002; Nigbur, Lyons & Uzzell, 2010; Onwezen, Bartels & Antonides, 2014). Taking everything into consideration, clear control may well be a result of control sentiments, which are seen around the accessibility of stream that paces up or weaken the assertion of given coordinate. Consenting to the TPB, a part of foundation variables (age, sex, personality, financial status, training, character, chronicled experiences) can impact individuals' sentiments. Therefore, in getting an extra comprehension of the common conduct of considering for the affirmation of PEB among youthful individuals, we thought of the conceivable effect of two foundation sections, to be unequivocal, sex, and empathic concern. There's a credibility that individuals who differentiate with respect to sex and empathic concern may have been in threat to grouped encounters and thus, may have orchestrated different PEB-pertinent sentiments (Fishbein&Ajzen,2010). These alterations are predicted to impact their favorability to normal purposes and works out.

Main Variables in the Theory of Plan Behaviour

Perceived Behavioural Control

In the view of Ajzen (1988), behavioural control is revived the apparent comfort or trouble in accomplishing the behaviour and is expected to mirror experience and anticipate impairments and difficulties. This suggests that the individual's reflected perception of the likely difficulties in performing a specific behaviour is assumed to be affected by past involvements and expected hindrances (Ajzen,1991). Behavioural control is defined in terms of efficacy, which is a scenario in which individuals believe that a behaviour is stress-free or difficult to do (Cruz, Suprapti & Yasa, 2015).

Attitude

Attitude is willingness to respond to positive objects in the surroundings as a gratitude of the object (Efendi & Makhfudli, 2009). It is also an individual's reaction to an object in the environment. A clear example is seen in university students' unpreparedness to buy into the idea of entrepreneurship to cut down unemployment, (Cruzetal, 2015). Also, in the fashion field, African youth intent to purchase foreign second-hand clothing instead of home-made apparel, and for this study, colleges of education students' intention to continue to wear uniform for identification.

Subjective Norm

Subjective norm (SN) is the view of a person who is impacted by noteworthy others. Concurring to Wedayanti, and Giantari (2016), SN are views considered critical by people who prompt a person to or not to perform certain behaviours, and inspiration is followed by a readiness to or not do something that was considered vital. SN allude to a person's convictions on how and what to think about persons who are well-thought-out as imperative and are pushed to take after that thought (Maulana,2009). A subjective standard could be a standard that is withdrawn from the inward component of the human heart (Sumaryono,2012). A few of these noteworthy others are teachers, guardians, companions, life partners, etc. (Amjad & Wood, 2009).

Role Theory

The research is supported by Role Theory (RT). The RT is one of many clothing and appearance theories that is used to examine school uniforms. It argues that individuals behave differently in different circumstances, which might have a consistent effect on the role that person plays (Mead, 1934; Sarbin,1954). Clothing has a greater influence on the

discernment of an individual wearing a uniform than it does on the role the uniformed person wishes to play in the eyes of others, or on whether a role is to be performed at all. Clothing may also influence one's self-concept and make wearing a uniform easier (Biddle & Thomas, 1966; Goffman, 1959; Kaiser, 1990; Kaiser, 1997; Sarbin, 1982). Clothing may be a straight forward method to identify a person's role in social circumstances.

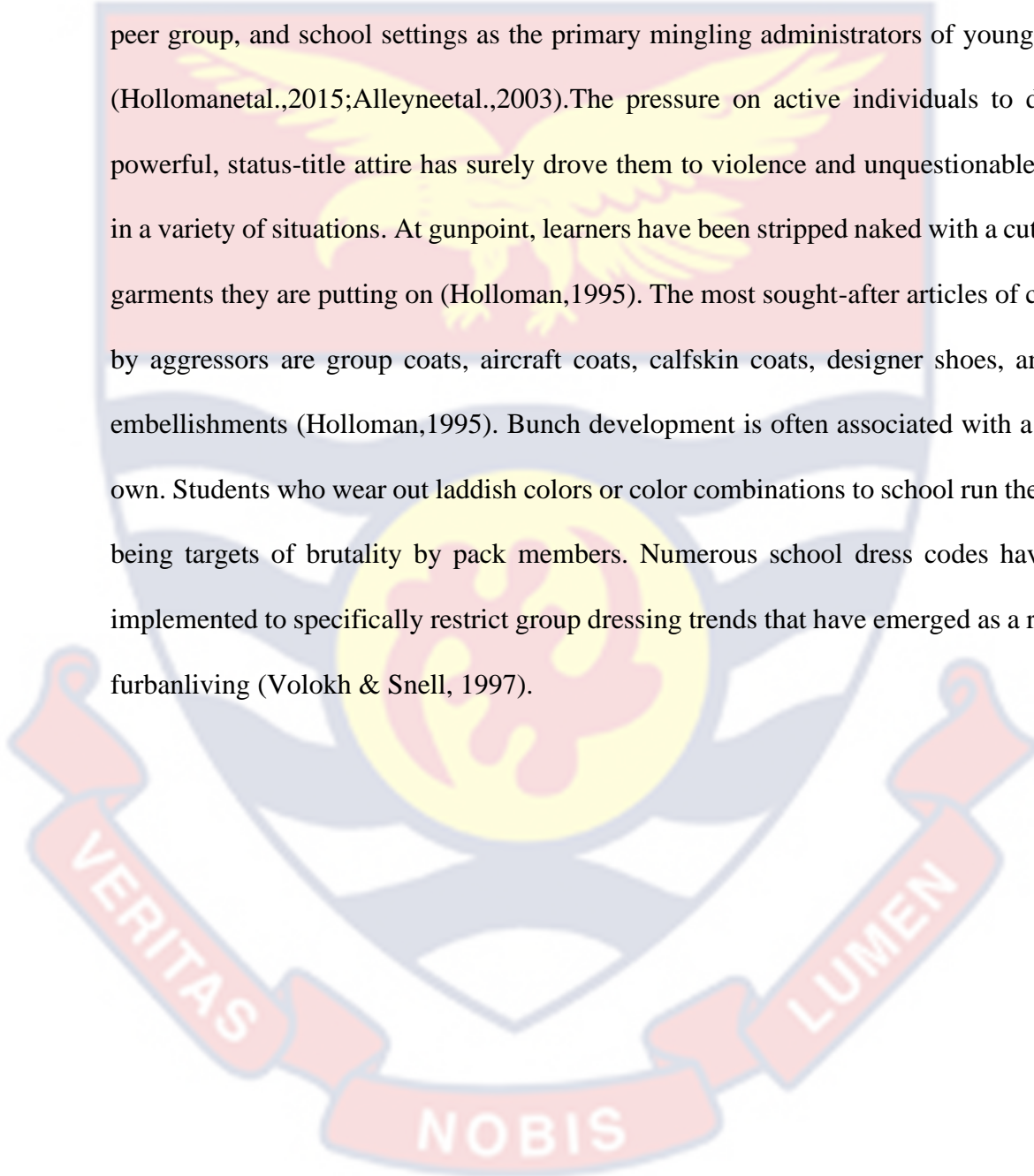
It is critical to discover oneself in a variety of roles in order to present an acceptable character. It is a mode of argumentation. The actions and looks of an individual are utilized to ascertain his location." Skeleton movements, vocal acts, structure, physique, dress, facial expressions, posture, speed, carriage, accent, tone, and tattoo marks are all examples of such communications "(Sarbin, 1982, p.47). The capacity of an individual to accurately find the location of others results in a reduction in the frequency of potential role behaviors. For example," when a person enters a school building, the number of possible roles he will assess for each individual he sees is reduced from thousands to four or five: students, educator, principal, secretary, or janitor" (Sarbin, 1982, p.49). Under study regalia are more adept at assisting interactants than they are in locating the components of others. " Clothing selection is also impacted by group-related factors"(Kaiser, 1990). Each group that interacts has its own system of shared knowledge, beliefs, actions, and norms"(Fine, 1987, p.125)." As a consequence, the organization determines what constitutes appropriate conduct and appearance for people seeking membership"(Kaiser, 1990). " The majority of individuals are willing to fore go their uniqueness in exchange for the security that comes with group membership, and each group has an impact on clothing choice." Individuals gain from group acceptance and

approval, which is particularly important for adolescents (Damhost, 1985; Kaiser, 1990; Roach, 1969).

Accepting youthful features and dressing behaviors is critical while researching school uniforms. One of the primary altering assignments of adolescents is to experiment with dress and look. This entails their developing their uniqueness (Kommer,1999). Young people aged 12-14 years have historically shown poorer self-confidence, more critical self-awareness, and a more insecure self-image than those aged 8-11 years, and place a greater premium on appearance, reputation, and affiliations than in previous generations (Kommer,1999). Teenage years may be a time of portion control and a constrained amount of clothing-related entertainment, and appearance is predictable and, for the most part, accepted as typical pre-adult behavior.

According to analysts, a person's dress communicates nonverbally and can influence how others perceive them, and possibly how individuals perceive themselves (Eicher, Evenson & Lutz, 2000). The over-reliance on clothing and appearance at a time when pre-adult development is particularly susceptible to peer influence has created an environment in which various teen-agers acknowledge it is necessary to wear certain status-labels or exorbitant clothing brands (Murray,2002). Holloman et al. (2015) said that at one point in the extension, these difficulties, which are inextricably tied to students' ethnicity, social status, and neighborhood domesticity, solidify peer competition, distance, and pushing nearly address. Additionally, they reinforce academic success and collaboration as a result of dress-related considerations. To summarize, genuine threats to students' wealth and security join those associated with gang-affiliated apparel and clothing burglary, which are followed by vicious beatings and even murder.

The advancement of status-label clothing via television, motion pictures, popular music, and sports, combined with them as consumerism that characterizes American culture, has compelled youthful-oriented product makers to join the residential, domestic, peer group, and school settings as the primary mingling administrators of young people (Hollomanetal.,2015;Alleyneetal.,2003).The pressure on active individuals to dress in powerful, status-title attire has surely drove them to violence and unquestionable killing in a variety of situations. At gunpoint, learners have been stripped naked with a cut for the garments they are putting on (Holloman,1995). The most sought-after articles of clothing by aggressors are group coats, aircraft coats, calfskin coats, designer shoes, and gold embellishments (Holloman,1995). Bunch development is often associated with a certain own. Students who wear out laddish colors or color combinations to school run the risk of being targets of brutality by pack members. Numerous school dress codes have been implemented to specifically restrict group dressing trends that have emerged as a result to furbanliving (Volokh & Snell, 1997).



Conceptual Review

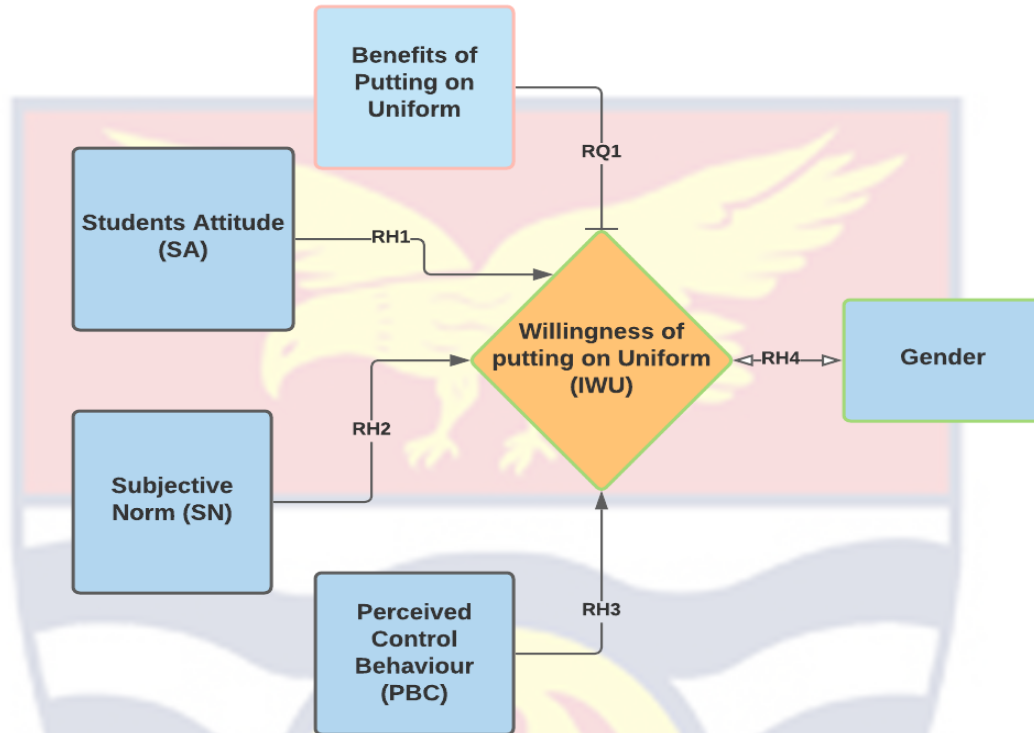


Figure 2: Conceptual Framework

Source: Researcher's Model, 2019.

Interpretation and Application of the Theory

Within the study, dependent factors were behaviour and uniform use, and the intention of students. On the other hand, the autonomous factors were the school uniform attribute, Student state of mind, Subjective Norm, and Perceived behavior control. In this study, there searcher hypothesizes that the autonomous factors (School uniform trait, Student attitude, Subjective Norm, and Perceived behavior control) might impact or anticipate the adequacy of instruction for students within the Central Region of Ghanaian uniforms use. In this respect, the research questions were settled in these three factors. Emerging issues on the subject matter propose that, universally, most studies conclude

that the adequacy of Colleges of Education students in using a uniform may be as a result of numerous factors that fundamentally incorporate the stated independent factors within the system. Among the Colleges of Education students within the Central Region of Ghana, the analyst seeks to look at how these factors within the system may play a part in the worthiness of uniform utilization.

Concept of School Uniforms

School uniforms are pieces of clothing that act as a collective emblem, revealing and concealing rank or position, confirming legality by illuminating the relationship between the person wearing the uniform and the group, and suppressing independence (Joseph,1986). Kaiser (1985) expanded on Joseph (1986) definition with four criteria. First, uniforms are symbols of a group because they represent the group. Members can identify each other in districts with uniform policies. Because the students wear the same uniform, they are able to identify with one another. Second, uniforms both indicate and disguise one's social standing. Uniforms are supposed to remove socio economic classes in schools as a result of this. In theory, it would be impossible to tell the difference between affluent and poor youngsters in uniform. Third, uniforms ensure group membership, which legitimizes one's participation in an organization. Students that are dressed in uniform represent their school. Whether they are in the school building or on the street, this is true. People may find out where their children go to school and then call the facility if they have any issues. Last but not least, uniforms suffocate individuality. A uniform, according to Joseph (1986), can contribute to a sense of depersonalization since it enforces compliance to corporate philosophy. In general, courts have decided in favor of the organization over the person. As a result, when people join a group, their well-being

becomes secondary to the success of the organization. The essence of school uniform rules is unwavering.

Courts have generally ruled in favor of school districts, arguing that districts have the capacity to emphasize improved educational processes and home security (Lopez,2003). Community school uniform policies are not a new phenomenon. Beginning in the late 1980s, urban schools began enforcing school uniform policies. By 2001, 30 states had approved uniform legislation. The fury of a gang of hooligans was frequently the catalyst for establishing a school uniform policy. Uniforms are seen as are sponsetoarash of illicit behavior using clothing.

History of School Uniforms

Brunsma (2006) states that from 1222, school uniforms have been used in France, Germany, and the United Kingdom. In any case, school uniforms originated in the sixteenth century. Christ's Clinic boarding school in the United Kingdom acquired uniforms during this time period, which were provided by residents. The uniform consisted of a blue cloak and yellow pants, giving schools such as Christ's Clinic the moniker 'blue cloak'. In the 17th and 18th centuries, as private and preparatory schools increased their usage, school uniforms were linked with the upper class, and the uniform at these institutions was highly formal. Due to the high cost of instituting a uniform policy at a public school, state schools were discouraged from doing so. This was the case until the eighteenth century, when school uniforms were generally recognized in public schools with modest alterations to make them more affordable. The public-school uniform movement began with a grassroots push in Baltimore, Maryland. Cherry Hill Elementary School adopted school uniforms voluntarily in September 1987 as part of a public push to

eliminate clothing fees and minimize community expenditures in the low – to - middle-income district (Million,1996).

