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The Student Opinions Concerning Freedom of Dress Code Including High Schools Among Others

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This study aimed at examining the opinions of high school students concerning the much-debated dress code applied to primary school, middle school, and high school students and thought to affect quality in education, and revealing the importance of the issue as well as its financial, social, and pedagogical dimensions. The research is a descriptive study in survey model.

A Likert-type questionnaire developed by the researcher was used in the present study – a descriptive study in survey model – as data collection tool. The questionnaire was administered to 350 students attending 15 high schools located in the central district of Van province. Based on the research results, it can be concluded that free dress is a right and a requirement of the age even though it causes extra cost, takes the time of students, or brings out the rich-poor discrimination. As a result of the study it can be said that freedom of dress is a right in essence.

Introduction

Education is one of the fundamentals of development of a country. Students are the key element of education in a country. Students, parents, teachers, and administrators are the four main elements of education system. It goes without saying that the quality of education is of particular concern to parents and administrators as well as to students and teachers. Every country has an education system. Certain dimensions of education systems of countries involve national characteristics. The length of lessons, the contents of lessons, the arrangement of classroom environments, dressing of students in schools and classrooms, disciplinary rules, and many other similar issues may vary from country to country. The ministries of education and educational administration experts of a country may change educational programs and rules considering the findings of scientific research and practices across the world.

Each country has a philosophy of education and a human type unique to it. The ever-growing, changing, and dynamic nature of education makes this process essential. As countries grow, they may make amendments in dressing rules in schools, as in every field. In this regard, the uniform dress code – applied in Turkey since the foundation of the Republic – has been changed .

The dresses worn by students in schools and the criteria set in regard to such dresses

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complement the goal of achieving the pre-determined purposes of education. The features of such dresses are uniform and compulsory in some countries, such as Israel, Canada, Indonesia, Brasil and Argentina (http://en.wikipedia.org/Canada), are under the initiative of schools and are determined by school administrations or parent-teacher associations in some countries, and are under the initiative of students in some other countries (Altınsoy, H, 2012). School is a general concept covering all systems that provide education – which may have different names. School is the basic system of education system that provides education (Başaran, 1996, p.11). Schools in general and school employees in particular have to process and manage information in the face of information overload (Özdemir, 2010, p.55).

The employees of an organization enter into learning and contributing relations with the information base and the cultural structure of the organization. That constitutes a capacity for "organizational mind" (Morgan, 1997, p. 120). The former dress code involving mandatory uniformity in public schools and private schools in Turkey was amended with the Official Gazette dated 27.11.2012 and numbered 28480. According to the new version of the code, dressing is free in public schools while it is under the initiative of majority of parents in private schools. The present study (1) focused on the concepts of education, management, acculturation, discipline, and regulations, which were included in the above-mentioned amendments, (2) reviewed the dress codes across the world, (3) examined the opinions of students on that subject, and (4) addressed the issue in terms of economy, psychology, democracy, human rights, and relationship between dress and success (Resmi Gazete, 27.11.2012, 28480).

In the broadest sense, education is the process of training people for particular purposes. The personality of any person going through this process differs. Such difference emerges due to the knowledge, skills, attitudes, and values acquired in the educational process. Today, schools are the most important element of the educational process (Fidan, 2012, p. 1). The most important basis of education is culture. Every nation has a culture, which is transferred to new generations formally or informally.

Human is a social being, and is affected by the society s/he lives in to a certain level during his/her growth process. S/he gains various cultural acquisitions, and is acculturated in a sense during this process (Töremen, 2013, p. 19). Every society transfers the features of its own culture to new generations. Acculturation refers to the process where a society influences and changes individuals in such a way that they abide by its requirements and expectations. Conscious and unconscious learning experienced by people while are they are integrating with their society and coming to the fore in the society as a child, a youth, and an adult is a product of this process (Fidan, 2012, p. 2). The formal dimension of education is realized through teaching.

