CONFORMITY TO AND AWARENESS OF THE CLOTHING MODE RELATED TO THE PEER ACCEPTANCE OF ADOLESCENT BOYS AND GIRLS

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ABSTRACT

CONFORMITY TO AND AWARENESS OF THE CLOTHING MODE RELATED TO THE PEER ACCEPTANCE OF ADOLESCENT BOYS AND GIRLS

by Betty Voran Smucker

The purpose of this research was to identify existing relationships between awareness of and conformity to the clothing mode and peer acceptance in both the formal and informal school structure. A positive relationship was proposed between the variables for both boys and girls.

A questionnaire and 16 millimeter motion pictures were selected as a means of data collection. The film permitted a means of establishing a modal pattern of dress for the boys and girls of the population studied. Conformity to the mode was also determined by an analysis of the filmed subjects. The questionnaire provided a means of measuring two types of peer acceptance. The first, a measure of the amount of participation in the formal organizations of the school system and the second, a uni-dimensional measure of informal peer acceptance indicating the closeness of the friendship relations existing between each individual and all other classmates. Illustrations of clothing items in the questionnaire were used to measure an individual's awareness of the clothing mode.

The data were collected along with that of a larger interregional project from a population consisting of the sophomore class of a central Michigan high school containing 121 boys and 110 girls.

Partial correlations were the major form of statistical analysis used to determine the relationships between variables. The use of partial correlations provided a means of eliminating the effect of social class on the variable relationships. Since some of the data were not normally distributed, chi square tests were used to check the relationships.

The findings of this study showed that a positive relationship existed between awareness of the clothing mode and conformity to the clothing mode. Peer acceptance reflected by the amount of participation in the formal organizations of the school was positively related to awareness of the clothing mode. However, no significant relationship was found to exist between participation in school organizations and conformity to the clothing mode. Positive relationships were found to exist between peer acceptance in the informal friendship structure of the school system and both awareness of and conformity to the clothing mode.

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By

Betty Voran Smucker

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TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

CHAPTER I

INTRODUCTION

Peer acceptance is of utmost importance to adolescent boys and girls. They are extremely conscious of their relationships with others, especially their own age-mates, and as a result they try various means to secure acceptance. Although acceptance is of prime importance to them, neither they nor the social scientists who study them are fully aware of the factors, or the relationship between the factors, which ultimately contribute to peer acceptance.

McDavid and Harari have stated that in order for an individual to be accepted by a group, he must adhere to the norms of that group.[1] Therefore, peer acceptance constitutes a positive sanction and a powerful incentive for conforming to the group norm.

Conformity within a group appears to be a result of several interrelated processes. Social scientists have indicated that uniform behavior within a group may stem from the interaction of individuals who interpret various aspects

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[1]John W. McDavid and Herbert Harari, Social Psychology (New York: Harper and Row, Inc., 1968), p. 309.

of behavior within a common frame of reference.[1, 2] These common frames of reference are established through communication, either verbal or nonverbal in nature. Furthermore, communication seems to be enhanced by an awareness of these common frames of reference. Therefore, it seems entirely possible that group norms may stem from the perception of and communication with material objects and that peer acceptance may possibly be a sanction for these norms.

Various studies investigating the relationship between clothing and peer acceptance have been conducted. However, the findings of these research studies have been varied.[3, 4, 5, 6, 7] No research has been found where the

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[1]Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, Inc., 1950), p. 266.

[2]Muzafer Sherif, Social Interaction (Chicago: Aldine Publishing Company, 1967), p. 318.

[3]Arlene Louise Bjorngaard, "The Relationship of Social Class and Social Acceptance to Clothing and Appearance of a Selected Group of Ninth Grade Girls" (unpublished Master's Thesis, Michigan State University, 1962).

[4]Mary Louise Dillon, "The Modal Pattern of Dress and its Relationship to Peer Acceptance Among Eighth Grade Boys" (unpublished Master's Thesis, Michigan State University, 1963).

[5]Phyllis A. Toomire, "Social Acceptance and its Relationship to Appearance and Selection of Clothing by Teen-Age Girls" (unpublished Master's Thesis, Southern Illinois University, 1964).

[6]Emma Louise Holmes Kittles, "Experimental Use of Techniques for Determining the Influence of Clothing Upon Social Acceptance of Junior High School Girls" (unpublished Master's Thesis, Ohio State University, 1956).

[7]Mary Jane Young, "The Relationship of Clothing to

theoretical basis is the relationship between conformity to a clothing norm and peer acceptance as a sanction for conformity.

The purpose of this study was to determine the relationships which may exist between awareness of and conformity to the modal pattern of dress and peer acceptance. A positive relation between these variables would substantiate the theory that the clothing mode is a group norm with a possible sanction of peer acceptance applied.

Peer Acceptance and to Personal Appearance of Adolescents" (unpublished Master's Thesis, Michigan State University, 1967).

CHAPTER II

REVIEW OF LITERATURE

The theoretical framework for this study is presented in the review of literature along with related socio-psychological research. The review of literature is organized under the following headings: (1) Peer Acceptance, (2) Clothing: an Aspect of Social Interaction, (3) Measurement of Peer Acceptance, and (4) Measurement of Clothing Mode Conformity and Clothing Mode Awareness.

Peer Acceptance

Most social scientists believe that human behavior is not solely a result of influences from within the individual nor that it is solely a result of external influence. Rather, behavior is best studied within the framework of interrelated external and internal factors.[1] George Herbert Mead's concept of the human "act" emphasizing the "outer" and "inner" aspects of behavior has played an influential part in this belief. He states that " . . . the behavior of an individual can be understood only in terms of the behavior of the whole social group of which he is a member, since his individual acts are involved in larger social acts

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[1]Sherif, Social Interaction, p. 84.

which go beyond himself and which implicate the other members of that group."[1] Therefore, an individual's behavior is largely a result of interaction within a social group, since interaction mediates between individuals and group properties.[2]

Sherif's autokinetic experiment supports this theory by showing that an individual's standards of judgment are affected by group interaction in the form of communication. Those subjects who worked alone formed diverse judgments concerning the light stimuli resulting in the development of individual norms. When the subjects were allowed to work in groups and express verbal judgment, individual norms were very much alike.[3]

Sherif's experiment also shows that when people are exposed to social influences they tend to yield to them. Conformity then becomes a natural result of social interaction and is the basis of all human society and accounts for the majority of human behavior.[4]

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[1]George Herbert Mead, Mind, Self and Society (Chicago: The University of Chicago Press, 1934), pp. 5-7.

[2]Theodore M. Newcomb, Ralph H. Turner, Philip E. Converse, Social Psychology (New York: Holt, Rinehart and Winston, Inc., 1965), p. 14.

[3]Muzafer Sherif, An Outline of Social Psychology (New York: Harper and Brothers, 1948), pp. 162-77.

[4]Edward E. Sampson, ed., Approaches, Contexts and Problems of Social Psychology (New Jersey: Prentice-Hall, Inc., 1964), p. 102.

Mead maintains that it is the organized community or "the generalized other" that is responsible for an individual's conforming behavior. He suggests that conformity arises out of an individual's interaction with the organized community or "the generalized other." If an individual is to develop a self in the fullest sense, he must take on the attitude of the organized society or group and as a result will react toward general social processes in a similar way.[1]

Newcomb also believes that group conformity is a result of interaction. He states that when individuals in a group communicate with each other they tend to use the same frame of reference in making judgments. As a result, group behavior becomes uniform and common frames of reference exist as group norms.[2]

Social scientists have also reported that perception, in addition to attitudes and judgments, also takes place within a frame of reference.[3, 4] Newcomb emphasized the importance of perception in interaction. He regards the perception of similarities as a key factor in interpersonal attraction.[5] Therefore perception, or what may be called

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[1]Mead, Mind, Self, pp. 154-55.

[2]Newcomb, Social Psychology, pp. 264-69.

[3]Sherif, Social Interaction, p. 318.

[4]Newcomb, Social Psychology, p. 266.

[5]Theodore M. Newcomb, "The Prediction of Interpersonal Attraction," American Psychologist, 11 (1956), pp. 575-86.

awareness, appears to be an essential aspect of group interaction and, according to Newcomb's study, may even be a prerequisite to group conformity. He states that a perception of similarities promotes attraction which in turn promotes communication. Thus communication, as mentioned earlier, is a means of establishing a common frame of reference which results in group conformity.

According to Newcomb, material objects upon which members of a group are dependent in common ways can also develop into norms.[1] Stone has proposed that personal material objects, clothing, are important aspects of nonverbal communication in human interaction. He values the symbolic communication of appearance as highly as verbal discourse.[2] Hall also explores the vast implications of nonverbal communication which comprises the visible aspects of human interaction. He maintains that volumes can be read into the mere visual observation of individuals.[3] Therefore, according to the theories of Stone and Hall it is likely that group norms may be established as a result of communication through and by means of material objects.

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[1]Newcomb, Social Psychology, p. 269.

[2]Gregory P. Stone, "Appearance and the Self," in Human Behavior and Social Processes, ed. by Arnold M. Rose (Boston: Houghton Mifflin Company, 1962), pp. 86-127.

[3]Edward T. Hall, The Silent Language (New York: Doubleday and Company, Inc., 1959), p. 58.

The adolescent stage of development is characterized by a strong desire for peer acceptance.[1, 2, 3] Since they are not fully aware of factors which contribute to peer acceptance, both boys and girls may go to many extremes in an attempt to discover aspects of group behavior which are related to acceptance. Adolescents readily adopt verbal and visual patterns of behavior which they feel influence peer acceptance.

Shibutani states that an individual's adherence to group norms is maintained by sanctions which may be either positive or negative in nature.[4] Refusal to adhere to group norms results in some type of negative sanction. These sanctions frequently consist of the exclusion of deviates from the group. In less formal groups, exclusion is quite subtle and rather than being physically excluded through the denial of membership an individual may be excluded from interaction within the group.[5]

According to the literature reviewed above,

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[1]Elizabeth Hurlock, Developmental Psychology (New York: McGraw-Hill Book Co., Inc., 2nd ed., 1959), pp. 285-92.

[2]Ruth Strang, The Adolescent Views Himself (New York: McGraw-Hill Book Co., Inc., 1957), p. 286.

[3]James S. Coleman, The Adolescent Society (New York: The Free Press of Glencoe, 1961), pp. 8, 53.

[4]Tamotsu Shibutani, Society and Personality (New Jersey: Prentice-Hall, Inc., 1961), pp. 56-57.

[5]McDavid and Harari, Social Psychology, p. 309.

individuals who conform to group norms make social acceptance possible, all other things being equal. Thus, peer acceptance becomes a positive sanction. On the other hand, an individual who is not allowed to interact within a group cannot be aware of nor conform to the subtleties or less visible distinctions within group norms with the result that acceptance by peers may be denied.

Clothing: an Aspect of Social Interaction

Stone has theorized that appearance is basic to social communication and interaction.[1] There are few people who would disagree with the fact that clothing plays a prominent part in an individual's appearance and that it is an important aspect of human behavior. However, little research has been conducted to determine the possible normative role which clothing may play in group interaction.

Cartwright and Zanders emphasize the role of group norms in producing uniformity within a group.[2] These norms are conformed to by the majority of the group and henceforth provide a common frame of reference which is used as a basis for group interaction. As mentioned earlier, peer acceptance may be a positive sanction applied to group norms.

Teenagers have indicated that clothing is an

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[1]Stone, "Appearance and Self," pp. 86-127.

[2]D. R. Cartwright and A. Zander (eds.), Group Dynamics: Research and Theory, 2nd ed. (New York: Harper & Row, 1960), pp. 169-76.

important aspect of social acceptance. Coleman's study indicates that "nice clothes" is one of six criteria for popularity given by high school students.[1]

Various studies have also been conducted in attempts to find relationships between clothing and peer acceptance. Masumoto and Hamilton found that social participation (peer acceptance in the formal school structure) is positively related to the clothing behavior of adolescent boys and girls.[2, 3] Toomire found a slight positive correlation between clothing and appearance and social acceptance in her study of adolescent girls.[4] An exploratory study of ninth grade girls by Bjorngaard indicated that popular girls were also referred to as best dressed.[5] Similar results were found by Cannon et al.[6] for girls, but no relationship

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[1]James S. Coleman, The Adolescent Society (New York: Free Press, 1961), p. 79.

[2]Janice Marie Hamilton, "Acceptable and Non-Acceptable Clothing Behavior and Students' Role in a High School Community" (unpublished Master's Thesis, Kansas State University, 1965).

[3]Sachiko Masumoto, "The Relationship of Dress and Behavior Associated with Dress to the Social Participation of the Adolescent Boy" (unpublished Master's Thesis, Pennsylvania State University, 1958).

[4]Toomire, "Social Acceptance and Appearance," p. 55.

[5]Bjorngaard, "The Relationship of Social Class," p. 146.

[6]Kenneth L. Cannon, Ruth Stapels, and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, Vol. 44 (October, 1952), pp. 710-13.

existed between personal appearance and popularity for the boys, while Young[1] found no significant relationships between appearance and peer acceptance for girls but did find a significant correlation for boys. Kittles[2] did not find a relationship between clothing and social acceptance in a study of twenty eighth grade girls; on the other hand, Dillon[3] found a relationship between dress and peer acceptance in a study of eighth grade boys. Recent research by VanDeWal showed that eighth grade girls with high peer acceptance also conformed most to the modal pattern of dress, while girls at the middle and lower peer acceptance levels showed lower amounts of conformity to the modal pattern of dress.[4]

There are many factors which may explain the varied findings of the above research. In several cases the sample size was limited. VanDeWal's sample consisted of 45 girls and Kittles' only 20 girls. The studies also differed greatly in methods of measurement. Hamilton, Dillon and VanDeWal used the clothing mode or the clothing worn by the majority of the students as their clothing variable. VanDeWal used only strict conformity to the clothing mode, rejecting

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[1]Young, "The Relationship of Clothing," pp. 62-64.

[2]Kittles, "Experimental Use of Techniques."

[3]Dillon, "The Modal Pattern of Dress," p. 123.

[4]Shally Lynne VanDeWal, "A Study of the Relationship Between Clothing Conformity and Peer Acceptance Among Eighth Grade Girls" (unpublished Master's Thesis, Purdue University, 1968), p. 69.

those who conformed partially. Toomire, Cannon et al. and Young used measures of appearance while Kittles and Masumoto used measures of attitude and clothing behavior respectively. Peer acceptance measures in these studies also varied. Dillon, Bjorngaard, Cannon et al. and Young used sociometric type measures asking students to list the names of individuals which best suited specific sociometric questions. VanDeWal and Kittles adapted the Ohio Social Acceptance test as the measure of peer acceptance in their studies. Hamilton measured students' participation in extracurricular activities while Masumoto included cliques, dating, and participation in the formal school organization.

Evidence revealed in the above research suggests that clothing and peer acceptance are related when one considers the intervening factors which may have contributed to the negative findings of some of the studies. According to the socio-psychological theories presented earlier in this chapter it appears that the clothing mode of a group could actually exist as a group norm with peer acceptance as a positive sanction. Awareness would then be a prerequisite to conformity and both awareness of and conformity to the clothing mode would be significantly related to the informal and the formal peer acceptance in the school social system.

Measurement of Peer Acceptance

Various studies of peer acceptance have been conducted using terms such as popularity,[1, 2, 3, 4] friendship,[5] social adjustment,[6] and social acceptance.[7, 8] Since studies such as these have covered diverse aspects of behavior, as the terms themselves imply, Young incorporated these factors into a more comprehensive approach to the study of peer acceptance. She concluded that peer acceptance was a composite of friendship, work companions, popularity, and leadership.[9] A close examination of these aspects would indicate that peer acceptance for high school students is of two general

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[1]Coleman, Adolescent Society, p. 79.

[2]Dillon, "The Modal Pattern of Dress," p. 43.

[3]E. E. Johnson, "Student Ratings of Popularity and Scholastic Ability of Their Peers and Actual Scholastic Performance of Those Peers," Journal of Social Psychology, 47, 1958, pp. 127-32.

[4]D. Elkens, "Some Factors Related to the Choice Status of Ninety Eighth Grade Children in a School Society," Genet. Psychol. Monogr., 58, 1958, pp. 207-72.

[5]M. E. Bonney, "A Study of Friendship Choices in College in Relation to Church Affiliation, In-Church Preference, Family Size, and Length of Enrollment in College," J. Soc. Psychol., 29, 1949, pp. 153-66.

[6]R. Tindall, "Relationships Among Indices of Social Adjustment," J. of Educational and Psychological Measurements, XV (Summer, 1955), pp. 152-62.

[7]Toomire, "Social Acceptance and Appearance," p. 29.

[8]Bjorngaard, "The Relationship of Social Class," p. 1.

