

Appendices

Appendix A

Definition of Terms

Table A₁

Constitutive and Operational Definitions of Terms Used in the Study on School Uniforms

Term	Definition
<u>Average attendance</u>	The number of days present divided by the number of days a student could have been present which is called membership.
<u>Behaviorally at-risk</u>	Any student who was suspended from school.
<u>Discipline</u>	A student's willingness to follow rules and regulations imposed by an authority.
<u>Grade point average</u>	The mean score for grades earned in communication skills, mathematics, science, and social studies; where A= 4.0, B = 3.0, C = 2.0, D = 1.0, F = 0.0.
<u>Self-esteem</u>	The way one feels about oneself as a result of wearing uniforms.
<u>Self-image</u>	A component of self-esteem concerned with how one feels about one's attire and appearance (Shook, 1996).
<u>Social competence</u>	A component of self-esteem concerned with one's ability to behave appropriately and getting along with others (Shook, 1996).
<u>Social participation</u>	A component of self-esteem concerned with one's sense of belongingness, and being accepted by others (Shook, 1996).
<u>Self-efficacy (academic)</u>	A component of self-esteem concerned with one's belief that he or she is able to do what is expected with respect to achievement (Bandura, 1986, p. 391).
<u>Uniform</u>	Required dress consisting of: navy bottoms--pants, shorts, jumpers, skirts; shirts or blouses color coordinated by grade level--6 th grade--light blue, 7 th grade--ecru/yellow, 8 th grade--white; ties and cross-ties, shoes--dress or casual.

Table A₂
Description of Offenses Categorized as Rule Violations

Category	Description
<u>Attendance</u>	
Tardiness	Failure to be in a place of instruction at the assigned time without a valid excuse.
Class cutting	Failure to report to school without prior permission, knowledge or excuse by the school or parent.
Truancy	Failure to report to class without proper permission, knowledge or excuse by the school or teacher.
Brought to school by police	Failure to be in school without prior knowledge and brought to school by police.
Leaving school grounds without permission	Failure to have been granted permission to leave school grounds from the administrative office.
<u>Electronic Devices</u>	
Radio	Failure to have administrative permission to have in your possession a radio, walkman, or similar devices.
Tape recorder	Failure to have administrative permission to have possession of a tape recorder or similar devices.
Others	Failure to have administrative approval for an electronic device not mentioned above.
<u>Inappropriate Personal Property</u>	
Food/Beverage	Consumption or possession of food and beverages in an unauthorized area such as classrooms, auditorium, etc.

Category	Description
Toys	Possession of any toys, games, etc., without permission of the administration.
Clothing	Wearing hats, scarves, head covers, large coats of any description inside a school building except for official, dully approved covering worn because of religious beliefs; when worn as a matter of health and safety; when worn in connection with school-sponsored programs such as ROTC graduation exercises or dramatic productions.
Others	Possession of any object that has no purpose to be in school and may distract from teaching and learning.
<u>Misrepresentation</u>	
Altering notes	Tampering with official passes and notes in any manner, including forging names to any legitimate excuses or related documents.
False information	Making false statements, written or oral, to anyone in authority.
Other	Passing of any false statements or information including name to anyone in authority.
Cheating	Violating rules of honesty such as copying another student's test, assignment, etc.
<u>Tobacco Products</u>	
Use	Smoking (anything) or use or possession of products such as snuff or chewing tobacco in any school building, on its ground or property adjacent to the school during the school day, on the school bus or any official school function.

Category	Description
Possession	Smoking materials or other tobacco products will be confiscated.
<u>Disruption</u>	
Chronic talking	Repeated talking in classroom without permission.
Throwing objects	Involved in the throwing of any object in any part of the school or school grounds in such a way as to be disruptive or to endanger another.
Horse playing	Engaging in conduct that disrupt the educational process or interferes with teaching, learning, or the operation of the school.
Harassing/teasing	Engaging in any activity that affects mental distress, anguish, or agitation to another person.
Refusing to remain in seat	Repeatedly getting out of seat or moving seat without permission of staff member.
Rude noises	Making any unnecessary noise that disrupts teaching and learning or orderly operation of the school.
Leaving without permission	Leaving the classroom or assigned area without obtaining prior approval of a staff member.
Other	Any action that causes disruption of the school environment.
<u>Disrespect</u>	
Walking away	Leaving while a staff member is talking.
Talking back	Responding orally in rude and disrespectful manner to staff member.

