

Title: The Relationship of a Dress Code Policy on Academic Achievement and Discipline

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ABSTRACT

Due the serious problems in the American schools some schools have implemented a dress code policy. Proponents of uniforms suggest that school uniforms reduce violence and improve academic achievement. The purpose of the study is to examine the influence a voluntary school uniform policy or dress code policy have on academic achievement and discipline infractions. A second purpose is to determine the perceptions of teachers about a student dress policy. The study consists of 70 elementary (k-8) schools in the Chicago Public School system. The schools were divided into the following groups:

- 1) Schools that do not have a uniform policy.
- 2) Schools that have a uniform policy with colors blue or black and white. (Jean are not acceptable.)
- 3) Schools that have a uniform policy of blue or black and white. (Jeans are acceptable.)
- 4) School that have a uniform policy with primary colors other than blue or black and white.

The dependent variables were discipline infractions, student achievement, and teachers' perception of a voluntary school uniform policy. The independent variables were schools uniform policy and the school socio-economic status. A Multivariate Analysis of Variance (MANOVA) was used to measure the discipline infractions and achievement data. A questionnaire was designed to measure teachers' perceptions of a voluntary dress code policy. A MANOVA was used to analyze the data collected from

the questionnaire. Results indicate that Uniform and SES has a relationship with student academic achievement and major discipline infractions. Depending on the type of uniform, teachers are supportive of a uniform policy. Also, there was no evidence to support that uniform or SES play an important role in the number of minor discipline problems reported.