

The Advantages And Disadvantages Of Implementing Dress Code Within Public High Schools

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"Every school will have a [dress code](#), but some of that will be left up to what those teachers and those school leaders think is appropriate."

-Suzanne Freeman

Dress code or uniform can refer to some particular standards stated by institutions or organizations. Such codes facilitate people and relevant individuals with a set of predetermined guidance that asserts the adequacy of what is wearing and where. Dress codes and uniforms are subject to vary from institute to institute. The issue of implicating uniforms in public schools has been catching heat for the past decade. The verdicts of general courts sustain dress coding and affirm their significance in developing pedagogical harmony and logic. However, there are several cons that exist with their substantiality that can counterattack the efficacy of implementing dress codes within the premises of public high schools. The following paper analyzes the advantages and disadvantages argumentatively.

Several schools stress the need to employ the rule of the dress code because they consider it a device to develop synchronization among students and eradicate distractions. According to research, school and educational institution officials are liable to offer students a secure and protected environment. For this purpose, the dress code becomes a uniform source to eliminate pressure and reduce distraction. (Smith, 2012) Moreover, the standards of dress codes are transformed by the unique needs of the twenty-first century to meet contemporary challenges. Many schools claim to update their dress codes by balancing the constitutional requirements as well as the safety and self-expression of students. (Glickman, 2016) However, they admit the difficulties of creating balance in its entirety because every individual has different preference levels, and therefore, it is not realistic to cater for the needs of all through one uniform dress code. Dress codes are believed to mitigate distractions and divergence from students' lives because by wearing the uniform, they do not need to worry about their apparel.

The school of thought that supports the implementation of dress codes asserts that dress codes develop a sense of belonging amongst students and show good results. According to a research study, students of elementary schools in both urban and rural areas showed enhanced and improved academic performance in the first year after implementing the [school uniform](#) dress code. On the other hand, another study demonstrated that after the implementation of the dress code, urban public high schools observed an increasing rate of attendance. (Dulin, 2016) Several educationalists

agree upon the fact (or factoid) that dress code policies cause tremendous and considerable outcomes when applied as a substantial fragment of the more significant part of overall educational planning and strategy. It is believed that dress codes are crucial to developing societal sense among pupils as they carve a strong sense of belonging among fellow students as well as school, and in turn, everyone feels responsible for carrying out mutual goals coherently. It is also noted that school uniforms and students' achievement feature a definite correlation. Evidently, dress codes build a bridge to fill the societal gaps and smoothen the path of students' disparity through implementing similar attire. Furthermore, it is also apparent that sharing a similar dress code boosts self-esteem and self-assurance among students. Through wearing a shared dress code, students will not have to seek the acceptance of their fellows for their attire, and therefore, they feel comfortable around each other. Alongside other factors, dress code plays a significant role in enhancing educational atmosphere-based rating because students feel more adapted to the schools' environment. (Ward, 1999)

The people who support the idea of a dress code believe that it provides safety and protection to the students of public high schools. According to experts and specifically, professionals of physical activities emphasize the appropriateness and adequacy of dresses and other gear to conduct specific operations. Wearing and maintaining a dress code through the notion of a uniform prepares students to stay ready for physical education, and it also helps them to get ready for their future obligations. Take the instance of an outfit that is used as a physical activity's dress code; it protects against prospect injuries, including tripping, etcetera. Such a dress code makes the activities safer and may include properly fitting knickers and sneakers and, in some cases, protecting pads. Moreover, similarly wearing the same clothes can reduce the brand consciousness amongst young students, and they will feel the atmosphere of equality with their fellows more profoundly. (Marquis, 2013) This eradication of brand consciousness can also mitigate the rate of crime among youngsters.

Evidently, students nurture jealousy and an inferiority complex by seeing the superior apparel of their fellows, which, in turn, evokes an urge to steal and other similar criminal offences. Students might get involved in violent conduct to overcome their complexes. Such offences then cause gang activities, and gradually, schools and educational institutions turned into fashion shows. Students start to compete with each other in the newest styles and innovative accessories. And when they feel incapable of competing, they start duelling over it, and some squabbles can even cause severe injuries. Competitions for looks, fashion, and appearance begin with simple taunting and eventually take the form of quarrels, stealing, and sometimes students even conduct the brutal act of murder. Such consequences spoil several lives. The major problem is that such fights occur not only among enrolled students but also among non-enrolled youngsters. (Caruso, 1996) Most families cannot afford to buy stylish and trendy clothing and accessories, and therefore, their children start to opt for the path of thieves to cater for their needs. In many public high schools, principals and administrative officials banned extra-curricular accessories, and dress codes help to maintain the standards in such cases.