Category	Description
Other	Responding in any other way that demonstrates a disrespectful manner.
<u>Insubordination</u>	
Refuses a reasonable request	Failure to comply with a proper and authorized direction or instruction of a staff member.
Refuses to dress for P.E.	Failure to use the proper attire required in P.E.
Refuses to work in class	Failure to do assigned work in class.
Refuses detention	Failure to report to after-school detention as directed by a staff member.
Refuses in-school alternatives	Failure to report to in-school alternative as directed by a staff member.
Refuses to report to office	Failure to report to the administration office as directed by a staff member.
Other	Failure to respond to any other reasonable direction given by a staff member.
<u>Profanity</u>	
Swearing	Saying anything that conveys a grossly offensive, obscene, or sexually suggestive message.
Obscene gestures	Making any sign that conveys a grossly offensive, obscene, or sexually suggestive message.
Directed at staff member	Writing, saying, or making gestures that convey a grossly offensive, obscene, or sexually suggestive message toward a staff member.

Category	Description
<u>Harassment</u>	
Shoving	Willfully pushing anyone with the intent to harass or harm another.
Throwing objects at someone	Willfully throwing an object at anyone with the intent to harass or harm another.
Hitting another student	Hitting a student for the purpose of harassment.
Other	Any action taken with the intent to harass or harm another.
Mutual combat	Involves the exchange of mutual physical contact between students by pushing, shoving, or hitting either with or without injury.

SMART Planning and Principals guide developed by the U.S. Departments of Justice and Education and Norfolk Public Schools

Appendix B
Summary of Uniform Studies

Table B₁
Summary of Research on School Uniforms

Researcher	Dependent Variables	Population and Sample	Data Collection and Analysis	Results
Stevenson & Chunn, 1991	Voluntary uniforms policy Attendance Achievement Perceptions of school climate	District of Columbia parents, students, teachers, and administrators K-12 Elementary, middle, and high schools	Surveys t-Test on CTBS scores and attendance percentages p<.05	Adults perceived uniforms as effective Data showed no significant gains in attendance or achievement
Behling & Williams, 1991	Uniforms as clothing type Perceptions of school-related behavior and academic potential	Ohio Urban/suburban Public high school Private high school	Surveys RM ANOVA Tukey and Duncan post hoc tests .001<p<.05	Perceptions of school-related behavior and scholastic ability of models varied significantly by style of dress. Significant effects for sex of model and status of perceiver. Results were similar for the public and private school.

Researcher	Dependent Variables	Population and Sample	Data Collection and Analysis	Results
Behling, 1994, 1995	Dress Styles (suit, preppie, etc.) Perceptions of academic potential, intelligence, behavior, and educational attainment	Ohio 3- Urban high schools with minority, African- American populations ranging from 30% to 70%,	Surveys RMANOVA Tukey and Duncan post hoc tests .001<p<.05	Students and teachers perceived differences in behavior, academic potential, and intelligence based on clothing styles and sex of model. Significant interactions for academic potential by gender of the model, style of dress, for school and style, and for school and race.
Scher, 1995	Uniforms: voluntary policy Achievement and Discipline	Alabama 3- Elementary schools	Surveys and Interviews Stanford Scores ANOVA, p<.05	No significant differences in attendance and achievement. Differences noted in discipline indicators. Adult perceptions positive without documentation.

Researcher	Dependent Variables	Population and Sample	Data Collection and Analysis	Results
Stanley, 1996	Uniform: Voluntary policy Discipline and Attendance	California Urban/suburban Elementary and middle schools	Surveys District database Descriptive statistics using percentages	No significant differences in attendance and achievement in most schools. Differences noted in discipline indicators. Adult perceived uniforms as a positive influence on student behavior. Student did not feel that uniforms affected their behavior or nor did it improve school climate.
Hughes, 1996	Uniform: Mandatory policy Discipline Attendance and Achievement	Texas Urban and suburban Middle Schools (2)	Student Opinions via survey Attendance and referral data from district Descriptive statistics	No significant difference in attendance. Reduction in discipline referrals noted. Teachers and parents support uniforms. Student respondents do not.
Researcher	Dependent Variables	Population and Sample	Data Collection and Analysis	Results