Ghana's school uniform regulation is said to have been influenced by British colonial subjects. However, it is unclear to determine when school uniforms became popular in Ghana. According to history, missionaries who established schools also introduced uniforms to the nations. As a consequence, one may assert that the pioneering activity of preachers in Ghana started with the introduction of school uniforms. Students in priest schools used uniforms to distinguish themselves from street youngsters. The missions furnished their classrooms with a variety of various colored materials

To make it simpler to identify which mission school a kid attended. On the other side, all elementary schools (Primary through JSS) under local and municipal control wear the same color school uniform. Kraft (2003) asserts that school uniform regulations resulting greater attendance and academic success. In 2009, the Ghanaian government introduced a free school uniform initiative for children living in impoverished areas in order to achieve one of the Millennium Development Goals, which is to offer universal free primary education in Ghana ("President introduces free uniforms,"2009; Koranteng,2015). The Ghanaian government absorbs the whole cost of manufacturing and distributes uniforms to kids for free, relieving parents of financial burden.

Benefits of School Uniforms

The essential motive school directors 'quote for executing obligatory school uniform approaches is to progress school security by dispensing with clothing related to group participation (Ramirez, Ferrer, Cheng, & Cavanaugh,2011). Uniform proponents cite security benefits such as reducing learner oppression (Scherer,1991), reducing pack

movement and clashes (Kennedy,1995; Loesch,1995), more effectively identifying outsiders on campus (Starr,2000), reducing substance use, and lowering deferral rates (Gursky,2013) as justifications for implementing uniform arrangement. Because group members identify themselves by their use of certain colours, accessories, or putting on clothing in a particular style, enforcing as standard dress code may help mitigate the overtime ages of group movement (Holloman,1995; Kommer,1999; Starr, 2000).

Additionally, since conflicts and ambushes are typically the consequence of wardrobe concerns, uniforms are believed to reduce student-on-student viciousness (Murray,2002). School uniforms adhere to widely accepted standards of unobtrusiveness, obviating the need for conflicting dress code translations and the humiliation typically associated with dress code "violations"(Caruso,2013). Kaiser (1998) and Swain (2002), both referenced in Koranteng (2015), maintain that schools with a school uniform policy use It to communicate the school's personality and to organize and educate. When it comes to security, it's straightforward to determine who has a place on school grounds and who does not. Additionally, school uniforms assist kids in memorizing (Kraft, 2003). Apart from requiring pupils to dress "neatly and decently," school uniforms foster a feeling of belonging and school pride. Additionally, it restricts parents' use of expensive branded apparel. School uniforms are becoming more prominent in school settings, notably in elementary schools, now referred to as elementary and junior high schools, for a variety of reasons, most often relating to school security and school pride.

School uniforms provide instructors with a chance to see the potential of each student, since they are all dressed similarly and cannot be evaluated just on the basis of their appearance, but rather on the basis of their intellectual achievements. Rather of

limiting learners' freedom, uniforms may help learners differentiate themselves from other members of society. When students do not wear uniforms, less wealthy students may easily be identified by their friends, however when school uniforms are worn, it becomes more difficult to discern who comes from a less or more princely background. Additionally, advocates cited evidence that school uniforms are more cost effective for parents (Caruso,2013), demonstrating that they achieve break-even with children from varied socio economic backgrounds (Holloman,LaPoint, Alleyne, Palmer, Sanders-Phillips, 2015).

Denying title trademark, status-label apparel, and styles may also exclude items from being used as a mocking basis. "A few financially strapped households recalled insults and mockery directed towards clothes during the pre-uniform era "(Bodine, 2003, p.53). Additionally, to reducing garment-related insults and poking, eliminating student choice in clothes simplifies attendance at school by removing the competitive aspect of fashionable apparel (Bodine, 2003b; Kommer,1999). In Milpitas, 31 parents enthusiastically agreed (88 percent) with the statement, "Uniforms make preparing for school simpler "(Bodine, 2003b, p.57). According to student responses to comparable explanations, more experienced students are more likely than younger students to agree that uniforms simplify the process of getting ready for school (Bodine, 2003b). Uniform defenders have also argued that shared dress fosters an environment conducive to genuine study and achievement (Isaacson,2015; Huss,2007; Pickles,2000), increases participation (Caruso,2013; Isaacson,2015), and broadens learner behaviour and attitudes (Caruso,2013; Isaacson,2015). (Starr,2000). Additionally, it establishes a more visible rationale for the school as a community and provides more on table recognition within the

community (Caruso,2013). Numerous proponents also acknowledge that learners will be much more prepared to join the work force if they are taught how to dress appropriately via the use of school uniforms (La Point, 1992).

In a few towns where authorities require uniforms, companies, parents, and school staff unite to develop, produce, and distribute unique flairs of school uniforms for a small fee in order to help quell pupils' need for prestige name apparel (Hollomanetal.,2015). In any event, many believe that mandatory school uniforms are ineffective and are reliant on such techniques. Ashton (2002), as mentioned in Koranteng (2015), concurs that supervising authorities should consider the desires of families when making school uniform decisions, particularly in terms of reasonableness and common sense when introducing or revising school uniforms.

That is, if learners' guardians are unable to wear the recommended school uniform, learners may feel stigmatized. To avoid this inside the United States of America, school uniform standards and dress code regulations were implemented. Additionally, school uniforms level the playing field for students. Individuals in favour of uniforms believe that they help to mitigate the costly, hazardous rivalry among students to see who can endure to wear them pleasant clothes, a competition that exclude slow-income students. According to parents and instructors, wearing school uniforms significantly reduces peer influence over what should be worn, even though learners are not always as convinced as the other two parties that this practice eliminates competitiveness (Firmin, Smith & Perry, 2006).

Arguments against the implementation of School Uniforms

As the energy for school uniform approaches forms, resistance stands as well. Rivals of school uniform approaches accept that uniforms are not the approach to fathom the much bigger issues confronting front-runners. Brunnsma (2006a) contended “uniform approaches are simply speedy fixes and don't address the more profound problems in schools. These approaches are simple to actualize, administratively practical, cheap, but diminish from costlier, troublesome changes that school reformers have to be actualized (Brunnsma2006a). Siegel (1996) cited in Anderson” (2002p.10.) contended that uniforms permit leaders to disregard genuine matters confronting school leaders, like disintegrating buildings, reduced reserves, and swarmed classrooms. Much literature shown those against required uniform approaches feel the arrangements block on learners’ First Revision rights whereas smothering learners’ Inventiveness (Brunsa & Rockquemore, 2015;Caruso, 2013; Isaacson, 2015;La Point Holloman, & Alleyne., 1993; Murray, 2002).

Additionally, experts discovered worry that uniforms, via apparel and significant decorations, intrude on adolescents' developing years essential for personality development (Caruso, 2013; Isaacson, 2015;La Point, 1992; Murray ,2002) .According to rival, the conviction that uniforms create more impartial atmosphere by eliminating expensive clothing is unsubstantial, as students will continue to discover subtler ways to identify themselves, such as with gems, shoes, and other adornments that are not frequently regulated by uniform approaches (Caruso, 2013; Isaacson, 2015) .Additionally, proponents have argued that families spent more on clothing as a result of purchasing

uniforms in addition to the clothes youngsters were permitted to wear outside of school and during the seasonal months (Boutelle,2008;Thomas,1994).

Thomas (1994) argued against the use of uniforms, arguing that techniques regulating learner attire are bigoted, given that the majority of schools with uniform rules are urban, where gang-style wear is popular, and pick pupils who are impoverished and culturally diverse. Stanley (2013) argued that uniform dress code policies may go against the purpose of exercise, which is to encourage learners to recognized diverse traits. In addition to these criticisms of school uniforms, there is a need for observational evidence to support school administrators' statements that uniforms achieve the desired results (Brunsma, 2006a; Brunsma & Rockquemore, 2015).

Uniforms and Discipline at School

In essence, when individuals examined disciplinary issues in previous research, the issue of dress code or whether learners wore a school uniform was frequently associated with the subject of school violence (Wilson, 1999; Skiba & Peterson, 2000; Starr, 2000; McCarthy, 2001) or the influence they exert on the school environment (Murray,1997). This examines the use of a uniform to see whether or not wearing one is associated with school discipline. According to Stanley (2013, p.424), "school uniforms are one of the few strategies used by public schools to re-establish order in the classroom and school security." Bodine (2003a) established a positive association between uniforms and achievement, while Brunsma and Rockquemore (2015) demonstrate a significant difference in achievement for learners wearing uniforms against those not wearing uniforms at the p0.01level. Bodine

(2003b) makes the case that school uniforms are associated with populism, concentrated fury, and diminishing home pressure.

Gentile and Imberman (2012) established a link between uniforms and an increase in student involvement and a reduction in teacher turn over, with the barest of evidence of positive effects on discipline. Uniforms are fundamentally a means of enforcing the demand of regulations, or more generally, of demonstrating a "disciplinary mind set." Indeed, uniforms may be seen as a symbol of the school authority's quality (a well-led school), or they may serve as a "shake-up" device for a school with teachers and /or execution issues.

All of these texts demonstrate unequivocally that uniforms are a causal factor in school discipline, but no observational research to date has examined this notion in the way that we do in our study. In essence, we argue that uniforms contribute more to the official education setting, facilitate communication and visual refinement between instructors and students, and eventually result in a far better; a much better; a higher; a stronger; an improved ">an improved centre for genuine learning (i.e.). As previously hinted, we now argue that school discipline is inextricably linked to the issue of uniforms. Uniforms are notably shared in countries such as Japan, Korea, Taiwan, and Vietnam, and instructors ensure that uniforms are worn correctly. There are certain guidelines about what and how it should be worn. Uniforms create discipline, communicate information about components, and establish standards for quality and fashion. It is part of the message that students are in school and must treat it seriously.

Benefits of Dress Code

People don't work as independent specialists, and their competence is decided by behaviour and their environment. Behaviour changes natural conditions which, in turn, is changed by the condition it makes (Bandura, 2008). Bandura's (2008) social learning theory emphasizes observational learning, also known as modelling. The modelling process comprises of five noteworthy steps:

Attention: People must go to, and see precisely a mid-perception of critical highlights of the modelled behaviour.

Retention: Observational learning is held through symbolism models. Association of the watched behaviour with a picture is simpler to review at a later time.

Reciprocation: People can duplicate the observed ability into genuine behaviour.

Motivation: Observational learning is successful when it is imitated.

Individuals are motivated to adopt the modelled behaviour on the off chance that the outcomes are regarded positively (Bandura, 1977; Kim & Baylor, 2007). Brownstein (2010) said that instructors' physical appearance may aid in intervening in their pupils' behavior. Weber and Mitchell (2002) discovered that instructors' attire may serve as more than a technique of identifying oneself as an instructor; it may also serve as a pedagogical process for establishing a serious working environment and enforcing control (p.9.) Being a part model may have an effect on how instructors dress for work.

Tabor (2008), as referenced in Sampson (2016), referred to a quotation by Common George Pattonto assist highlight the crucial effect of teachers' competent dress codes in schools and their appearance on students and the school environment. Maintaining a professional look in school may be a significant component of education.

Professionally attired teachers demonstrate to pupils how much they care about the way they appear and how satisfied they are with the image they portray. Dressing correctly may be a critical component of the job that teachers are responsible for since it demands respect and Instructors serve as role models for students when they display acceptable attire. (Sampson 2016; Tabor, 2008; Freeburg, & Laborer, 2010).

The way a person seems has an effect on others, which has piqued the curiosity of experts (Damonetal, 2010; Pole & Corridor, 2006; Horgan, Pole & Corridor, 2004) Dress code and appearance contribute to one's feeling of self-worth and reinforce the image shield by peers and society. It has been shown that individuals may form impressions about others based on their dress code (Dixon, 2007; Johnson, Schofield, & Yurchi sin, 2002). Instructors' clothing codes have been more prominent than ever in recent years, serving as a demonstration of appropriate behaviour (Carretal. 2009). Teachers' attire is significant in educational environments because instructors have an effect on the classroom atmosphere (McBride, 2017; Kashem, 2019). Regard for teachers begins with appearance (Wong & Wong, 2005, 2009), and an appropriate dress code provides a positive message to learners about how to treat one another (Yenko, 2011 cited in Sampson2016).

Attig (2008, referenced in Sampson 2018) confirmed that an instructor's look is matched to the characteristics and identifiable evidence of the film's cast members. A competent dress code develops the character of a beginning educator by serving as a growing proficient and role model for the school and pupils. The professional look of educator candidates bolsters both the school community and the educator candidate's character. Attig exemplified astute choices of proficient dress code for educator

candidates, which included (a) areas on able dress code for the event, (b) an encouraging imprint for the school community, (c) proficient part modelling for students, and (d) energizing a working and studying environment conducive to education and learning.

The bureau recommended guidelines addressing the clothing code for instructors. The notion said that teachers' dress codes should represent such professional attributes as tastefulness and elegance that are appropriate for an educator in both the school and community environment. Instructors' appearance sends signals to pupils, parents, and society. Instructors have played a critical role in the formation of social behaviour, conduct, and role models for others to emulate; hence, instructors must exercise their development all influence on students' life. According to Brownstein (2010), the presence of directing teachers has been significant in recent decades. Brown stein conducted an electronic-mail survey of administrators from throughout the United States, revealing that the majority of schools lack a formal dress code. In any event, the leaders agreed that tutors 'professional attire was necessary to demonstrate respect for the school and had a positive effect on learners 'behavior.

Instructors' attire is unmistakably apparent, and suppositions are determined by visual cues (Mill operator, 2004 as cited in Sampson 2016). According to MacIntyre (2008), Diane Pemberton-Sikes, an author and individual expert, recognized that a dress code person dressed professionally obtained predominant success, while an individual who dressed inappropriately did not get the same rating. Inappropriate in dress code was an obstacle to advancement; in any event, professionally attired individuals outperformed expectations in a variety of sectors. Each day, educators dressed improperly are present in schools and classrooms. Certain talents, norms, and ways of living are socially impacted

under certain circumstances (Bandura,2006).Instructors should dress properly for classroom teaching, since instructors dressed professionally are seen to emulate experts, polished skills, assurance, and skill (Simmons,1996,Pastry specialist,Comer,&Martinak,2008).Because proficient dress code influences validity, friendliness, relational appeal, and supremacy, proficient dress code is well-received and communicates position and authority(Carretal.,2009).

To begin, perceptions of classroom instructors are formed by their appearance (Lubkeretal.,2005; Beck & Lambert,1977), and educators should exemplify experts when entering the classroom by dressing appropriately. A competent dress code is critical for instructors in the classroom; hence, teachers' attire should be appropriate for their proficient skills. The display of teachers' clothing codes should serve as an unambiguous distinction between instructors and students. A growing concern about the influence that teachers have on the educational environment is their professional look (Freeburg&Laborer,2008). Individuals' behaviour of ten improves when they are appropriately attired, and students may pick up on the indicators of truth and civility provided by teachers (Jensen,2008citedinSampson2016). Carretal.(2009)discovered that instructors' dress code has a variety of effects on the quality of education and that an educator's appearance is just as significant as the tutoring. As a result, instructors' attire has a social connotation and a talkative impact. Individuals' perspectives are influenced by their attire. Student teachers are likewise in a similar predicament to their instructors, since they are through teacher training.

People's impressions of their education level, dependability, and educational basis are influenced by their dress code. Dress code has an effect on characteristics such as

validity, likability, and relational engaging quality (Carretal., 2009). Because an individual's dress code has an effect on people's judgment, educators should be aware that wearing appropriately is critical. As Indian fathers use values, rules, and processes to educate their children's Indian culture, modern educators may represent and reinforce the school's values and standards via their dress code (Sriram & Sandhu, 2013; Sampson,2016; Sandhu, 2009). Rollman (1980) (cited in Joseph 2017) aided in establishing the impact of instructor attire in a study that concluded that instructors who dressed professionally were perceived as more organized and knowledgeable, whereas instructors who dressed casually were perceived as more neighbourly and adaptable.

Again, according to perceptual evidence, a properly attired instructor is likely to be quickly recognized and boost interpersonal viability. (Rollman, 2009, as referenced in Sampson2016); instructors' clothing codes have a greater effect than their physical appearance. According to the Texas Association of School Boards (TASB,2010), a superior dress code for personnel in one school location promoted excellence in other schools. School officials identified components that were significantly enhanced by instructors' appearances, noting a disparity in the degree of esteem and significant improvements in student behaviour and discipline. The administrators attributed the school's strongly impacted environment to the display of instructors' excellent dress codes (TASB). Bandura's (2008) social learning theory said that the relationship between environmental influences and students' behaviour is determined by their social connections. The more understudies see and interact with instructors, the more likely they will develop into well-behaved members of society (Immaculate,2010). Individuals are motivated to adopt the modelled behaviour on the off chance that the outcomes are

regarded positively (Bandura,1977; Kim&Baylor,2007). Brownstein (2010) said that instructors' physical appearance may aid in intervening in their pupils' behavior. Weber and Mitchell (2002) discovered that instructors' attire may serve as more than a technique of identifying oneself as an instructor; it may also serve as a pedagogical process for establishing a serious working environment and enforcing control (p.9). Being a part model may have an effect on how instructors dress for work.