The success in teaching is closely associated with the harmony among teachers, students and administrators as well as the quality of teaching and teachers. The quality in teaching is related to the quality in administration to a large extent.

Administration refers to both the act of organizing actions and the instruments conducting such actions. Classically, the primary duty of administration has been to enhance the performances of people to sufficient levels by bringing them together around common goals and values. The primary duty of administration is the same today. However, the meaning of this duty has changed (Özden, 1999, p. 105). It is defined as the art of ensuring the fulfillment of works through an effective coordination of human resources and material resources in order to achieve the organization goals. In administration, decision-making process is highly

important (Kaya 1993, p. 38). Administration has to conduct school-related works in accordance with relevant purposes within legal boundaries. Compliance with the principle of legitimacy is ensured through arbitrary discipline. If an administrator ensures it in accordance with laws and regulations by using the power of knowledge, organizational success will increase surely (Tarhan, 2013). quality rather than dressing has been focused on in education. Discipline is a set of rules applied to disruptive acts in order to ensure the fulfillment of public services and provide & protect the internal order (Arıca, 2000, p. 99). The discipline refers to the sanctions which employees are subject to due to their behaviors contrary to the institutional order, and involves the punishment of improper behaviors (Livanelioğlu, 2003, p. 3). In this sense, administrators maintain discipline by implementing relevant laws and regulations. That, in fact, refers to the pedagogical dimension. Pedagogy includes any action that aims to be influential on the behaviors of individuals, correct their mistakes, and make their proper behaviors permanent.

In the past, the concept of pedagogy referred to knowledge and study area related to children. The slaves who looked after children as tutors in the past were called pedagogues. In the course of time, the limits of that concept broadened to include any kind of educative activity (Böhm, 1982).

According to the pedagogical perspective, any educational event or case that does not obtain visa from its criteria cannot be a sound and strong basis for future. Pedagogy may address and examine only the educational reality existing at a particular moment (Schaller& Rainer, 1977)

The Historical Background of Dress in Turkey:

School uniforms started to be used in schools following the years 1924 and 1925 when education was nationalized.According to (Uzun 2012), black school uniforms were used during the single-party period in the 1930s so that the difference between rich students and poor students would not be clear. The black school uniforms that covered poverty were replaced by blue school uniforms in the 1990s. This form of dressing continued until the 1990s. The obligation to use black school uniforms in schools was abolished with the circular issued in the 1989–1990 academic year. During the period of the deceased Minister of National Education AvniAkyol, the use of black school uniforms was abolished, and it was started to use school uniforms in various colors (ultramarine blue, navy-blue, grey) and models. In 2005, the circular allowing the female students in high schools to wear pants was issued.

Problem Statement

What is the impact of new dress code on high schools in Turkey? According to this main problem some other sub-problems are given below. The research problem included the revelation of the importance of the new dress code that set dress free in public schools and made it under the initiative of parents in private schools, the review of the practices and the studies on this subject in other countries, and the examination of the issue in terms of economy, psychology, democracy, human rights, and relationship between dress and success, students' sex, grade and age.

Studies on this subject:

No article has been published on this subject in Turkey. However, Turkish Education Union carried out a survey on the 6th of January 2013, and announced the results of the survey in the journal of the union. According to the survey results, 66.3% of the participants thought that schools would turn into model podiums due to free dress code, 64.5% of the participants stated that the children of the families with lower income levels would have economic difficulties to have better dresses, 66.3% of the participants told that school uniforms were important and necessary for discipline, and 74.3% of the participants said that free dress code would not enhance the motivation of students for education. It is clear that the above-mentioned survey results are in parallel with the results of the present study.

Method

Survey model was employed in the present study. A survey model aims to describe an existingsituation as it is (Karasar, 2013).

Research Model

The questionnaire developed by the researcher by receiving the opinions of experts and using the related literature was used as data collection tool in the present study – which was a descriptive study in survey model. The data collection tool was submitted for the evaluation of instructors and teachers concerned with the field. The measurement tool was finalized after necessary corrections were made. Finalized in terms of content and expression, the measurement tool was submitted for the evaluation of field experts to ensure its validity (Balcı, 1995).