[9]Young, "The Relationship of Clothing," p. 30.

types: (1) acceptance in the informal school structure consisting of friendships and related qualities, and (2) acceptance in the formal school structure consisting of leadership and work within the formal organization of the school system. Brown and Gordon have included both formal and informal aspects of social acceptance in their studies.[1, 2]

Researchers measuring the informal aspects of peer acceptance have frequently used sociometric type scales which depict reciprocal relationships between individuals within a group. These studies measure acceptance in small groups within the informal social system, failing to measure the total relationship of each individual to the entire social system. Dillon used the sociogram technique in her study concerning social acceptance.

Sociometric indices can also be calculated from sociometric type measures. The use of these indices may yield an index for each individual in relation to the entire group dependent upon the particular formula used.[3] Bogardus found an index of social distance between individuals and

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[1]D. Brown, "Factors Affecting Social Acceptance of High-School Students," School Review, 1954, 62, pp. 151-55.

[2]C. Wayne Gordon, The Social System of the High School (Glencoe, Illinois: The Free Press, 1957).

[3]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 558-59.

various groups through the use of a sociometric type measure.[1] The Ohio Social Acceptance Test is a similar measure in which each individual is asked to rate all other individuals according to the desired amount of association or intimacy.[2] This measure then provides what may be called a social distance index where each individual's acceptance is positioned relative to the social acceptance of all other individuals in the group.

Peer acceptance within the formal school structure necessitates the establishment of a score indicating the degree to which individuals participate. Chapin developed an instrument which enabled him to measure the amount of an individual's participation within the organizational system of a particular community. Individuals were asked to designate the amount of participation in various community organizations by checking the appropriate category: (1) member, (2) attendance, (3) financial contribution, (4) member of committee, and (5) offices held.[3]

Gordon later adapted Chapin's scale for the measurement of participation within the school structure. A list

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[1]E. S. Bogardus, "Social Distance Scale," Sociol. Soc. Res., 17, 1933, pp. 265-71.

[2]William J. Goode and Paul K. Hatt, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 252-55.

[3]Francis S. Chapin, Experimental Designs in Sociological Research, Rev. Ed. (New York: Harper, 1947), pp. 276-78.

of all school sponsored organizations received a prestige rating by the students according to their (1) service, (2) recognition, (3) rewards, (4) influence and (5) scarcity and value. An individual's participation obtained from a modified Chapin scale was then multiplied by the prestige of that organization.[1]

The above review illustrates the measurement of two general types of peer acceptance. Therefore, measures of these two aspects of peer acceptance would serve as an indication of one's total acceptance by others. A comprehensive study concerning peer acceptance should then include measures of both the acceptance reflected in group participation in the formal organization, as well as acceptance within the informal group structure.

Measurement of Clothing Mode Conformity and Clothing Mode Awareness

Few measures of clothing mode conformity and clothing mode awareness have been employed in research to this point. Dillon[2] illustrated various items of clothing in the questionnaire which she used for data collection. The subjects were asked to check the items they were wearing. Frequency counts of each item checked produced the modal

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[1]Gordon, Social Systems, pp. 149-58.

[2]Dillon, "The Modal Pattern of Dress," Appendix B.

pattern of dress. VanDeWal[1] used only a check list consisting of clothing item names and, like Dillon, had each of the subjects check what they were wearing. Each student was then categorized as a conformer or nonconformer for each category of clothing.

Rosencranz and Vener[2, 3] have conducted studies concerning clothing awareness; however, neither measured actual awareness of clothing mode. Vener's measure of awareness was more an opinion about clothes, while Rosencranz measured the number of times clothing was referred to in her Thematic Apperception Test of clothing.

Recent studies have been conducted by Horn in an attempt to develop a method for determining what she has called "normative" patterns of dress.[4] Her measure provides a means of obtaining conformity and awareness scores on a continuum measuring amounts of conformity and awareness as opposed to the strict dichotomy of conformity or nonconformity.

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[1]VanDeWal, "A Study of the Relationship," pp. 86-88.

[2]M. L. Rosencranz, "Clothing Symbolism," Journal of Home Economics, Vol. 54, January, 1962, pp. 18-22.

[3]Arthur Vener, "Adolescent Orientation to Clothing" (unpublished Doctoral Dissertation, Michigan State University, 1959), pp. 31-34 and 130-36.

[4]Marilyn J. Horn, "A Method for Determining Normative Patterns of Dress," Proceedings of the National Textiles and Clothing Meeting (Minneapolis, Minnesota, June 19-22, 1968), pp. 49-55.

Observations of the sample produced a possible range of clothing items worn. These were then categorized with details of each category used as subdivisions. A scale value for each item was determined by percentage distributions of each categorized item occurring in a frequency count. Observations of the subjects provided a conformity score for each member of the sample. Awareness scores were obtained by interviews. Each subject was asked to select the pictured items that he felt were the normative pattern of dress for the sample.

Studies concerning a possible normative pattern of clothing necessitate the establishment of a modal pattern of dress. Conformity and awareness scores must then be determined in regard to the clothing mode. Therefore, Horn's measure was ideally suited for research of this type.

CHAPTER III

STATEMENT OF THE PROBLEM

The objective of this study was to investigate the relationships which exist between conformity to and awareness of the clothing mode and peer acceptance of adolescent boys and girls in both the formal and informal social systems of the high school. Another objective was to test the theoretical proposition, in so far as possible with associational data, that the clothing mode is a norm with a possible sanction of peer acceptance applied.

Definition of Terms

Peer Acceptance in the Informal School Structure is the favorable reception of individuals by the members of their peer group. The extent of peer acceptance in the informal school structure is determined by a social distance rating of each individual by all other individuals in the group.

Peer Acceptance in the Formal School Structure is peer approval reflected by the extent to which individuals participate in the high school organizational system including the professional, athletic, and academic areas. Individuals participating in leadership roles within organizations reflect a greater amount of peer approval than those

participating as organization members only.

Clothing Mode is the most frequently occurring items of clothing determined by a fashion count of the sample.

Clothing Mode Conformity is the extent to which one wears the clothing items occurring most often in the sample.

Clothing Mode Awareness is the extent to which one consciously recognizes the clothing items occurring most often in the sample.

Hypotheses

The following hypotheses have been proposed for this study:

1. Clothing mode conformity will be positively related to clothing mode awareness for both boys and girls.
2. Clothing mode awareness will be positively related to peer acceptance in the formal school structure for both boys and girls.
3. Clothing mode conformity will be positively related to peer acceptance in the formal school structure for both boys and girls.
4. Clothing mode awareness will be positively related to peer acceptance in the informal school structure for both boys and girls.
5. Clothing mode conformity will be positively related to peer acceptance in the informal school structure for both boys and girls.

Assumptions

1. The clothing worn on the day the questionnaire is given is typical of the student's school wardrobe.

Research evidence indicates that this assumption may be correct since VanDeWal[1] found that when students were asked to describe their favorite school outfit the modal pattern of dress for the favorite school outfit was identical to the modal pattern of dress determined on the day of data collection except for a small discrepancy in shoe type. Brown or black shoes constituted the modal pattern for shoe type on the day of data collection whereas brown shoes only constituted the modal pattern for shoe type in the favorite school outfit.

2. Each clothing category is of equal importance to the individual regardless of the number of clothing items contained in the category.

At the present time no information exists concerning the extent to which clothing items carry importance to the individual; therefore, it is logical to assume equal weighting for each category until additional studies have been conducted in this area.

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[1]VanDeWal, "A Study of the Relationship," p. 70.

CHAPTER IV

PROCEDURE

The procedure for this study in many instances coincides with that which has been set up for a larger interregional research project.[1] The data were collected at the same time using the same sample; however, it should be noted that all of the operational definitions used in this study, with the exception of the measure of peer acceptance in the formal school structure, differ from those of the larger project in the measure itself or in the method of scoring. Therefore, findings of this study are unique and constitute additional knowledge in the area of the socio-psychological aspects of clothing.

Selection of the Sample

The sample selected for the research project[2] consisted of the entire sophomore class of a central Michigan

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[1]Interregional project W-98, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents," interregional research currently in progress at Colorado State University, University of Hawaii, University of Nevada, Michigan State University, University of Minnesota, University of Missouri, Utah State University, Washington State University, and University of Wisconsin. Michigan State University Study under the direction of Anna M. Creekmore, Agricultural Experiment Station Project 1020.

[2]Ibid.

high school. The high school was randomly selected from four secondary schools located in the central Michigan area meeting the following criteria: (1) an enrollment large enough to provide a minimum of 100 boys and 100 girls in the sophomore class for purposes of sample size, (2) a single public high school serving the entire city and surrounding rural area to insure a full range of socio-economic levels located within the community including both rural and urban students, and (3) a dress code which did not require uniforms for the student body so that a reasonable amount of freedom was permitted in selection of dress which is obviously essential for this research.

Selection of Measures

The measures for this study were developed along with those used for the larger interregional research project which is currently in progress.[1] A discussion of the development and selection of the instruments used to measure the variables in this study will follow.

Peer Acceptance in the Informal School Structure and Peer Acceptance in the Formal School Structure

Three measures of peer acceptance were included in the questionnaire administered to the subjects who participated. Pearson product moment correlations were calculated between the three measures and used as a basis for testing

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[1] Ibid.

and selection of the measures used in this study. The first measure, a modification of Young's[1] sociometric scale, based on the idea that peer acceptance is multi-dimensional in nature, asked subjects to list the names of their classmates who fit the categories of friendship, popularity, dating, leadership and cooperation (Appendix C). The subjects were informed that any number of names could be listed under each category; however, many listed five names, the number of blanks provided under each category. The subjects were also permitted to list an individual's name in more than one category if they felt it appropriate. Peer acceptance scores for this measure consisted of the total number of times a student's name was listed by his classmates in any of the five categories.

A second measure of peer acceptance was based on the idea that peer acceptance in the informal school structure may be determined by placing individuals on a continuum indicating the amount of intimacy or social distance between each individual and all other classmates. This measure may be referred to as uni-dimensional in that it measures peer acceptance as a single dimension which possesses varying degrees. An adaptation of the Bogardus[2] and the Ohio Social Acceptance scales[3] was developed (Appendix C). A list of

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[1]Young, "The Relationship of Clothing," p. 92.

[2]Bogardus, "Social Distance Scale," pp. 265-71.

[3]Goode and Hatt, Methods of Research, pp. 252-55.

the entire class membership was compiled with ratings 0 to 3 beside each name. Each subject rated all other classmates according to his desired intimacy.

0--if you don't know this person very well
1--if you would be in the same class with this person
2--if you would enjoy eating lunch with this person
3--if you would choose this student to be a close friend

Individual's scores of peer acceptance consisted of a total of all ratings received.

The third measure was developed in order to obtain a participation score for the subjects indicating peer acceptance in the formal school structure. Gordon's method of obtaining organization prestige was used[1] (Appendix C). The organizations were rated by all the students in the high school prior to the date of data collection. An analysis of each class rating and a random sample of all ratings were tabulated. Very few differences occurred in the rank ordered prestige value for each of these methods; therefore, the sophomore class prestige ranking was used based on the assumption that organization ratings by the population would be most accurate for this study.

Each student's participation in the formal school structure was determined by Gordon's modified Chapin scale. The category of regular attendance to organization meetings was removed since it is likely that little prestige value is placed upon regular attendance in high school. The school

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[1]Gordon, Social Systems, pp. 149-58.

annuals usually recognize all organization members regardless of their attendance records. The category of elected officer was then divided into two categories: (1) elected officer other than president and (2) president. It was felt that high school organization offices hold varying degrees of prestige and that a president should be differentiated by heavier weighting from other elected officers.

Scores for peer acceptance in the formal school structure consisted of total cumulative point values for participation in each organization multiplied by the prestige rank of each organization. The following formula was used:

$$FA = \sum_{n=1}^{r} (OP \cdot R)_n$$

FA = formal acceptance
OP = organizational participation
R = rank of organization
n = number of organizations
r = maximum number of organizations

Pearson product moment correlations between the three measures described above were as follows:

Table 1. Pearson product moment correlations for measures of peer acceptance

	Organizational Participation	Multi-dimensional Acceptance
Multi-dimensional Acceptance	.44	
Uni-dimensional Acceptance	.48	.70

The correlation coefficient of .70 between the multi-dimensional and uni-dimensional measures of peer acceptance indicated a close relationship or the repetitive nature of these measures. A close examination of the data received from both measures revealed that the multi-dimensional measure produced a highly skewed distribution with more than 52 percent of the sample receiving scores from 0 to 10 while the remainder of the sample scores were spread from 11 to 129 (Appendix B). The uni-dimensional measure provided a more normal distribution with a score for each subject indicating the extent of this more intimate peer acceptance within the informal school structure. Since a normal distribution is desirable for the calculation of Pearson product moment correlations the uni-dimensional measure was selected for this study. This measure was also best suited to correlate with the clothing conformity and awareness scores which were also expressed on a continuum.

The low correlations of .44 and .48 between the measures of participation and the multi-dimensional and uni-dimensional measures respectively indicate that the measure of participation serves as an index to a different type of peer acceptance. Therefore, this measure of participation fulfills its desired purpose as a measure of peer acceptance in the formal school structure.

Clothing Mode Conformity and Clothing Mode Awareness

A modification of Horn's technique for measuring

clothing mode conformity and awareness was used for this study.[1] Several trips were made to the research site prior to the date of data collection to determine the range of clothing items worn by the sample. Informal discussions with the students provided indications of clothing categories and items within the categories which carried significant importance for the students. This proved helpful in that an observer cannot always recognize clothing items of importance to those within a particular peer group.

Fashion counts were taken in order to pretest the clothing categories and items within the categories for possible omissions or repetitions. Each category was then checked to see if it revealed a definite modal pattern with various deviations. Categories with no definite modal pattern and those which indicated high conformity with few deviations were omitted. Although Horn recommends that the four most discriminating categories be used, all categories which indicated a definite modal pattern with varying amounts of deviation were used in this research study since it seemed logical that any item carrying a decisive modal pattern may be one of concern to the student.

Each item within a category of dress was then sketched and included in the questionnaire for measurement of clothing mode awareness. Students were asked to circle the clothing items which they thought to be the mode (Appendix C).

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[1]Horn, "Normative Patterns," pp. 49-55.

Questionnaires were considered to be a more suitable measure of awareness compared to the interview method recommended by Horn. Use of the questionnaire provided uniform instructions, equal time allowance, and eliminated the influence of the interviewer, thus creating more accuracy within the measuring instrument.

A final check of the categories was made a few days prior to the collection of the data to insure that the categories were appropriate for the immediate climate conditions and season.

A 16 millimeter movie film was taken of each subject and used to determine the actual clothing conformity scores for each. This again was deemed more appropriate than the observation method suggested by Horn in that it eliminated the training of observers and increased accuracy. Hasty observations were then not necessary as is often the case when large numbers of individuals are observed.

A fashion count of the subjects filmed provided a basis for scoring clothing mode conformity and awareness. Final percentages of the frequencies of the occurrence of each item were calculated indicating the exact clothing mode on the date of data collection. The subjects then received a clothing mode conformity score consisting of summed frequency percentages for each item worn. Clothing mode awareness was figured in the same way in that each circled item received the percentage score of that particular category.

Since there was no basis to indicate that one category carried more importance than another, the percent score for each item in the category was multiplied by the number of items in that category to equalize the values. As mentioned earlier, this assumption is necessary until further research is conducted.

The following formulas were used to calculate the clothing mode conformity and clothing mode awareness scores.

$$IS = n\ (F/T \cdot 100)$$

$$CMC = \sum IS$$

IS = Item score
n = number of items per category
F = frequency of item in sample
T = total sample
CMC = clothing mode conformity

$$IS = n\ (F/T \cdot 100)$$

$$CMA = \sum IS$$

IS = Item score
n = number of items per category
F = frequency of item in sample
T = total sample
CMA = clothing mode awareness

Collection of Data

To facilitate a single administration of the questionnaire, the subjects were assembled in a large auditorium and were allowed as much time as necessary to complete the entire questionnaire. Upon completion of the questionnaire, as the students entered the hall from the auditorium in single file their pictures were taken. The questionnaires were numbered consecutively to coincide with the order in

which the subjects were filmed. Every tenth student carried a number to insure accuracy in the processing and analysis of the film.

Method of Analysis

The data obtained from the questionnaires and the film analysis was coded and punched in IBM cards for computer analysis. Transformations were performed on the raw data to arrive at the specific scores for each variable. Since research findings concerning the relationship of clothing and peer acceptance have not been consistent for either boys or girls, the data were separated by sex and separate analysis was conducted to eliminate possible differences. Frequency counts were made for use in describing the population and to indicate the distribution of scores for each variable. Means and standard deviations for boys and girls were calculated for each variable and t-tests were used to determine the significance of differences between means.

Since the social class level was determined for each subject, it seemed desirable to eliminate the possible effect of this third factor in the analysis of existing relationships between variables. Consequently, partial correlations were selected as the appropriate statistical method. An examination of the frequency distributions for each variable revealed that some variables did not maintain a normal distribution as is needed for the calculation of partial correlations. Therefore, chi square was used to check the

significance of the relationship between variables in these cases.

For purposes of this study a probability of .05 or less was accepted as an indication that the relationship did not occur by chance.