Hoffler-Riddick & Lassiter, 1996	Discipline infractions	Virginia Urban middle school	Descriptive statistics Changes recorded as percentages	Significant reductions in discipline infractions, especially classroom disruptions.
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Appendix C
Content Validation Study

Content Validation Study

The purpose of this content validation study, is to assist the researcher in the development of a questionnaire. This instrument will be designed to answer the following question: What impact did a mandatory uniform dress policy have on social competence, social participation, academic self-efficacy, and self-image as measurable components of the construct of self-esteem? The researcher believes that uniforms will have a positive effect on student behavior which will have a positive impact on self-esteem. “A general hypothesis is that students with positive self-esteem will do better in school. To the extent that you can increase a student’s self-esteem, that the student will work harder, interact appropriately with others, deal with success and failure in school, accept criticism well, have positive interactions with other students, and be willing to share and work confidently” (Haladyna, 1997, p. 206). After review of the literature, the following items were developed to measure self-esteem and its domains.

Instructions

The statements which follow are being considered for a pilot survey which will be administered to 8th grade students currently attending William H. Ruffner Middle School. Please assist the researcher by reviewing the content of the statements and providing three ratings for each statement. The first rating will tell the researcher which factor of self-esteem you think is being addressed by the statement. The second rating indicates how strongly you feel the statement is associated with the domain you selected and the third rating will reflect the clarity of the statement. Results from this study will be used to revise the survey prior to piloting.

Rating Tasks

Domains and Definitions.

Using the definitions of the factors (domains) provided below, categorize each statement by writing the appropriate Roman numeral in the column labeled “Factor.”
(Statements not fitting any domain should be left blank.)

The four general factors and their definitions are:

<u>FACTORS</u>	<u>DEFINITIONS</u>
I. Social competence	Ability to interact and behave appropriately in day-to-day social interactions (Shook, 1996).
II. Social participation	Feeling or being accepted by peers, a sense of belonging (Shook, 1996).
III. Self-image	Feelings about one’s attire and appearance (Shook, 1996).
IV. Academic self-efficacy	The belief that one has the ability to complete academic tasks successfully (Bandura, 1986).

Association Rating

Please indicate how strong you feel about the way you categorized the statement in that domain by writing the appropriate Arabic numeral in the column labeled “Association Rating”. Use the following scale:

- 4- strong
- 3- somewhat strong
- 2- somewhat weak
- 1- weak

Clarity Rating

In the column labeled “Clarity Rating” indicate how clear you think each item is by selecting the appropriate Arabic numeral using the following scale:

- 3- clear
- 2- somewhat clear but needs revision as indicated on the attached sheet
- 1- not clear and the statement should be thrown out

Item	Statement	Factor Rating I,II,III,IV	Association Rating 4,3,2,1	Clarity Rating 3,2,1
	WHEN I WORE MY UNIFORM.....			
A	I looked as good as other kids.			
B	I felt like I belong.			
C	I made more friends.			
D	I talked to people that I normally would not talk to.			
E	I had more pride in myself.			
F	I felt smarter.			
G	I got more involved in school activities.			
H	I behaved better.			
I	I respected my teachers more.			
J	I worked harder in class on school work.			
K	I was more serious about learning.			
L	I got more respect from others.			
M	I got along better with people that were not necessarily my friends.			
N	I came to school more.			
O	I took more time with doing my school work.			

Item	Statement	Factor Rating I,II,III,IV	Association Rating 4,3,2,1	Clarity Rating 3,2,1
P	I did not care what others were wearing.			
Q	I did not get joked about the way I looked.			
S	I knew more answers to the questions asked in class.			
T	I felt like I was a part of the school.			
U	Getting good grades was more important to me than my clothes.			
V	It was easier to talk to my peers.			
W	It was important to demonstrate proper etiquette.			
X	I acted better in school.			
Y	Making new friends was easier.			
Z	I felt good about myself when I looked in the mirror.			
AA	It was okay to be smart.			
BB	Owning designer clothing was not as important.			
CC	I felt more comfortable coming to school.			
DD	I did not play around in the hallway.			

