

THE RELATIONSHIP OF STABILITY  
OF SELF CONCEPT TO THE  
CLOTHING OF ADOLESCENTS

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THESIS



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## ABSTRACT

### THE RELATIONSHIP OF STABILITY OF SELF CONCEPT TO THE CLOTHING OF ADOLESCENTS

by Carolyn Andree Humphrey

The present investigation, which is part of a larger project, was undertaken to determine whether various uses of clothing relate to the stability of the self concept of adolescents.

The questionnaires were administered in two sessions one week apart to 251 boys and 270 girls in the central high school of a small midwestern city.

Importance of Clothing, an instrument developed by the researchers for the larger project, was actually a composite of eight scales, each measuring one aspect of clothing usage. Scores for each of the aspects, including aesthetic, comfort, interest, management, modesty, psychological dependence, social approval, and special attention, were added separately and correlated with other variables.

Stability of self concept, both at one point in time and over time, was measured by a modified version of Brownfain's Self Rating Inventory, on which the subject rated himself in relation to his peers. During each data collection period the subject filled out two self rating





sheets, one denying himself the benefit of every reasonable doubt, or the negative rating, and the other giving himself the benefit of every reasonable doubt, or the positive rating. Affective discrepancy, stability at one point in time, was determined by the positive minus negative ratings for the first administration; and temporal discrepancy, stability over time, was the negative rating minus negative rating for the two administrations. The level of self concept was defined as the first negative rating.

Overall feeling about the body was measured by an instrument devised by the researchers for the project. The measure consisted of 23 items naming parts of the body, on which the subject rated himself on a scale from highly satisfied to highly dissatisfied with that particular part. The ratings were then weighted so that the more extreme feelings would have a greater effect upon the total, and the difference between the total weighted satisfaction ratings and total weighted dissatisfaction ratings was considered to be the overall feeling about the body.

Partial correlations between the aspects of clothing and both affective discrepancy and temporal discrepancy, eliminating the effect of the level of self concept, were computed to determine the relationship between stability of self concept and the aspects of clothing. However, a comparison between these correlation coefficients and the partial correlations relating the level of self concept

to the clothing aspects, holding constant the stability of self concept, indicated that level of self concept was more closely related to the clothing usages than was the stability of self concept.

The affective discrepancy related positively to the interest and management aspects of clothing for the girls and to the aesthetic, comfort, and management aspects for boys; but the level of self concept related positively to the same aspects in most cases. In contrast, the temporal discrepancy correlated only with the comfort aspect for females, although level of self concept did not. Since level and both affective and temporal discrepancies were highly negatively related, the results were explained in terms of coping or expressive behavior. Those individuals with a high level of self concept may have used clothing as a means of self expression while those with an unstable self concept may have used the same aspect or aspects for coping with the social situation.

Scores on the clothing aspects were also correlated with the subjects' feelings about their bodies. General satisfaction with the body related positively for girls to seeking special attention through clothing and related negatively for both boys and girls to the modesty aspect of clothing.

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TO THE CLOTHING OF ADOLESCENTS

By

Carolyn Andree Humphrey

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## CHAPTER I

### INTRODUCTION

A self concept is thought to be formed through social interaction with others. The people who are important to the individual, his significant others, react to him; and through his interpretation of their reactions he forms an estimate of himself, or his self concept. The individual usually has several sets of significant others. If, in his opinion, these diverse significant others view him in the same way, his evaluation of himself is consistent. If, on the other hand, there is variation among his significant others in their responses to him, he is less sure of who he is; or, in other words, his self concept is less stable.<sup>1</sup>

Stone developed in detail the part clothing, as an aspect of appearance, plays in social interaction. At the initiation of social interaction between an individual and others, appearance serves to establish the identity of the participants through mutually meaningful symbols. To these symbols three responses result, including the

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<sup>1</sup>George Herbert Mead, Mind, Self and Society (Chicago: The University of Chicago Press, 1934), pp. 138-44.

individual's evaluation of others in terms of their clothing, their evaluation of him in terms of his clothing, and also his interpretation of the other people's responses to him. It is primarily through this third process that clothing, by others' apparent reactions to it, affects the self concept.<sup>1</sup>

The relationship between clothing and self concept may also be in the opposite direction; that is, the self concept may affect the individual's choice of what to wear. Goffman stressed performances and a calculated presentation of the self in interaction.<sup>2</sup> Clothing, due to its visibility, is an easily manipulated aspect of this presentation and may be used to create an impression on others. It is through this perceived impression on others that the self is reinforced or challenged.

During certain periods of the life cycle the individual may be less sure of who he is. Adolescence is commonly regarded as a period of heightened emotions, feelings of insecurity, and sensitivity to the opinions of others.<sup>3</sup>

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<sup>1</sup>Gregory P. Stone, "Appearance and the Self," Dress, Adornment, and the Social Order, ed. Mary Ellen Roach and Joanne Bubolz Eicher (New York: John Wiley & Sons, Inc., 1965), pp. 221-23.

<sup>2</sup>Erving Goffman, The Presentation of Self in Everyday Life (Garden City, New York: Doubleday & Company, Inc., 1959).