CHAPTER V

FINDINGS AND DISCUSSION

The report of the findings in this investigation includes a description of the research situation, an analysis of each variable, and a discussion of the relationships found to exist between conformity to and awareness of the clothing mode and peer acceptance in the formal and informal school structure.

Description of the Research Situation

The school enrollment for 1967-68 was 1193[1] for grades nine through twelve with 281 students enrolled in the sophomore class. A total of 231 sophomore students, 121 boys and 110 girls, participated in this study. Forty-four percent of the subjects resided in rural areas of the community while seven percent considered themselves as residents of the suburban area and forty-nine percent were from the city which had a population of 6754.[2]

Information obtained from the 1960 Census reveals that the median years of schooling for persons 25 years or

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[1] Michigan Education Directory and Buyers Guide, 1967-68.

[2] U.S. Bureau of the Census, Census of Population: 1960 (Washington, D.C.: U.S. Department of Commerce), p. 24.

over was 12.0 and 10.4 for the city and county respectively, compared with 10.8 for the state. The median income for the residents of the city was $5,681 while the median income was $5,091 for county residents and $6,256 for the state. Nearly one-third of the employed male residents of the city were engaged in semi-skilled occupations and one-half of the employed males within the county were engaged in semi-skilled work or farming.[1]

The socio-economic level of each subject (Table 2) was determined by an analysis of the parent's occupation, education and income using the McGuire White Index.[2] The population contained all of the socio-economic levels, although the majority of the subjects were placed in the middle and lower middle levels.

Table 2. Distribution of population by socio-economic levels

Level	Boys	Girls	Total No.	Total %
Upper 1	1	3	4	1.8
2	11	8	19	8.2
3	39	32	71	30.6
4	58	56	114	49.4
Lower 5	12	11	23	10.0
Totals	121	110	231	100.0

[1]U.S. Bureau of the Census, Michigan General Social and Economic Characteristics: 1960 (Washington, D.C.: U.S. Department of Commerce), pp. 183, 184, 185, 191, 206, 287, 312.

[2]Carson McGuire and George D. White, "The Measurement

The student handbook indicated that suitable school attire should be neat in appearance with the stipulation that girls were not to wear various types of slacks and shorts and boys were required to wear belts and shirts buttoned from the second button down and worn inside the trousers. Although no specific attire was recommended for the girls, the handbook suggested that boys should wear sport shirts with slacks or blue jeans and that T-shirts worn without another shirt and sweat shirts were not acceptable. The students in this study were considered by the researchers to be conservatively dressed when compared to the adolescent dress as shown by current fashion literature, or by students of larger urban areas.

Peer Acceptance in the Formal School Structure

Student replies to the second page of the questionnaire (Appendix C) indicated that members of the sophomore class participated in few extracurricular activities. The frequency distribution of rated participation scores reveals a highly skewed distribution for both boys and girls (Appendix B, Fig. 3 and 4). The low scores for the majority of the students indicated limited participation or perhaps participation in organizations of low prestige rating. The organizational participation pattern in high school in general

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of Social Status" (unpublished research paper in Human Development, No. 3 (revised), Department of Educational Psychology, The University of Texas, 1963).

is such that sophomores normally are not eligible for high prestige positions (Table 3). Consequently low scores for high school sophomores were anticipated. Gordon's comparison of differences in participation by grade level also indicates low participation for freshman and sophomore students with decidedly higher scores for junior and senior students.[1]

Organizational participation was very low for all members of the sophomore class. This study shows that nearly one-half of the girls and one-third of the boys participated in no organizations other than membership in the sophomore class (Organization 1 in Table 4). The lists indicate that there were eleven different sports organizations for boys while only one sport organization, the girls athletic association, was available for sophomore girl participants (Table 3). It appeared that the larger number of organized sports activities which were available to the boys accounted for the greater number of boy participants in organizations. In this study, membership in the sophomore class was considered to be an organization since class officers were elected from the membership or class.

Comparison of mean scores for formal peer acceptance of boys and girls shows that boys' participation in the formal school structure was slightly higher than girls' (Table 5).

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[1]Gordon, Social Systems, p. 76.

Table 3. Prestige rating of student organizations

Rating		Organization
5	(High)	Sophomore Class
5		Varsity Football
5		Varsity Basketball
5		Student Council
4		Cheerleaders
4		Junior Varsity Football
4		Junior Varsity Basketball
4		Spotlight Staff
4		Band
4		Annual Staff
4		Baseball
4		Gymnastics
3		Wrestling
3		Track
3		Tennis
2		Pep Club
2		Choir
2		Future Nurses
2		Golf
2		Girls Athletic Association
2		Future Homemakers
2		Key Club
2		Future Farmers Association
2		Future Teachers
2		Future Businessleaders
2		Cross Country
1		Audio Visual
1		Art Club
1		Science Club
1		French Club
1		Pen Pals
1	(Low)	Other

Table 4. The number of organizations to which the boys and girls belonged

Boys		Girls	
No. of Organizations	Percent of Boys Belonging	No. of Organizations	Percent of Girls Belonging
1[1]	32.2	1	43.7
2	29.8	2	21.8
3	17.4	3	18.2
4	13.2	4	11.8
5	4.1	5	1.8
6	2.5	6	.9
7	.8	7	1.8
Total	100.0		100.0

[1]Sophomore Class.

However, t-tests indicated that this difference was not significant and could have occurred by chance. This finding differed from those of Gordon[1] since results showed that girls' participation scores were generally higher than boys' with the greatest difference occurring at the sophomore level. Gordon's study showed the mean participation score for the sophomore girls to be 25 percent greater than the boys' mean participation score. Since the method used in Gordon's investigation was essentially the same as that which was used in this study the differences in these findings may have occurred as a result of the different emphasis placed on extracurricular activities in the two populations. It is interesting to note that although the boys' participation scores were somewhat higher than the girls' in this study,

[1]Ibid.

Table 5. Range, mean and standard deviation for each variable with t-tests of the difference between means of boys and girls

Variables	Actual Mean	Corrected Mean	Standard Deviation	Actual Range	t-test
Peer Acceptance					
Formal--Boys	11.37	--	8.65	5-51	.81
--Girls	10.36	--	10.10	5-54	
Informal--Boys	161.94	--	77.87	36-350	.08
--Girls	173.30	--	74.84	50-346	
Clothing Mode					
Conformity--Boys	2330.45	1293.45	687.77	591-3485	5.50***
--Girls	1705.41	--	433.50	769-2448	
Awareness--Boys	2457.68	1420.68	651.42	804-3485	.32
--Girls	1396.68	--	484.66	70-2448	

***Very highly significant P = .001 level.

the position which most likely carried the highest prestige value in the class, that of class president, was held by a girl.

Peer Acceptance in the Informal School Structure

All students' names were listed on pages 6-9 of the questionnaire (Appendix C) and each subject rated all other classmates according to the amount of closeness desired with each. Contrary to the Ohio Social Acceptance test,[1] the measure used for peer acceptance in this study did not contain negative ratings. However, it was found that students understood the desired purpose of this portion of the questionnaire and used the zero category to rate individuals they disliked since negative remarks were frequently written in the margins beside the zero ratings of individuals indicating that the individual was known but disliked.

Scores indicating the relative amount of peer acceptance in the informal school structure were similar for boys and girls (Appendix B, Fig. 5 and 6). The scores for girls ranged from 50 to 346 while the boys' scores ranged from 36-350. Five of the boys received scores lower than 50, the lowest peer acceptance score among the girls. It is interesting to note, however, that the individual receiving the highest peer rating was a boy. T-tests of the difference between the means of this uni-dimensional measure

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[1]Goode and Hatt, Methods of Research, pp. 252-55.

of peer acceptance for boys and girls were not significant (Table 5). This finding was contrary to that of Young.[1] She found that girls' peer acceptance scores were significantly higher than boys'. Before conclusions can be drawn concerning peer acceptance ratings one must consider the number of boys and girls participating in the study. It seemed likely that girls would tend to rate girls more highly and boys would tend to rate boys more highly. A comparison of this study and Young's shows that Young studied a population of 270 females and 251 males whereas this study contained 110 females and 121 males. Therefore, the significantly higher mean scores for girls found by Young might be accounted for by the larger number of girls in her sample. It should also be noted that Young used a multi-dimensional measure in contrast to the uni-dimensional measure of this study which also could have accounted for differences.

Clothing Mode

Fashion counts of the filmed subjects provided a modal pattern of dress for both boys and girls. Tables 6 and 7 show the categories of clothing styles considered and the percentage of each clothing style or item observed. The item receiving the highest percent in each category was by definition the mode of that category. The clothing mode for either boys or girls of this population consisted of

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[1]Young, The Relationship of Clothing, pp. 50-52.

Table 6. Frequency percentages for boys' clothing items

BOYS TROUSER LENGTH	
Long with Wrinkle	8
Top of Shoe	18
*Ankle	42
2" Above Ankle	28
4" Above Ankle	3
Can't see	1
BOYS TROUSERS FIT	
Very tight	8
*Tight	64
Medium	23
Loose	5
Baggy	0
BOYS SHIRT COLLARS	
*Button-down	70
Convertible	13
Collarless	0
Knit shirt, plain collar	2
Turtle Neck	1
Jersey or Sweatshirt	9
Mock Turtle Neck	2
Snap-tab Collar	1
V-Neck	2
BOYS SHIRT FABRIC DESIGN	
*Solid Color	55
Small Stripe	17
Plaid	18
Large Print	3
Small Print	3
Horizontal Stripe	3
Polka Dot	
Large Vertical Stripe	1
BOYS SHIRT TAILS IN OR OUT	
*Dress Shirt IN	62
Dress Shirt OUT	21
Pullover OUT	12
Pullover IN	4
Jac Shirt OUT	1

*Category mode.

BOYS SHIRT COLORS	
White	9
Black	2
*Blue, light	28
Blue, dark	5
Brown	5
Cranberry	3
Gold	4
Green	2
Green, olive	2
Grey	2
Orange	5
Purple	0
Red	2
Tan	3
Yellow	12
Medium blue	8
Turquoise	3
Rust	1
Charcoal	1
Pink	1
Wheat	2
BOYS SHOES	
Slip-on Hush Puppy	3
Slip-on with buckle	1
Slip-on *Penny Loafer Tassle Loafer	59
High Top Loafer	0
Moccasin	1
Dark Blue Tennis	3
Other Color Tennis	1
Low Sided, White Sport Tennis	3
Open Weave Fabric	1
Tie Oxford	18
Wing Tip	4
High Cut, Pointed Toe, Dress Shoe	1
Desert Boot	0
Cowboy Boot	0
Military or work boot	
Dress Slip-on	3
Engineer Boot	2
BOYS SOCKS COLOR	
White	5
*Dark	79
Patterned	0
Light	7
No Socks	6
Can't see	3

Table 7. Frequency percentages for girls' clothing items

GIRLS SKIRT LENGTH	
6" above knee	1
4" above knee	13
*1-2" above knee	48
At knee cap	33
Just below knee	4
2" below knee	1
TYPE OF CLOTHING	
*Dress	38
Skt. & Shell or Swt.	18
Skirt & Blouse	19
Skirt, Bl. & Swt.	10
Jumper & Blouse	8
Suit	4
Culottes & Blouse	3
Pants Dress	
Sh. Shift--with Pants	
SILHOUETTE	
*A-line	59
Shift	18
Tent	2
Drop Wst., Flare or Pleated Skirt	1
Straight, Nat. Waist	10
Nat. Waist, Gathers	2
Nat. Waist, Pleats	7
Empire Waist, Gather	1

FABRIC DESIGN OF DRESS OR SKIRT	
*Solid Color	58
Small Print	5
Medium Print	3
Large Print	3
Psych. Print	
Polka Dot	4
Small Stripe	3
Medium Stripe	4
Large Stripe	
Plaid	10
Am. Stripe Plaid	6
Gingham Check	4
GIRLS SHOES	
Penny Loafer *Plain Loafer Tassle Loafer Buckle Loafer	61
High Top	0
Moccasin	1
Tie Oxford	13
White Tennis Shoe	8
Colored Tennis Shoe	4
Plain Flats	
Flats with Open Work	10
Sandal	3
Patent Block Heels	0
Stack Heels	0
LEG COVERING	
Cl. Text. Knit hose	0
Fish Net Hosiery	
Colored Hosiery	8
*Plain Nylon Hosiery	83
Knee Socks	5
B. Socks--Anklets	1
No covering	3

*Category mode.

the items in all categories worn most frequently. Each category of girls' clothing selected prior to data collection contained a definite mode indicating that a specific pattern of dress was adhered to by the majority of the girls. Specific details of clothing items in dark shades of color in the film were difficult to determine. Therefore, careful observations of light reflection as the students walked were necessary in order to determine details of shoes. The various types of loafers for both boys and girls were combined since it appeared that the minor differences in loafer type were not important to the students as long as it could be classed as a loafer. Two of the boys' clothing categories, boys' trouser cuffs and boys' trouser type, did not show a definite modal pattern in a fashion count of the film. For this reason these categories were deleted from the boys' clothing mode.

Awareness of the Clothing Mode

Awareness scores were obtained from the circled items on pages 10-17 of the questionnaire (Appendix C). The subject's score for awareness of the mode was calculated by summing the frequency percentages of the items which he circled, a procedure similar to that used to calculate conformity scores. The total possible range of clothing awareness scores was 0-3485 for boys and 0-2448 for girls. One girl and three boys received maximum scores, indicating that they had perceived the exact clothing mode for the girls and boys

respectively. Since the clothing categories were of equal weight it was possible to compare the boys' and girls' clothing mode conformity scores by subtracting a constant from the boys' scores. The mean awareness score was slightly higher for the boys than for the girls but a t-test indicated that this difference may have occurred by chance and was not significant. Comparison of the distribution of scores (Appendix B, Fig. 9 and 10) shows a more normal distribution of scores for the girls while the boys' scores were slightly skewed with a much larger standard deviation.

Vener, in a study of clothing awareness, found that girls demonstrated greater awareness than boys, a seemingly contradictory finding to that of the present study. If girls are more sensitive to clothing as Vener's study indicated, it may be that their sensitivity leans toward the incoming fashion and in reply to the question concerning clothing awareness used in this study, they might have selected the more fashionable items rather than the modal clothing items worn by the population.

Conformity to the Clothing Mode

The clothing conformity score for each subject was a total of the frequency scores for each item worn by the subject multiplied by the number of items in each category. The conformity scores for the boys were considerably higher than those of the girls because the boys' clothing mode contained two more categories. The girls' conformity scores

ranged from 769-2448 and the boys' scores ranged from 591-3485 while the total possible range of clothing conformity scores was 6-2448 for girls and 14-3485 for boys. Five girls and four boys received the total possible score indicating that they were wearing, at the time of the filming, the items in all categories which were the most popular.

For comparative purposes, a constant was subtracted from the boys' conformity scores in the same manner as that used for awareness scores. The corrected mean score for the boys was 1293.45 compared to a mean of 1705.41 for the girls. T-tests of the difference between means showed that the girls were significantly higher than the boys on conformity to the clothing mode at the .001 level. It is difficult to determine the reason for the girls' high conformity to the clothing mode. Perhaps the long history of fashion emphasis on women's clothing would sensitize girls to new items of dress and decrease awareness of mode being worn and at the same time account for a greater conformity to the mode. To the knowledge of this writer, no studies prior to this one have been conducted concerning the conformity to the clothing mode using a heterogeneous group. However, in light of studies such as Cannon et al.,[1] who found that girls' personal appearance scores were significantly higher than the boys', one might conclude that girls place more

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[1]Cannon et al., "Personal Appearance," pp. 710-13.

emphasis on clothes, resulting in higher conformity scores.

Relationship Between Clothing Mode Awareness and Clothing Mode Conformity

Conformity to the clothing mode was hypothesized to be positively related to awareness of the clothing mode. This proposition was based on the theory that awareness is possibly a prerequisite to conformity in group interaction. The correlation coefficient of .32 for the boys supports this proposed hypothesis. The finding for the girls was somewhat lower, although significant at the .001 level (Table 8).

The correlation coefficient between conformity to the clothing mode and awareness of the clothing mode may be affected by environmental factors. Individuals can be aware of the clothing mode but may be unable to conform to the clothing because of limited finances, because of modesty, or because they may have little control over the selection of their clothing (e.g., parents may purchase clothes for them).

The significant positive relationship between awareness of the clothing mode and conformity to the clothing mode indicated that the subjects' conformity was not a chance phenomenon but that students intentionally conformed to the clothing mode which they perceived.