Universe and Sample

The universe of the study consisted of students attending high schools located in the central district of Van province. According to the information obtained from Van Provincial Directorate of National Education, there were 30 high schools in the central district of Van province, and these schools were put into 5 educational regions by clustering the areas where they were located according to their geographical positions. However, since it was not possible to reach all of those schools due to time and cost related purposes, 3 high schools were drawn from each one of the above-mentioned 5 educational regions in the central district of Van province. Thus, the study group involved 15 high schools in total. From 5250 students of these 15 schools, 525 students were randomly selected from among the final year students according to a ratio. Of those 525 students, 450 students' questionnaire were collected and evaluated. Of these students 142 were female and 308 were male. The schools located in other districts and the villages of the central district were left out of the scope of the present study.

Data Collection and Analyzing

The "Student Perspective Questionnaire", which had been developed by the researcher, was used for data collection. In the process of developing the measurement tool, the related literature was reviewed, item pool was formed, and the draft form composed of the items selected from that pool was submitted for the evaluation of instructors from various fields in the Department of Educational Sciences. The experts examined the tool in terms of language, expression, and scope. The tool was finalized based on the suggestions of the

experts. Being a 3-point (i.e. yes, neutral, no) Likert-type questionnaire composed of 30 items, the tool was administered to 450 final year high school students after expert opinions regarding structural validity and scope validity were obtained. Questionnaire's reliability value is given below.

Questionnaire	Arithmetic Mean	Variance	Standard Deviation	Item number	Cronbach Alfa
	2,177	,384	,619	30	,858

At the data analysis stage, three different analyses (i.e. frequency, percentage, and chi-square) were performed.

Findings

The research findings are provided under two different titles: 1) the findings concerning the student answers to the questionnaire; 2) the findings concerning the student answers to the questionnaire by demographic characteristics.

The findings concerning the student answers to the questionnaire

Table 1 presents the distribution of the student answers to the questionnaire.

	Yes		Neutral		No	
	n	%	n	%	n	%
1. Do you pattern yourself after other friends in dressing?	69	17.1	45	11.2	289	71.7
2. Do you seek for specific brands?	106	25.9	52	12.7	249	60.9
3. Are you absent from your school due to your dress?	39	9.5	31	7.6	335	81.9
4. Does free dress code give you confidence?	163	39.9	75	18.3	169	41.3
5. Would you like to relapse into the former practice?	164	40.1	77	18.8	163	39.9
6. Are you jealous of the dresses of your friends?	59	14.4	39	9.5	310	75.8
7. Do you have any economic problem?	114	27.9	88	21.5	205	50.1
8. Does free dress code lead to security problem in schools?	228	55.7	66	16.1	114	27.9
9. Will obligatory dress standardize students?	205	50.1	69	16.9	134	32.8
10. Does uniform dress code make students well-disciplined?	175	42.8	57	13.9	172	42.1
11. Does free dress code have a positive effect on your success?	131	32.0	83	20.3	193	47.2
12. Does free dress code increase your dress costs?	219	53.5	59	14.4	123	30.1
13. Does uniform dress code eliminate your free will?	128	31.3	95	23.2	164	40.1
14. Does free dress code bring extra burden to your family?	205	50.1	65	15.9	137	33.5
15. Do you want new and different dresses from your family?	202	49.4	58	14.2	144	35.2
16. Do you attach importance to your dressing as much as you attach to your lessons?	126	30.8	56	13.7	225	55.0
17. Do you spend much time for your dressing before going to school?	132	32.3	46	11.2	228	55.7
18. Has free dress code brought out the rich-poor distinction?	249	60.9	65	15.9	92	22.5
19. Does free dress code lead to security problem inside schools?	232	56.7	69	16.9	106	25.9
20. Does free dress code lead to security problem outside schools?	161	39.4	66	16.1	180	44.0
21. Do gaudy clothes distract you during lessons?	202	49.4	48	11.7	153	37.4
22. Does free dress code make it difficult to make a distinction between students and others inside and outside schools?	260	63.6	46	11.2	100	24.4
23. Is free dress necessary in terms of fundamental rights and freedoms?	197	48.2	68	16.6	141	34.5
24. Do you think the uniform dressing restricts one's freedom?	154	37.7	74	18.1	177	43.3
25. Does free dress code provide out-of-school powers that	178	43.5	91	22.2	136	33.3