Empirical Review

Perceived Impact of Uniform on Students' achievement and behaviour

In Northern Michigan, Reed (2011) conducted a study on the suggestions of uniform approach in city schools. This study reviewed literature applying numerical and subjective strategies for investigating on learner accomplishment, behaviour, and uniform approach application. Outcomes and deductions showed no relationship between uniforms and learner success. A few links were shown between uniform policies and learner behaviour. Besides, Stanley (2013) conducted a study on the impact of a uniform approach on students' behaviour. The study embraced the National Educational Longitudinal Study, the study surveyed 2050 basic and middle school instructors, 65 managements, 97 counsellors, middle school learners 12,051 and 10325 basic school learners within 4th and 5th grades to get data concerning recognition of uniform arrangement. Parents were also surveyed. Information was gathered through utilization of a yearly all-district overview.

The analysis of behavioural data included the classification of behaviour concerns that occurred lately and after the implementation of a uniform policy, whilst presumption data were classified as positive or negative. Discipline issues have improved significantly, withhold ups for elementary and middle school students decreasing by 28percent to

36percent, respectively. Additionally, actual wrong doings such as sexual crimes and damage decreased by 74% and 18%, respectively. Additionally, school employee and parent perception statistics were favourable, with 85.6 percent of counsellors and 66.1 percent of instructors describing positive effects of the uniform arrangement. Guardians reported feeling the effects as well," with 67percent stating that they noticed a distance better; a lot better; a higher; a stronger; an enhanced" school environment.

Other changes in school area security arrangements may also have an effect on behaviour. Additionally, research data was damaged as a result of a confined strategy. Conclusion Data were categorized in an encouraging and detrimental manner, which may effectively be skewed or misunderstood. Brunσμα and Rockquemore (2015) investigated the effect of uniforms on behaviour and performance. The degree to which dresses affect performance was determined using stratified data from the 1988 National Educational Longitudinal Study and three follow-up investigations. The learners selected were in their eighth year of review. The research included twenty-five thousand (25,000) student agents from the general population of the United States. They were picked from public and private schools, respectively. Overviews were used to gather data. Classification zones were established using autonomous characteristics such as race and sexual orientation and subordinate elements such as understudy outcomes like as achievement and problematic behaviours. The first year's data revealed a favourable correlation between learners who wore uniforms and their performance ($p < 0.05$).

While a quantifiable crucial association is established, further analysis indicated that the increase in academic achievement faded with time. After the first year, students who were required to wear uniforms saw a three-point decrease in their results.

Additionally, learners who never wore a uniform had a little effect on their performance (Brunsma & Rockquemore, 2015). In general, experts determined that there is a tenuous link between the wearing of uniforms and academic achievement. Sowell (2012) evaluated the association between school uniforms and student involvement, achievement, and referral to punishment using data from two high schools in the provincial Southwest Georgia area, one with and one without a uniforms program. School A (with uniforms) had higher attendance and fewer minor disciplinary problems than School B, but poorer standardized math scores and a higher rate of medium and severe disciplinary concerns (without uniforms). These data did not provide a clear benefit for uniforms, and the conclusions varied across investigations.

How School Uniform Affects Students' Discipline

Adams (2007) performed research on the influence of uniforms on students' academic performance and behaviour. The exploratory study design was used to recruit 7th and 8th grade students from a school that had just implemented a uniform policy. Academic and disciplinary records from the current and prior years were compiled. The previous year's learners who were not forced to wear uniforms were divided into a control group and those who were compelled to wear uniforms were divided into a test group. There was no discernible change. Regardless of the circumstances, learners in the control group had better GPAs and fewer disciplinary referrals than learners in the experimental group. Nine teachers were given questionnaires to complete on their opinion on the suitability of the learners' outfits. It was shown that the majority of instructors considered uniforms as having a positive influence on students. This drift continued for a lengthy period of time thereafter (Pate, 2006).

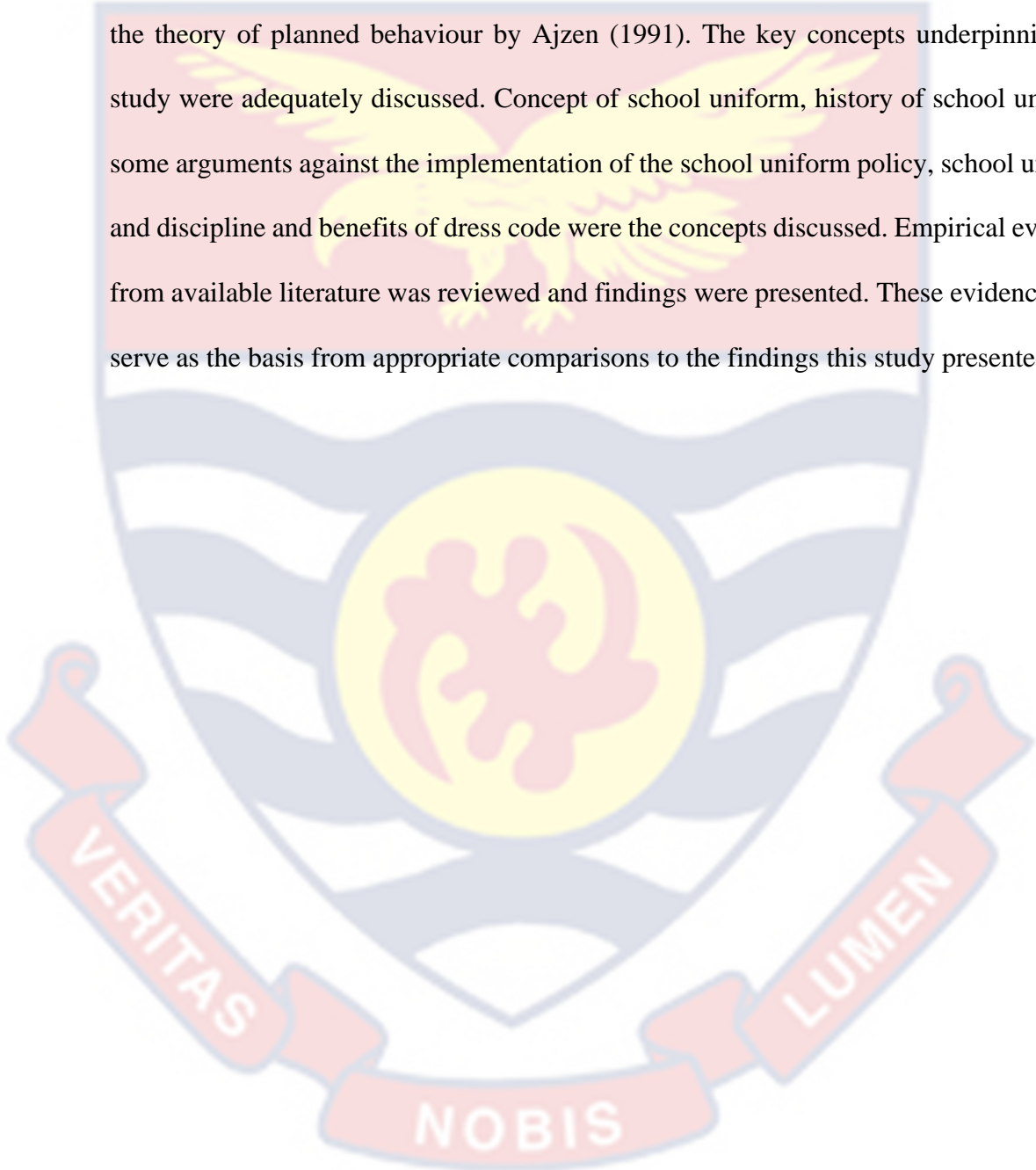
As previously stated, Fosseen (2006) investigated not just the influence of uniforms on discipline, but also the relationship between uniforms and involvement. He discovered that whereas uniforms had no effect on learner involvement, they had a significant effect on learner disciplinary referrals. Referrals for discipline decreased by 45percent at one school and by 11percent at another (Fosseen, 2006). Parent and employee attitudes about uniforms were positive, with both groups favouring uniforms. Regardless, teachers were more adamant about uniform usage than parents, and 6th-grade parents were more stable than 7th- and 8th-grade parents. On the other hand, learners were not in favour of uniforms (Fosseen, 2006).

In a similar spirit (Kim & De Long, 2006) provided data on international under studies and uniforms. They contrasted the attitudes of students, parents, and educators in the United States and Korea toward several issues, including uniforms. Three schools in each nation were selected on the basis of their socio-economic status and dress code. One school had a rigid uniform code, another had a more flexible approach, while a third school did not require uniforms but did have a dress code. The findings indicated that parents and teachers in both countries had a more favorable attitude of school uniforms than under study did. Under studies in both countries did not believe that wearing uniforms would improve under study behavior; in any event, parents in both countries rejected the notion (Kim & De Long, 2006). One intriguing finding from the Kim and De Long research was that the more under studies who had a positive attitude about uniforms, the longer they wore them. The authors argued that requiring students to wear uniforms in primary school may help them embrace uniforms (Kim & De Long, 2006).

In accordance with the above, Bauman and Krskova (2016) performed research to determine the role of school discipline in academic execution. The study's objective was to determine if formally dressed under study exhibit significantly more discipline. The authors analysed data from the Organization for Economic Cooperation and Development's International Student Assessment program about school disciplinary parameters such as student listening ability, noise levels, teacher holding up time, student work time, and lesson start time. The analysis of variance (ANOVA) was used in conjunction with post-hoc analysis on five geographic groups constructed by Baumann and Winzar (2016) and mentioned in Bauman and Krskova (2016) to examine regional disparities in school discipline. Additionally, ANOVA was used to assess discipline and academic performance. Third, at-test was performed on five measures to see whether there were any differences between under studies who wore uniforms and those who did not. The findings highlight disparities in school discipline across five regional groups, with East Asia leading the way. They revealed significant differences in discipline across low-, medium-, and high-performing undergraduates. The most remarkable aspect about high-performance understudies was their degree of discipline. Under studies wearing uniforms tune in much better with shorter teacher hold times. Uniforms help maintain a high level of discipline throughout routine school activities. The findings indicate that, in general, instituting uniforms in schools may enhance discipline and facilitate better book study. The makers propose that uniforms remain where they are now and that they contemplate offering uniforms in areas where they are not yet widespread.

Summary of Literature Review

The issue of the use of school uniforms at the Colleges of Education level is a great area of interest among stakeholders. As per the examination of literature, it is founded on the theory of planned behaviour by Ajzen (1991). The key concepts underpinning the study were adequately discussed. Concept of school uniform, history of school uniform, some arguments against the implementation of the school uniform policy, school uniform and discipline and benefits of dress code were the concepts discussed. Empirical evidence from available literature was reviewed and findings were presented. These evidences will serve as the basis from appropriate comparisons to the findings this study presented.



CHAPTER THREE

RESEARCH METHODS

Introduction

The methodologies and research approaches used to examine Colleges of Education students' willingness to continue uniform use were discussed in this chapter. The research design utilized in the study is described in this chapter, as well as the reasoning behind it. It also includes information on the population, sample and sampling technique; instrument utilized, instrument reliability and validity test, data collecting procedure, and data processing and analysis procedure.

Research Design

The research used a descriptive survey approach to ascertain students' acceptance of uniform usage in colleges of education. This design is deemed appropriate since it enables the examination of specific characteristics, attitudes, beliefs, motives, behaviour, and feelings of a population (Aborisade,1997). As seen in the current study, beliefs and sentiments of Colleges of Educations students are being assessed on the use of school uniform by Colleges of Education students. Fraenkel and Wallen (1993) also emphasised that the descriptive design helps to provide an accurate picture of an event and provides a lot of information from a quite large number of individuals. Aborisade (1997) again affirmed by saying a descriptive survey deals with a population which may be large, deprived of not making a conscious effort to influence any variables. The population considered for the current study is large and the researcher has no intentions of influencing any variable.

Descriptive design affords researchers the opportunity to seek or solicit the views of respondents about certain prevailing conditions and practice held by them by specifying the status quo (Best & Khan, 1998). It is helpful and applicable, particularly to educators, in that it identifies modern issues and draws attention to contemporary desires (Osuala, 2001). He proceeded by stating that this design is fundamental to all sorts of research since it allows for the assessment of the situation as a precondition for deductions and simplifications. This influenced the design decision, since it is suited for this investigation. This is because the current state of preparation of College of Education students to continue wearing a uniform is being evaluated.

The descriptive survey design employed was specifically cross-sectional because respondents were studied at a point in time and not over time. Data gathered from Colleges of Education students, upon which results were generated, were collected once and not studied over time. Therefore, the argument by Polit and Beck (2010) describing cross-sectional surveys as snapshots of the populations about which data is gathered, where collection of information from population is done once and not over time, was the grounds for the choice of specific design. Therefore, the design typically provides information on a one-time picture of a phenomenon.

However, the design may yield untrustworthy outcomes because individual issues are investigated and respondents may not be totally honest. The questionnaire focuses on articulate respondents who can put their thoughts in lettering (Seifert & Hoffnungas cited in Opare, Egbenya, Kaba, & Baku, 2012). Despite these demerits, the descriptive survey seemed appropriate. This is because the extensiveness of coverage of events means it is

more probable than other methods to get information based on a demonstrative sample, and can therefore be generalized to a populace (Kelly, Clark, Brown & Sitzia, 2003).

Population

The population for this study was made up of three Colleges of Education students in the Central Region of Ghana. Foso College of Education, Our Lady of Apostle (OLA) College of Education, and Komenda College of Education were the colleges. They were made up of population of 790,856 and 852 respectively making a total of 2,498 students. Table 1 provides a description of the students in the selected schools on the basis of gender and year group.

Table 1: Population distribution

NAME COLLEGE	OF		1 st year students		2 nd Year students		Total number
			Male	Female	Male	Female	
Foso College of Education	of	264	140	250	136	790	
OLA College of Education	of	-	440	-	416	856	
Komenda College of Education	of	283	150	219	200	852	
Total			547	730	469	752	2498

Source: Field Study, 2019

Table 2: Background information of Respondents

Variable	Sub-scale	Frequency(n)	Percentage (%)
Gender	Female	159	55.0
	Male	130	45.0
Ages	20–25years	242	83.7
	above25years	37	12.8
	Below20years	10	3.5

Source: Field Survey (2021)

Sampling Procedures

From the students' population of 2,498, only 331 students took part in the study. The conclusion to settle on 331 was informed by the table of sample size estimation proposed by Krejcie and Morgan (1970). According to this table, it is appropriate to use 331 from a population of 2,498. Hence, the decision to use this number. The comparative stratified selection procedure was used in regulating the sample size selected in each school. This is appropriate because the study used first and second year students of the colleges who are made up of males and females and who belong to different halls of residence. Stratified sampling helped to divide the population into sub groups (stratum) to highlight differences between group and each group being represented to get a sample population that best represent the entire population being studied. The first stage of the sampling procedure dealt with grouping the population among first- and second-year students and then sampling there quired number. The second stage was based on the basis of the gender distribution. The various groups were allocated based on gender and a fair

number was sampled. This was to ensure that both genders got a proportionately fair representation.

A simple random sampling technique was used in selecting the individual students. This was done by allowing the students pick from a ballot which contained a “Yes” or “No”. Individuals who select “Yes” were selected to participate in the study. Explicitly, the random number technique is accepted to obtain sample units. This method was utilized since it is free from prejudice and injustice. Again, students were not in school, and I decided to use online survey to contact them. After submitting my introductory letter to the principals, a list of students with their telephone numbers was stratified into gender, and then a number was assigned to each student. The sample size was decided based on the table and the sample was selected by running a random number generator.

Data Collection Instrument

A self-created questionnaire was utilized to elicit data from respondents (see Appendix A). According to Creswell (2002), the questionnaire is employed in a survey design in which members complete and return to the investigator. According to Amedahe (2010), a questionnaire is a series of questions that the responder is required to answer in writing or by picking from provided answers. Best and Kahn (1995) emphasized the importance of using questionnaires when genuine evidence is desired. Additionally, they add that if properly designed and maintained, the questionnaire maybe the most appropriate and relevant data gathering method in research due to its broader coverage. The questionnaire had just one open-ended item. The questionnaire was divided into sections: Section A focused on demographic information, Section B on school uniform attributes or benefits and general attitudes about wearing the uniform, Section C on

attitude, Section D on the subjective norm, and Section E on perceived behavior control. The four-point Likert-type scale was employed, ranging from "Strongly Agree" to "Strongly Disagree." In accordance with Aryetal (2002), as mentioned in Amedahe (2010), the Likert scale is a widely used tool for assessing assertiveness.