Item	Statement	Factor Rating I,II,III,IV	Association Rating 4,3,2,1	Clarity Rating 3,2,1
EE	I was proud to be a student at Ruffner.			
FF	Proper grooming was important.			
GG	I was ready to learn.			
HH	I know that the way you dress affects the way you behave.			
II	I made more friends.			
JJ	I had more pride in my appearance.			
KK	I learned that what you wear affects your behavior.			
LL	I felt safer in school.			
MM	I felt safer coming to school.			
NN	I learned more in school.			
OO	I had more fun in school.			
PP	I felt more confident that I could learn.			

Table C₁Descriptive Statistics for Factor Ratings for Domains (n = 18)

<u>No.</u>	<u>Statement</u>	<u>F</u> ^a %	<u>I</u> ^b	<u>II</u> ^c	<u>III</u> ^d	<u>IV</u> ^e	<u>NR</u> ^f	<u>M</u>	<u>SD</u>
A	I looked as good as other kids.	F %		3.0 16.7	15.0 83.3			2.83	.38
B	I felt like I belonged.	F %	2.0 11.1	16.0 88.9				1.88	.32
C	I made more friends.	F %	4.0 22.2	13.0 72.2		1.0 5.6		1.88	.67
D	I talked to people that I normally would not talk to.	F %	11.0 61.1	6.0 33.3			1.0	1.27	.57
E	I had more pride in myself.	F %	1.0 5.6	1.0 5.6	16.0 88.9			2.83	.51
F	I felt smarter.	F %	2.0 11.1	16.0 88.9				3.88	.32
G	I got more involved in school activities.	F %	10.0 55.6	8.0 44.4				1.44	.51
H	I behaved better.	F %	18.0 100.0					1.00	.00
I	I respected my teachers	F %	14.0 77.8	2.0 11.1		1.0 5.6	2.0 11.1		
J	I worked harder in class on school work.	F %			18.0 100.0			3.00	.00
K	I was more serious about learning.	F %	1.0 5.6	2.0 11.1		15.0 83.3		3.6	.91

<u>No.</u>	<u>Statement</u>	<u>F^a</u> %	<u>I^b</u>	<u>II^c</u>	<u>III^d</u>	<u>IV^e</u>	<u>NR^f</u>	<u>M</u>	<u>SD</u>
L	I got along better with people that were not necessarily my friends.	F %	5.0 27.8	13.0 72.2				1.72	.46
M	I got along better with people that were not necessarily my friends.	F %	9.0 50.0	9.0 50.0				1.50	.51
N	I came to school more.	F %	7.0 38.9	4.0 27.2	2.0 11.1	3.0 16.7	2.0 11.1	1.83	1.29
O	I took more time with doing my school work.	F %				18.0 100.0		4.00	.00
P	I did not care what others were wearing.	F %	2.0 11.1	1.0 5.6	1.0 5.6	13.0 72.2	1.0 5.6	2.61	.97
Q	I did not get joked about the way I looked.	F %	1.0 5.6	6.0 33.3	10.0 55.6	1.0 5.6		2.61	.69
S	I knew more answers to the questions asked in class.	F %				17.0 94.4	1.0 3.6	3.70	.94
T	I felt like I was a part of the school.	F %	2.0 11.1	15.0 83.3	1.0 5.6			2.00	.59
U	Getting good grades was more important to me than my clothes.	F %		7.0 38.9	11.0 61.1			3.60	.50
V	It was easier to talk to my peers.	F %	2.0 11.1	13.0 72.2		2.0 11.1	1.0 5.6	2.00	.20

<u>No.</u>	<u>Statement</u>	<u>F^a</u> %	<u>I^b</u>	<u>II^c</u>	<u>III^d</u>	<u>IV^e</u>	<u>NR^f</u>	<u>M</u>	<u>SD</u>
W	It was important to demonstrate proper etiquette.	F %	13.0 72.2		4.0 22.2	1.0 5.6	1.0 5.6	1.61	1.03
X	I acted better in school.	F %	13.0 72.2	4.0 22.2	1.0 5.6	1.0 5.6		1.27	.82
Y	Making new friends was easier.	F %	5.0 27.8	10.0 55.6	1.0 5.6	1.0 5.6	1.0 5.6	1.27	.87
Z	I felt good about myself when I looked in the mirror.	F %		2.0 11.1	14.1 77.8	2.0 11.1		3.00	.48
AA	It was okay to be smart.	F %		2.0 11.1	1.0 5.6		2.0 11.1	3.27	1 .37
BB	Owning designer clothing was not as important.	F %		3.0 16.7	12.0 66.7	2.0 11.1		2.77	.87
CC	I felt more comfortable coming to school.	F %	8.0 44.4	5.0 27.8	3.0 16.7			1.94	1.05
DD	I did not play around in the hallway.	F %	15.0 83.3	1.0 5.6		2.0 11.1		1.38	.97
EE	I was proud to be a student at Ruffner.	F %	4.0 22.2	10.0 55.6	3.0 16.7	1.0 5.6		2.05	.80
FF	Proper grooming was important.	F %	1.0 5.6		16.0 88.9	1.0 5.6		2.94	.53
GG	I was ready to learn.	F %			1.0 5.6		1.0 5.6	3.72	.95
<u>No.</u>	<u>Statement</u>	<u>F^a</u> %	<u>I^b</u>	<u>II^c</u>	<u>III^d</u>	<u>IV^e</u>	<u>NR^f</u>	<u>M</u>	<u>SD</u>