intend to get students adopt bad habits with a comfortable working environment?						
26. Have students started to wear gaudy clothes in schools?	128	31.3	83	20.3	195	47.7
27. Do the groups of friends in schools wear identical clothes?	124	30.3	91	22.2	192	46.9

The findings concerning the student answers to the questionnaire by demographic characteristics

Chi-square analysis was conducted in order to understand whether there was any difference between the student answers to the questionnaire by demographic characteristics. Table 2 presents relevant findings.

Table 2 The findings concerning the student answers to the questionnaire by demographic characteristics

Items	**Sex**		**Grade**		**Age**	
	χ^2	**p**	**χ^2**	**p**	**χ^2**	**p**
1. Do you pattern yourself after other friends in dressing?	**7.358**	**.025**	10.185	.117	15.088	.129
2. Do you seek for specific brands?	1.773	.412	**33.974**	**.000**	**35.261**	**.000**
3. Are you absent from your school due to your dress?	3.812	.149	**14.374**	**.026**	12.077	.280
4. Does free dress code give you confidence?	**22.344**	**.000**	**31.068**	**.000**	16.550	.085
5. Would you like to relapse into the former practice?	**45.378**	**.000**	**12.622**	**.049**	**23.230**	**.010**
6. Are you jealous of the dresses of your friends?	**10.001**	**.007**	9.533	.146	**28.155**	**.002**
7. Do you have any economic problem?	**10.560**	**.005**	9.657	.140	13.059	.220
8. Does free dress code lead to security problem in schools?	**20.113**	**.000**	**28.172**	**.000**	**25.028**	**.005**
9. Will obligatory dress standardize students?	3.516	.172	11.783	.067	17.202	.070
10. Does uniform dress code make students well-disciplined?	3.043	.218	**19.640**	**.003**	16.654	.082
11. Does free dress code have a positive effect on your success?	**22.724**	**.000**	**20.724**	**.002**	**22.417**	**.013**
12. Does free dress code increase your dress costs?	**33.908**	**.000**	**15.721**	**.015**	17.181	.070
13. Does uniform dress code eliminate your free will?	**5.995**	**.050**	**19.282**	**.004**	**23.034**	**.011**
14. Does free dress code bring extra burden to your family?	**14.577**	**.001**	**16.691**	**.010**	**21.985**	**.015**
15. Do you want new and different dresses from your family?	**23.309**	**.000**	**13.675**	**.033**	10.629	.387
16. Do you attach importance to your dressing as much as you attach to your lessons?	3.646	.162	5.826	.443	5.793	.832
17. Do you spend much time for your dressing before going to school?	**25.272**	**.000**	7.699	.261	12.989	.224
18. Has free dress code brought out the rich-poor distinction?	**32.373**	**.000**	**29.583**	**.000**	17.800	.058
19. Does free dress code lead to security problem inside schools?	**19.873**	**.000**	10.273	.114	16.098	.097
20. Does free dress code lead to security problem outside schools?	**9.162**	**.010**	**21.350**	**.002**	**19.458**	**.035**
21. Do gaudy clothes distract you during lessons?	**10.253**	**.006**	**12.705**	**.048**	9.419	.493

