

Perception of Mandatory School Uniform and Perceived Social Cohesion Developed among Students in Malaysia

Woo Jhia Mae*¹, Tam Cai Lian¹, Gregory Bonn²

¹Department of Psychology, Jeffrey Cheah School of Medicine and Health Sciences
Monash University Malaysia

²Department of General Studies, King Fahd University of Petroleum and Minerals,
Dhahran, Saudi Arabia.

*Corresponding Author: jhia.woo@monash.edu

Editor's Note:

Woo Jhia Mae is a registered and licensed counselor from the Board of Counsellors Malaysia. She is currently pursuing a Ph.D. degree with Monash University Malaysia. Her work as a counselor includes the provision of individual and group counseling services to adolescents and working for adult groups, conducting mental-health and career-related workshops and talks in schools and organizations. Her interest is much on youth mental health and has been focusing her research and work on this population.

Dr. Tam Cai Lian is an Associate Professor at the Jeffrey Cheah School of Medicine and Health Sciences, Monash University Malaysia. Currently, Dr. Tam is the Director for Master of Professional Counselling (MoPC), Monash University Malaysia, and the unit coordinator for Children and Adolescents Counselling, Counselling Skills: Individuals and Couple for the MoPC program. She is also a counseling psychologist and a registered counselor from the Board of Counsellors Malaysia. Dr. Tam has a special interest in the variety of challenges facing adolescents in modern Malaysia. She has a particular emphasis on the special areas which include contributory factors of drug abuse and the effects of counseling on mental health and wellbeing among the multi-ethnic groups.

This work was supported by the grant offered by Fundamental Research Grant (FRGS) from the Ministry of Education, Malaysia; project code: FRGS/1/2016/SS05/ MUMS/03/1.

Abstract

The current study aimed to explore Malaysian students' perception of the national school uniforms and to investigate the relationship it has towards perceived social cohesion. A total of $N = 192$ college and university students from Johor, Selangor, Kuala Lumpur, and Penang who had undergone and completed primary and secondary education in Malaysia were randomly selected to participate in the study. Participants completed a questionnaire that included a five-point Likert-type response scale to measure students' level of agreement with the statement of their perception of school uniform and perceived social cohesion. Overall, students were neutral to somewhat positive about the national school uniforms in terms of tidiness, affordability, and comfort, however, they did not find them to be attractive. Independent sample t -test revealed that female students generally have a more positive perception of their school uniform compared to male students. No significant differences were found between male and female students in their overall perceived social cohesion. Pearson's product-moment correlation found a significant positive relationship between students' perception of their school uniform and perceived social cohesion. Results obtained from the induction content analysis suggested the symbolic discourse of the school uniform that represents and reflects the experiences and

interaction students have with their peers, stakeholders, and school environment. Recommendations for future research to be conducted to obtain a richer understanding of school uniform and perceived social cohesion for different Malaysian student demographic categories. The current study hoped to act as a stepping stone for Malaysian educators and school policymakers to understand the perceived social cohesion amongst Malaysian students and how these experiences may contribute to the benefit of a better school climate.

Keywords: school uniform, school uniform perception, perceived social cohesion

Introduction

School uniforms, first introduced by British missionaries around the end of the 19th century, remain a requirement for all primary and secondary school students in Malaysia. Although it is commonly thought that wearing uniforms improve cohesion among students, little research has been done to investigate perceived social cohesion among Malaysian students about the national school uniform. The study consists of two main aims, 1) to explore the perception of Malaysian students of their mandatory national school uniforms, and 2) to investigate the relationship it has towards perceived social cohesion. Following the aims, the current study hopes to gain insight into the following research questions:

- 1) What is the perception of school uniform amongst students who have undergone and completed their secondary education in Malaysia?
- 2) Is there a difference between male and female students in terms of their perception of school uniforms?
- 3) Is there a difference between male and female students who have undergone and completed their secondary education in Malaysia in terms of their sense of belonging and feelings of morale?
- 4) Is there a difference between male and female students in terms of their overall perceived social cohesion?
- 5) Is there a relationship between the perception of school uniform and perceived social cohesion amongst students who have undergone and completed their secondary education in Malaysia?
- 6) What are the general themes found in the students' experiences and perceptions of wearing their school uniforms and their sense of belonging and their feelings of morale?