HH	I know that the way you dress affects the way you behave.	F %	10.0 55.6		4.0 22.2	3.0 16.7	1.0 5.6	1.88	1.32
II	I made more friends.	F%	3.0 16.7	13.0 72.2			1.0 5.6	1.0 5.6	1.83 .78
JJ	I had more pride in my appearance.	F %		3.0 16.7	14.0 77.8	1.0 5.6		2.88	.47
KK	I learned that what you wear affects your behavior.	F %	13.0 72.2		4.0 22.2	1.0 5.6		1.61	1.03
LL	I felt safer in school.	F %	9.0 50.0	3.0 16.7	2.0 11.1	1.0 5.6	3.0 16.7	1.38	1.09
MM	I felt safer coming to school.	F %	8.0 44.4	5.0 27.8		1.0 5.6	4.0 22.2	1.22	1.00
NN	I learned more in school.	F %				4.0 100.0		4.00	.00
OO	I had more fun in school.	F %	9.0 50.0	7.0 38.9		1.0 5.6	1.0 5.6	1.5	.85
PP	I felt more confident that I could learn.	F %			2.0 11.1	16.0 88.9		3.8	.32

Note. ^aF = Frequency.

^bDomain I - Social competence.

^cDomain II - Social participation.

^dDomain III - Self-image.

^eDomain IV - Academic self-efficacy.

^fNR - No Response.

Appendix D

Factor Analysis of Pilot Instrument

Table D₁

Factors with Eigenvalues Greater than 1.0 Resulting from a Principal Component

Analysis with Varimax Rotation for Pilot Instrument (N = 156)

<u>Variable</u>	<u>Factor</u>	<u>Eigenvalue</u>	<u>%Variation</u>
1	1	16.42	48.3
10	2	1.83	5.4
11	3	1.42	4.2
12	4	1.33	3.9
13	5	1.07	3.2

Table D₂Loadings for Items Based on a Varimax Rotated Factor Matrix

<u>Variable</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
1	-.00	.06	.16	.18	<u>.80</u>
2	.36	.20	.12	.07	<u>.72</u>
3	<u>.47</u>	.27	.55	-.15	.19
4	.26	.12	<u>.65</u>	.22	.14
5	<u>.53</u>	.35	.26	.24	.26
6	<u>.58</u>	.30	.36	.13	.28
7	<u>.70</u>	.20	.38	.18	-.00
8	<u>.70</u>	.23	.23	.21	.10
9	<u>.73</u>	.18	.15	.16	.04
10	<u>.80</u>	.24	.20	.22	.20
11	<u>.74</u>	.26	.17	.21	.19
12	.39	.43	<u>.49</u>	.10	.20
13	.37	<u>.48</u>	.44	.12	.11
14	<u>.62</u>	.43	.18	.05	-.08
15	<u>.68</u>	.39	.10	.13	.15
16	.11	.14	.33	<u>.71</u>	.01
17	.15	.20	<u>.62</u>	.40	.04
18	<u>.63</u>	.39	.24	.19	.03
19	.28	.40	<u>.45</u>	.24	.26
20	.29	.28	.00	<u>.66</u>	.08
21	.36	<u>.70</u>	.22	.00	.14