Table 8. Significance of partial correlations relating clothing mode and peer acceptance

	Clothing mode			
	Awareness		Conformity	
	Boys	Girls	Boys	Girls
Clothing mode conformity	.32***	.26**		
Peer acceptance				
Informal	.30***	.41***	.44***	.29***
Formal	.17*	.31***	.16	.02

*Significant P = .05 level

**Highly significant P = .01 level

***Very highly significant P = .001 level

Relationship Between Clothing Mode Awareness and Peer Acceptance in the Formal School Structure

Awareness of the clothing mode was hypothesized to be positively related to peer acceptance in the formal school structure. A correlation of .17 for the boys indicated a relationship which was positive in direction but quite low. However, this relationship was significant at the .05 level and for purposes of this study provides minimum support to the proposed hypothesis. A higher correlation of .31 for the girls showed a significant relationship at the .001 level. Since the use of partial correlations is based on assumed normal distributions and since the frequency scores for peer acceptance were highly skewed a chi square test was run to verify the results (Appendix A). The chi square contingency coefficients coincided with the results of the partial correlations with coefficients of .28 and .35 for boys and girls, respectively (Appendix A, Tables 2 and 7). These findings indicate that for girls clothing awareness is associated with participation in the organizations of the high school while the boys' participation has little relationship to clothing awareness.

Relationship Between Clothing Mode Conformity and Peer Acceptance in the Formal School Structure

Conformity to the clothing mode was hypothesized to be positively related to peer acceptance in the formal or organizational structure of the school. Table 8 shows a partial correlation coefficient of .02 for girls and a

coefficient of .16 for the boys. Neither of these correlations reached the .05 level of significance, therefore failing to support the original hypothesis. Although the effect of a third factor, social class, was not removed for chi square calculations, the results also showed that no relationship existed outside of chance; thereby confirming low coefficients for the partial correlations (Table 8).

It is possible that the measure of peer acceptance in the formal school structure was not appropriate to the limits of this study since peer acceptance in the formal school structure is school-wide and is not limited to the sophomore class. The participation score would then be an indication of acceptance in the total school system rather than the sophomore class. Furthermore, it should be noted that participation in the formal organizations of the school structure is relatively low at the sophomore level. The data for this study revealed that 32.3 percent of the boys and 43.7 percent of the girls did not participate in the formal school structure outside of being a class member. An additional 47.2 and 40.0 percent of the boys and girls, respectively, participated in only two organizations outside of class membership leaving 20 percent of the total class members as active participants (Table 4).

The lack of significant relationships between clothing conformity and participation in school organizations

contradicts the findings of Masumoto[1] and Hamilton.[2] Hamilton's study concerned high school juniors and it is likely that, as juniors, they participated in more extra-curricular activities producing more normally distributed scores. Masumoto's study concerned sophomore boys and girls; however, her measure of social participation included dating and cliques in addition to participation in voluntary organizations. Thus, Masumoto's measurement included informal peer acceptance and this most likely accounts for the significant relationship which she found between clothing and peer acceptance.

Although the proposed hypothesis was not supported significantly the data show a slight positive relationship. Perhaps a refinement of the measures would result in more significant findings. On the other hand, it is possible that peer acceptance necessary for participation in the formal school system is of a different type than that referred to by McDavid and Harari[3] as a sanction used for norm conformity or perhaps it may be a sanction for another norm, such as academic achievement or skill in sports.

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[1]Masumoto, "The Relationship of Dress."

[2]Hamilton, "Acceptable and Non-Acceptable Clothing Behavior."

[3]McDavid and Harari, Social Psychology, p. 309.

Relationship Between Clothing Mode Awareness and Peer Acceptance in the Informal School Structure

Awareness of the clothing mode was hypothesized to be positively related to acceptance by members of the class on the basis of desired friendships. Significant partial correlation coefficients of .30 and .41 for boys and girls respectively (Table 8) gave ample support to the proposed hypothesis. This significant relationship between awareness of the clothing mode and peer acceptance with reference to the friendly association between classmates upholds the idea developed in the review of literature that awareness of a clothing mode may be an important part of group interaction and may even promote attraction between members of the group. The clothing mode may then become a common frame of reference known as a norm with the positive sanction of peer acceptance attached.

Relationship Between Clothing Mode Conformity and Peer Acceptance in the Informal School Structure

Conformity to the clothing mode was hypothesized to be positively related to peer acceptance in the friendship system which constitutes the informal school structure. Results of the statistical analysis proved highly significant for the hypothesized relationships. A partial correlation coefficient of .44 occurred for the boys, having a level of significance of less than .001 (Table 8). This

result gives strong support to the studies of Young[1] and Dillon[2] who also found significant relationships between peer acceptance and clothing for boys.

The correlation coefficient for the girls was somewhat lower, although significant (Table 8). Even though contingency coefficients cannot be compared directly to partial correlation coefficients the contingency coefficient (calculated without removing the effect of social class) of .39 (Appendix A, Fig. 6) gives some indication that social class level may have affected the relationship between acceptance by peers in the informal or friendship system and conformity to the clothing mode for the girls.

The positive relation between conformity to the clothing mode and peer acceptance in the informal school structure for girls coincides with the findings of Toomire,[3] Bjorngaard,[4] Cannon et al.,[5] and VanDeWal[6] in that they also showed a relationship between clothing and peer acceptance.

The findings of this study point up the importance of clothing conformity in the social interaction of

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[1]Young, "The Relationship of Clothing."

[2]Dillon, "Modal Pattern of Dress."

[3]Toomire, "Social Acceptance and Appearance."

[4]Bjorngaard, "The Relationship of Social Class."

[5]Cannon et al., "Personal Appearance," pp. 710-13.

[6]VanDeWal, "A Study of the Relationship."

individuals and the relationship between clothing and acceptance of teenagers by their peers. No attempt was made to determine a cause and effect relationship between clothing conformity and peer acceptance. However, there is some evidence for a theoretical position which states that the clothing mode is in fact a norm in the strict sense with peer acceptance as a positive sanction.

Summary of Findings

Awareness of and conformity to the clothing mode was found to be significantly related to acceptance in the informal friendship relations of the sophomore class. Significant relationships were also found between the subjects' participation in school organizations and awareness of the clothing mode while conformity to the clothing mode was not significantly related to participation in organizations of the school. It was concluded that participation was relatively low at the sophomore level indicating that participation carried little importance for the sophomore student. It is also possible that peer acceptance in the formal school structure is a sanction for another norm such as academic achievement or skill in sports.

The significant relationships found to exist between conformity to and awareness of the clothing mode and peer acceptance, particularly the acceptance into the informal school structure, supports the theory that the clothing mode is a norm with peer acceptance as a sanction.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The major concern of this study was to identify existing relationships between awareness of and conformity to the clothing mode and peer acceptance in both the formal and informal school structure. Socio-psychological literature reveals that conformity is a result of group communication and interaction. Awareness or perception also plays an important role in interaction. The literature also indicates that when groups conform to specific aspects of behavior known as norms, sanctions exist in order to maintain this conformity. Since group norms may exist in the use of material objects it was theorized that the clothing mode of a group could possibly be a clothing norm. A positive sanction for conformity to the clothing norm may then be peer acceptance. Although a cause and effect relationship could not be determined in this study, a positive relationship between awareness of and conformity to the clothing mode and peer acceptance would give some support to the proposed theoretical relationship between clothing as a norm with peer acceptance as a possible sanction.

Hypotheses were drawn up proposing positive relationships between conformity to the clothing mode and peer

acceptance in both the informal friendship system of the sophomore class and the formal school organizational system. Awareness of the clothing mode was also proposed to be positively related to peer acceptance in the formal and informal school structure. Furthermore, if a positive relationship existed between the above variables it was hypothesized that a positive relationship would occur between awareness of and conformity to the clothing mode.

The population selected for this study was the same as that used for an interregional project presently in progress. The subjects were the sophomore class of a central Michigan high school and consisted of 121 boys and 110 girls.

A questionnaire and 16 millimeter motion pictures were selected as a means of data collection. The film permitted a means of establishing a modal pattern of dress for the boys and girls of the population studied. Conformity to the mode was also determined by an analysis of the filmed subjects. The questionnaire provided a means of measuring two types of peer acceptance. The first, a measure of the amount of participation in the formal organizations of the school system and the second a uni-dimensional measure of informal peer acceptance indicating the closeness of the relationship existing between each individual and all other classmates. Illustrations of clothing items in the questionnaire were used to measure an individual's awareness of the clothing mode.

Separate analyses were conducted for boys and girls to eliminate possible differences due to sex. Partial correlations were the major form of statistical analysis used to determine relationships between variables since the analysis could be manipulated to eliminate the effect of social class on the variables related. Chi square tests were used as a check of the relationships between the variables since some of the data were not normally distributed as is assumed for the calculation of correlations. Means and standard deviations of the scores were determined for all of the variables which included awareness of the clothing mode, conformity to the clothing mode, informal peer acceptance, and formal peer acceptance. T-tests were used to determine the significance of the difference between the means of the boys and girls.

Comparisons of the mean scores of the boys and girls showed that girls conformed more to their clothing mode than boys. The scores of boys and girls were not significantly different for the variables of clothing mode awareness, peer acceptance in the informal school structure, and peer acceptance in the formal school structure.

A summary of the proposed hypothesis and the results are recorded below:

Hypothesis 1. Clothing mode conformity will be positively related to clothing mode awareness.

A significant relationship was found between awareness

of and conformity to the clothing mode for both boys and girls. These findings confirm the above hypothesis.

Hypothesis 2. Clothing mode awareness will be positively related to peer acceptance in the formal school structure.

The correlation coefficient measuring the relationship between awareness of the clothing mode to participation in school organizations was significant for the boys while the coefficient for the girls was highly significant. Thus, the hypothesis was supported by the findings of both sexes with a more significant relationship for the girls.

Hypothesis 3. Clothing mode conformity will be positively related to peer acceptance in the formal school structure.

A positive relationship between conformity to the clothing mode and peer acceptance measured by participation in the formal school structure was not significant for either the boys or the girls. Therefore, the third hypothesis was not confirmed.

Hypothesis 4. Clothing mode awareness will be positively related to peer acceptance in the informal school structure.

Awareness of the clothing mode was discovered to be significantly related to peer acceptance in the informal friendship structure of the sophomore class. These findings were significant for both sexes.

Hypothesis 5. Clothing mode conformity will be positively related to peer acceptance in the informal school structure.

The correlation coefficient measuring the relationship between conformity to the clothing mode and acceptance in the friendship structure of the sophomore class were highly significant for both boys and girls. These results support the fifth hypothesis.

In conclusion, the findings of this study revealed positive relationships between conformity to and awareness of the clothing mode and peer acceptance. These findings support the major objective of this study indicating that a theoretical relationship may possibly exist between the clothing mode as a norm and peer acceptance as a positive sanction for conformity to the clothing norm.

Implications of the Findings

The results of this study supported all of the proposed hypotheses with the exception of the relationship between conformity to the clothing mode and peer acceptance reflected by participation in the formal school structure. Although the hypotheses were significantly supported it should be noted that none of the correlation coefficients were above .50 indicating that although significant, the relationships were rather weak. Since the data revealed a definite relationship between peer acceptance and conformity to clothing mode the proposed theory that the clothing

mode is a norm accompanied by the sanction of peer acceptance cannot be discounted. Perhaps further refinement of measures would produce higher correlations.

Since the two measures of peer acceptance indicate two types of acceptance, that which is defined by participation in school organizations and that defined by closeness of friendships, it appears that they may constitute two different sanctions. It is possible that peer acceptance in the informal school structure (friendship system) may be a positive sanction for conformity to the clothing norm, whereas peer acceptance in the formal school structure may be a sanction for another behavioral norm such as academic achievement or perhaps skill in sports.

Further study of the findings shows that girls' clothing awareness scores correlate significantly with participation in the formal organizations of the school system; however, almost no relationship exists between conformity to the clothing mode and participation. These results imply that girls who participate in school organizations, showing leadership qualities, are aware of the clothing mode but do not conform. Perhaps these girls are also leaders in dress and purposely deviate from the clothing mode.

The fact that a significant relationship does occur between clothing and peer acceptance particularly acceptance in the friendship system, shows the value of clothing in the interaction process. Those educators concerned with

student relationships should consider the importance of clothing in peer acceptance. Parents who ignore the age-old comment from their adolescents "everyone else wears them" may in fact not fully understand the process of socialization in the child's perception of the modal pattern of dress and consequently the effect that non-conformity may have upon the child's social adjustments.

The results of the study may also be of value to social workers dealing with financially deprived adolescents who cannot conform to the modal pattern of dress and are thus deprived of a healthy relationship with peers.

Recommendations

In working with the data for this research project the writer came to feel that the clothing mode might include not only particular items of clothing but also the general appearance of those items as well as the appearance of the individual with regard to cleanliness and neatness. A ten point scale was drawn up for use as a subjective evaluation of each student's general appearance and evaluations were made of each subject during the viewing of the film. Partial correlations were calculated between appearance and peer acceptance by the rest of the class (informal school structure). Results were significantly related with coefficients of .34 and .38 for boys and girls respectively. On the basis of this observation another study might be conducted using a wider definition of clothing mode to

include more than mere clothing items. This would require the development of a more refined measure of general appearance as opposed to the highly subjective measure used for this observation.

Additional analysis of the present data could be made by analyzing the measure of peer acceptance in the informal school structure with respect to the desired and actual peer acceptance. It would be possible to discover an individual's desired relationship with other individuals and compare that to the actual relationship his classmates desire with him. This could then reveal some interesting relationships when correlated with clothing mode awareness and clothing mode conformity.

An investigation could be made into the type of deviation from clothing mode and its relationship to peer acceptance. It appears that two types of deviation exist: (1) those students who are wearing current fashions and (2) those students who are wearing "out-dated" fashions.

Another study concerning peer acceptance in the formal school structure would be desirable. Perhaps this research should be conducted at upper grade levels where organizational participation is greater, or participation should be measured in relation to the entire school system since most organizations involve acceptance by the entire school.

Further studies using some type of photography as

a measuring instrument should take precautions in lighting. It was found that although the pictures were pleasing to the eye, darker shades as found in shoes and trousers did not reveal as much detail as might be desired. Therefore, excessive amounts of lighting of darker areas is very important.

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APPENDIX A

Table 9. Chi square contingency table for boys' clothing awareness and conformity

Clothing mode conformity	Clothing mode awareness 804-1800	1801-2600	2601-3485	Total
591-1800	9	19	6	34
1801-2600	7	14	17	38
2601-3485	3	15	31	49
Total	19	48	54	121
X^2 = 18.26	C = 0.36	P = .01		

Table 10. Chi square contingency table for boys' clothing awareness and formal peer acceptance

Clothing mode awareness	Formal peer acceptance 5-7	8-14	15-51	Total
804-1800	11	7	1	19
1801-2600	24	15	9	48
2601-3485	14	24	16	54
Total	49	46	26	121
X^2 = 10.66	C = 0.28	P = .05		

Table 11. Chi square contingency table for boys' clothing conformity and formal peer acceptance

Clothing mode conformity	Formal peer acceptance 5-7	8-14	15-51	Total
591-1800	19	10	5	34
1801-2600	18	13	7	38
2601-3485	12	23	14	49
Total	49	46	26	121
X^2 = 9.40	C = 0.27	P = NS		

Table 12. Chi square contingency table for boys' clothing awareness and informal peer acceptance

Clothing mode awareness	Informal peer acceptance 36-125	126-225	226-350	Total
804-1800	11	7	1	19
1801-2600	22	18	8	48
2601-3485	11	24	19	54
Total	44	49	28	121
$X^2 = 14.66$	C = 0.33	P = .01		

Table 13. Chi square contingency table for boys' clothing conformity and informal peer acceptance

Clothing mode conformity	Informal peer acceptance 36-125	126-225	226-350	Total
591-1800	23	11	0	34
1801-2600	12	15	11	38
2601-3485	9	23	17	49
Total	44	49	28	121
$X^2 = 26.07$	C = 0.42	P = .001		

Table 14. Chi square contingency table for girls' clothing conformity and clothing awareness

Clothing mode conformity	Clothing mode awareness 70-1200	1201-1800	1801-2448	Total
769-1350	13	9	1	23
1351-1900	12	28	9	49
1901-2448	11	20	7	38
Total	36	57	17	110
$X^2 = 8.47$	C = 0.27	P = NS		

Table 15. Chi square contingency table for clothing mode awareness and formal peer acceptance

Clothing mode awareness	Formal peer acceptance 5	6-11	12-54	Total
70-1200	23	12	1	36
1201-1800	18	25	14	57
1801-2448	6	5	6	17
Total	47	42	21	
$X^2 = 14.95$	C = 0.35	P = .01		

Table 16. Chi square contingency table for girls' clothing conformity and formal peer acceptance

Clothing mode conformity	Formal peer acceptance 5	6-11	12-54	Total
769-1350	12	8	3	23
1351-1900	22	17	10	49
1901-2448	13	17	8	38
Total	47	42	21	110
$X^2 = 2.40$	C = 0.15	P = NS		

Table 17. Chi square contingency table for clothing mode awareness and informal peer acceptance

Clothing mode awareness	Informal peer acceptance 50-150	151-230	231-346	Total
70-1200	27	6	3	36
1201-1800	22	16	19	57
1801-2448	4	6	7	17
Total	53	28	29	110
$X^2 = 17.40$	C = 0.37	P = .01		