Literature Review

The Utility of School Uniforms

The national school uniform in Malaysia is considered, by government policy, a means of establishing national identity and unity (Star, 2010). Proponents of school uniforms outside Malaysia have argued that they promote feelings of belonging and self-esteem (Mahlangu, 2017), as well as limit some types of disciplinary and behavioral problems (Baumann & Hana, 2016). Generally, uniforms are thought of as a means of establishing conformity and institutional affiliation (Craik, 2003), with standardized apparel alleviating many appearance-related concerns, lessening self-consciousness, and reducing some forms of competitiveness (Wade & Stafford, 2003).

Perhaps relatedly, some findings have connected uniforms to improved academic performance and attendance (Gentile & Imberman, 2012; Baumann & Hana, 2016). Not surprisingly, school uniforms also have their opponents. While school uniforms

standardize appearance, studies in the USA and Korea have suggested that this does not necessarily relate to improved belonging (Brunsma, 2006; Park, 2013). Generally, students are observed to individuate themselves and compete even within the limited structures of uniform codes.

School Uniforms and Perceived Social Cohesion

Although Malaysia has a national school uniform policy, to date, little research has looked at its pros and cons. Although there are minor differences between schools across the states, essentially, all students throughout Malaysia wear the same uniform apparel. This policy has been implemented with the specific goal of promoting a sense of social cohesion and unity within an otherwise ethnically diverse country (Ministry of Education Malaysia, 1983).

The term social cohesion as a multidimensional concept suggests the subjective perception of the individual's sense of belonging and feelings of morale that might reflect a tendency to cohere to their community or group (Bruhn, 2009). The goal to promote a sense of belonging and positive feelings towards the community stems from former Prime Minister Mahathir Mohamad's vision of a Malaysian nation; a country that is ethnically integrated and a people living in harmony and partnership (Lean & David, 2009). Unfortunately, Malaysian children often have limited exposure to members of different ethnic groups until they have reached schooling age (e.g. Raman & Sua, 2010). Thus, the national school uniform is thought of as a key component of educational policies intended to establish a sense of similarity, community, and national identity among diverse ethnic groups (Spyrou, 2000).

To date, there has not been empirical research that studies the students' perception of their school uniform in Malaysia. Moreover, relatively little research is done on the direct relationship between school uniform and perceived social cohesion, except for the dimension of sense of belonging (e.g. Brunsma, 2009; Sabic-El-Rayess et al., 2019).

While it is useful to refer existing studies as references to our present study, the results found are not freely generalized to the student population in Malaysia unless a survey is done with the students themselves who had personally experienced and undergone the school system in Malaysia. Examining the reason students hold a positive or negative perception of the appearance and usage of school uniforms could help generate evidence on the effectiveness of implementing standardized apparels in the school system and its usefulness in fostering positive outward and inward dispositions like a sense of belonging and feelings of morale towards their school and stakeholders.

The current study operationally defines students' perception of school uniform in terms of how students feel about the level of comfort, attractiveness, affordability, tidiness, willingness to be seen in public with school uniform, and preference of wearing school uniform or casual wear to school. Perceived cohesion will be operationally defined using the two major dimensions of sense of belonging and feelings of morale to investigate student's perceived social cohesion. A sense of belonging will be operationally defined in this study as a Malaysian student's personal sense of how closely he or she identifies himself or herself as a student who is part of their school and peers of which they belong. Feelings of morale will be operationally defined in this study as the overall positive or negative emotional response the students perceive from the sense of belonging to their school and peers.

Methodology

Participants

192 student (Male = 75, Females = 117). The mean age for the total sample is 20.64 years ($SD = 1.58$) were recruited for the current study. The inclusion criteria in selecting the participants were college or university students age ranging from 18-23 years old, Malaysian citizens, and had undergone and completed their primary and secondary education in a public or private secondary school in Malaysia. Participants of the study were selected through random and convenience sampling from public and private colleges and universities from Johor, Selangor, Kuala Lumpur, Malacca, and Penang. Participants were not required to identify themselves in the questionnaire to ensure confidentiality.