<u>Variable</u>	<u>Factor 1</u>	<u>Factor 2</u>	<u>Factor 3</u>	<u>Factor 4</u>	<u>Factor 5</u>
22	.33	<u>.47</u>	.27	.27	.21
23	<u>.68</u>	.54	.00	.09	.07
24	.18	<u>.68</u>	.18	.21	.22
25	.32	.38	.07	<u>.57</u>	.19
26	.29	<u>.56</u>	-.05	.24	.19
27	.10	.06	.11	<u>.69</u>	.13
28	.21	<u>.62</u>	.19	.21	-.07
29	.33	<u>.68</u>	.44	.00	.06
30	.11	<u>.65</u>	.43	.27	.10
31	.30	<u>.57</u>	.13	.10	.08
32	.56	<u>.62</u>	.12	.12	.02
33	.53	<u>.63</u>	.12	.27	.06
34	.31	<u>.51</u>	.14	.34	.06

Appendix E

Uniforms and Self-esteem Scale

UNIFORMS AND SELF-ESTEEM SCALE ADMINISTRATIVE INSTRUCTIONS

Instructions:

Please read the following statements to participants:

- a. Please find the section marked “Introduction.” Read to yourself as I read aloud. “As part of a study on school uniforms, a short designed to explore the relationship between wearing a uniform and self-esteem is being developed. Please take a few minutes and answer the statements in this booklet.”
- b. “Please take a moment to reflect back to last year. You will be asked to respond to statements based on how you felt or behaved last year when you wore your uniform.
- c. “Look at the section marked “Directions.” “ Read to yourself as I read aloud.” “Think about what it was like last year wearing your uniform to school. Please indicate the extent to which you agree or disagree with each of the following statements as it relates to your feelings or behaviors last year.”
- d. “Look at the section marked “Sample Section.” Read the following statement to yourself as I read it aloud. “Requiring students to wear a uniform was a good idea.” Please mark whether you strongly agree, agree, disagree, strongly disagree, or are neutral with the statement. Bubble in “SA or 5, A or 4, N or 3, D or 2, or SD or 1, respectively.”
- e. “If there are no further questions, please take your time and complete the rest of the survey. Thank you again, for agreeing to participate in this study.”

U.S.E. SCALE



UNIFORMS AND SELF-ESTEEM QUESTIONNAIRE

Uniforms and Self-Esteem Scale

Introduction

As part of a study on school uniforms, a short survey designed to explore the relationship between wearing a uniform and self-esteem was developed. Please take a few minutes and answer the statements in this booklet.

Directions

Think about what it was like last year wearing your uniform to school. Please indicate the extent to which you agree or disagree with each of the following statements as it relates to your feelings or behaviors last year.

SAMPLE STATEMENT

Requiring students to wear a uniform was a good idea.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
⑤	④	③	②	①

WHEN I WORE MY UNIFORM.....	SA	A	N	D	SD
1) I looked as good as other kids	⑤	④	③	②	①
2) I felt like I belonged.	⑤	④	③	②	①

- | | | | | | |
|--|---|---|---|---|---|
| 3) I made more friends. | ⑤ | ④ | ③ | ② | ① |
| 4) I talked to people that I normally would not talk to. | ⑤ | ④ | ③ | ② | ① |

WHEN I WORE MY UNIFORM..... SA A N D SD

- | | | | | | |
|---|---|---|---|---|---|
| 5) I had more pride in myself. | ⑤ | ④ | ③ | ② | ① |
| 6) I felt smarter. | ⑤ | ④ | ③ | ② | ① |
| 7) I got more involved in school activities. | ⑤ | ④ | ③ | ② | ① |
| 8) I behaved better. | ⑤ | ④ | ③ | ② | ① |
| 9) I respected my teachers more. | ⑤ | ④ | ③ | ② | ① |
| 10) I worked harder in class. | ⑤ | ④ | ③ | ② | ① |
| 11) I was more serious about learning. | ⑤ | ④ | ③ | ② | ① |
| 12) I got more respect from others. | ⑤ | ④ | ③ | ② | ① |
| 13) I got along better with people who were not necessarily my friends. | ⑤ | ④ | ③ | ② | ① |
| 14) I came to school more. | ⑤ | ④ | ③ | ② | ① |
| 15) I took more time with doing my school work. | ⑤ | ④ | ③ | ② | ① |
| 16) I did not care what others were wearing. | ⑤ | ④ | ③ | ② | ① |
| 17) I did not get joked about the way I looked. | ⑤ | ④ | ③ | ② | ① |
| 18) I knew more answers to the questions asked in class. | ⑤ | ④ | ③ | ② | ① |
| 19) I felt like I was a part of the school. | ⑤ | ④ | ③ | ② | ① |
| 20) Getting good grades was more important to me than my clothes. | ⑤ | ④ | ③ | ② | ① |
| 21) It was easier to talk to my peers. | ⑤ | ④ | ③ | ② | ① |