Table 18. Chi square contingency table for girls' clothing conformity and informal peer acceptance

Clothing mode conformity	Informal peer acceptance			
	50-150	151-230	231-346	Total
769-1350	19	1	3	23
1351-1900	19	19	11	49
1901-2448	15	8	15	38
Total	53	28	29	110
$X^2 = 19.20$	C = 0.39	P = .001		

APPENDIX B

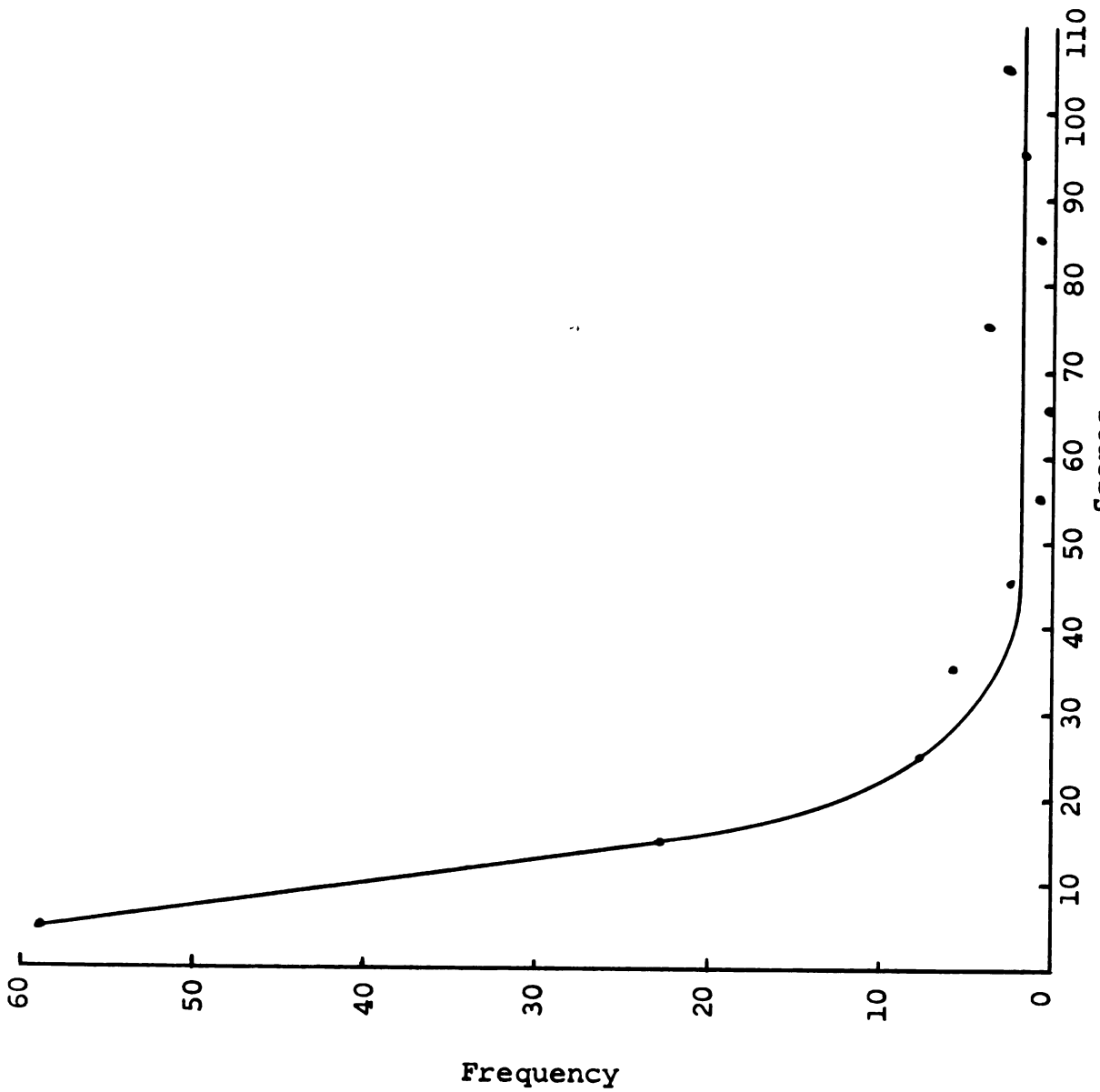

Figure 1. Frequency distribution of multi-dimensional peer acceptance scores for girls