Regardless of the endless efficacies of implementing dress codes within the premises of public high

schools, no one can deny the cons of such practices. Yes, it is true that the dress code improves the sense of belonging amongst students, but it snatches their sense of self-expression. Every individual has different beliefs, norms, persona, and preferences that a single and similar uniform dress code cannot cater. Dress codes are a subject of utter controversy within many districts and many public high schools because they entice a massive amount of racism, conformity, and classicism. The gender-based issue plays a critical role in the determination of a uniform dress code. Wearing a men-like and straightforward dress makes girls go out of the practice of wearing ladies-like dresses even on specific and special occasions. A research study highlights the case study of a schoolgirl named Ceara. Ceara tries out a draped outfit at the farewell party, but she never comes in front of her fellows in such costume, and that makes her utmost uncomfortable. Consequently, the problem ruined her entire party, and she missed the chance to become part of her year's flipped book as well. (Smith, 2012) Similarly, boys are not very happy with the dress codes, and they complain about the girls' attire as compared to their uniforms. Such comparison often creates a problem for public school officials, and they feel flabbergasted about the solution. Furthermore, the cost of making and maintaining a presentable uniform is not feasible for every family.

The dress code implies a need for regular wearing that reduces the age of fabric and other interrelated accessories. Not all parents can afford to buy several pairs of similar uniforms, and therefore, wearing a well-used outfit in the form of class fellows develops inferiority complexes in students. The dress code is subject to change according to seasonal conditions. In summer, shirts should be short-sleeved, and pants turned into shorts. Moreover, in winter, students are supposed to wear sweaters and other winter accessories according to the predetermined colour scheme. Not every student has enough resources to buy wearable winter coats and sweaters, et cetera, and that is why many students compromise on available materials and suffer. Religion and traditional norms are too imperative and considerable in this regard. Not all girls can wear skirts because many of the students might be Muslims and cannot reveal their heads and legs.

By analyzing the arguments provided, it becomes evident that implementing dress codes within public high schools has myriad advantages but several drawbacks. Every year, public high schools adopt different forms of school dress codes and uniforms. Regardless of arguments, constitutional policies support the dress code strategy and consider it as a practical tool to develop harmony among educational institutions and their internal environment. Courts and general verdicts prefer safety and security and stress that dress code provides required standards to retain protection and safety measures within schools' premises. On the other hand, public high schools endeavour to maintain and sustain order and safety by developing a learning-friendly environment. A news report about the National School Board states that approximately one thousand and five hundred guns are recorded to be regularly brought to America's eighty-five thousand schools. For this reason, many district schools posed strict dress code policies. Some schools even asked the students to keep their belts visible so they would not be able to hide any ammunition in their dress.

For the same reason, authorities believe that a dress code is an efficient way to control and monitor violent activities and can maintain peace and consistency among students. This point might be valid,

but further research studies show little or no correlation between school attendance, performance and achievements. Furthermore, the dress code is creating differences between genders and spreading racism and classism as well as conformity. Girls feel uncomfortable while wearing party dresses or robes in front of their class fellows because they used to wear simple and gents-like uniforms throughout their academic years. Girls who are not allowed to wear short skirts, etcetera, have to comply with schools' policies compulsively, but they feel uncomfortable and unshielded all the time, which creates a great distraction in their studies. The cost factor is the greatest of all because it is an apparent aspect and can develop severe complications to the psyche of young minds. They have to encounter different levels of suffering in due course when arranging alternative uniforms and accessories according to seasonal varieties. The intensity of drawbacks asserts that the dress code implies more disadvantages instead of advantages. Therefore, authorities of public high schools, as well as the general court, should revise the policies regarding dress codes and school uniforms to provide ease and convenience to the students.

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