22) It was important to demonstrate proper etiquette. ⑤ ④ ③ ② ①

23) I acted better in school. ⑤ ④ ③ ② ①

WHEN I WORE MY UNIFORM..... SA A N D SD

24) I felt good about myself when I looked in the mirror. ⑤ ④ ③ ② ①

25) It was okay to be smart. ⑤ ④ ③ ② ①

26) I did not play around in the hallway. ⑤ ④ ③ ② ①

27) Proper grooming was important. ⑤ ④ ③ ② ①

28) I knew that the way I dressed affected the way I behaved. ⑤ ④ ③ ② ①

29) I made more friends. ⑤ ④ ③ ② ①

30) I had more pride in my appearance. ⑤ ④ ③ ② ①

31) I learned that what I wear affects my behavior. ⑤ ④ ③ ② ①

32) I learned more in school. ⑤ ④ ③ ② ①

33) I felt more confident that I could learn. ⑤ ④ ③ ② ①

34) I felt good about myself. ⑤ ④ ③ ② ①

About Yourself

Ethnicity

① African-American

② Caucasian

Gender

① Male

② Female

Appendix F

Protocol for Uniforms and Self-esteem Scale Administration

STUDENT INFORMED CONSENT AGREEMENT

Project: The Relationships Between the Implementation of a Mandatory Uniform Dress Code and Attendance, Grade Point Average, Behavior, and Self-esteem.

Investigators: Pamela Y. Hoffler-Riddick
David J. Parks
Virginia Polytechnic Institute and State University

PURPOSE OF THE PROJECT

The purpose of this study is to examine the relationships between a mandatory uniform dress code and attendance, grade point average, behavior, and self-esteem. You were selected for participation in this study because you attended an urban middle school for three consecutive years which implemented a mandatory dress code.

PROCEDURES

All former Ruffner students currently in the 9th grade will be asked to participate in this study by completing the Uniforms Self-esteem (USE) Scale. Letters were already sent home to your parents or legal guardians asking permission for your participation.

RISKS, BENEFITS, ANONYMITY

There are no known risks nor are there any direct benefits to you for participating in this study. The only information that will be recorded about you is your ethnicity, gender, and whether or not you remember being suspended as a 6th grader.

PARTICIPATION AND WITHDRAWAL

Participation in this project is strictly voluntary. You may withdraw from this study without penalty simply by not signing the consent form or not completing the survey.

APPROVAL OF RESEARCH

This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Educational Leadership & Policy Studies at Virginia Polytechnic Institute and State University, and the Norfolk Public Schools, Norfolk, Virginia.

SUBJECT'S PERMISSION

I voluntarily agree to participate in this study. I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project. I understand that I will receive a complete copy of the signed Informed Consent.

Student Signature

Date

Should I have any questions about this research or its conduct, I may contact:

Pamela Y. Hoffler-Riddick (757) 441-2319
Investigator

David J. Parks (540) 231-5111
Faculty Advisor
Virginia Polytechnic Institute and State University

H.T. Hurd (540) 231-5281
Chair, IRB
Research Division
Virginia Polytechnic Institute and State University



January, 1998

Dear Parent/Legal Guardian:

In the next several weeks, your child will be asked to take the Uniform and Self-esteem (USE) Scale as part of a project being conducted by Pamela Y. Hoffler-Riddick, the former principal of William H. Ruffner Middle School and current doctoral student attending Virginia Polytechnic Institute and State University. This project has been approved, as required, by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University, by the Department of Educational Leadership & Policy Studies at Virginia Polytechnic Institute and State University, and the Norfolk Public Schools, Norfolk, Virginia.

Results of the project will not become part of your child's cumulative folder. Your child will not be asked to identify himself or herself by name. The only information that will be recorded on the survey is the student's ethnicity, gender, and whether they remember being suspended out-of-school as a 6th grader. This information will be used by the researcher to examine the relationships between a

mandatory uniform dress code and self-esteem, attendance, grade point average, and behavior.