22. Does free dress code make it difficult to make a distinction between students and others inside and outside schools?	**17.105**	**.000**	**22.125**	**.001**	12.286	.266
23. Is free dress necessary in terms of fundamental rights and freedoms?	**32.956**	**.000**	**17.842**	**.007**	**26.438**	**.003**
24. Do you think uniform dressing restricts one's freedom?	**12.431**	**.002**	10.360	.110	**20.265**	**.027**
25. Does free dress code provide out-of-school powers that intend to get students adopt bad habits with a comfortable working environment?	**11.628**	**.003**	**19.283**	**.004**	13.120	.217
26. Have students started to wear gaudy clothes in schools?	**9.704**	**.008**	11.158	.084	12.255	.428
27. Do the groups of friends in schools wear identical clothes?	1.258	.533	6.622	.357	6.090	.808

Conlusion Disscussion and Suggestions

The results obtained from the student answers to the questionnaire are provided below:

The results obtained from the student answers to the questionnaire by demographic characteristics are provided below.

By sex:

According to the student answers to "1. Do you pattern yourself after other friends in dressing?" the ratio of the female students patterning themselves after other friends in dressing was higher than that of the male students patterning themselves after other friends in dressing.

According to the student answers to "4. Does free dress code give you confidence?" the ratio of the male students stating that free dress code gave them confidence was higher than that of the female students stating that free dress code gave them confidence.

According to the student answers to "5. Would you like to relapse into the former practice?" the ratio of the female students stating that they would like to relapse into the former practice was higher than that of the male students stating that they would like to relapse into the former practice.

According to the student answers to "6. Are you jealous of the dresses of your friends?" the ratio of the female students who were jealous of the dresses of their friends was higher than that of the male students who were jealous of the dresses of their friends.

According to the student answers to "7. Do you have any economic problem?" the ratio of the female students having any economic problem was higher than that of the male students having such problem.

According to the student answers to "8. Does free dress code lead to security problem in schools?" the ratio of the female students stating that free dress code would lead to security problem in schools was higher than that of the male students stating it.

According to the student answers to "11. Does free dress code have a positive effect on your success?" the ratio of the male students stating that free dress code would have a positive effect on their success was higher than that of the female students stating it.

According to the student answers to "12. Does free dress code increase your dress costs?" the ratio of the female students stating that free dress code had increased their dress costs was higher than that of the male students stating it.

According to the student answers to "13. Does uniform dress code eliminate your free will?" the ratio of the male students stating that uniform dress code would eliminate their free will was higher than that of the female students stating it.

According to the student answers to "14. Does free dress code bring extra burden to your family?" the ratio of the female students stating that free dress code brought extra burden to their families was higher than that of the male students stating it.

According to the student answers to "15. Do you want new and different dresses from your family?" the ratio of the female students stating that they wanted new and different dresses from their families was higher than that of the male students stating it.

According to the student answers to "17. Do you spend much time for your dressing before going to school?" the ratio of the male students stating that they did not spend much time for their dressing before going to school was higher than that of the female students stating it.

According to the student answers to "18. Has free dress code brought out the rich-poor distinction?" the ratio of the female students stating that free dress code had brought out the rich-poor distinction was higher than that of the male students stating it.

According to the student answers to "19. Does free dress code lead to security problem inside schools?" the ratio of the female students stating that free dress code led to security problem inside schools was higher than that of the male students stating it.

According to the student answers to "20. Does free dress code lead to security problem outside schools?" the ratio of the female students stating that free dress code led to security problem outside schools was higher than that of the male students stating it.

According to the student answers to "21. Do gaudy clothes distract you during lessons?" the ratio of the female students stating that gaudy clothes distracted them during lessons was higher than that of the male students stating it.

According to the student answers to "22. Does free dress code make it difficult to make a distinction between students and others inside and outside schools?" the ratio of the female students stating that free dress code made it difficult to make a distinction between students and others inside and outside schools was higher than that of the male students stating it.

According to the student answers to "23. Is free dress necessary in terms of fundamental rights and freedoms?" the ratio of the male students stating that free dress was necessary in terms of fundamental rights and freedoms was higher than that of the female students stating it.