Close-ended questions are swift to assemble and direct to code and do not distinguish excessively based on how to articulate respondents. (Cohen, Manion, & Morrison, 2003). The use of questionnaire tends to be more reliable since its anonymity encourages greater honesty from respondents (Fraenkel & Wallen, 2010; Saundersetal, 2012). More also, use of questionnaire has the ability to collect a large amount of information within limited time (Mugenda & Mugenda, 2003).

Cohen, Manion, and Morrison (2007) assert that employing a questionnaire to elicit information on attitudes, values, beliefs, and reasons is a very straight forward and basic technique. However, the use of the questionnaire has some demerits such as respondents not reporting their true perception about school uniform since they are mostly confined to stated responses where they cannot go beyond it. These notwithstanding, the merits in the use of the questionnaire for data collection in this study far outweighs its demerits, hence its adoption.

Validity and Reliability of Instrument

Both face validity and content validity were carried out to check the correctness of the instrument and also to ensure that it measured the perception of the respondents. After construction, my supervisor inspected each item on the questionnaire to ensure the extent, adequacy and the degree to which the questionnaire measures variables such as attitude, subjective norm and perceived behaviour control. The suggestions from my

supervisor and other experts in the department after examining the instrument were all incorporated in the final draft of the instrument.

Further, to ensure the validity and reliability of the questionnaire, a pilot test was conducted at the Akrokeri College of Education. This group possessed similar characteristics just as the study respondents therefore, they were deemed fit for the pilot test. A sample of 30 students consisting of equal number of male and female were selected for the pilot test. This decision was influenced by Connelly (2008) who posits that 10% of the sample projected for the larger study is appropriate. Due to covid-19, the questionnaires were transformed into an online survey and transferred to the vice principal who also added me to a created what Sapp group plat form including the selected students.

The questionnaire from the pilot test was tested using Cronbach's' alpha coefficient method to find out the reliability estimate of the items. The test was done for perceived benefit of school uniform of colleges of education students and it recorded 0.708, attitude recorded 0.695, the subjective norm was 0.825 and perceived behaviour control was 0.708 (AppendixB). Cronbach alpha coefficient of a scale should range from 0.7 and above as minimum level for internal consistency of the items that are suitable to measure an attribute (Agyenim- Boateng et al, 2010). However, it could also range from 0.67 to 0.87 which is equally acceptable for research purposes (Agyenim- Boateng et al, 2010). The standard scale used to determine the reliability of the items in the questionnaire was 0.7. Based on the above information the questionnaire was reliable and it was used to collect data for the main study. The data would stored on a password encrypted laptop while the data questionnaire would be kept in a locked safe with access from only the principal investigator and the supervisor.

Data Collection Procedures

To initiate the study, a research proposal was submitted to and approved by the University of Cape Coast's Department of Vocational and Technical Education. Prior to data collection, the researcher acquired ethical approval from the University of Cape Coast's Institutional Review Board (IRB) (see Appendix B). Additionally, the researcher got an introduction letter from the Department of Vocational and Technical Education authorizing the researcher to request permission to conduct the study from the administrative heads of the chosen institutions (See Appendix C). The opening letter's objective was to request collaboration and also to establish rapport between the researcher and the school administration.

The list of the selected respondents from the designed sample frame was given to the researcher. A WhatsApp group was then created by the researcher including all the respondents. The respondents were informed online about their right to decline their participation. Again, they were assured that their responses were going to be kept confidential and that no third party will have access to the information. After the respondents had given their consent to participate in the study, I posted the link online to the various groups. There was no physical contact. All interaction was done virtually due to the fact that the students were on holidays. A period of three weeks was used for the data collection. This was done from 1st to 21st September 2021. A total of 289 questionnaires were filled which resulted in a return rate of 88%.

Data Processing and Analysis

Statistical Package for the Social Sciences (SPSS) software version 25.0 was used to change, arrange, and analyse the data without altering the responses. Following that, data was analysed and visualized using descriptive and inferential statistics.

The first step of analysis (demographics and research question 1) was devoted to descriptive statistics, which included the computation of frequencies, percentages, means, and standard deviations. To illustrate the relative proportions, the data were aggregated and translated to tabular form. The second stage incorporated inferential statistics such as Pearson Product Moment Correlation (PPMC) and the independent t-test. A significance threshold of 0.05 was utilized to evaluate observed connections and differences between variables that were significant for the dependent variable. PPMC was used to analyse hypotheses 1-3; the model was used to visualize the trend and magnitude of the effect and relationship between the variables (attitudes intention of using uniform, subjective norm intention of using uniform and perceived behaviour control intention of using uniform).

To evaluate study hypothesis 4, an independent t-test was performed. This test analyse Sifa statistically significant difference existed between the means of two distinct groups. The dependent variable is the desire to wear uniforms, while the independent variable is gender (male and female college students).

Table 4: Summary of Data Analysis

Research Question / Hypotheses	Statistical Tool
What are the perceived benefits of school uniform policy on the college of Education students?	Mean and standard deviation
There is no statistically significant relationship between College of Education students' attitude and their willingness towards the use of uniform	Pearson Product Moment Correlation (PPMC)
There is no statistically significant relationship between College of Education students' subjective norm and their willingness towards the use of uniform	Pearson Product Moment Correlation (PPMC)
There is no statistically significant relationship between College of Education students' Perceived Behaviour Control (PBC) and their willingness towards the use of uniform	Pearson Product Moment Correlation (PPMC)
There will be no statistical significant differences between male and female College of education students in the intention of using the uniform	Independence sample t-test

Chapter Summary

The research design is a descriptive survey involving quantitative methods. The study involved Colleges of Education students in the Central Region of Ghana. The sampling technique used was the stratified sampling procedure. The research instrument used in the study was questionnaire (Close-ended and one open-ended items). The pre-test was conducted to determine the validity and reliability of the instrument.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter summarizes the findings from the data analysis. Additionally, it focuses on providing findings about students' attitudes (SA), subjective norms (SN), and perceived behavior control (PBC) toward uniform usage among College of Education students in Ghana's Central area. The sample for the study was 330 drawn from a population of 2,498. However, due to the COVID-19 pandemic and other factors beyond the researcher, the analysis was based on the 289 returned questionnaires. The quantitative data are analysed using inferential statistics (independent t-test and PPMCC) and descriptive statistics (means, standard deviations, frequencies, and percentages). To ascertain the full veracity of the results, the data are analysed based on each research question. The first section describes demographic characteristics. The second section presents findings based on the research questions.

Description of Respondents

This section examines the respondents' personal characteristics. This is the gender and age of the students. The findings are summarized in Tables 4 and 5.

Table 5: Background information of Respondents

Variable	Sub-scale	Frequency(n)	Percentage (%)
Gender	Female	159	55.0
	Male	130	45.0
Ages	20–25years	242	83.7

above25years	37	12.8
Below20years	10	3.5

Source: Field Survey (2021)

Table 5 shows the results of gender at the College of Education Students in the Central region. The results show that generally, most of the students who responded to the questionnaire are females (n=159,55.0%). The males were the least (n=130,45.0%). This indicates that the study is dominated by females. The result from this study goes contrary to the general impression created within the Ghanaian educational sectors regarding the dominance of females in the educational institution right from on set to higher education. This implies that the affirmative actions taken by various Colleges of Education on increasing the cut of points or grades of females in order to encourage the recruitment of more females is working, as seen in the results of this study.

The results in Table 5 show results in the ages of the Colleges of Education students in the Central region. The results show that generally, most of the Colleges of Education students were within 20-25 years (n=242,83.7%). Those from above 25 years followed (n=37,12.8%). Those below 20 years were the least (n=10,3.5%). The results of the study translate the fact that majority of the respondents were matured enough to provide answers on essential issues regarding their attitude towards wearing of school uniform, the benefits they derived from it and many others.

Main Results of the Study

To elicit data on respondents' Student Attitude (SA), Subjective Norm (SN), and Perceived Behaviour Control (PBC) toward uniform usage, respondents are asked to score their replies on a Strongly Disagree–SD to Strongly Agree–SA scale. The scales were

assessed on a mean basis (Strongly Disagree=1 to Strongly Agree=4). The scale was given a criteria value of 2.50. The criteria or cut-off value (CV=2.50) was calculated by adding the scores together and dividing by the number scale ($4+3+2+1=10/4=2.50$). To comprehend the mean scores, items / statements on uniform usage that scored a mean of 0.54 to 2.49 were classified as a low-ranked construct by respondents in terms of attitude, subjective norm, and PBC. The respondents viewed those items/ statements with a mean of 2.50 to 4.00 as a highly graded construct. This classification corresponded to the observation findings. This interpretation is limited to the study question number one.

Descriptive statistics were used to analyse the study questions. Descriptive statistics examines a dataset for trends using statistical, numerical, and graphical approaches (Gujarati, 2013; Garba, 2013; Salvatore & Reagle, 2002 cited in Tukur, 2016). It typically gives facts about a data collection by providing the mean values of the variables employed and presenting that information simply. As a result, this section provides some measures of central tendency and dispersion for the research variables, which aid in comprehending their distribution in keeping with Adam's (2015) argument that the primary objective of descriptive statistics is to summarize or minimize data. Thus, descriptive statistics provide information about the data depending on the sample size.

Research Question One: What are the perceived benefits of school uniform policy on the Colleges of Education students?

Globally in literature, it is evident that there are perceived benefits of school uniform policy on students. However, it appears that there is a literature gap in the case of Ghana, especially in the Central region. This made the researcher gather evidence from Colleges of Education students in the Central region of Ghana. The study ought to

provide answers to the question on the perceived benefits of school uniform policy on the Colleges of Education students. Table 5 presents results on the descriptive statistics, specifically (means and standard deviation). The results in Table 5 also ranked the means of perceived benefits derived from wearing school uniform from the highest to the lowest. The highest ranked perceived benefit indicates the outmost importance through the last one with least importance.



Table 6: Perceived benefits of school uniform policy on students

Perceived Benefits	Mean	SD	Ranks
Uniform supports a sense of reinforcement of images held by peers and society	3.86	1.19	1 st
Reduce gang activity and fight	3.82	1.43	2 nd
Cost-effectiveness	3.76	1.93	3 rd
For smartness	3.73	1.33	4 th
It improves school safety and security on campus	3.71	1.56	5 th
Learning suitability	3.66	1.79	6 th
For uniformity	3.65	1.76	7 th
It motivates students to dress appropriately in the future for work	3.63	1.16	8 th
It reflects professional characteristics	3.60	1.65	9 th
For identification purposes	3.56	1.80	10 th
For the pride of the image portrayed	3.54	1.73	11 th
For confidence, and expertise	3.52	1.04	12 th
Leads to appropriate behaviour	3.51	1.72	13 th
Interpersonal attractiveness	3.46	1.23	14 th
Improves modesty among students dressing on campus	3.44	1.76	15 th
Reduces peer pressure and destructive fashion among students	3.37	1.60	16 th
For status and power	3.33	1.43	17 th

It leads to a positive message that may demonstrate 3.26 1.62 18th
to students how to respect themselves

Conceals socioeconomic status differences	3.22	1.34	19 th
Mean of means/ Average SD	3.56	1.53	

Source: Field Data (2021)

Table 6 revealed that the wearing of school uniform provides several benefits to students in the College of Education.

This was evident in the grand mean (Mean of means = 3.56, Average SD = 1.34), indicating that respondents strongly consented to the statements that they derive several benefits from wearing of school uniform in College of Education. This echoed the fact that majority of the respondents' side with the view that the wearing of school uniform in colleges of education is of outmost importance in helping the school to achieve its objectives in nurturing students to be responsible, accountable and goal driven. The average standard deviation reported revealed that there was wider dispersion among respondents on the perceived benefits. This might be that the respondents did not share same thought or reaction on the items seeking to measure perceived benefits. The mean of means also indicated that respondents strongly agreed to the statements that purports to measure the perceived benefits derived from the school uniform wearing policy. The remaining paragraphs throws more light on the perceived benefits directly and indirectly derived when the school uniform wearing policies were introduced by various Colleges of Education.

Information from Table 5 revealed the results on descriptive statistics of the apparent importance of uniform policy on students. For example, it is found that uniform policy will support a sense of reinforcement of image held by peers and society (Means = 3.86, SD = 1.19). This implies that majority of respondents strongly agreed to the fact that 'student's uniform wearing policy ensures that students comply with standards set by their schools' as the right thing to be done in school.

Again, the study further revealed from Table 5 that school uniform policy ensures that there is reduction in gang activity and the fight among students. This was found to be the second-ranked factor that served as an apparent importance of school uniform policy on the Colleges of Education students in the Central region (Mean = 3.82, SD = 1.43). The high means core revealed that majority of students strongly agreed to the fact that this statement is of utmost importance and helping to ensure decent behaviour among College of Education students.

In furtherance to the above, the study found that the school uniform policy led to a positive message that may demonstrate to students how to respect themselves (Mean = 3.26, SD = 1.62). It appeared that wearing of school uniform provides essential roles for the leaders and teachers at school to ensure that College of Education students are trained with the right principles of life by respecting themselves through the way and how they appear in public. This is in line with the general statement that your dressing speak volume about oneself. This is a healthy practice that can be implemented by students in their normal routine in life. On the least ranked importance, the study finally portrayed that respondent agreed to the fact that the school uniform policy conceals socio-economic status differences in the school (Mean = 3.22, SD = 1.34). The findings from the Table 5

indicated that the propounders of the initiative of wearing of school uniform has many desirable advantages which ensures orderliness, responsibility, accountability, equality, and fairness. The students were heterogeneous in their responses on the benefits they derived from wearing school uniform.

Research Hypothesis One: There is no statistically significant relationship between College of Education students' attitude and their willingness towards the putting on of uniform.

It is established from the research that attitudes may have a statistically significant relationship with the intention of college of education students to wear a uniform. This prompted the researcher to investigate the association between opinions about uniforms and their usage in colleges of education. PPMCC was utilized to do this. Correlation is used in analysis to determine the strength and direction of the link between the independent variables (attitudes and the intention of putting on uniform in Colleges of Education). Correlations were examined at a level of confidence of 0.05. On the premise that each variable was continuous, PPMCC was utilized. Each participant is associated with a pair of values. Thus, if the connection is between weight and height, each observation should have both values for weight and height. All of the questionnaire questions evaluating these characteristics were merged into a single item in SPSS to provide scores for attitudes toward and usage of uniforms in institutions of education. Throughout the PPMCC investigation, the homoscedasticity assumption was examined.

The results of the normalcy assumption are shown in Figure3.

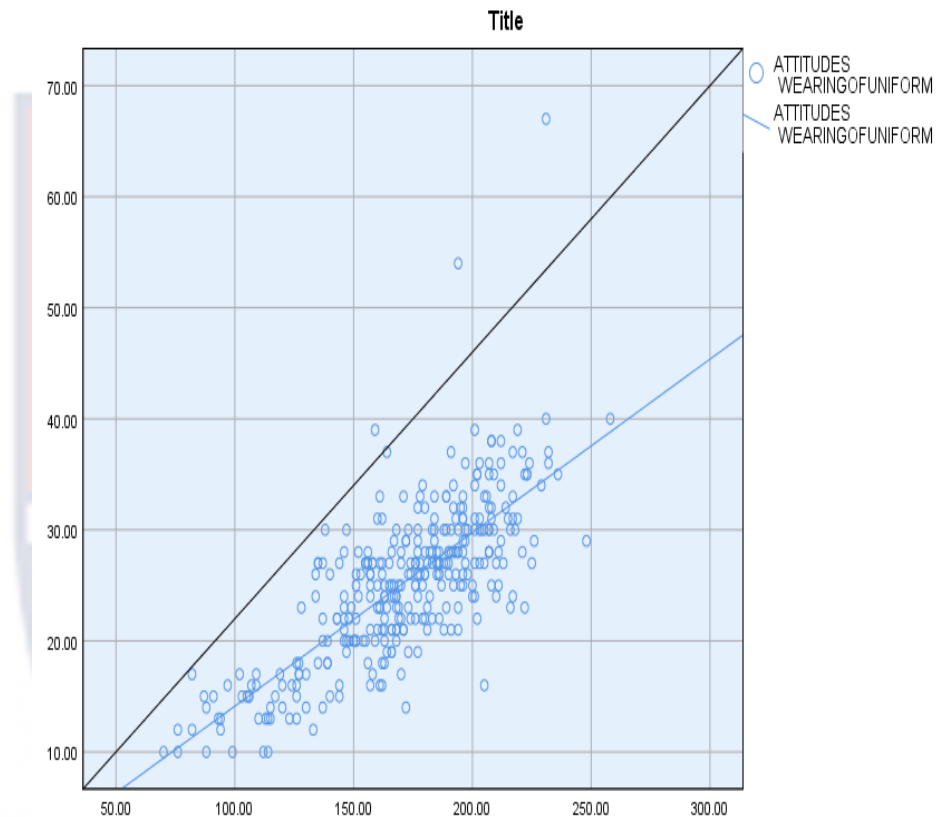


Figure 31

Source: Field Data, 2021

Constant variance implies that the error size is the same for all values of the independent variable. If the variability is less for a specific range of values of the independent variable and greater for another, then there is an abuse of constant variance. It is quite cool to check for constant variance visibly, by looking at a scatter plot. If the points lie correspondingly on both sides of the line of best fit, then the variances are the same. Figure 1 displays that the clustering and movement of the variables along the diagonal line indicate that the data was assumed normal and as such PPMCC could be

performed. Table 6 provides the means, standard deviation, and the correlation coefficients between the variables.