<sup>3</sup>Elizabeth B. Hurlock, Adolescent Development (New York: McGraw-Hill Book Company, Inc., 1949), pp. 152-53.

If clothing does serve as a meaningful symbol in establishing identities, adolescence may be a period when use of clothing by the young person is necessary to define who he is, both to others and, reflexively, to himself.

Treece pointed out the possibility of application of social-psychological theories in explaining clothing behavior.<sup>1</sup> The present study investigates the relationship between two aspects of human behavior, how the adolescent thinks of himself and how he uses clothing. The study is designed to add to the body of knowledge concerning clothing and its relationship to other aspects of human behavior.

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<sup>1</sup>Anna Jean Treece, "An Interpretation of Clothing Behavior Based on Social-Psychological Theory" (unpublished Ph.D. dissertation, Department of Home Economics, The Ohio State University, 1959).

## CHAPTER II

### REVIEW OF LITERATURE

Included in the review of literature is a discussion of theories and previous studies dealing with (1) the self and its aspects, including development of the self and self concept, stability of the self concept, and measurement of self concept, and (2) clothing, including the place of clothing in social interaction, variations in clothing use, insecurity and clothing, and clothing and adolescents.

#### Self

The word "self" has many meanings in psychology, but the two most commonly used are self as a motivator of behavior and self as an object of awareness, or self concept. The concept of self was recognized early in American psychology. However, during the first half of the Twentieth Century behaviorists and fundamentalists dominated the American scene, and since self did not fit into their theories, the concept lost popularity. Two movements caused a renewal of interest in the concept of self. First, American psychologists began to do more clinical work and found that behaviorist theory did not adequately explain their observations. And secondly, later writings of Freud

emphasized the ego rather than the id. Thus, self as motivator and self as object of awareness have again become important in American psychological thinking.<sup>1</sup>

### Development of the Self and Self Concept

In recent years many American theories have stressed the importance of social influences rather than biological determinants in shaping man's personality. These social psychologists, as they are called, view man chiefly as a product of the society in which he lives.<sup>2</sup> Because of their current acceptance among psychologists and their capacity for explaining the self, theories of social psychology form the framework for the present investigation.

The interactionist approach to social psychology, developed in part by Charles H. Cooley,<sup>3</sup> advanced by George Herbert Mead,<sup>4</sup> and still later treated by others, including Tamotsu Shibutani,<sup>5</sup> describes a self which is formed

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<sup>1</sup>Ruth C. Wylie, The Self Concept: A Critical Survey of Pertinent Research Literature (Lincoln, Nebraska: University of Nebraska Press, 1961), p. 2.

<sup>2</sup>Calvin S. Hall and Gardner Lindsey, Theories of Personality (New York: John Wiley & Sons, Inc., 1957), p. 115.

<sup>3</sup>Charles Horton Cooley, Human Nature and the Social Order (2d ed. rev.; New York: Charles Scribner's Sons, 1922).

<sup>4</sup>Mead.

<sup>5</sup>Tamotsu Shibutani, Society and Personality: An Interactionist Approach to Social Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961).



through communication with others and is, therefore, always social.<sup>1</sup> Three processes are involved in the development of the self. These include the individual's concept of his appearance to others, his imagination of the other's evaluation of his appearance, and some sort of self feeling or self appraisal.<sup>2</sup> Thus, one cannot have an idea of self, or a self concept, without other people. In this framework self and self concept are synonymous, for self is the object of awareness.

Mead traced the development of the self from early childhood. At first there is no self but the child by nature reacts to others as objects, and others react to him as an object. The child then sees himself, through others' eyes, as an object and has feelings about himself.<sup>3</sup> Shibutani has pointed out that the body is more discernible than other characteristics of the self, and the treatment which the individual receives depends in part upon the way his body looks. Thus, ". . . one's physical attributes provide an important foundation for the formation of self-conceptions."<sup>4</sup> In spite of the visibility of the body,

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22. <sup>1</sup>Cooley, pp. 179-82; Mead, p. 140; Shibutani, p.

<sup>2</sup>Cooley, p. 184.

<sup>3</sup>Mead, pp. 135, 368-69.

<sup>4</sup>Shibutani, p. 223.

however, the individual still views it through selective perception.<sup>1</sup> Therefore, it is the individual's idea both of his body and others' reactions to his body which affect his self concept.

Mead stated that self evaluations become internalized into a core of self feeling which has some measure of stability. Since the child may have many sets of significant others, he may have many selves, each one corresponding to the perceived reactions of some set of people important to him.<sup>2</sup>

A slightly different picture of the self is presented by phenomenologists. This theory, particularly, stresses the point of view of the individual himself for explaining his behavior. What the individual perceives as reality is in fact reality to him, and this perception molds his actions. In this way the phenomenological concept of self includes the idea of motivation. The phenomenal field, all experiences the individual is aware of, determines the phenomenal self, or self concept. This concept of self includes all aspects of the phenomenal field which the individual experiences as part of himself. Although the phenomenal self includes more than physical characteristics, the body and its condition are part of

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<sup>1</sup>Ibid.