Assessment Tools

A researcher-created survey instrument was used as the data collection instrument. The survey instrument used after the regrouping of items consisted of three parts. Part A consists of 8 demographic questions. Part B consists of 6 closed-ended questions that use a five-point Likert-type response scale (*1.Strongly Disagree–5 Strongly Agree*) to measure student's level of agreement with the statement of their perception of school uniform. Higher scores indicate a more positive perception of school uniforms.

Part C consists of 13 closed-ended questions that use a five-point Likert-type response scale (*1.Strongly Disagree–5 Strongly Agree*) to measure student's level of agreement with the statement of their perceived social cohesion. High scores indicate higher perceived social cohesion experienced by students. Part C also consists of 2 open-ended questions that allow participants to express their personal opinion about their overall perception of their school uniform and perceived belongingness and morale towards their school.

Procedure

The approval of the ethics application for the current study was obtained from the Monash University Human Research Ethics Committee under the project number, 12135. The 192 participants were informed that participation in the study was voluntary and anonymous. Participants were asked to read the Explanatory Statement in full before deciding whether or not to participate in the study.

Participants were informed about the possible inconvenience and discomfort involved in the study. Participants were also informed that they had the right to withdraw from the participation of the study at any stage before the submission of their responses without any further implication. Participants were advised to read each item carefully and respond to them genuinely. The survey questionnaire was completed with the presence of the investigator.

Data Analysis Plan

The Statistical Package for the Social Sciences (SPSS) 24.0 was used to run factor analysis, data screening and data cleaning, independent samples *t*-tests, and Pearson's product-moment correlation matrix test.

Factor Analysis

A principal axis factor analysis was conducted on the 13 items of the perceived social cohesion construct, with orthogonal rotation (varimax). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, $KMO = .918$, and all KMO values for individual items were greater than $.77$, which is well above the acceptable limit of $.5$ (Field, 2018).

An initial analysis was run to obtain eigenvalues for each factor in the data. Two factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 56.68% of the variance. The scree plot showed inflections that justify retaining 2 factors. Sense of belonging and feelings of morale subscale of the perceived social cohesion had high reliabilities, with a sense of belonging with Cronbach's $\alpha = .886$ and feelings of morale with Cronbach's $\alpha = .80$.

Data Screening and Data Cleaning

Data were screened for accuracy, missing value, and outliers. Cases with missing values were examined for non-random patterns. The results of the analysis showed that no missing values were found in the dataset. Descriptive statistics and frequency distributions were conducted to determine that responses are within the possible range of values and the data were not distorted by outliers and to check for normality.

Standardized residual values were created for each subscale score and cases were examined for values that fell in the z-score limit of ± 3.29 (Tabachnick & Fidell, 2012). 1 outlier was identified from the sum of cohesion data, hence it was adjusted using deletion. The assumption of normality was assessed by examining the Kolmogorov-Smirnov statistics, histogram, and normal Q-Q plots.

Analysis of Kolmogorov-Smirnov statistics was assumed to be $p > .05$ for normality to be accepted. Histograms and normal Q-Q plots were plotted for a visual inspection which depicted skewness of data to confirm the status of normality. Results of Kolmogorov-Smirnov statistics revealed data from all variable groups to be $p < .001$, indicating normality has been violated. The results of the analysis indicated positive skewness confirming that normality has been violated. The central limit theorem suggests that since the sample size is larger than 30, the parameter estimates of the population will have a normal distribution (Field, 2018).

Content Analysis

The process of open coding, creating categories, and abstraction was done in this stage to identify comments and codes that emerged as fundamental to the students' individual experience of wearing their school uniforms and their relations to their perception of the sense of belonging and feelings of morale. The open-coding process began by reading the responses several times, highlighting key phrases, and writing down as many headings throughout the responses.