Table 7: Relationship between attitudes and the use of uniform in Colleges of Education in the Central Region

Variables		SA	IWU	Decision
Students Attitude (SA)	Pearson Correlation	1	.927	Sig. relationship (p<0.05)
	Sig.(2-tailed)		.009*	
	N(sample)	289	289	Attitudes
The intention of Putting on Uniform (IWU)	Pearson Correlation	.927	1	Influence
	Sig.(2-tailed)	.009*		The putting on of uniform
	N(sample)	289	289	

*. Correlation is significant at the 0.05 level (2-tailed)

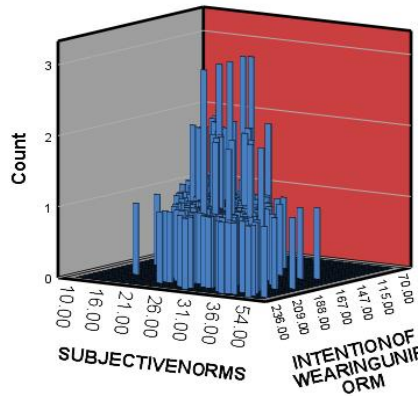
Source: Field Data, 2021

Table 7 presents results on the relationship between attitudes and use of uniform. It suggests that attitudes of Colleges of Education students in the Central region could determine or influence the use of uniform, the results showed a significant strong positive correlation between the two variables, ($r = .927$, $\text{sig.} = .009$, $p < .05$, $n = 289$, 2-tailed). The two variables share a variance of .927 (93%). The results imply the relationship between the two variables is very strong and therefore, students' attitudes in the Colleges of Education could determine or influence the use of uniform in the Colleges.

From the results, the researcher rejects the null hypothesis which revealed that ‘attitudes will not significantly relate with College of Education students’ intention of using uniform, to agree with the alternative hypothesis which states that “attitudes will significantly relate to college of education students’ intention of using uniform, statistically”.

Research Hypothesis Two: There is no statistically significant relationship between College of Education students’ subjective norm and their willingness towards the use of uniform

Again, examining the research demonstrates that subjective norms may statistically substantially link to or impact a college of education students' use of uniforms. This prompted the researcher to investigate the association between the subjective norm and the usage of uniforms by students enrolled in colleges of education. PPMCC was utilized to do this. Correlation(r) was used in the study to determine the strength and direction of the relationship between the independent variables (Subjective norm and the use of uniform in by students of Colleges of Education in the Central region). Correlations were examined at a level of confidence of 0.05. To assess the students' subjective norm scores and their desire to use uniforms at colleges of education, all of the questionnaire's questions measuring these constructs were combined into a single item using the SPSS program (version,25). The homoscedasticity assumption was tested throughout the PPMCC study. The results of the normality assumption are shown in Figure 2.



Source:

Field Data, 2021

Figure 42

Figure 3 shows the results on variables (Subjective Norm and the use of uniform in Colleges of Education). The results showing the cluttering of the bars that the data was assumed normal and as such PPMCC could be performed. Table 8 presents the correlation coefficients between the variables.

Table 8: Relationship between Subjective Norm and the use of uniform in Colleges of Education in the Central Region

Variables	SN	IWU	Decision
Subjective Norm (SN)	Pearson Correlation 1	.892	Sig. relationship (p<0.05)
	Sig.(2-tailed)	.000*	
N(sample)	289	289	
The intention of	Pearson Correlation .892	1	Subjective Norm influence
	Sig.(2-tailed)	.000*	

Putting on N(sample)	289	.927	the putting on
Uniform			of uniform
(IWU)			

*. Correlation is significant at the 0.05 level (2-tailed)

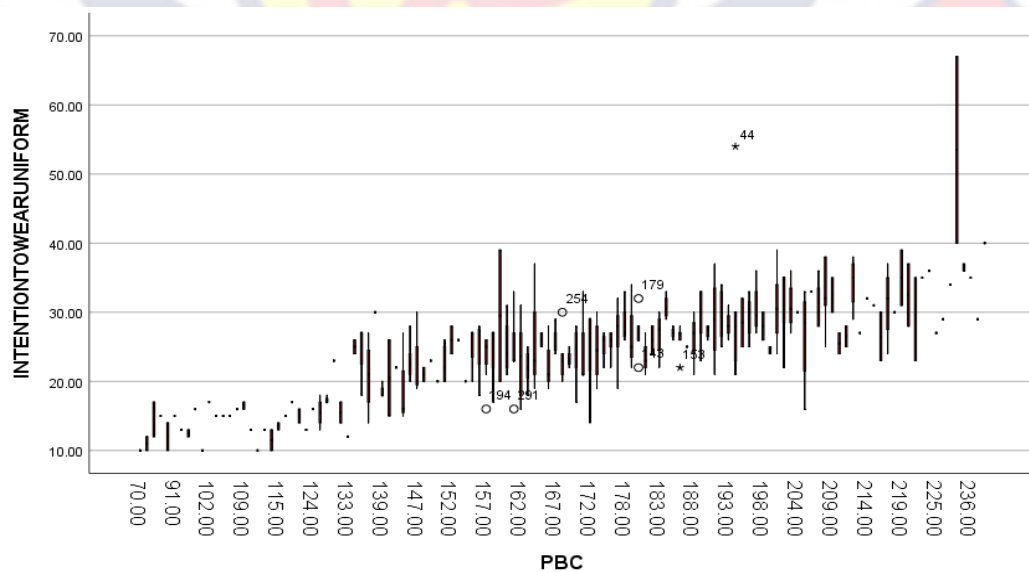
Source: Field Data, 2021

Table 8 presents the results of the link between SN and the IWU in Colleges of Education. The results in Table 5 suggest that the Subjective Norm of Colleges of Education could determine or influence the intention of using the uniform as the results showed a significant strong positive correlation between the variables, ($r = .892$, $sig. = .000$; $p < .05$, $n = 289$, 2-tailed). The variables share a variance of 0.892 (89%). The results imply the relationship between the two variables is very strong and therefore, students' Subjective Norm in the Colleges of Education could determine or influence their intention of using uniforms in the colleges.

Based on the obtained results, the researcher rejects the null hypothesis which states that "subjective norm will not significantly influence College of Education students' intention of using uniform in favour of the alternate hypothesis which states "subjective norm will influence College of Education students on their intention of using uniform". Admittedly, many studies conducted to assess the relationship between Subjective Norm and the use of uniform found that there is a positive impact on student Subjective Norm. All the works provide evidence that uniform is really a causative influence on better school discipline, but no experiential study to date has explored this proposition on a more refined extent of SN.

Research Hypothesis Three: There is no statistically significant relationship between College of Education students' Perceived Behaviour Control (PBC) and their willingness towards the putting on of uniform.

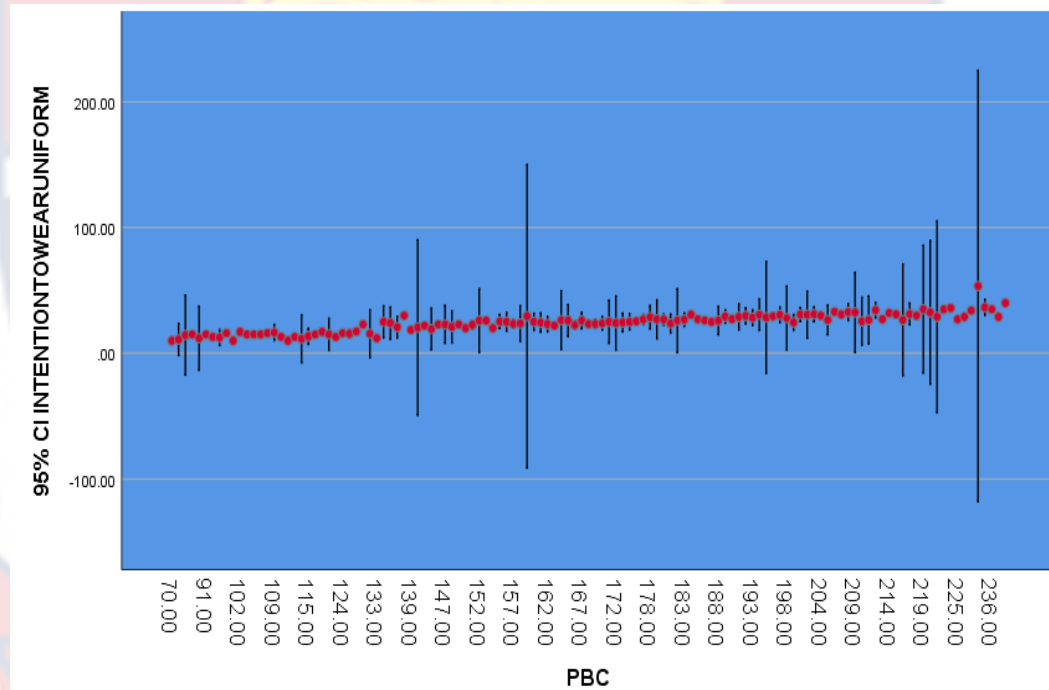
PBC has been proven to be strongly associated with or influencing the desire of College of Education students to wear uniforms elsewhere in the literature. However, there is a dearth of proof in the case of Central Region Colleges of Education. This prompted the researcher to investigate the association between the PBC and the usage of uniforms in education colleges. PPMCC was utilized to do this. Correlation(r) is used in analysis to determine the strength and direction of the relationship between variables (PBC and IWU). Correlations were examined at a level of confidence of 0.05. To compute the scores for the PBC and the desire to wear uniform at Colleges of Education in the Central area, all of the questionnaire's questions assessing both concepts were combined into a single SPSS item. The homoscedasticity assumption was verified throughout the PPMCC analysis. The results of the normality assumption are shown in Figure 1.



Source: Field Data, 2021

Figure 5 3

Figure 5 shows normality results on variables PBC and the use of uniform in Colleges of Education. The results indicating movement of variables along the diagonal line shows that the data was assumed normal and as such PPMCC could be performed. A similar result is presented in Figure 4. Table 6 presents the correlation coefficients between the variables.



Source: Field Data, 2021

Figure 64

Table 9: Relationship between PBC and IWU

Variables	PBC	IWU	Decision
Perceived behaviour control (PBC)	Pearson Correlation 1	.791	Sig. relationship (p<0.05)
The intention of Putting on Uniform (IWU)	Pearson Correlation .892 Sig.(2-tailed) .001* N(sample) 289	1	the putting on of uniform

*.Correlation is significant at the 0.05 level (2-tailed)

Source: Field Data, 2021

Table 9 depicts results on the relationship between PBC and the intention of using uniform in Colleges of Education. The results in Table 6 submit that PBC could determine or influence the intention of student using uniform as the results showed a significant strong positive correlation between the two variables, ($r=0.791$, $\text{sig.}=0.001$, $p<0.05$, $n=289$, 2-tailed). The two variables share a variance of 0.791 (79%). The results advocates that the link between the variables is very strong and therefore, it can be settled that PBC could determine or influence their intention of using uniforms in the colleges. Based on the results, the researcher rejects the null hypothesis which states that PBC will not significantly influence or relate with students concerning their intention of using uniform, and rather accept the alternate hypothesis which states that PBC will significantly influence students' intention of putting on a uniform, statistically.

Research Hypothesis Four: There is no statistically significant difference between male and female students concerning the intention of putting on a uniform.

At a confidence level of .05, hypothesis four was assessed to see whether there is a statistically significant difference between male and female students when it comes to IWU. Based on the premise that it determines if there is a statistically significant difference in the means of two unrelated groups, an independent t-test is deemed appropriate for analysing these differences in the study.

To acquire the analysis scores, the answers from students regarding their desire to wear uniforms were translated into a single variable using SPSS. The independent t-test is used to determine if male and female learner's scores are statistically significantly different. When performing the test, the independent variable is assumed to be regularly distributed. The independent variable is a categorical variable with levels. The normalcy assumption is verified prior to running the test.

Normality Test

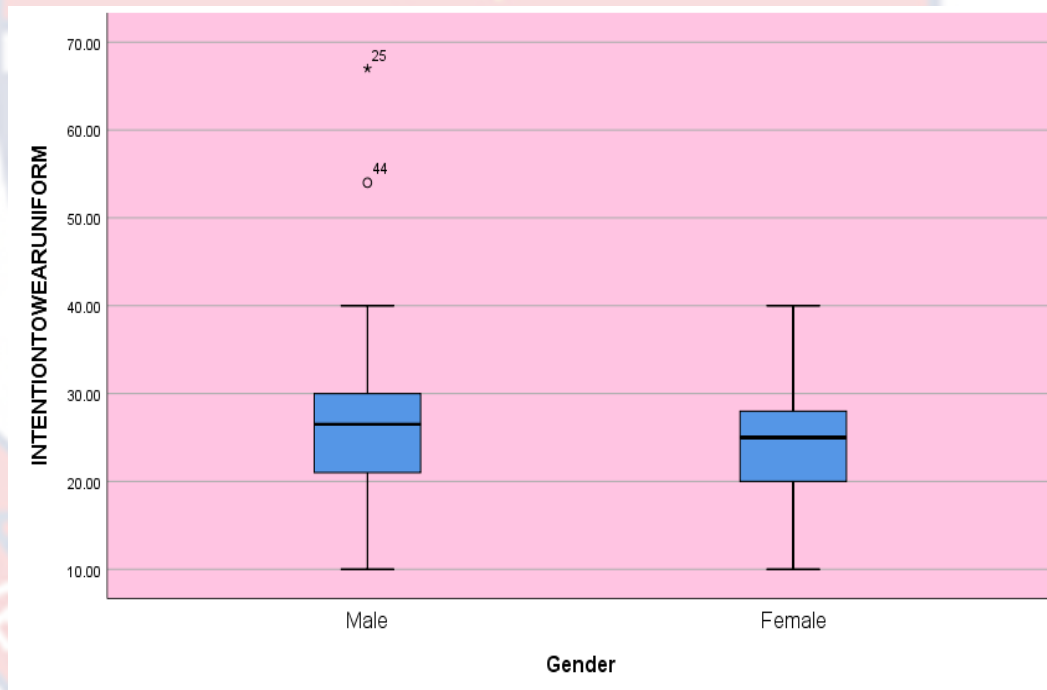
Table 10: Normality Test Results differences between male and female students concerning the intention of using uniform

Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Male	.235	130	.342*	.723	130	.129
Female	.340	159	.631*	.139	159	.202

*. This is a lower bound of the true significance a. Lilliefors Significance Correction

Source: Field Survey (2021)

In Table 10, Shapiro-Wilk test results are reported based on the normality assumption that it uses a sample size of more than 50 ($n > 50$). Since the p-value is greater than 0.05, the data is normally distributed. From the Shapiro-Wilk test results, it is indicated that the variables are normally distributed. For example, the male students recorded a Shapiro-Wilk results indicating that the data is normal ($KS=0.723$, $df=130$, $p\text{-value}=0.129$, $p > 0.05$, $n=289$), the female students from Colleges of Education in the Central Regional so recorded a Shapiro-Wilk results indicating that it was normal ($KS=0.139$, $df=159$, $p\text{-value}=0.202$, $p > 0.05$, $n=289$). Figure 7 presents the results of the normality assumption.



Source: Field Data, 2021

Figure 75

Figure 7 displays the normality results of the male and female students concerning the IWU. The results show that the bars are almost divided equally which confirms that the

data was assumed normal and as such descriptive test is performed and results are presented in Table 11.