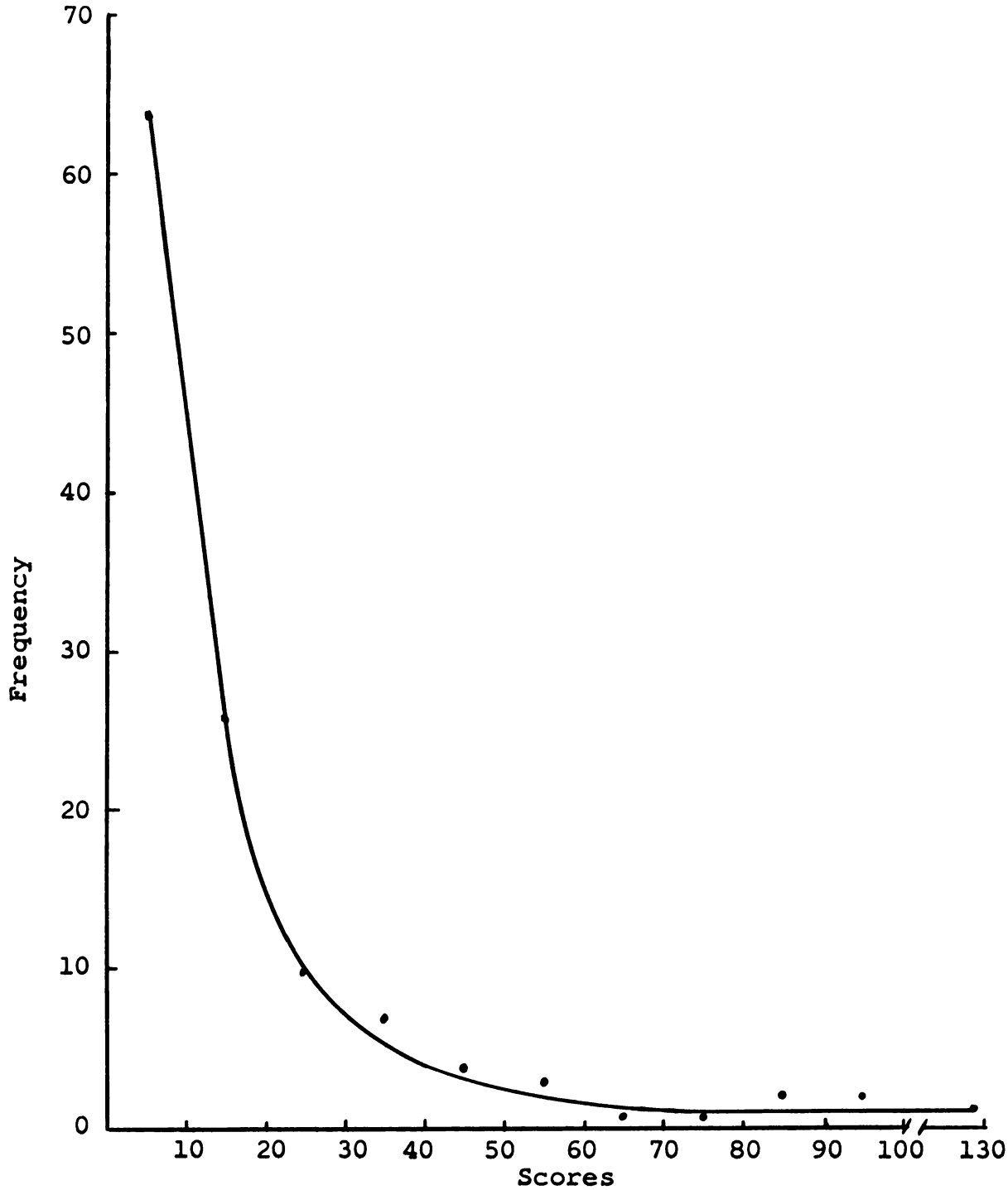

Figure 2. Frequency distribution of multi-dimensional peer acceptance for girls

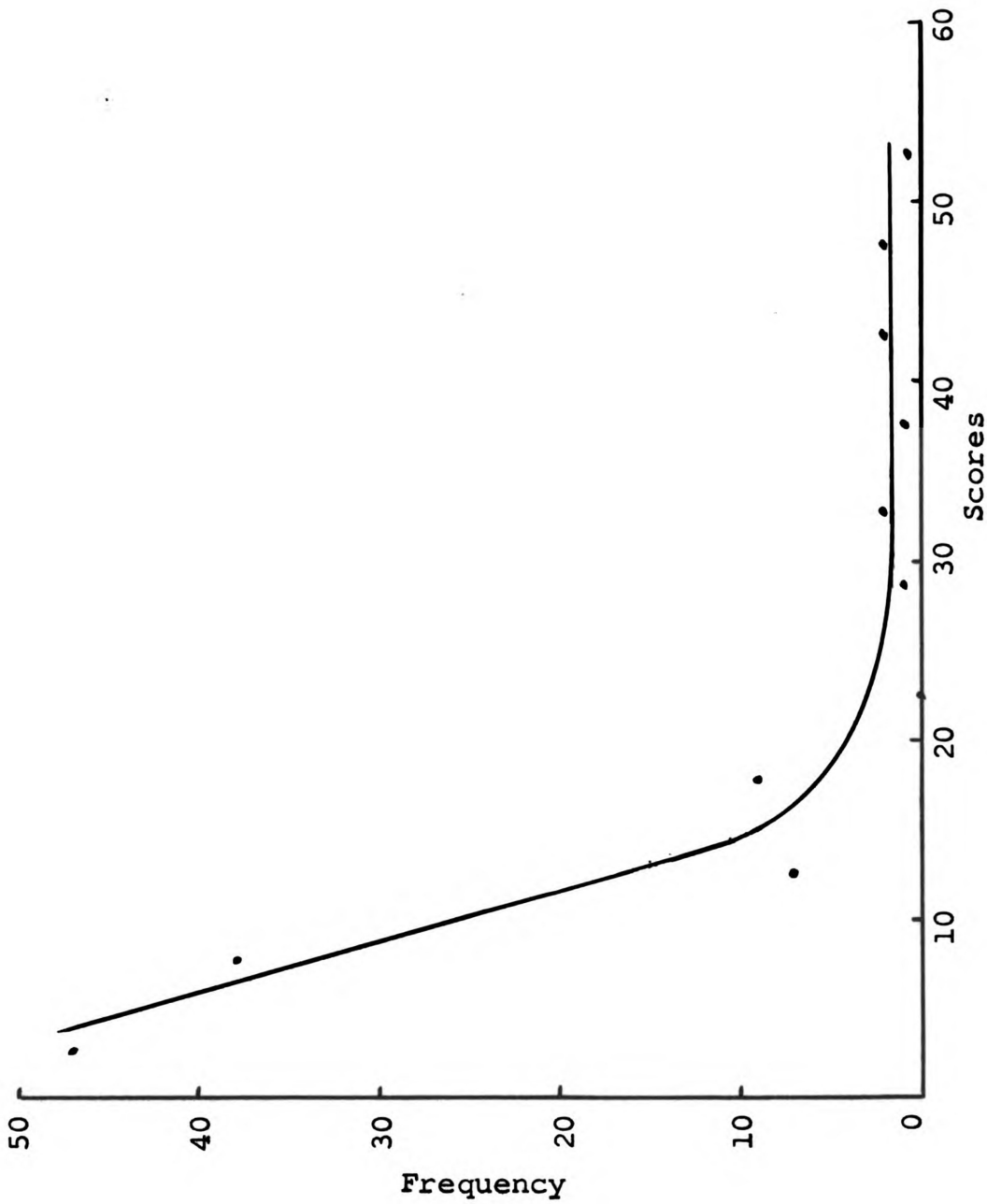

Figure 3. Frequency distribution of formal peer acceptance for girls

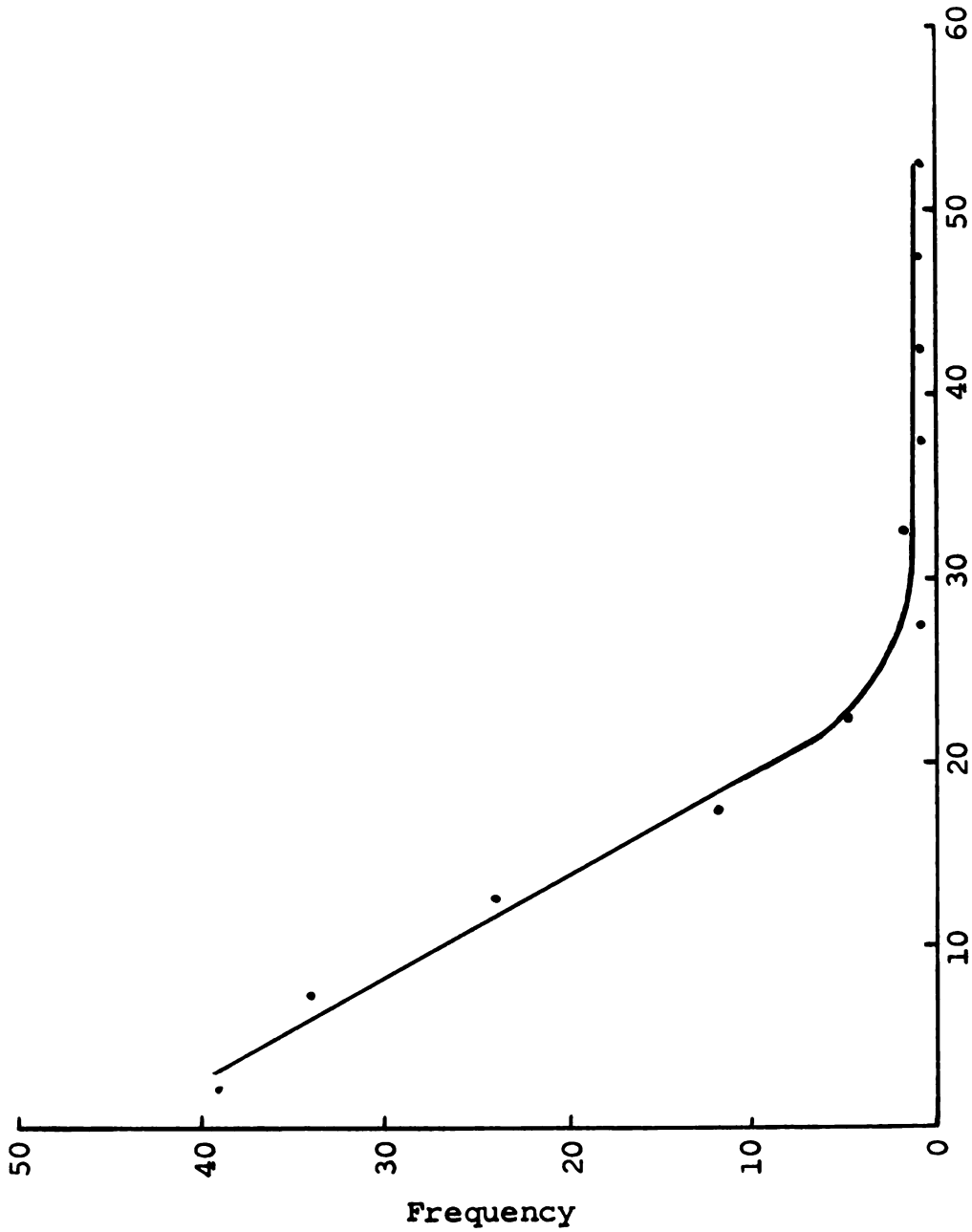

Figure 4. Frequency distribution of formal peer acceptance for boys

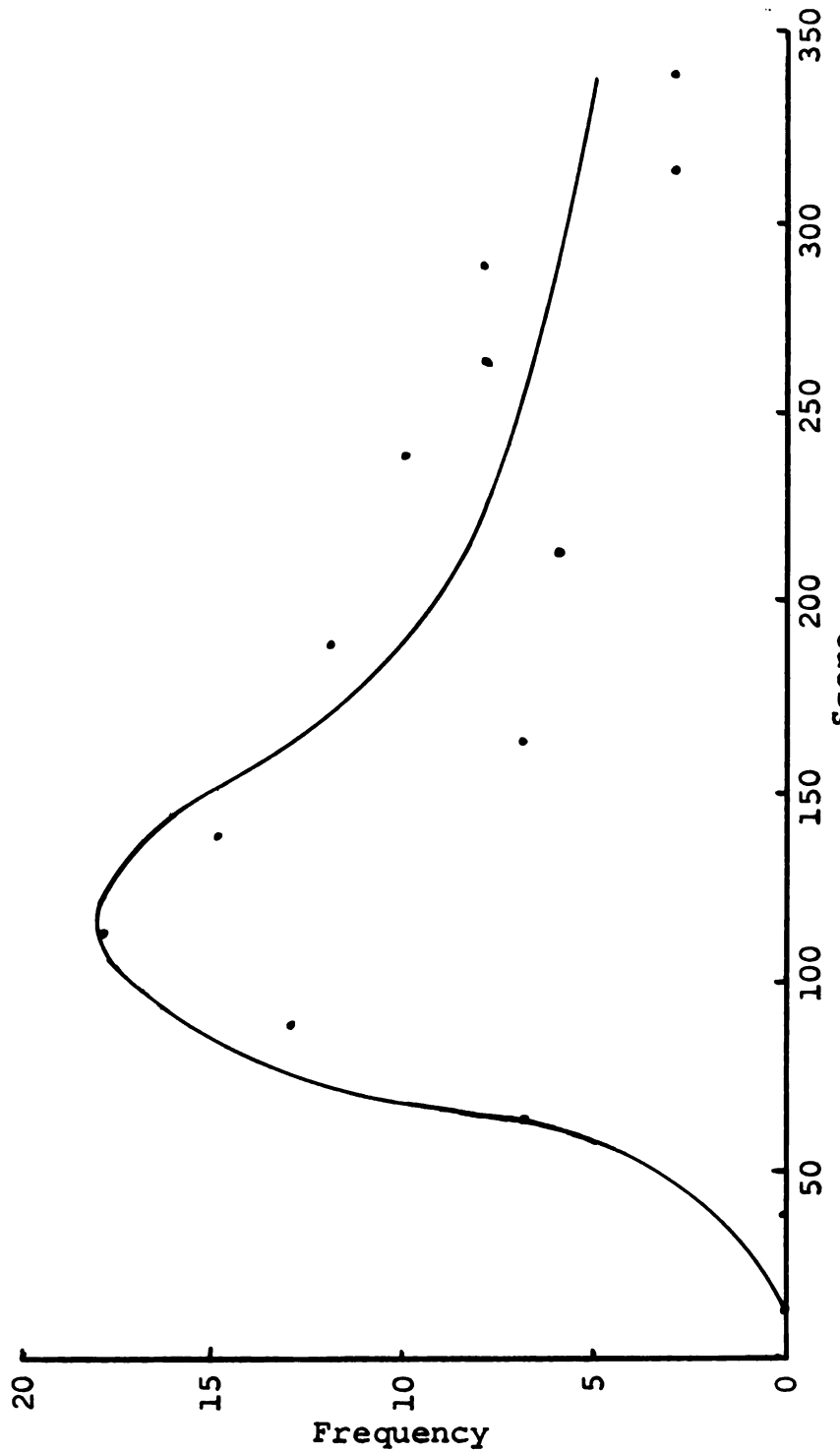

Figure 5. Frequency distribution of uni-dimensional peer acceptance scores for girls

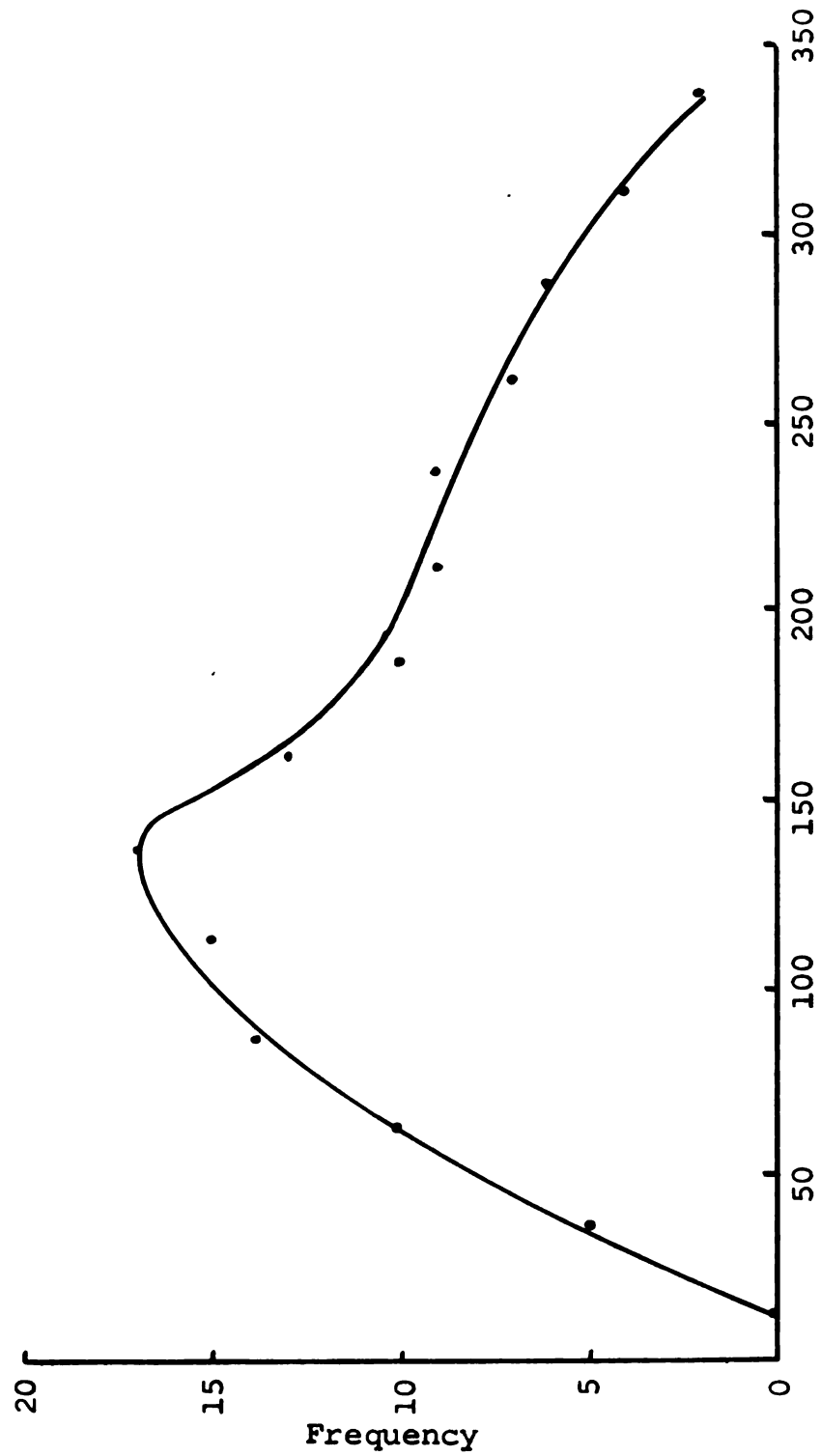

Figure 6. Frequency distribution of uni-dimensional peer acceptance scores for boys