Lists of categories were grouped by collapsing those that are similar or dissimilar into broader higher-order categories. The purpose of grouping data was to derive a category that describes the shared perception and experiences of the students. Formulation of a general description of the students' experience of wearing their uniform and (a) sense of belonging, and (b) and feelings of morale, respectively will be done through abstraction. Subcategories comprised of words that recur 2 or more times will form the impression of a theme of experiences and perception. Generic categories comprised of the

subcategories of similar experiences and perception, and general categories are grouped as the main category.

Findings

Data screening and data cleaning were undertaken before the analysis of statistical tests 1 case was identified to be greater than the z-score limit of 3.29 (Fields, 2018), suggesting an outlier was found in the data set. Kolmogorov-Smirnov statistic test was used to evaluate the assumption of normality for all variable groups showed a violation of normality. Histogram and normal Q-Q plots indicated positive skewness confirming that normality has been violated. However, the central limit theorem suggests that since the sample size is large enough, the parameter estimates of the population will have a normal distribution (Field, 2013).

To answer research question 1, a one-sample *t*-test was used to compare the individual items of students' perception towards their school uniform of the 192 students. Table 1 below showed that students showed a preference for school uniform for its *tidiness*. *t*-test was statistically significant, $t(191) = 62.58, p < .001, d = ,$ 95% CI of the difference [3.67, 3.91]. The preference were followed by *affordability*, with $t(191) = 55.842, p < .001, d = 4.03,$ 95% CI of the difference [3.22, 3.45], *preferred attire be worn in school*, with $t(191) = 37.57, p < .001, d = 2.711,$ 95% CI of the difference [3.00, 3.34], *comfort*, with $t(191) = 41.76, p < .001, d = 3.01,$ 95% CI of the difference [2.92, 3.21], *being seen with school uniform*, with $t(191) = 33.261, p < .001, d = 2.40,$ 95% CI of the difference [2.45, 2.76] and lastly, *attractiveness*, with $t(191) = 36.11, p < .001, d = 2.60,$ 95% CI of the difference [2.45, 2.73]. All *t*-tests were statistically significant.

For research question 2, an independent samples *t*-test was used to compare the difference between male ($n = 75$) and female ($n = 117$) students' perception of their school uniform. Levene's test was non-significant, thus equal variances can be assumed. The *t*-test was statistically significant, with female students showing more positive perception, than male students, $t(190) = -2.65, p < .001,$ two-tailed, $d = 0.39,$ 95% CI of the difference [-3.28, -.48].

Table 1

Means and Standard Deviations of Each Item of Students' Perception of School Uniform and between Genders

	Student's Perception of School Uniform	
	<i>M</i>	<i>SD</i>
Comfortableness	3.06	1.02
Attractiveness	2.59	.99
Affordability	3.33	.83
Tidiness	3.79	.84
Being seen	2.61	1.09
Preference (school uniform > casual wear)	3.17	1.17
Male	20.48	4.94
Female	22.36	4.71

For research question 3, an independent samples *t*-test was used to compare the difference in sense of belonging between males and females. Levene's test was non-significant, thus equal variances can be assumed. Table 2 showed that females had higher

sense of belonging compared to males however, the t -test was statistically non-significant, $t(190) = -.99$, $p = .323$, $d = 0.15$, 95% CI of the difference [-3.02, 1.00].

For research question 4, an independent samples t -test was used to compare the difference in feelings of morale between males and females. Levene's test was non-significant, thus equal variances can be assumed. Table 2 showed that males experience more positive feelings of morale compared to females however, the t -test was statistically non-significant, $t(190) = .60$, $p = .549$, $d = 0.09$, 95% CI of the difference [-.49, .93].

An independent samples t -test was used to compare the difference in perceived social cohesion between males and females. Levene's test was non-significant, thus equal variances can be assumed. Table 2 showed that females had higher perceived social cohesion compared to males however, the t -test was statistically non-significant, $t(190) = -.63$, $p = .527$, $d = 0.10$, 95% CI of the difference [-3.27, 1.68].