Table 11: Results of dependent Samples t-test

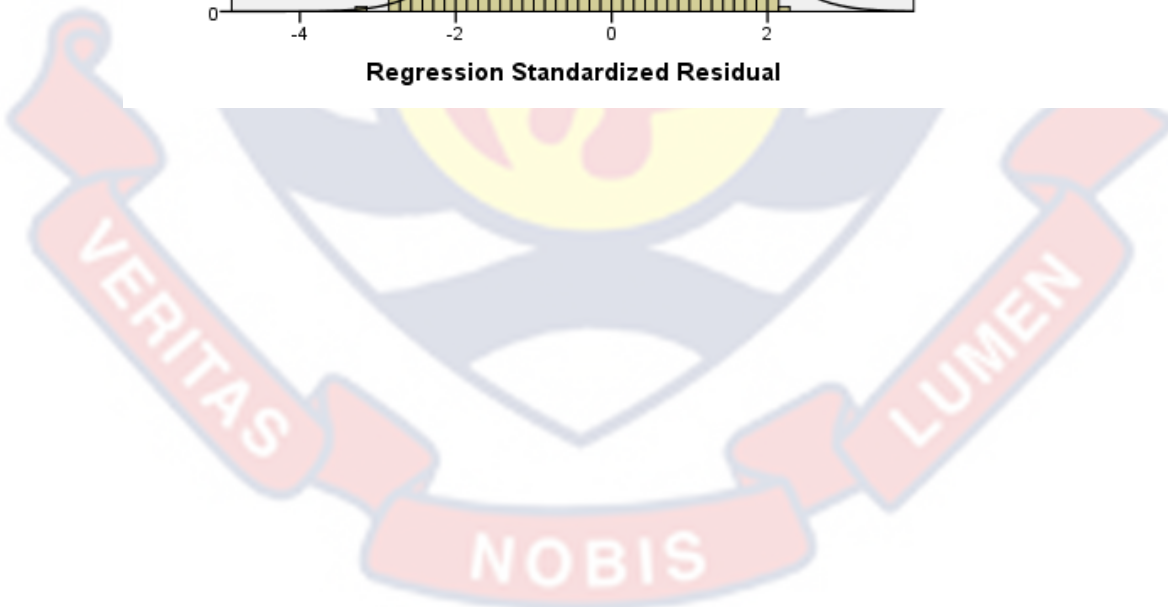
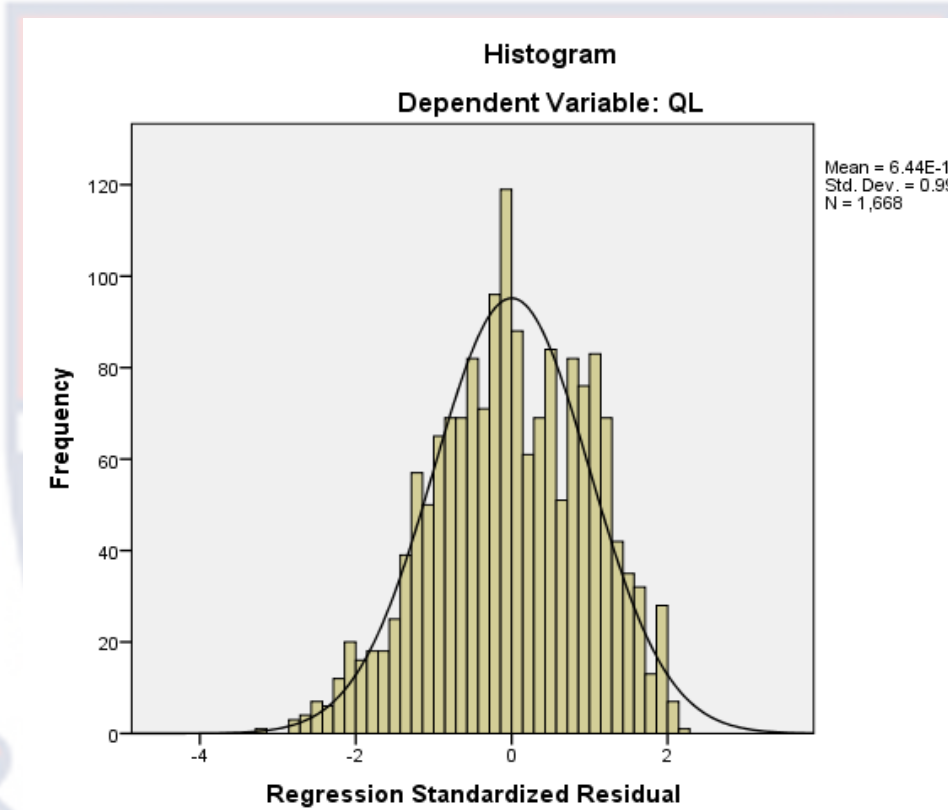
Gender	Mean	SD	Cal.t-value	df	P-value	Eta ² -value	Decision
Male	33.68	9.344	5.223	287	.000*(ns)	0.123	Sig.(p>.05)
Female	26.23	6.196					(rejected)
Source: Field data, 2021						Significant, $p \leq 0.05$	

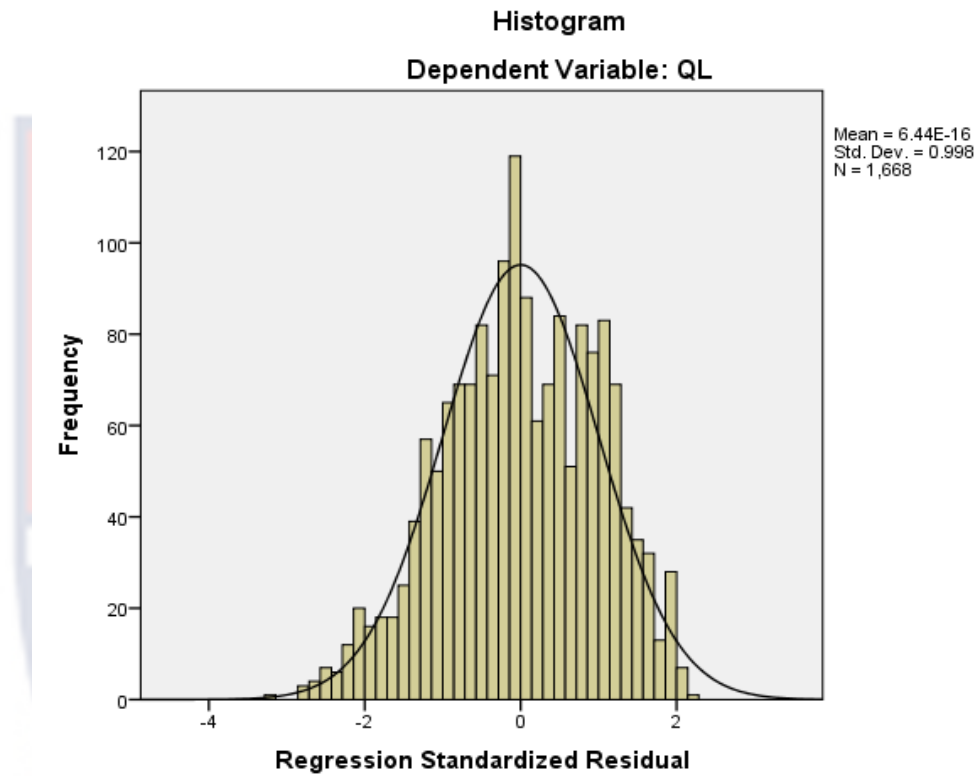
From the analysis of results in Table 11, there are noteworthy differences in the means of male and female students concerning IWU. The male students from the Colleges of Education in the Central region recorded a descriptive value of $M=33.68$, $SD=9.344$ and the female students also recorded a result as $M=26.23$, $SD=6.196$ both with a cal. t-value of $t(df=287) = 5.223; p < 0.05$, 2-tailed, $n=289$). The magnitude of the differences in the means was considerable with an Eta²-value of 0.123. Statistically, the results suggest significant difference in means of male and female students concerning IWU. Based on the findings, the researcher rejects the null hypothesis which states that “There is no statistically significant differences between male and female students mean scores concerning IWU” to affirm the alternate hypothesis.

Further Analysis

The researcher further assessed SA, SN, and PBC. To achieve this, multiple regression was thought to be suitable for the examination. This is utilized to determine the trend and extent of the effects and connection and effect level of SA, SN, and PBC on IWU. Statistically, before conducting the said analysis, some assumptions ought to be met and it includes normality and multicollinearity. The researcher verified these assumptions

before conducting the analysis. Figures 8 to 10 show the normality test for the test variables.

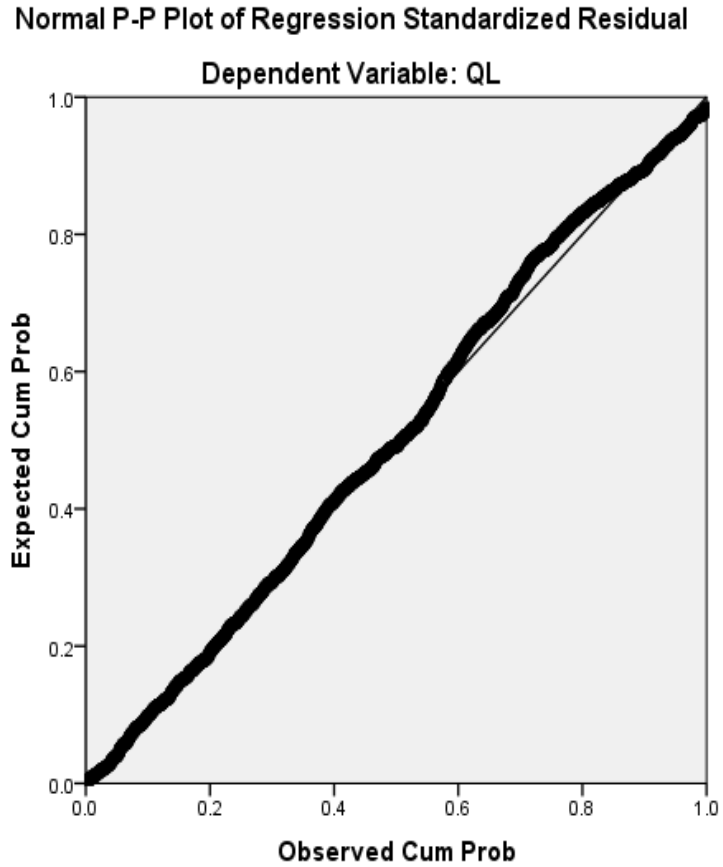




Source: Field Data 2021

Figure 86

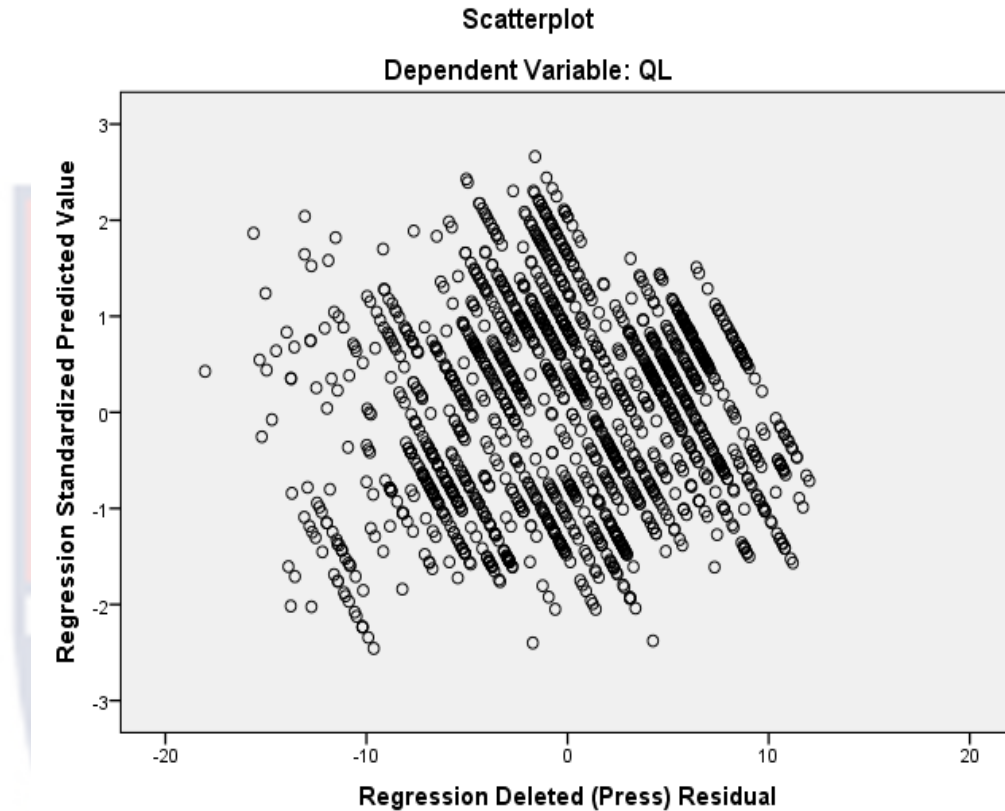
The Histogram plot of standardized prediction values versus standardized residuals, shows that the data meet the normality assumption and linearity, and the residuals are about normal.



Source: Field Data 2021

Figure 97

The normality of the research variables is depicted in Figure 9. The fact the variables move along the diagonal line indicates that they are normal and that multiple regression may be performed.



Source: Field Data 2021

Figure 108

The Scatter plot of standardized projected values versus residuals shows the data does not violate assumptions of constant variance, and linearity and that residuals are approximately normal.

Table 12: Results of the Descriptive Statistics of the Independent Variables

Independent Variables	Mean	Std. Deviation	N
Students Attitude(SA)	32.157	3.666	289
Subjective Norm(SN)	25.096	3.367	289
Perceived Behavior Control (PBC).	24.863	3.377	289

Source: Field Data 2021

Table 12 presents a descriptive analysis of the independent variables (SA, SN, and PBC).

The results show that there are differences in the means scores of (SA, SN, and PBC).

From Table 10, SA recorded the highest mean score ($M=32.157$, $SD=3.666$, $n=289$).

However, Multiple Linear Regression Analysis was conducted among the variables and the results are presented in Table 13.

Table 13: Multiple Linear Regression Analysis

Variables	Unstandardized		Standardize	t-	p-	Col linearity	
	Coefficients		Coefficients			value	Statistics
	B	Std. E	(β)			Tol	VIP
(Constant)	36.5	1.384		31.33	.000	.27	1.4
SA	.51	.231	.192	-4.63	.000	.28	1.8
SN	.23	.252	.314	-.538	.004	.29	1.2
PBC	.13	.150	.145	1.670	.009	.33	1.1
Multiple R-value	.516a		F value	39.47			
R Square value	.183		P-value	.000*			
Adjusted R Square	.181		Durbin-Watson	1.503			

Predictors: (Constant), SA, SN and PBC Dependent Variable: Intention of Putting on Uniform

**Significant at 0.05 level*

Source: Field Survey (2021)

The multiple linear regression analysis between rows 13 and 14 is shown in Table 13.

(SA, SN, and PBC, and IWU). The resulting r-square value is 0.516. This metric indicates

the strength of the association between the variables. It demonstrates a favorable

relationship between the variables (SA, SN, PBC, and IWU). Additionally, the R² value of 0.183 indicates the estimated model's goodness-of-fit in terms of the percentage of variance in IWU explained by the fitted sample regression equation. Thus, SA, SN, and PBC account for about 18% of the variance in IWU in institutions of education, and the R² is remarkable at 5%.

The Durbin-Watson statistic is 1.503 and is used to examine residual auto correlation. Thus, it indicates the plausibility of the supposition of separate mistakes. Given that the value is close to 2, the supposition is virtually fulfilled. The statistic is 1.503, which is somewhere between the two crucial numbers (1.5 and 2.5). As a result, the investigator thinks that the regression does not include any first-order linear auto correlation. The multiple linear regression coefficients in Table 10 provide information regarding the relationship between IWU and each variable (SA, SN, and PBC). The regression model's constant is 46.5, which suggests that when the independent variables are kept constant, the IWU is 36.5 percent. SA's multiple linear regression coefficients are stated as $\beta = .51$, $t = -4.632$, $\text{sig} = 0.000$, indicating that SA has an influence on IWU while controlling for other factors (SN and PBC). SA has a significant relative impact of 5% with a t -value of -4.632 . Thus, one may argue that SA, as one of the factors, contributes significantly to the determination of IWU among students. In the case of SN, the outcomes are the same. However, its magnitude varies. The coefficients of multiple linear regression for SN are as follows: $\beta = 0.23$, $t = -0.538$, $\text{sig} = 0.004$, suggesting the influence of SN on IWU when all other factors are held constant. Additionally, the relative impact of SN is statistically significant at 5% with a t -value of 0.538 . As a result, we infer that SN has a considerable impact on the intention of College of Education students in the Central area to wear

uniforms. Finally, when it comes to PBC, the data indicate that it makes a considerable influence to the intention of College of Education students in the Central area to wear uniforms. PBC's multiple linear regression coefficients are $\beta = .13$, $t = 1.670$, $\text{sig} = 0.009$, demonstrating that it has an influence on the IWU.