According to the student answers to "24. Do you think uniform dressing restricts one's freedom?" the ratio of the male students stating that uniform dressing restricted one's freedom

was higher than that of the female students stating it.

According to the student answers to "25. Does free dress code provide out-of-school powers that intend to get students adopt bad habits with a comfortable working environment?" the ratio of the female students stating that free dress code provided out-of-school powers that intended to get students adopt bad habits with a comfortable working environment was higher than that of the male students stating it.

According to the student answers to "26. Have students started to wear gaudy clothes in schools?" the ratio of the female students stating that students had started to wear gaudy clothes in schools was higher than that of the male students stating it.

By grade:

As per the student answers to "2. Do you seek for specific brands?" the ratios of the high school 2nd grade students and the 3rd grade students seeking for specific brands were higher than those of the high school 1st grade students and the 4th grade students seeking for specific brands.

As per the student answers to "3. Are you absent from your school due to your dress?" the ratios of the high school 2nd grade students and the 3rd grade students who were absent from school due to dress were higher than those of the high school 1st grade students and the 4th grade students absent from school due to their dress.

As per the student answers to "4. Does free dress code give you confidence?" the ratios of the high school 2nd grade students and the 4th grade students stating that free procedure gave them confidence were higher than those of the high school 1st and 3rdgrade students stating it.

As per the student answers to "5. Would you like to relapse into the former practice?" the ratios of the high school 1st grade and the 3rd grade students who would like to relapse into the former practice were higher than those of the high school 2nd grade students and the 4th grade students who would like to relapse into the former practice.

As per the student answers to "8. Does free dress code lead to security problem in schools?" the ratios of the high school 1st grade students and the 3rd grade students stating that free dress code led to security problem in schools were higher than those of the high school 2nd grade students and the 4th grade students stating it.

As per the student answers to "10. Does uniform dress code make students well-disciplined?" the ratios of the high school 1st grade students, the 2nd grade students, and the 3rd grade students stating that uniform dress code would make students well-discipline dwere higher than that of the high school 4th grade students stating it.

As per the student answers to "11. Does free dress code have a positive effect on your success?" the ratios of the high school 2nd grade students and the 4th grade students stating that free dress code would have a positive effect on their success were higher than those of the 1st grade students and the 3rd grade students stating it.

As per the student answers to "12. Does free dress code increases your dress costs?" the ratios of the high school 1st grade students and the 3rd grade students stating that free dress code increased their dress costs were higher than those of the 2nd grade students and the 4th grade

students stating it.

As per the student answers to "13. Does uniform dress code eliminate your free will?" the ratio of the high school 4th grade students stating that uniform dress code eliminated their free will was higher than those of the 1st grade, the 2nd grade, and the 3rd grade students stating it.

As per the student answers to "14. Does free dress code bring extra burden to your family?" the ratios of the high school 1st grade students, the 2nd grade students, and the 3rd grade students stating that free dress code brought extra burden to their families were higher than that of the 4th grade students stating it.

As per the student answers to "15. Do you want new and different dresses from your family?" the ratio of the high school 1st grade students stating that they wanted new and different dresses from their families was higher than those of the 2nd grade students, the 3rd grade students, and the 4th grade students stating it.

As per the student answers to "18. Has free dress code brought out the rich-poor distinction?" the ratio of the high school 3rd grade students stating that free dress code had brought out the rich-poor distinction was higher than those of the 1st grade students, the 2nd grade students, and the 4th grade students stating it.

As per the student answers to "20. Does free dress code lead to security problem outside schools?" the ratios of the high school 1st grade students and the 3rd grade students stating that free dress code led to security problem outside schoolswere higher than those of the 2nd grade students and the 4th grade students stating it.

As per the student answers to "21. Do gaudy clothes distract you during lessons?" the ratios of the high school 1st grade students and the 3rd grade students stating that gaudy clothes distracted them during lessons were higher than those of the 2nd grade students and the 4th grade students stating it.