Table 2

Means and Standard Deviations of Each Item of Perceived Social Cohesion between Genders and Overall Perceived Social Cohesion between Genders

	Perceived Social Cohesion	
	<i>M</i>	<i>SD</i>
Sense of belonging – Male	33.61	7.10
Sense of belonging - Female	34.62	6.76
Feelings of morale – Male	10.84	2.31
Feelings of morale - Female	10.62	2.51
Overall perceived social cohesion - Male	44.45	8.52
Overall perceived social cohesion - Female	45.28	8.46

For research question 5, a bivariate Pearson's product-moment correlation coefficient (r) was calculated to assess the direction of the linear relationship between students' overall perception of school uniform and perceived social cohesion. The correlation between the two variables was positive and statistically significant, $r(190) = .74$, $p < .001$.

For research question 6, content analysis was conducted to understand students' experience with school uniforms and school cohesion based on their own words. Students' perception of school cohesion will be explored based on their perceived sense of belonging and feelings of morale (see Table 3 and Table 4)

Table 3

Frequency of Recurrence of Words and Categories Grouped as the main category of Students' Experience of Wearing School Uniform and their Perceived Sense of Belonging

Subcategories	General categories	Examples
Equal (19) Same (14)	Equality	"I felt similar because we were from different backgrounds but brought together by the school." (P43) "It gives me the impression that we are of the same social and economic status. I was able to interact freely without any pressure or impression that he is richer than me..." (P154)
Representing school (12) Symbol (6) Responsibility (5) Identity (5) Pride (3)	Representation of identity and school values	"Because my school is top-listed, I am proud of wearing and representing it." (P155) "Agree, because the school uniform was taken as our own identity and pride and the peers would get a chance to represent something and give students the responsibility that brought us closer." (P45)
Unity/United (6) Part of school (5) Community (4)	Sense of community	"[Agree], because we felt united together wearing the same uniform." (P117) "Felt like I was part of a community, which made it even better because my school was very small." (P159)
Similar appearance (10) Part of school regulations (4) School environment (3) Lack of freedom of choice/expression (2)	Restrictions of the school environment	"I felt that uniforms are enforced upon young students without them being offered a choice or freedom to express themselves." (P111) "[Disagree], because my secondary school environment was not good enough. I didn't feel comfortable showing off my school and telling people I was there." (P23)

Students' Experience of Wearing School Uniform and Sense of Belonging

Students' Experience regarding wearing school uniforms and a sense of belonging is as described below.

Open-ended Responses Regarding School Uniforms and a Sense of Belonging

Three major themes were identified from the open-ended responses namely equality, representation of identity and school experiences, and the sense of community.

Equality

Some students spoke of feelings of similarity and equality due to its standardization. The overall consensus of open-ended responses suggested that wearing the same school uniform lessened the importance of differences in background factors such as socio-economic status thus making it easier to interact.

Representation of Identity and School Experiences

For many students, the school uniform simply highlighted the fact that they were students. Wearing school uniforms made them, and anyone observing them, keenly aware of their status as students. In this way, students felt differentiated from the rest of society. Notably, in the context of the government’s stated goal of establishing national unity, students cited the fact that badges differentiated specific schools from each other.

Students felt automatically identified and grouped because of their school, and this was not necessarily a positive experience. Students from more reputable schools felt pride in their uniforms whereas others felt the opposite. Some students also cited feelings of restriction and limited autonomy because they were ‘forced’ to dress in the same way as their peers. Wearing the school uniform for many was a matter of following regulations, not something which enhanced their sense of belonging.

Sense of Community

The standardized appearance of the school uniform lessened the importance of differences, such as socioeconomic status, within the school. It also clearly showed the specific school that students attended. So, in this way, it highlighted differences between schools.