Discussions

Perceived Benefits of School Uniform Policy on the College of Education Students

The study found that wearing of school uniform has several beneficial uses to students in and outside the classroom. The study revealed that wearing school uniform helps in grooming students to do the right thing at the right place such as putting on the right cloth at the right place hence instilling discipline in students. The findings of the study affirm the findings of studies conducted by (Starr,2000; Gursky,2013; Kommer (1999; Holloman,1995) that the wearing of school uniform is of greater essence to students. The studies confirmed the fact that wearing of uniform in schools helps students to acquire the right behavior and help to shape students to acquire the sense of responsibility and attitude of wearing the right cloth at the right point in time. This implies that the wearing of school uniform is serving as a medium through which they are taught of basic principles of appropriate dressing at the right place by promoting and enforcing practices required by the society.

The findings of the study by Scherer (1991) echoed the fact that wearing of school uniform provide safety benefits to students. This includes reducing student oppression, gang activity and fights. This was also affirmed with the findings of the study. The students also shared the same view on the benefits derived when school uniform policies were implemented in schools. Although the wearing of uniform at the higher level is quite

wearisome to students, findings from all the existing studies has proven the need for the continuance of wearing of school uniform.

The findings of this study revealed that the wearing of school uniform is cost effective, improves safety and security on campus, helps in identification purpose and motivates students to dress appropriately in the future for work. The findings of this study resonate with findings of (Bandura,1977; Kim&Baylor,2007) that wearing of uniform compelled students to embrace the exhibition of modelled behavior at the right point in time. Brownstein (2010) shared the same view indicating that teachers' appearance in uniform may help intervene in students' behaviour. College of Education students are trained to be future teachers and trainers and hence, they should be taught the right way of wearing appropriate clothes for events, classroom and many more so that the students can model such behavior and not otherwise.

In conjunction with the preceding points, uniform advocates contended that shared dress raises the temperature of serious study and increases achievement rates (Isaacson,2015;Huss,2007;Pickles,2000), improves appearance (Caruso,2013;Isaacson,2015), and improves student behavior and approaches in school (Starr,2000). Additionally, uniforms help students see their school as a community and demonstrate a school's greater appreciation (Caruso,2013). Numerous adherents feel that students will be better prepared to join the work force if they are taught how to dress appropriately for school utilizing uniforms (LaPoint,1992). All of these results are consistent with those of this research.

Additionally, Holloman (1995), Kommer (1999), and Starr (2000) discovered that uniforms assist students in recognizing themselves by requiring them to wear specific

colors, embellishments, or clothing in a particular way. Thus, enforcing a dress code may help minimize obvious images of group movement (Holloman,1995; Kommer,1999; Starr,2000). Kraft (2003) observed in similar research that it is straight forward to discern who belongs on school premises and who does not when creating a security permit. Uniforms provide an incentive for kids to study. School uniforms provide a feeling of community and school pride while also assisting pupils in appearing "neat and respectable." Additionally, it limits parents' spending on high-end, high-end clothes. School uniforms are gaining popularity among school districts, particularly in Ghana's basic schools, now referred to as basic and junior high schools, for a variety of reasons, the most important of which being school safety and pride.

The way a person dresses has an effect on how he or she is seen by others, which has piqued the curiosity of academics (Damonetal., 2010; Pole & Corridor, 2006; Horgan, Pole & Corridor, 2004). This demonstrates that students' dress code and look are not a joke, emphasizing the importance of fostering and supporting the development of their sense of self in order to reinforce the images of them held by peers and society. As previously noted, there are various advantages that have been shown, as well as the need of ensuring the continued wearing of school uniforms. The following section analyzes the link between students' attitudes and their desire to wear school uniforms at the College of Education.

Relationship between College of Education students' attitude and their willingness towards the use of school uniform

The opinion of College of Education students about how their attitudes determine their willingness to wear uniform was further investigated. The study ought to establish whether there exists a significant relationship between students' attitude and their willingness towards use of school uniform. The study found that a strong positive relationship exists between College of Education students' attitudes and willingness to use school uniform.

The results from the study support the findings of the study conducted in Northern Michigan by Reed (2011) on the consequences of a school uniform programme in city schools. This study revised works using measurable and qualitative approaches to learner academic attainment, conduct, and school uniform policy application. Some associations are revealed between uniform programmes and learner conduct. The study established the fact that student's attitude such as confidence, personality, emotions, values, and general attitude significantly relates to their willingness to wear uniform. It can therefore be speculating that's student's attitude in the school and how they abide by school rules and regulation will also determine whether they will wear school uniform or not.

In line with the findings of this study, Brunsmas and Rockquemore(2015), found that the conduct of students has a statistically significant association with their willingness to wear school uniform. This attitude of students went on ahead to affect students' performance in examination of this connection reveals that the up surge in academic accomplishment died out in succeeding years. Learners who are required to put on uniforms after the initial year had at 3-point reduction in scores. Above and beyond, learners who on no occasion

put on a uniform had little variation in scores (Brunsma & Rockquemore, 2015). Overall, they concluded that as light connection is revealed between the willingness to wear school uniforms and students' attitude and further having significant effect on their academic performance.

Sowell (2012) share similar evidence to this study. Sowell's (2012) study was on the link between uniforms and attendance, success, and self-restraint in *Lynchburg, Virginia*. This study inspected the link of uniforms to attendance, academic success, and discipline referral rates, using data gathered from 2 schools in rural Southwest Georgia, one with a uniform program and one without. The results did not validate a clear-cut advantage of uniforms, constant with varied results across reports in literature. The findings of the other studies validate the essence and significance of the findings from this study. The next section so discusses the relationship between college of education students' Subjective norms and their willingness to use uniform.

Relationship between College of Education students' Subjective norms and their willingness towards using uniform

The findings from the study revealed that subjective norm may significantly relate or influence College of Education students on their intention of using uniform. This indicates that opinions of other students on wearing uniform will have an effect of College of Education students' decision to wear it themselves. The findings of this study are in line with the findings of existing studies on subjective norms and wearing of uniform (Wedayanti & Giantari, 2016; Sumaryono, 2012; Maulana, 2009; Amjad & Wood, 2009). The studies affirmed the fact that subjective norms critically prompt a person to or not to perform certain behaviours and inspiration is followed by a readiness to wear school

uniform or not. The studies in line with the findings of this study revealed that College of Education students' education, influence from peers, race, religion, ethnicity, and socio-economic factors in form their decision to wear school uniform or not. Judging from the fact that there exists a positive relationship with intention to wear uniform ignite the fact that as student's subjective norm increases their intention to wear school uniform also increases. This appears to go contrary to what might appear to be true. For instance, findings from Amjad and Wood (2009) signify the fact that suggestions from students' teachers, companions, life partners, parents and guardians can significantly determine whether students will abide by school rules and regulation on the wearing of school uniform or not. This is in line with the application of theory of planned behavior which postulate the fact that variables such as subjective norm could significantly convict a person's thought on how to behave towards certain kind of decisions essential to their life as students such as intention of wearing of school uniform. The section following further describes the relationship between college of education students Perceived Control Behaviour and their willingness towards putting on uniform.

Relationship between College of Education students Perceived Control Behaviour and their willingness towards using uniform

The study's findings revealed that perceived behavioural control is found to significantly relate or influence College of Education students concerning their intention to use uniform. This implies that College of Education students' belief in their ability to perform certain kind of action such as wearing and choosing to wear uniform resonates with their willingness to wear uniform.

These results contradict anecdotal evidence provided by school authorities, who assert that Childrens' propensity to wear school uniforms is influenced by perceived control behavior (Allen,1997; Stover,1990; Thomas,1994; U.S Department of Education, 1996; York,1988). Additionally, this study's results contradict empirical research on students' views of behavioral control. Prior empirical research indicates that school uniforms either have no effect on attendance rates (Hughes,1996;Sher,1995;Stanley,1996),or have appositive effect on attendance rates (Gregory,1996;Ward,1999), or have a positive effect on behavior infractions (Hughes,1996;Sher,1995;Stanley,1996) .(Hoffler-Riddick,1998; Hoffler-Riddick&Lassiter,1996;Hughes,1996;Stanley,1996). The Reliability of the behavioral data may have contributed to the study's results. It is probable that the mechanism for documenting violations resulted in data disparities with in and across schools. There are no accuracy checks performed on the paper work to ensure that the individual instructors' records are consistent. Each school's office has a staff member who translates sand codes completed behavior referral forms. Despite the fact that these employees received basic training on their role in the referral process, no extra accuracy checks for coding anomalies were undertaken.

The inconsistencies introduced by the infraction recording technique may have an effect on future school-based research. Attempts to compare transgressions of conduct through time and among schools in the future may provide erroneous findings. As a consequence, any decisions about the acceptance or continuation of standard programs may be based on questionable data. Additionally, these differences might jeopardize their liability of school crime reports. As a consequence of the Clinton administration's

successful lobbying, schools may soon be required to submit these reports. Their publication may propagate in accurate information about the amount of crime in a particular school, creating an erroneous picture of student safety in such schools.

According to the research, students' proclivity to wear uniforms is impacted by sociological factors, social customs, cultural influences, politics, and economics. This is consistent with the results of (Cruz, Suprapti, & Yasa, 2015), who discovered that people's reflected views of the probable difficulty of doing a specific task are influenced by past involvements and anticipated hindrances. This captures the study's significance. The last section reveals the disparity in uniform intents between male and female students of the College of Education.

Differences between Male and Female College of Education students' intention in using uniform

The result showed that there is a significant difference in means of male and female students concerning IWU. This signifies the fact that student's gender significantly determines whether they wear uniform or not. The study found that male students have a higher mean indicating that male students are the one that have higher chance of putting on uniform as opposed to their counterparts. In the 1960s and 1970s, dress code standards emphasized pupils appropriately expressing their gender. Female students' attire and grooming standards reflected the schools' attitudes about the female body, with the implied main purpose of controlling female sexuality. Current public debate on the need for school dress standards reflects worry about girls' exposing clothes, sexuality, and hence their ability to fulfil gender roles (Raby, 2004). However, what is deemed sexually

provocative is not the apparel itself, but how particular pieces of clothing appear on certain student bodies.

Many stakeholders had good sentiments about their personal experiences with school uniforms, which was reflected in the outcomes. This is consistent with the concept that uniforms should foster a feeling of pride, which results in increased self-esteem (MacPhee&Andrews,2006). Stakeholders think that females are more sensitive to cold and are constrained by the kilt's weight. These results corroborate Norris Hetal. (2012), who discovered that girls who wear dresses to school are less active and less likely to engage in intense exercise. While some individuals provided good or neutral experiences, most participants had negative feelings about their comfort, discipline, and style. When these experiences were compared to the concerns raised by stakeholders about the College, common patterns emerged and substantial recommendations for changing the present uniform were produced.

According to stakeholder comments, concerns around school uniforms are not being addressed or resolved. School uniforms remain chilly, itchy, and a source of contention and restriction. Numerous components of this investigation connected school uniforms with gender in equity. Almost every area of interest in the research study had the greatest findings when it came to concerns affecting females. Boys were not seen to be disadvantaged in any of the study areas of personal experience, financial concerns, resource availability, or ability to play or discipline. Even though many stakeholders found the difference in tolerable, it appears as though the social normalization of girls' clothing being more expensive than boys' clothing is entrenched in the College, despite

the fact that the Department of Education and Early Childhood Development considers this discriminatory (2007). As a result, children are required to wear school uniforms.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter provides an over view of student attitude (SA), subjective norm (SN), and perceived behavior control (PBC) of the College of Education students in the Central Region of Ghana on uniform use. The chapter centers on the consequences of the results for strategy invention. Recommendations are made based on the key findings and major conclusions arising from the study.

Summary

The goal of this research was to determine the influence on uniform use of students' attitudes, subjective norms, and perceived behavioral control. The studies ought to determine the apparent importance of school uniform policies on students, to examine how attitudes affect students' willingness to wear uniforms, to examine how subjective norms affect students' willingness to wear uniforms, and to investigate how perceived behavior control affects students' willingness to wear uniforms. To do this, the research relied heavily on the quantitative technique, namely a descriptive survey design. The sample size for the study was determined using a proportional stratified selection technique, which allowed the researcher to recruit participants from each stratum (college). The study's questionnaire was piloted to ensure an acceptable degree of dependability was obtained, and then verified before being used to gather data from respondents. Prior to the data gathering process, ethical considerations were made. The researcher was able to gather and analyze 289 surveys out of a total of 330 administered. The data gathering process was guided by a self-developed questionnaire. The descriptive

and inferential statistics were used to analyze the data. The findings are analyzed and presented in light of the research question /hypotheses and are backed up by relevant literature.

Key Findings

The following findings emerged from the study.

1. Research question one which sought to assess the apparent benefits of school uniform policy on the college of Education students found that generally, there are some apparent benefits of school uniform policy on the college of Educations students. Some of the benefits are that uniform supports a sense of reinforcement of images held by peer sand society, reduces gang activity and fight, is cost-effective, helps in smartness, improves school safety and security on campus and helps in learning.
2. Hypothesis one was tested to find out whether attitudes may significantly relate to the college of education students concerning the intention of putting on a uniform. The study found that attitudes of Colleges of Education students in the Central region could determine or influence the use of uniform since the results showed statistically significant strong positive correlation between the two variables.
3. Hypothesis two was tested to find out whether subjective norm may significantly relate to or influence the College of Education students concerning their intention of using uniform. The accumulated results suggest that the Subjective Norm of Colleges of Education students in the Central region could determine or influence their intention of putting on uniform as the results showed a significant strong positive correlation between the two variables.

4. Research hypothesis three was to find out whether PBC will significantly relate to or influence College of Education students concerning their intention of using uniform. The results showed that PBC of Colleges of Education students in the Central region could determine or influence their intention of using uniform as the results showed a statistically significant strong positive correlation between the two variables.
5. The final hypothesis was tested to find out whether any significant difference exists between male and female learners concerning intention of using uniform. The result showed that there is significant difference in means of male and female students concerning IWU.

Conclusions

From the findings of the study, it was concluded that it is important to critically examine the student attitude (SA), subjective norm (SN), and perceived behavior control (PBC) of the College of Education Students in the Central Region of Ghana on the wearing of uniform. The study found that there were several benefits that college students derive from wearing of school uniform. This suggests the need for the continuance of College of Education students to wear uniform. The wearing of school uniform is a healthy practice that should be encouraged among students since it has ultimate effect of instilling the virtues of punctuality or responsibility in students. The study's findings further imply that wearing of school uniform was designed in a way to remove detractors that could affect students' performance in a negative way, hence the need to continue and improve upon the practice.

Students' attitudes were found to determine or influence the use uniform. This clearly indicates that the choice for students to wear uniform lies in the attitude towards

their teachers, school rules and regulations and authority. This implies that the schools are doing well in terms of promoting good attitude of students by enhancing their values and intelligence to recognize the need to wear school uniform. This can also mean that students who attend Colleges of Education have good personality and are able to control their behavior, hence the positive relationship with wearing school uniform at such a high level of education.

Again, the study's findings revealed that subjective norms of students could determine or influence the use of uniform. The positive relationship that exists between subjective norm and students' intention to wear uniform implies that the students are probably wearing school uniform because of how the peers, parents, tutor, school leaders would see the mass students who wish to be in the good books of others or care so much about what others think of them. They would therefore wear uniform to appear as obedient students who abide by school rules and regulations. Also looking at the number of Ghanaians who are religious, students who are rooted in religion must also wear school uniform to be seen as students who abide by what they are told to do and nothing more.

Perceived control behavior of students also significantly and positively relates to their intention to wear school uniform. This implies that the belief of students could influence how they react to wearing school uniform. Students who are negatively influenced by bad companies would not abide by school rules and regulations and may not intend to wear school uniform, and vice versa. It has been the social norm of most Ghanaians to wear uniform right from primary education level and it has become part of us, hence, many students will still desire to wear school uniform. The cultural values the

society plays on students who have good behavior will warrant many students to behave in ways they believe will be acceptable to the society.

Gender in general affects the wearing of uniform. The study findings revealed that there is significant difference between male and female students in wearing school uniform. In general, most males do not like changing their clothes like females. So, it is quite possible that more females will not like the idea of wearing the same clothes search and every day. This might be a bother to most of the females as compared to their male counter parts. However, school authority knew the problems this constant change in clothes could cause in the school to arrive at a decision for all students to wear school uniform. Allowing all students to wear any clothes to school could lead to high exhibition of inappropriate clothes which might cause disturbance in classroom and serve as trouble for teachers and their male colleagues.