If you do not wish for your child to participate in this project, please sign and return this form to the building principal. No response or return of this form will indicate that you do not have a problem with your child participating in the project.

Thank you in advance for your kindness and consideration in dealing with this matter.

Sincerely,

Pamela Y. Hoffler-Riddick
Researcher

PLEASE RETURN THIS FORM TO THE BUILDING PRINCIPAL IF YOU DO NOT WANT YOUR CHILD TO PARTICIPATE IN THE PROJECT

I do not wish for my child to participate in this project.

Parent/Legal Guardian Signature

Date

Appendix G

General School Trends in Average Attendance, Discipline, and Grade Point Average

Table G₁

Average Attendance, Discipline, and Grade Point Average for the General Population

Attending William H. Ruffner from 1994-95 Through 1996-97

Category	<u>1994-95</u>			<u>1995-96</u>			<u>1996-97</u>		
	<u>Grade 6</u>			<u>Grade 7</u>			<u>Grade 8</u>		
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>
Average Attendance	421	93.2	11.8	378	93.0	12.2	355	93.3	11.8
Grade Point Average	5392	1.97	1.1	4951	2.28	2.27	4323	2.05	1.2
	<u>N</u>	<u>Total</u>		<u>N</u>	<u>Total</u>		<u>N</u>	<u>Total</u>	
Disciplinary Referrals	421	796		378	465		355	646	
Rules Violations	421	283		378	134		355	262	
Suspensions	421	324		378	232		355	266	

Note. Average attendance rate was calculated by dividing the number of days present

by the number of days enrolled.

Vita

VITA

Background

Fourteen years as an educator or administrator in the urban setting.

Education

Master of Science, Educational Administration

December 11, 1992-
Danforth/Tidewater Principal Preparation Scholars Program, Old Dominion University, Norfolk, Virginia

Bachelor of Arts, Biology, General Honors Program

May 2, 1982-
Cum Laude, General Honors Program, Lincoln University, Lincoln, Pennsylvania

Skills

Curriculum auditor
Assessor/trainer
Program evaluator
Adjunct professor
Motivational speaker

Experience

July 1997–Present

Senior Director of Research, Testing, and Statistics.
Coordinator of Norfolk Quality Schools Initiative.

August 1996–Present

Adjunct Professor, Department of Educational Leadership, Old Dominion University, Norfolk, Virginia.

January 1996–Present

Adjunct Professor, Department of Special and Gifted Education, Norfolk State University, Norfolk, Virginia.

July 1994–June 1997

Principal, William H. Ruffner Middle School, Norfolk, Virginia. Successfully developed and implemented the first mandatory uniform program in the State of Virginia. Improved student achievement 22.1% on Literacy Passport Test.

August 1993– June 1994

Assistant Principal, Frank W. Cox High School, Virginia Beach City Public Schools, Virginia Beach, Virginia. Successfully implemented a dual enrollment program with Tidewater Community College, allowing 300 student to earn college credit while in high school.

Honors, Awards and Achievements

1997

Outstanding City Employee of the Year, Civitan Club, Norfolk, Virginia.

1997

Echoes of Excellence Award, Community Leadership in Academia.

1997

U.S. Department of Education, Manual on School Uniforms, Model Program.

1996

CIVIC Leadership Institute, Old Dominion University, Norfolk, Virginia..

Honors, Awards and Achievements (continued)

1996

Public Technology Incorporated, PTI Technology Achievement Winner, "City/School/Business Partnership: Internet Conference", Washington, DC

1995

Distinguished Alumni Award, Lincoln University, Lincoln, Pennsylvania.

1995

Outstanding Professional Women of Hampton Roads, Virginia Beach, Virginia.

1994

Technology Administrator of the Year, WHRO, The Consortium for Interactive Instruction, Norfolk, Virginia.

1993

Norfolk Public Schools School Bell Award Recipient, Norfolk, Virginia.

1992

Danforth Scholar, Old Dominion University, Norfolk, Virginia.

1992

Tandy Technology Scholar, Booker T. Washington High School, Norfolk Public Schools, Norfolk, Virginia.

1985

Sallie Mae Award, Outstanding First Year Teacher, Norfolk Public Schools, Norfolk, Virginia.