Table 4

Frequency of recurrence of Words and Categories Grouped as the main category of Students’ Experience of their School and Peers and their Feelings of Morale

Subcategories	General categories	Examples
Friends/Peers (63) Memories/Experiences (22) Good learning environment (21) Teachers (15)	Positive emotional response	“I was happy with my school environment (friends, teachers) who welcome us.” (P122) “Through the activities, I also got to know myself better, and obtained very valuable experiences.” (P75)
Unenjoyable (2) Strict rules (2) Incompetent educators (2)	Negative emotional response	“There are too many rules and regulations in my school.” (P29) “I hated my teachers (who were lazy and incompetent) and my peers were no better either.” (P3)

Open-ended Responses Regarding Feelings of Morale towards School

Responses related to school morale, categorized here as positive and negative school experiences, generally did not relate to school uniforms.

Positive School Experiences

A majority of students who took the survey had positive feelings about their school and peers. Students expressed that they had good memories and experiences in school overall. The most common type of response involved positive experiences with friends and engaging with peers in school. Many students also expressed positive feelings about their teachers and the learning environment.

Negative School Experiences

Students who described negative school experiences cited an excess of rules and regulations, as well as sub-optimal teaching and peer-relations.

Discussions

The current study aims to investigate the perception Malaysian students have of their mandatory school uniforms and the relationship it has towards social cohesion. Overall, students were neutral to somewhat positive about the national school uniforms in terms of tidiness, affordability, and comfort, however, they did not find them to be attractive. This finding highlighted the importance of considering students' perception of appearance from wearing school uniforms as they indicated a form of students' self-expression that reflects their values and how they aspire to be seen, behave, and represented as individuals and as members of their school (Park, 2013).

Those who had positive perceptions of their uniforms and also tended to have higher levels of social cohesion. Students who generally have a positive perception of their school uniform believe that school uniform promotes equality amongst peers by diminishing the differences of backgrounds.

A majority of students felt that uniforms also led to greater equality by lessening the salience of socioeconomic differences. Students also reflected being a part of a community consisting of similar others who wore the same school uniform as them. This idea coincides with the subjective notion of the sense of belonging and loyalty towards the school and stakeholders. These findings showed consistency in existing research on school uniforms as a mechanism for establishing deindividuation, respect, and loyalty towards their school and its stakeholders (Craik, 2003). However, opposing opinions were found among students who have a negative perception of their school uniform as suggested in Park's (2013) study.

These students expressed that uniforms are part of school regulation imposed to make students appear similar to restrict their freedom of choice and expression. Rather than looking similar to their peers in terms of attire, students reflected that the interaction and bond formed with their peers reflected their sense of belonging towards their school. This finding is consistent with Brunsmas's (2006) finding who indicated that the visual standardised appearance of school uniform does not necessarily reflect onto the implicit sense of belonging which educators and policymakers proposed it served.

The response obtained for students' overall feelings of morale associated their school uniforms in the reflection of their school environment and overall school experiences. Additionally, school uniforms are also associated with the representation of the values and reputation of their school. For instance, students' who had positive emotional responses reflected good memories and experiences with peers, had a good learning environment and good educators. Students who have attended well-established and reputable schools were proud of wearing their school uniform and felt positive about being identified as part of a member of their schools.

However, contrary opinions were given by students who attended schools with a poor learning environment as they expressed that they were uncomfortable with being associated and make known to be a part of their school. This goes to show that for students, school uniform is a symbol of students' reflection and a reminder of their sense of belonging and feelings towards their school developed from the outcome of the interaction with their stakeholders and environment of the school.

Limitations of the Study

One of the limitations of the study included the reliance on the retrospective recall of the participants since the sample consists of Malaysian college or university students. This may explain the general "positivity" bias in the findings as participants may romanticize the memories of their high school experiences rather than providing the

objective perception of the current experiences of their school uniform and perceived social cohesion.

Another limitation also includes the uneven number of male and female student participants in the study, with female students being more than male students. Hence, it may be construed that results from the male students' perspective were underrepresented in the study.

Recommendations for Future Study

One of the recommendations for future study to address the limitation of the current study is to recruit participants who are currently undergoing their primary or secondary education in Malaysia as this will allow researchers to obtain an objective perception of the current experiences of their school uniform and perceived social cohesion.