Recommendations

Recommendations are governed by the findings of the study and conclusion drawn from the findings. The study recommends that;

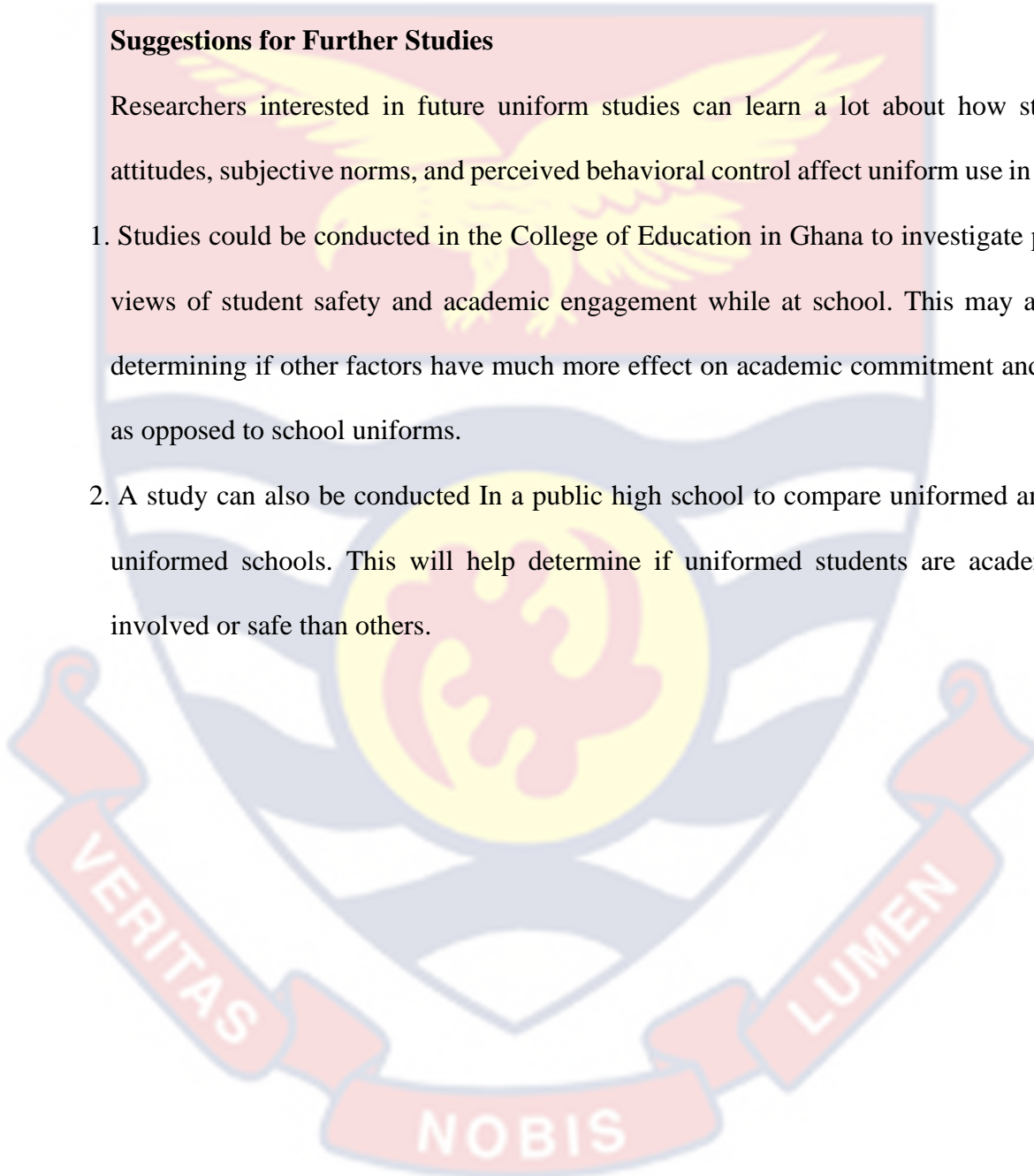
1. School leaders should ensure the continuance and enforcement of the wearing of school uniform to ensure that students acquire the right virtues and high sense of responsibility
2. The College of Education should ensure that they limit the negative impact of social norms on students that discourage them from putting on uniform and instil in students discipline required as they are being prepared to be role models to their students. Religious activities should be encouraged and admonished to enlighten students on the need to abide by school rules and regulations concerning the wearing of school uniform

3. Parents and teachers should also ensure that students were the appropriate uniform always so as to help maintain the best possible attitude of the students and reduce the incidence of inappropriate student behaviour.

Suggestions for Further Studies

Researchers interested in future uniform studies can learn a lot about how students' attitudes, subjective norms, and perceived behavioral control affect uniform use in Ghana.

1. Studies could be conducted in the College of Education in Ghana to investigate parent's views of student safety and academic engagement while at school. This may assist in determining if other factors have much more effect on academic commitment and safety as opposed to school uniforms.
2. A study can also be conducted In a public high school to compare uniformed and non-uniformed schools. This will help determine if uniformed students are academically involved or safe than others.



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APPENDICES

APPENDIX A**UNIVERSITY OF CAPE COAST****COLLEGES OF EDUCATION STUDENTS' ACCEPTABILITY OF UNIFORMS****USE:****A STUDY IN CENTRAL REGION OF GHANA QUESTIONNAIRE FOR
RESPONDENTS**

Dear Respondent,

This study seeks to assess attitude, subjective norm and perceived behavior control (TPB) of College of Education Students in the Central region of Ghana on uniform wearing. Your full input will help make informed decisions about attitude, subjective norm and perceived behavior control (TPB) on uniform wearing. It would therefore be appreciated if you could provide responses to all items on the questionnaire, and do it honestly. You are assured of complete confidentiality and anonymity of all information provided. Nothing will ever be published or reported that will associate your name with your responses to the survey questions. Therefore, you should not write your name on any part of the instrument. Your participation in this study is completely voluntary. You hereby consent to voluntarily participate in this study by providing responses to items of the various sections of this instrument.

Thank You.

SECTION A**SOCIO-DEMOGRAPHIC CHARACTERISTICS**

1. Gender

- Male
- Female

2. Age.....

3. College

- Foso College of Education
- OLA College of Education
- Komenda College of Education

SECTION B**HOW ATTITUDES (The opinion of oneself about the behavior) DETERMINE THE WILLINGNESS OF COLLEGE OF EDUCATION STUDENTS TO USE UNIFORM**

Please respond to the following statements on your knowledge on how attitudes determine the willingness of college of Education students towards the wearing of uniform. Indicate the extent to which you Strongly Agree- SA, Agree- A, Disagree- D and Strongly Disagree- SD to the statements below

Directions: Indicate with a circle [O] your level of agreement or otherwise on how attitudes determine the willingness of college of Education students to wear uniform. Where: SA=Strongly Agree, scored as 4, A=Agree, scored as 3, D=Disagree, scored as 2 and SD=Strongly Disagree scored as 1.

<i>Sn</i>	Attitudes	<i>SA(4)</i>	<i>A(3)</i>	<i>D(2)</i>	<i>SD(1)</i>
<i>Q4</i>	My confidence influences my willingness to wear uniform	4	3	2	1
<i>Q5</i>	My personality influences my willingness to wear uniform	4	3	2	1
<i>Q6</i>	My emotions influence my willingness to wear uniform	4	3	2	1
<i>Q7</i>	My intelligence influences my willingness to wear uniform	4	3	2	1
<i>Q8</i>	My values influence my willingness to wear uniform	4	3	2	1
<i>Q9</i>	My general attitudes influence my willingness to wear uniform	4	3	2	1

SECTION C

HOW SUBJECTIVE NORM (The opinion of others to influence an individual about the behaviour) DETERMINE THE WILLINGNESS OF COLLEGE OF EDUCATION STUDENTS TO WEAR UNIFORM

Please respond to the following statements by indicating your agreement or otherwise on how subjective norm determines your willingness as student to wear uniform.

Directions: Indicate with a circle [O] your level of agreement here: *SA=Strongly Agree, scored as 4, A=Agree, scored as 3, D=Disagree, scored as 2 and SD=Strongly Disagree scored as 1.*

<i>Sn</i>	Subjective Norm	<i>SA(4)</i>	<i>A(3)</i>	<i>D(2)</i>	<i>SD(1)</i>
<i>Q10</i>	My education influences my willingness to wear uniform	4	3	2	1
<i>Q11</i>	My peers and the opposite sex influence my willingness to wear uniform	4	3	2	1
<i>Q12</i>	My parent, tutors and principal influence my willingness to wear uniform	4	3	2	1
<i>Q13</i>	My socio-economic factors influence my willingness to wear uniform	4	3	2	1
<i>Q14</i>	My religion influences my willingness to wear uniform	4	3	2	1

Q15	My race influences my willingness to wear uniform	4	3	2	1
Q16	My ethnicity influences my willingness to wear uniform	4	3	2	1

SECTION D

HOW PERCEIVED BEHAVIOUR CONTROL (The individual's beliefs in his or her ability to perform an action) DETERMINE THE WILLINGNESS OF COLLEGE OF EDUCATION STUDENTS TO WEAR UNIFORM

Please respond to the following statements by indicating your agreement or otherwise on how subjective norm determines your willingness as student to wear uniform.in

Directions: Indicate with a circle [O] your level of agreement with the statement. Where: SA=Strongly Agree, scored as 4, A=Agree, scored as 3, D=Disagree, scored as 2 and SD=Strongly Disagree scored as 1.

Sn	Perceived Behaviour Control	SA(4)	A(3)	D(2)	SD(1)
Q17	Societal factors influence my willingness to wear uniform	4	3	2	1
Q18	Social Norms influence my willingness to wear uniform	4	3	2	1

<i>Q19</i>	Cultural factors influence my willingness to wear uniform	4	3	2	1
<i>Q20</i>	Economy influences my willingness to wear uniform	4	3	2	1
<i>Q21</i>	Political context influences my willingness to wear uniform	4	3	2	1

SECTION E

PERCEIVED BENEFITS OF SCHOOL UNIFORM POLICY ON COLLEGE OF EDUCATION STUDENTS

Please respond to the following statements on your knowledge on perceived benefits of school uniform policy on College of Education students.

Directions: Indicate with a circle [O] your level of agreement with the statement. Where:

SA=Strongly Agree, scored as 4, A=Agree, scored as 3, D=Disagree, scored as 2 and SD=Strongly Disagree scored as 1.

<i>Sn</i>	Perceived Benefits of School Uniform use	<i>SA(4)</i>	<i>A(3)</i>	<i>D(2)</i>	<i>SD(1)</i>
<i>Q22</i>	For uniformity	4	3	2	1
<i>Q23</i>	For identification purposes	4	3	2	1
<i>Q24</i>	Cost effectiveness	4	3	2	1
<i>Q25</i>	For smartness	4	3	2	1

<i>Q26</i>	Learning suitability	4	3	2	1
<i>Q27</i>	It motivates students to dress appropriately in future for work	4	3	2	1
<i>Q28</i>	For pride of the image they portray	4	3	2	1
<i>Q29</i>	Uniform supports a sense of reinforcement of images held by peer sand society	4	3	2	1
<i>Q30</i>	Leads to appropriate behaviour	4	3	2	1
<i>Q31</i>	It leads to positive message that may demonstrate to student show to respect themselves	4	3	2	1
<i>Q32</i>	It reflects professional characteristics	4	3	2	1
<i>Q33</i>	For confidence, and expertise	4	3	2	1
<i>Q34</i>	Interpersonal attractiveness	4	3	2	1
<i>Q35</i>	For status and power	4	3	2	1
<i>Q36</i>	Conceals socio-economic status differences	4	3	2	1
<i>Q37</i>	It improves school safety and security on campus	4	3	2	1
<i>Q38</i>	Improves modesty among students dressing on campus	4	3	2	1
<i>Q39</i>	Reduce peer pressure and destructive fashion among students	4	3	2	1

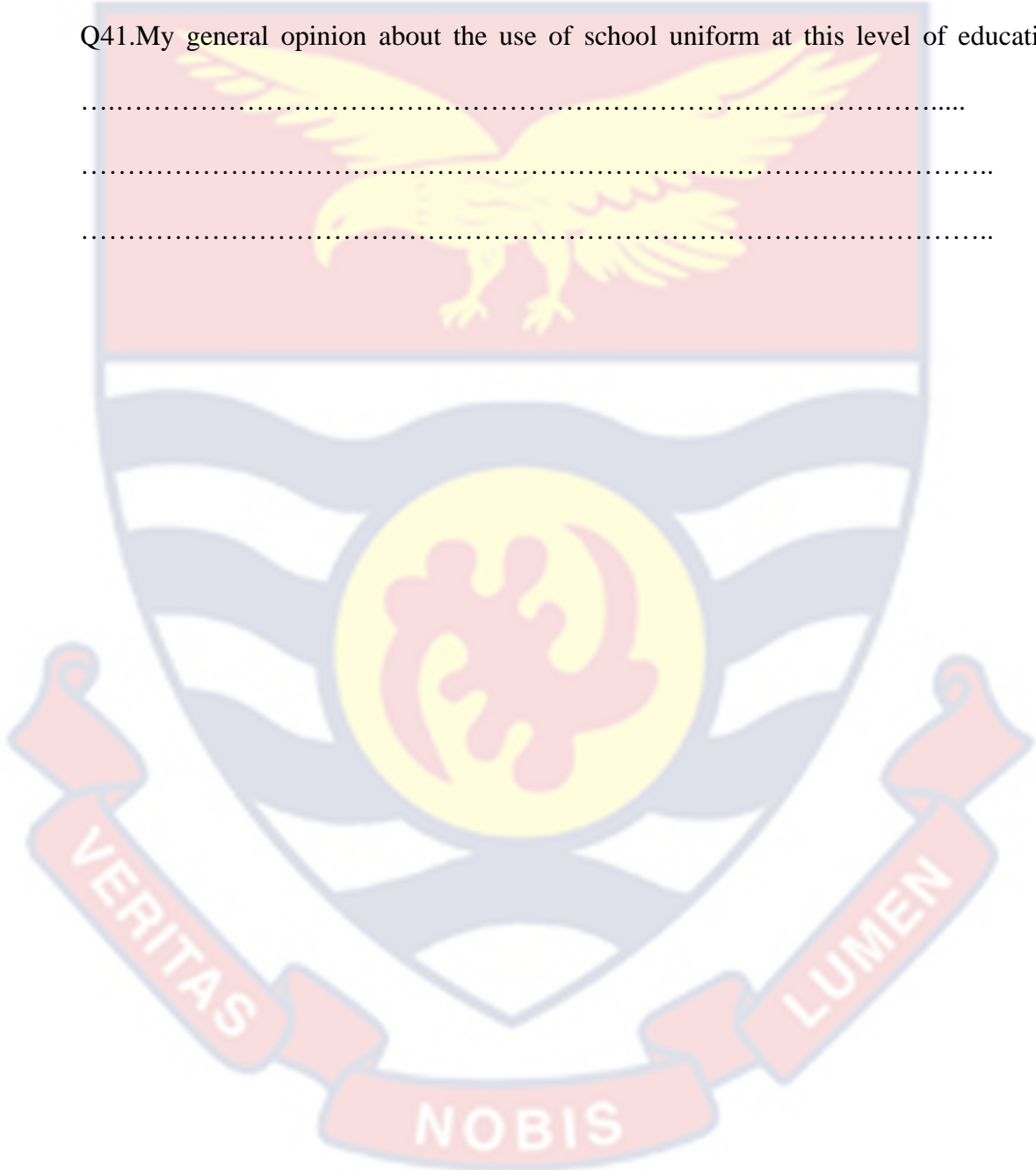
<i>Q410</i>	Reduce gang activity and fight	4	3	2	1
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Q41. My general opinion about the use of school uniform at this level of education is

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APPENDIX B

Ethical Clearance

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
E-MAIL: irb@ucc.edu.gh
OUR REF: UCC/IRB/A/2016/1054
YOUR REF:
OMB NO: 0990-0279
IORG #: IORG0009096

12TH AUGUST, 2021

Ms. Comfort Arthur
Department of Vocational and Technical Education
University of Cape Coast

Dear Ms. Arthur,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/17)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **College of Education Students Acceptability of Uniform Use: A Study in Central Region of Ghana**. This approval is valid from 12th August, 2021 to 11th August, 2022. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'ASAMR'.

Samuel Asiedu Owusu, PhD
UCCIRB Administrator.

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

APPENDIXC

Introductory Letter

UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
FACULTY OF SCIENCE AND TECHNOLOGY EDUCATION
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

Direct: 03320-91097
Telegrams & Cables: University, Cape Coast



University of Cape Coast
Cape Coast

Our Ref: VTE/IAP/V.3/57

23rd June, 2020

The Head
Fosu College of Education
Assin-Fosu

Dear Sir,

INTRODUCTORY LETTER

We have the pleasure of introducing to you **Comfort Arthur** who is an M.Phil. student of this Department and working on the thesis topic **College of Education Students Acceptability of Uniform Use: A Study in Central Region of Ghana.**

She is currently on the data collection stage and requires your permission to conduct her analysis at your outfit.

We would be grateful if you could give her the necessary assistance for her research work.

Thank you.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'S. Darkwa'.

Prof. (Mrs.) Sarah Darkwa
HEAD OF DEPARTMENT