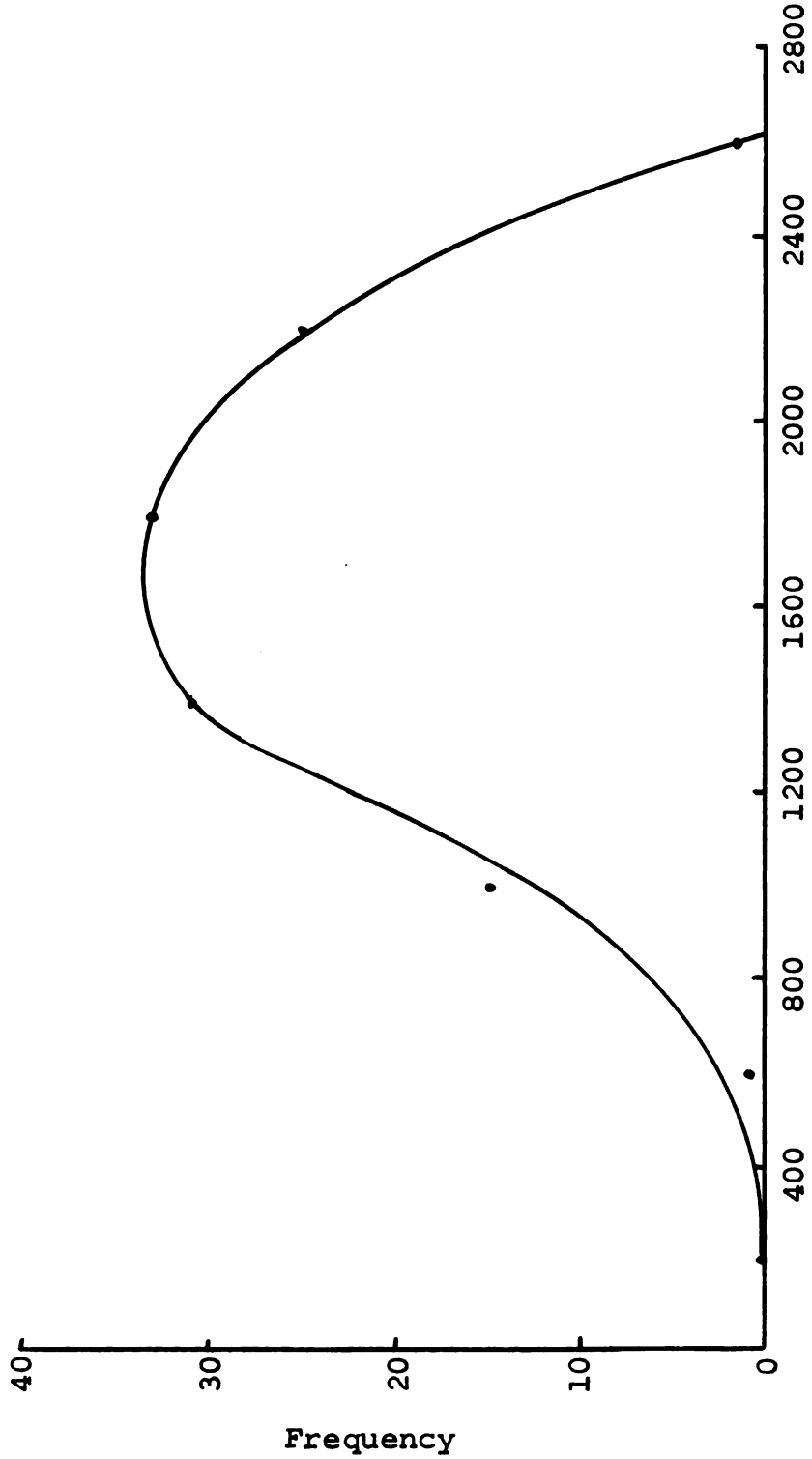

Figure 7. Frequency distribution of clothing mode conformity scores for girls

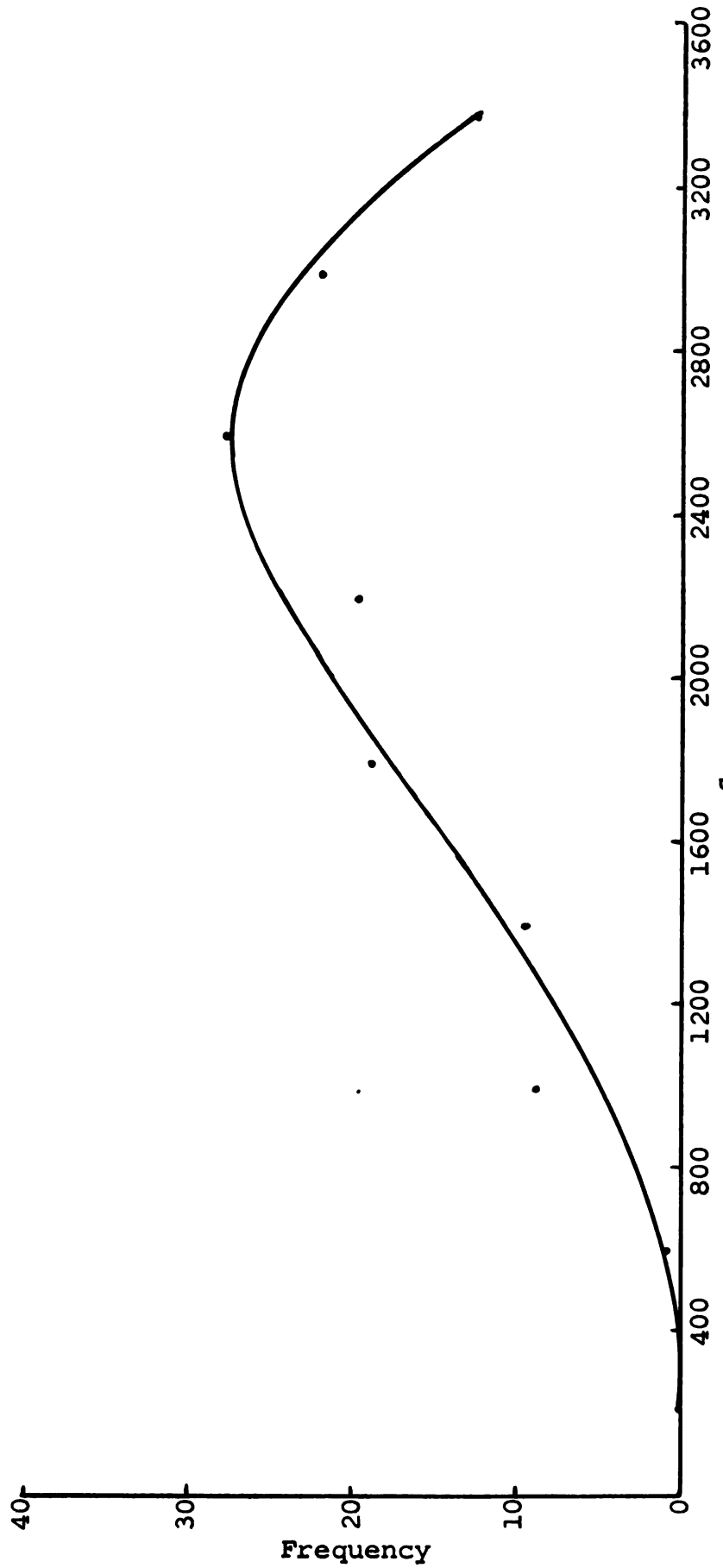

Figure 8. Frequency distribution of clothing mode conformity scores for boys

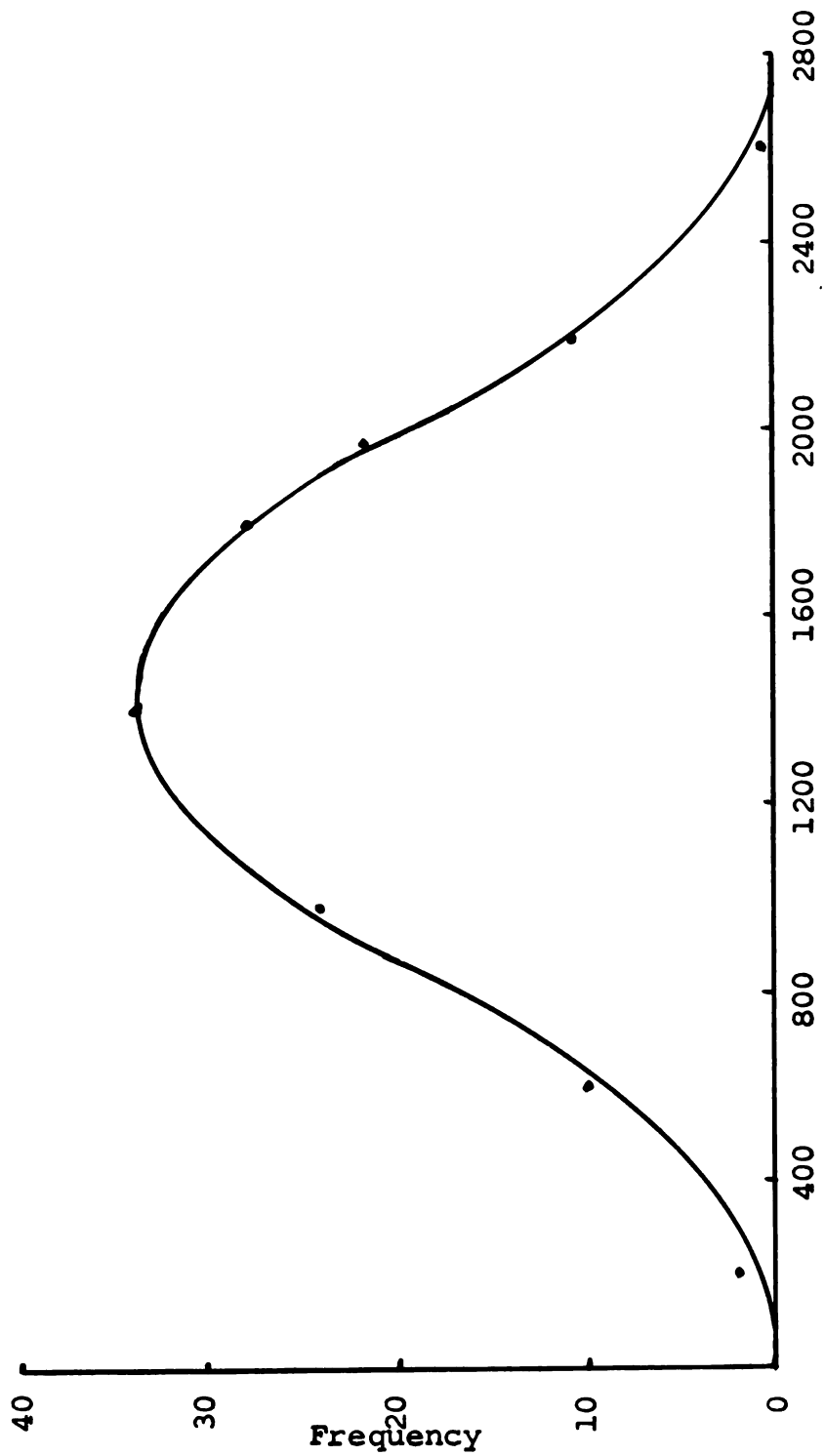

Figure 9. Frequency distribution of clothing mode awareness scores for girls

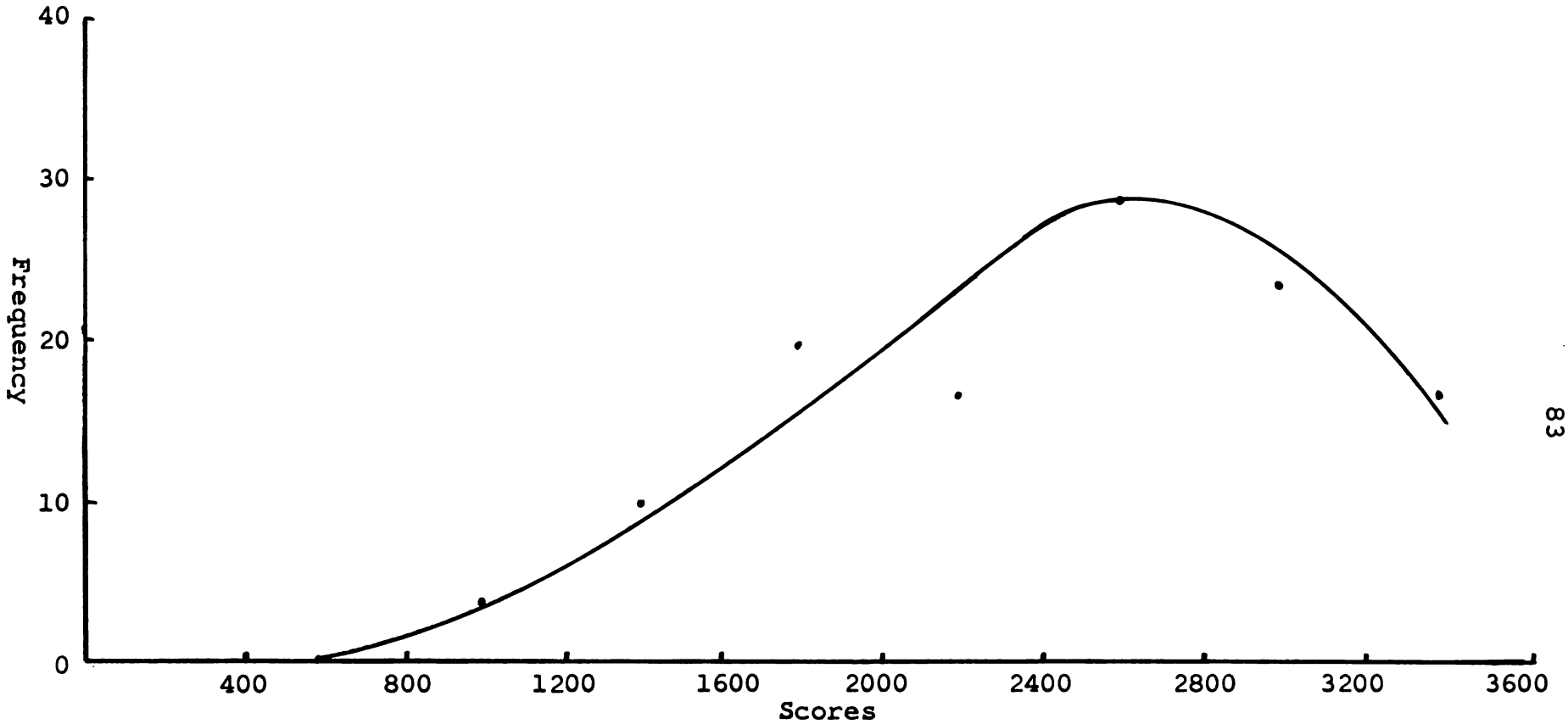

Figure 10. Frequency distribution of clothing mode awareness scores for boys

APPENDIX C

Dear Students:

We would like your help in our survey about teenagers and their clothing. It is only with the help of you students that our study can be of value.

At the beginning of each section you will find directions for the correct procedure to follow in that section. We would very much appreciate your cooperation in completely filling out the following questionnaire to the best of your knowledge. Thank you.

Name_____

Age_____ Male_____Female_____

Check where you live:

In Town_____

Suburb_____

Rural Area_____

Below is a list of the organizations in your school. Check your position in those to which you belong.

Do Not Write In This Column

Name of Organization	Member	Committee Member	Chairman of Committee	Elected Officer (other than president) Write name of position	President
1. Sophomore Class					
2. Art Club					
3. Audio-Visual					
4. Girls Athletic Association					
5. Future Nurses					
6. Future Teachers					
7. Pen Pals					
8. Pep Club					
9. Science Club					
10. French Club					
11. Future Business Leaders of America					
12. Key Club					
13. Annual Staff					
14. Band					
15. Choir					
16. Cheerleaders					
17. Future Farmers					
18. Future Homemakers					
19. Spotlight Staff					
20. Student Council					
21. Varsity Football					
22. Jr. Varsity Football					
23. Varsity Basketball					
24. Jr. Varsity Basketball					
25. Baseball					
26. Cross Country					
27. Golf					
28. Gymnastics					
29. Tennis					
30. Track					
31. Wrestling					
32. Other					

1. Please indicate the main wage earner in your family.

Do Not Write in This Column.

_____ father
_____ mother
_____ other (please specify) _____
(example: stepfather, uncle, brother)

_____

2. Please indicate the source of income for the major wage earner in your family.

_____ a) wages, hourly wages (weekly paycheck)
_____ b) profits and fees from a business or profession
_____ c) salary paid on a monthly basis
_____ d) social security or unemployment insurance
_____ e) odd jobs, irregular work, seasonal work
_____ f) if other, please explain

_____ _____

3. Please explain in detail what the main wage earner does at work. Please explain specifically type of work. Examples: salesman in a clothing store, waiter, manages 20 other workers in an office, works on the assembly-line, owns and manages a small store with 6 employees.

_____

_____ _____

4. Does any other person contribute to the financial support of your family?

_____ yes _____ no

5. If yes, please explain who (mother, brother, uncle).

_____ _____

6. Please explain in detail the type of work done by this person.

_____ _____

Do Not Write In This Column

7. Please indicate the source of income for the second person who contributes to your family's financial support.

_____ a) wages, hourly wages (weekly paycheck)
_____ b) profits and fees from a business or profession
_____ c) salary paid on a monthly basis
_____ d) social security or unemployment insurance
_____ e) odd jobs, irregular work, seasonal work
_____ f) if other, please explain

_____ _____

8. Please indicate highest level of education achieved by each of the following:

_____ father _____

_____ mother _____

_____ main wage earner (if other than mother or father) _____

a) finished 7th grade or lower
b) finished 8th grade
c) finished 9th grade
d) finished 10th or 11th grade
e) graduated from high school
f) 1 to 3 years of college
g) college graduate
h) graduate school after college
i) don't know

9. If the main wage earner is a college graduate, what is the highest degree he holds?

_____ _____

List the full names of tenth grade students that best fit each of the following:

1. Which students in your grade are your best friends (the ones you feel closest to)?

_____ _____

_____ _____

_____

2. Who do you think are the most popular students in your grade?

_____ _____

_____ _____

_____

3. Give the names of the students in your grade that you would most like to date.

_____ _____

_____ _____

_____

4. List the names of students in your grade whom you would like to represent your high school at a national meeting of high school students.

_____ _____

_____ _____

_____

5. If all the students in your grade were asked to help on a class project which of the students would you like to work with?

_____ _____

_____ _____

_____

You will find all the tenth grade students' names listed below. We would like you to show the degree of closeness you would most prefer with each by circling the proper number beside their name. Classify each student according to the categories listed below. Notice that each situation represents a different degree of "closeness". Please be sure to circle one number by <u>every name</u>.

Beside each student's name circle one number which is closest to how you feel:

0 if you don't know this person very well
1 if you would be in the same class with this person
3 if you would enjoy eating lunch with this person
4 if you would choose this student to be a close friend

Students' Names	Circle Number here	Students' Names	Circle Number here
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
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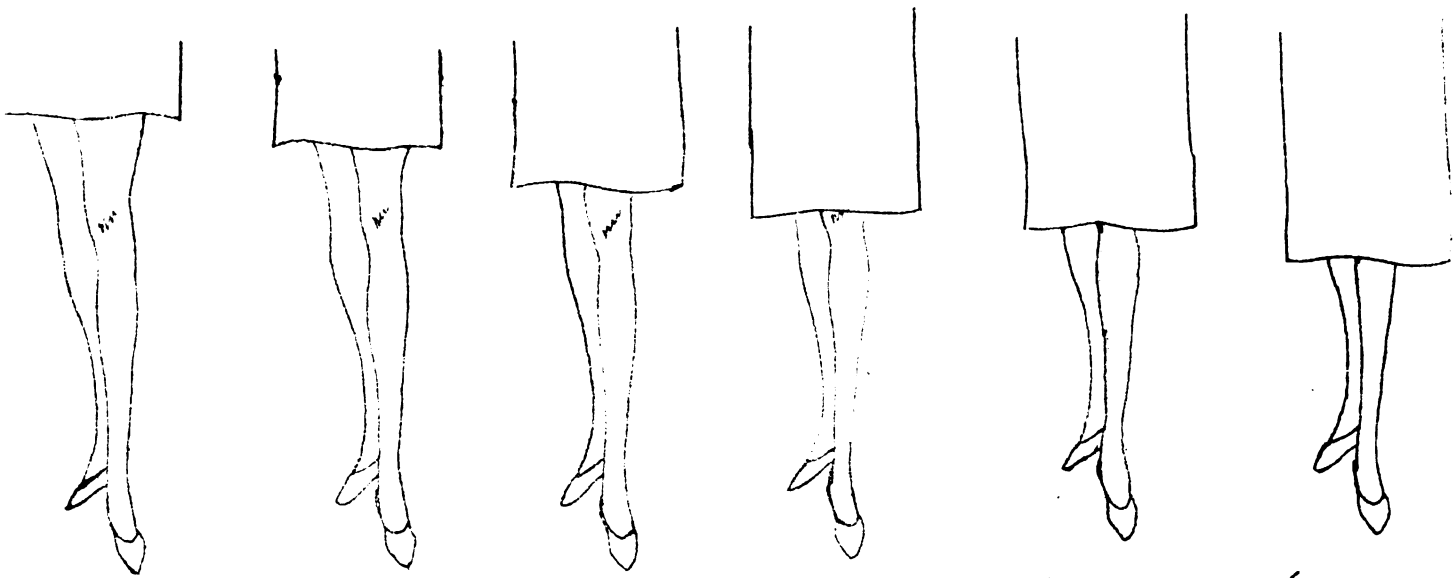
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3
	0 1 2 3		0 1 2 3

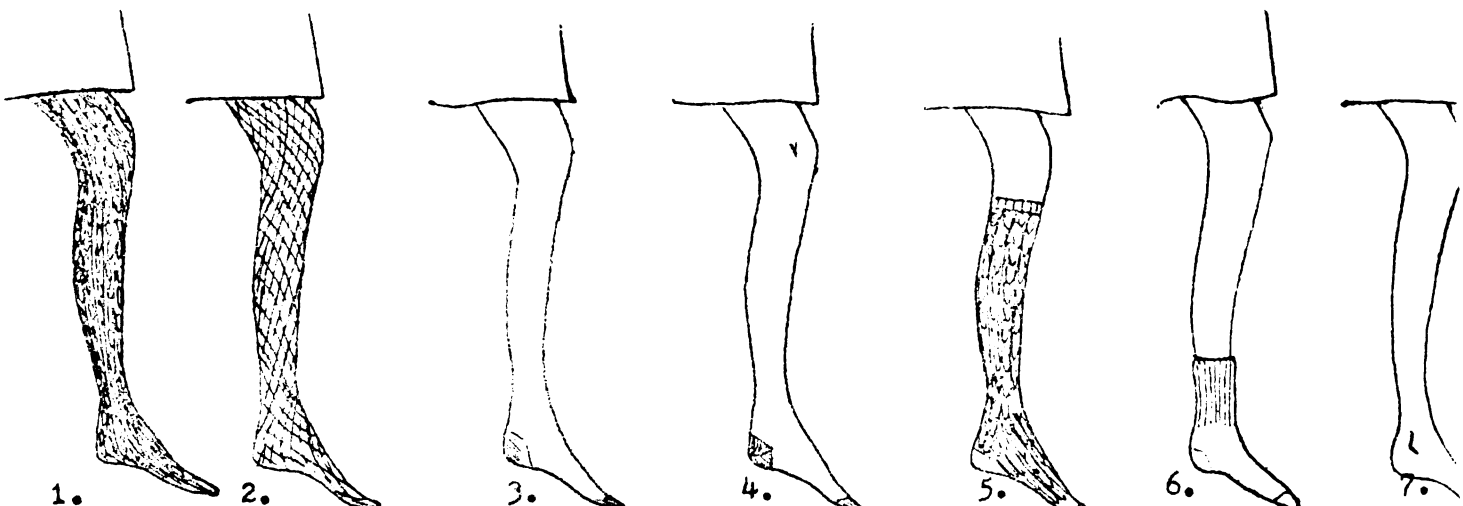
I. You will find, on the following pages, pictures of both boys and girls items of clothing. The pictured items are divided into categories according to style and ways of wearing them. Circle one item in each category which you think is most commonly worn by the majority of boys or girls in your class.

A. Girls Shirt Length



1. About 6" Above Knee
2. About 4" Above Knee
3. About 1" - 2" Above Knee
4. At Knee Cap
5. Just Below Knee
6. 2" Below Knee

B. Girls Leg Covering



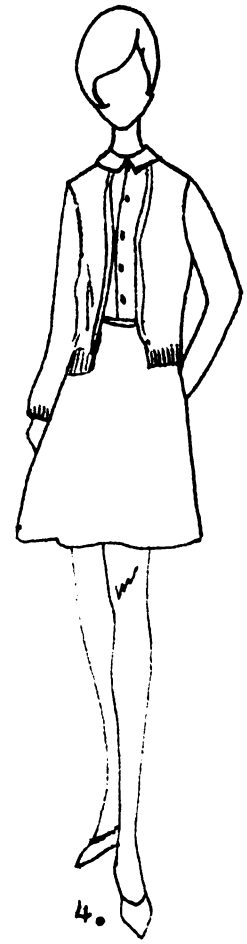
1. Colored xtured Knit Hosiery
2. Fish Net Hosiery
3. Colored Hosiery
4. Plain Nylon Hosiery
5. Knee Socks
6. Bobby Socks or Anklets
7. No Cover

C. Type Of Clothing

1. Dress

2. Skirt & Shell or Sweater

3. Skirt & Blouse

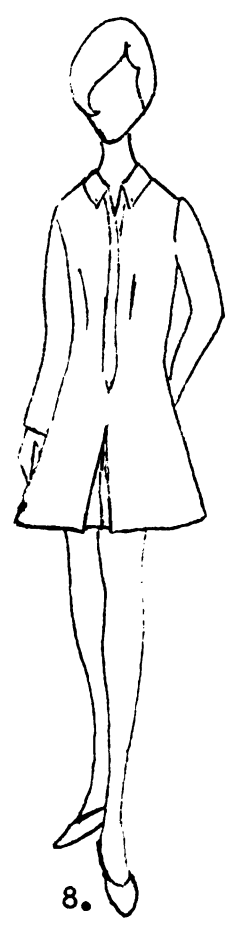


4. Skirt, Blouse & Sweater

5. Jumper & Blouse

6.

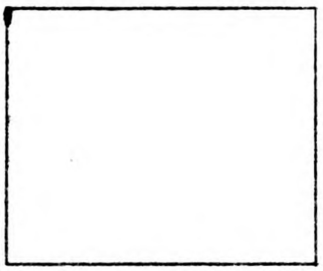
7.



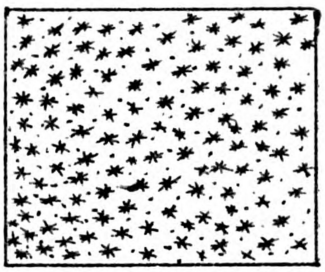
8.