The current demographic category considered for this study was only for gender. Since the current study act as a preliminary study in identifying gender differences in perception of school uniform, it is hoped that future quantitative and qualitative study will be dedicated to focusing on studying gender differences to justify the findings. In the line of participants and demographic study, this survey instrument could be administered to additional demographic variables on future research such as the types of schools attended by students and the different school levels as this will give a broader understanding on how students of different demographics perceive their school uniforms and perceived social cohesion.

An important finding from the current study was learning how students' interaction with peers and school environment has reflected their general perception of the school uniform and perceived social cohesion. It is hoped that future studies to further investigate this relationship by taking into account how students' interaction with peers and school environment could act as a mediating variable in the relationship between perception of school uniform and their perceived social cohesion.

Conclusion

In conclusion, the investigation of the relationship between Malaysian students' perceptions towards school uniforms, and perceived social cohesion suggests there is a strong relationship between the two variables. Students' sense of belonging and feelings of morale and loyalty towards their schools were found to vary depending on personal experiences and interactions with peers and the school environment. Students often associate their perception of their school uniform to the positive or negative experiences they have with their schools.

These findings provided evidence which indicates the symbolic discourse of school uniforms in the representation of students' experiences. The current study hoped to act as a stepping stone for Malaysian educators and school policymakers as well as encourage future research to obtain a deeper understanding of the perceived social cohesion amongst Malaysian students and how these experiences may contribute to creating a better school climate.

References

- Baumann, C., & K. Hana. (2016). School discipline, school uniforms and academic performance. *International Journal of Educational Management*, 30(6), 1003–1029.
- Bruhn, J. (2009). The concept of social cohesion. In *The group effect* (pp. 31-48). Springer

- Brunsma, D. L. (2006). School uniform policies in public schools. *National Association of Elementary School Principals*, 85(3), 50-53.
- Cohen, J., McCabe, E. M., Michelli, N. M. & Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *Teachers College Record*, 111(1), 180-213.
- Craik, J. (2003). The cultural politics of the uniform. *Fashion Theory*, 7(2), 127-147.
- Davis, L. L. (1984). Clothing and human behavior: A review. *Family and Consumer Sciences Research Journal*, 12(3), 325-339.
- Field, A.P. (2018). *Discovering statistics using IBM SPSS Statistics* (5th ed.). London: Sage.
- Gentile, E., & Imberman, S. (2012). Dressed for success? The effect of school uniforms on student achievement and behavior. *Journal of Urban Economics* 71(1), 1-17.
- Lean, M. L. & David, M. K. (2009). 1 Malaysia: Promoting unity among the different races. *Proceedings of 2009 International Conference of Social Sciences and Humanities*, 104-107.
- Mahlangu, V. P. (2017). Implementation of school uniform policy and the violation of students' human rights in schools. *Bulgarian Comparative Education Society*, 15(3), 122-128.
- Park, J. (2013). Do school uniforms lead to uniform minds?: School uniforms and appearance restrictions in Korean middle schools and high schools. *Fashion Theory*, 17(2), 159-177.
- Raman, S. R., & Sua, T. Y. (2010) Ethnic segregation in Malaysia's education system: enrolment choices, preferential policies and desegregation. *Paedagogica Historica* 46(1-2), 117-131.
- Sabic-El-Rayess, A., Mansur, N. N., Batkhuyag, B. & Otgonkhagva, S. (2019). School uniform policy's adverse impact on equity and access to schooling, *Compare: A Journal of Comparative and International Education*, 1-18.
- Spyrou, S. (2000). Education, ideology, and the national self: The social practice of identity construction in the classroom. *The Cyprus Review*, 12(1), 61-81.
- Tabachnick, L., & Fidell, L. (2007). *Using multivariate statistics* (5th Ed.). Boston: Pearson/Allyn & Bacon.
- The Star. (2010). *Should they stay or go?*. Retrieved from <https://www.thestar.com.my/news/education/2010/03/07/should-they-stay-or-go/>
- Wade, K. K., & Stafford, M. E. (2003). Public school uniforms. Effect of perception of gang presence, school climate, and student self-perception. *Education and Urban Society*, 35(4), 399-420.