As per the student answers to "22. Does free dress code make it difficult to make a distinction between students and others inside and outside schools?" the ratios of the high school 1st grade students and the 3rd grade students stating that free dress code made it difficult to make a distinction between students and others inside and outside schools were higher than those of the 2nd grade students and the 4th grade students stating it.

As per the student answers to "23. Is free dress necessary in terms of fundamental rights and freedoms?" the ratios of the high school 2nd grade students and the 4th grade students stating that free dress was necessary in terms of fundamental rights and freedoms were higher than those of the 1st grade students and the 3rd grade students stating it.

As per the student answers to "25. Does free dress code provide out-of-school powers that intend to get students adopt bad habits with a comfortable working environment?" the ratios of the high school 2nd grade students and the 4th grade students stating that free dress code provided out-of-school powers that intended to get students adopt bad habits with a comfortable working environment were higher than those of the 1st grade students and the 3rd grade students stating it.

By age:

According to the student answers to "2. Do you seek for specific brands?" the ratio of the 14-years-old students seeking for specific brands was higher than those of the students in the 15 to 19 age range.

According to the student answers to "5. Would you like to relapse into the former practice?" the ratios of the students in the 14 to 18 age range who would like to relapse into the former practice were higher than that of the 19-years-old students.

According to the student answers to "6. Are you jealous of the dresses of your friends?" the ratios of the students in the 14 to 16 age range who were jealous of the dresses of their friends were higher than those of the students in the 17 to 19 age range.

According to the student answers to "8. Does free dress code lead to security problem in schools?" the ratios of the students in the 14 to 18 age range who stated that free dress code led to security problem in schools were higher than that of the 19-years-old students.

According to the student answers to "11. Does free dress code have a positive effect on your success?" the ratios of the students in the 17 to 18 age range who stated that free dress code had a positive effect on their success were higher than those of the students of other age groups.

According to the student answers to "13. Does uniform dress code eliminate your free will?" the ratio of the 19-years-old students who stated that uniform dress code eliminated their free will was higher than those of the students of other age groups.

According to the student answers to "14. Does free dress code bring extra burden to your family?" the ratios of the students in the 14 to 18 age range who stated that free dress code brought extra burden to their families were higher than that of the 19-years-old students who stated it.

According to the student answers to "20. Does free dress code lead to security problem outside schools?" the ratio of the 14-years-old students stating that free dress code led to security problem outside schools was higher than those of the students of other age groups.

According to the student answers to "23. Is free dress necessary in terms of fundamental rights and freedoms?" the ratio of the 19-years-old students stating that free dress was necessary in terms of fundamental rights and freedoms was higher than those of the students of other age groups.

According to the student answers to "24. Do you think uniform dressing restricts one's freedom?" the ratio of the 19-years-old students thinking that uniform dressing restricted one's freedom was higher than those of the students of other age groups.

Conclusion

The results of the present study show that free dress is a right in essence. The fact that it causes extra cost, takes the time of students, or brings out the rich-poor distinction should not pose an obstacle for this right. The present study was limited to the high schools located in the central district of Van province. The scope of the present study may be broadened to cover

the entire country. Apart from that, a support may be requested from guidance teachers to address such aspects of free dress code as taking the time of students or bringing out the rich-poor distinction. Self-confidence improving activities may be organized for students. In addition, a similar study may be conducted on primary school students. The scope of the present study may be broadened to include the opinions of teachers, administrators, and parents on free dress code. The primary school and middle school dimensions of the free dress code should be examined, too.

Suggestions based on the results of the study:

1- Students faced with strict discipline rules may occur some problems .

2- A student centered, democratic and libertarian approach should be applied to the education, training and administration subject.

Suggestions for future studies:

1- Same topic can be searched in primary and secondary schools.

2- Parent, teacher and administrator's opinions can be searched as well.

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