9.

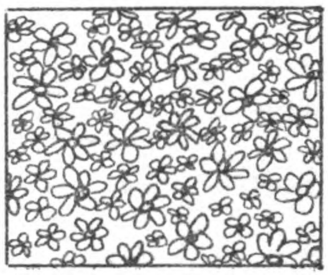
E. Girls Fabric Design of Dresses or Skirts



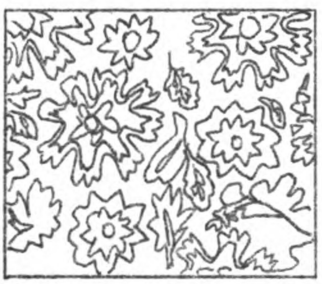
1. Solid Color



2. Small Print

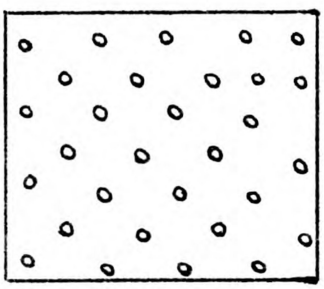


3. Medium Print

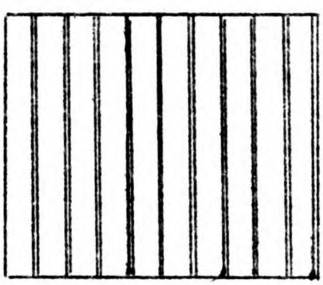


4. Large Print

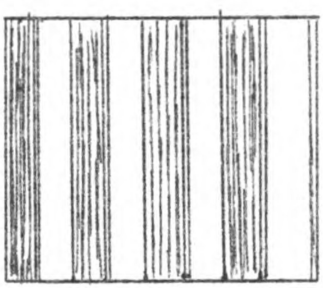
5. Psychedelic Print



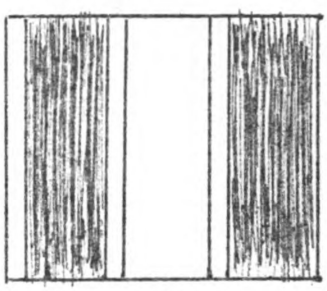
6. Polka Dot



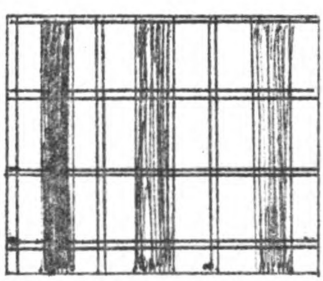
7. Small Stripe



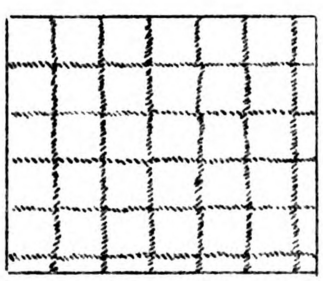
8. Medium Stripe



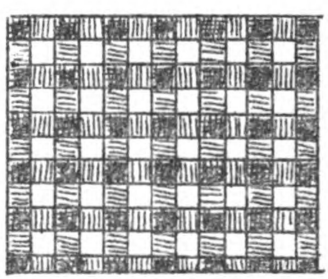
9. Large Stripe



10. Plaid

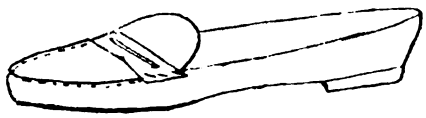


11. Small Stripe Plaid



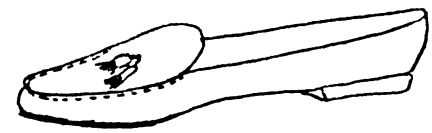
12. Gingham Check

F. Girls Shoes

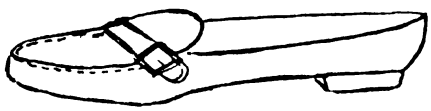


1. Penny Loafer

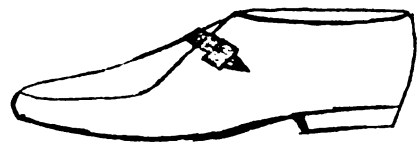
2. Plain Loafer



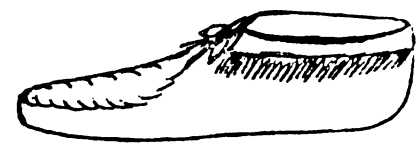
3. Tassal Loafer



4. Buckle Loafer

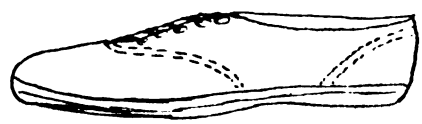


5. High Top (Tie or Buckle)



6. Moccasin

7. Tie Oxford

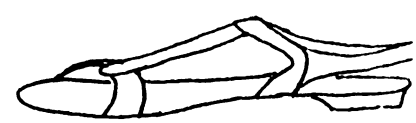


8. White Tennis Shoe

9. Colored Tennis Shoe

10. Plain Flats

11. Flats with Open Work

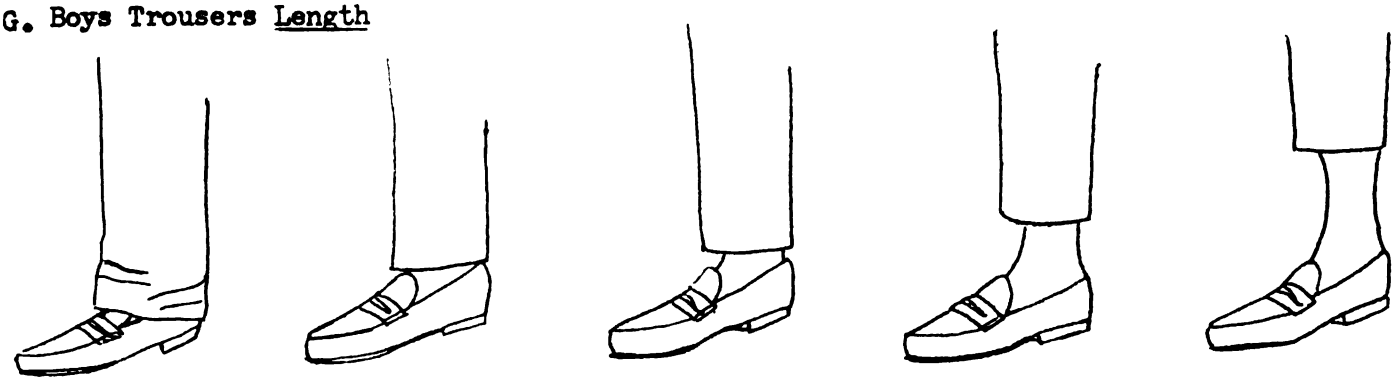


12. Sandal

13. Patent Block Heels
(Pump or Sling Back)

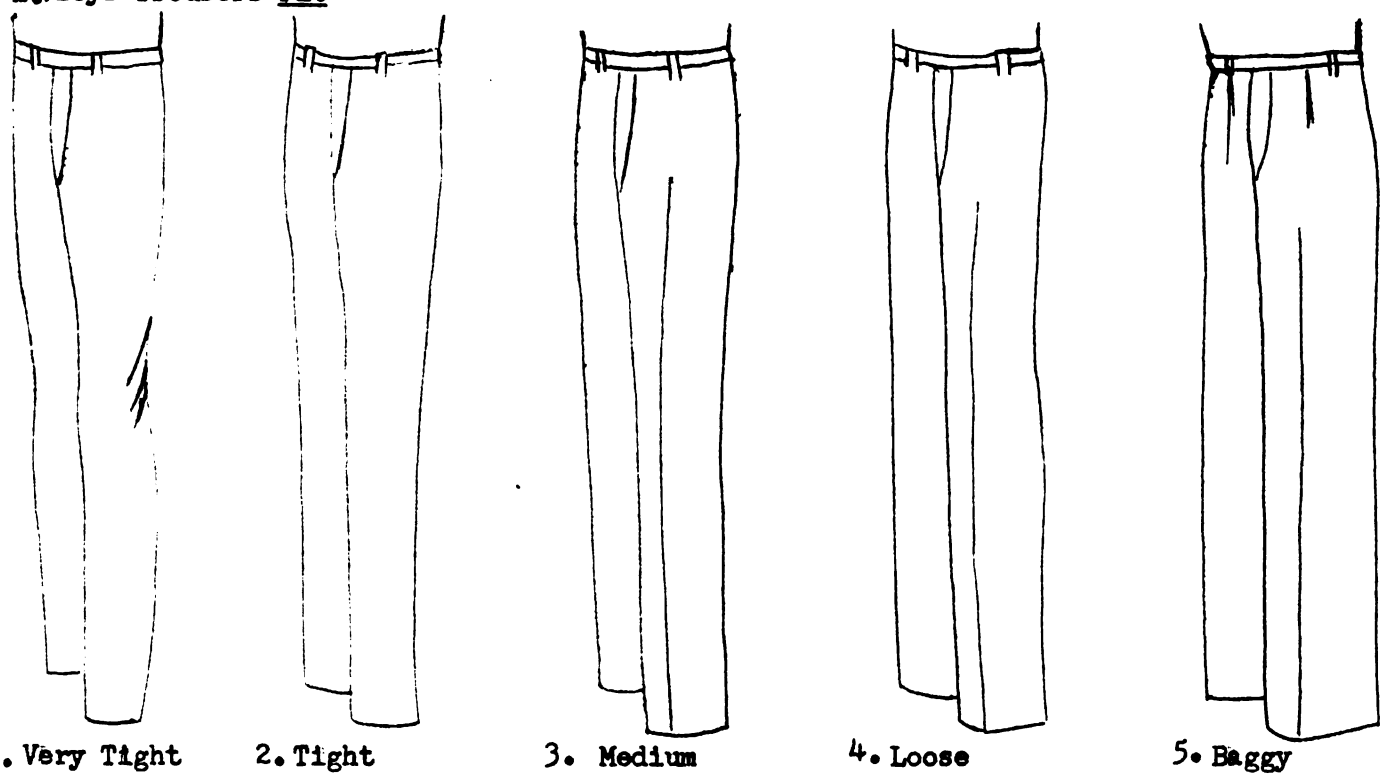
14. Stack Heels
(Pump or T-Strap)

G. Boys Trousers Length



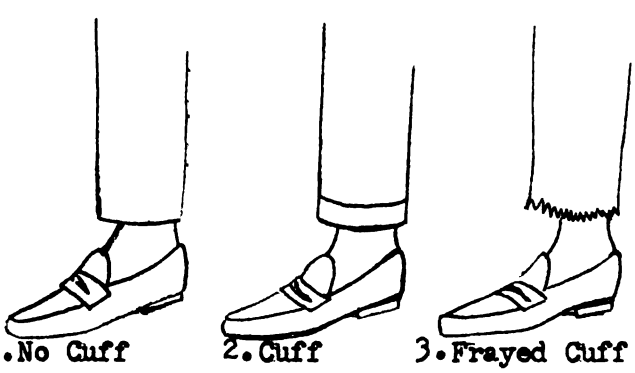
. Long with Wrinkle | 2. Top of Shoe | 3. Ankle | 4. 2" above Ankle | 5. 4" above Ankle

H. Boys Trousers Fit



. Very Tight | 2. Tight | 3. Medium | 4. Loose | 5. Baggy

I. Boys Trousers Cuff



.No Cuff | 2. Cuff | 3. Frayed Cuff

J. Boys Trousers Type

1. Jeans

2. Causal Slacks

3. Dress Slacks

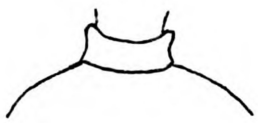
K. Boys Shirt Collars

1. Button-down Collar

2. Convertible Collar

3. Collarless

4. Knit Shirt Plain Collar



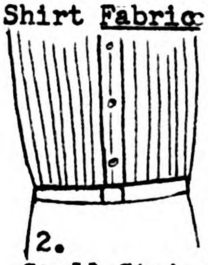
5. Turtle Neck

6. Jersey or Sweatshirt Collar

7. Mock Turtle Neck

L. Boys Shirt Fabric Design

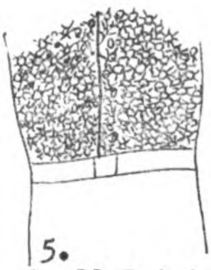
1. Solid Collar



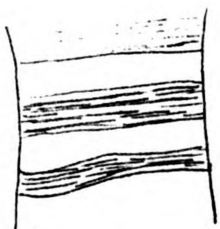
2. Small Stripe

3. Plaid

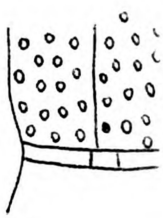
4. Large Print



5. Small Print



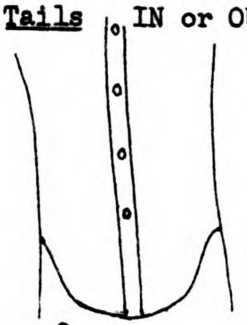
6. Horizontal Stripes



7. Polka Dot

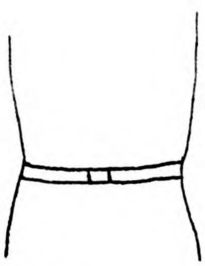
M. Boys Shirt Tails IN or OUT

1. Dress Shirt IN

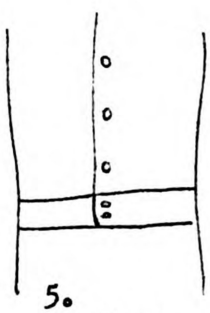


2. Dress Shirt OUT

3. Pullover OUT



4. Pullover IN



5. Jac Shirt OUT

N. Boys Shirt Colors

1. Black
2. Light Blue
3. Dark Blue
4. Brown
5. Cranberry
6. Gold
7. Green
8. Olive Green
9. Grey
10. Orange
11. Purple
12. Red
13. Tan
14. White
15. Yellow

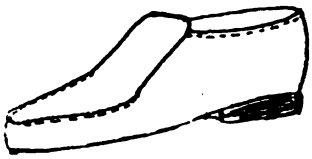
0. Boys Shoes & Socks

lip On With Buckle

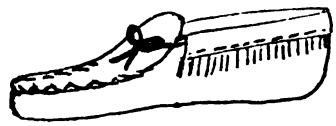
2. Slip On

3. Penny Loafer

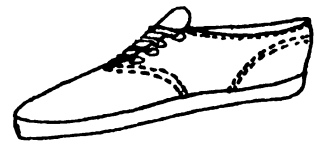
4. Tassal Loafer



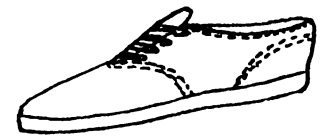
. High Top Loafer



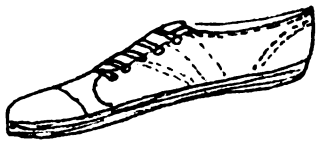
6. Moccasin



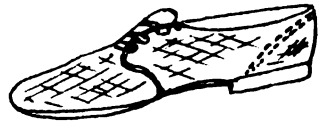
7. Dark Blue Tennis



8. Other Color Tennis



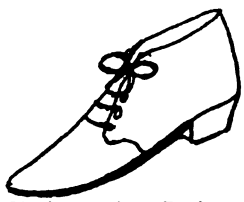
. Low Sided, White Sport Tennis



10. Open Weave Fabric

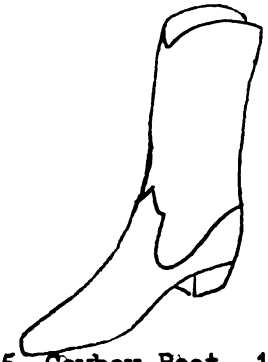
11. Tie Oxford

12. Wing Tip



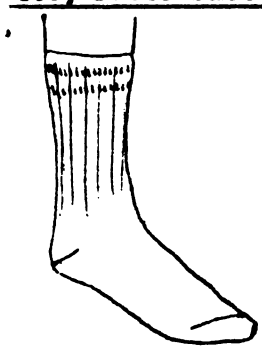
High Cut, Pointed Toe, Dress Shoe

14. Desert Boot



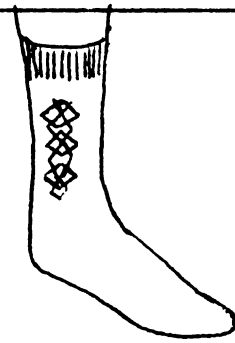
15. Cowboy Boot

16. Military or Work Boot



1. White Socks

2. Dark Socks (black, Grey, brown, dark blue & green)



3. Patterned Socks

4. Light Socks (tan, gold, rust, cranberry, light green)

5. No Socks

I. Now go back over the pictures and write "IN" by any one of the items in each category which you think is the "newest thing going". Write "OUT" by the items which are completely "out of it". If none of the pictures in a category represents what you think is the "IN" or "OUT" item show how your idea is different by marking over the pictured item most nearly like it.