<sup>2</sup>Mead, pp. 136, 142-44.

the phenomenal field. With maturation, however, particular aspects of the individual's body become more important than other aspects. The self develops through interaction with the total environment, and people are the primary part of the surroundings. The baby first learns to distinguish himself from the environment and later becomes aware of his relationship to it. The values which he places on these relationships result from direct interaction with the environment as well as his perception of other people's reactions to him.<sup>1</sup>

Sherif and Cantril have explained that these self conceptualizations, or ego attitudes, are first learned through interaction with people or objects which satisfy the basic physical needs. Although the self is formed early in life, it can change. Since they proposed that the self strives to enhance itself, or become secure in social relationships, this striving becomes a motivating force. However, this urge for self enhancement is not a primary drive like the physical drives.<sup>2</sup> Sherif and Cantril also stressed the importance of the body as part of

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<sup>1</sup>Donald Snygg and Arthur W. Combs, Individual Behavior: A New Frame of Reference for Psychology (New York: Harper and Brothers Publishers, 1949), pp. 10, 51, 55, 99, 13, 83.

<sup>2</sup>Muzafer Sherif and Hadley Cantril, The Psychology of Ego Involvements: Social Attitude and Identifications (New York: John Wiley & Sons, Inc., 1947), pp. 95-96, 101.

the phenomenal field, particularly during the adolescent years. In a culture such as ours, where so much emphasis is put upon physical attractiveness, "An adolescent's whole ego concern may at times be focused on the attractiveness or, real or fancied, unattractiveness of even a part of the body,"<sup>1</sup> and a "marked deviation in either direction from group norms of development has psychological consequences for the adolescent."<sup>2</sup> Because of its importance in the phenomenal field, the body may affect the way in which the individual views himself.

#### Stability of Self Concept

Social psychologists vary in their views on stability of self concept. Mead proposed multiple self concepts to agree with the individual's perception of responses from significant others.<sup>3</sup> However, Shibutani, also an interactionist, has described a relatively stable self concept which he attributed to recurrent social relationships.<sup>4</sup> Sherif and Cantril have implied that instability is due to discrepancies among significant others, a proposition similar to Mead's theory. The self, or ego, they

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<sup>1</sup>Ibid., p. 225.

<sup>2</sup>Ibid., p. 226.

<sup>3</sup>Mead, p. 144.

<sup>4</sup>Shibutani, p. 308.

postulated, can change but has some stability over time due to the enduring "social and personal attitudes" which have been incorporated into the self.<sup>1</sup> Brownfain also described a more or less stable self concept which results from social interaction.<sup>2</sup> This investigation also subscribes to a self which is more or less stable as a result of the internalization of perceived reactions of significant others.

Several operational definitions for stability have been proposed by self concept researchers. One of these is the degree of certainty which the individual has about who he is at a given time.<sup>3</sup> This view of stability is related to Sherif and Cantril's idea of the influence of significant others. If all significant others respond in a consistent and comparable manner, the individual will be more certain of his self definition. On the other hand, if he perceives responses which vary from significant other to significant other, he will be more unsure of who he is.<sup>4</sup>

Closely related to this view of stability at one

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<sup>1</sup>Sherif and Cantril, p. 94.

<sup>2</sup>John J. Brownfain, "Stability of the Self-Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology, XLVII (1952), 598.

<sup>3</sup>Thomas P. McGehee, "The Stability of the Self-Concept and Self-Esteem" (unpublished Ph.D. dissertation, Department of Psychology, Michigan State University, 1956), p. 3.

<sup>4</sup>Sherif and Cantril, pp. 283-84.

point in time is the fluctuation of self evaluation over a period of time. "It is assumed that those more sure of themselves would change less than those less sure of themselves who would have greater fluctuation in their self-concepts from day to day."<sup>1</sup>

Several theorists have related stability to adjustment. Rogers, a phenomenologist, concluded that the person is better adjusted when the self is consistent. The basic striving of the individual is self actualization, or growth, he stated, but this growth cannot be achieved unless the self is integrated.<sup>2</sup> Lecky also theorized a drive toward self consistency,<sup>3</sup> and Brownfain has said that stability is related to adjustment.<sup>4</sup>

In the literature, then, there is the idea of a self which is formed at least in part by the social environment. This self can be either an object of awareness or a motivating force, or both. Moreover, the self is predominantly thought to be relatively stable and this stability is associated with adjustment.

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<sup>1</sup>McGehee, p. 3.

<sup>2</sup>Carl R. Rogers, Client-Centered Therapy: Its Current Practice, Implications, and Theory (New York: Houghton Mifflin Company, 1951), pp. 487, 513-14.

<sup>3</sup>Prescott Lecky, Self-Consistency: A Theory of Personality, ed. and interpreted by Frederick C. Thorne (n.p.: The Shoe String Press, Inc., 1961).

<sup>4</sup>Brownfain, p. 598.



### Measurement of Self Concept

Many tests for self concept or aspects of the self concept can be found in the literature. Some of these instruments have been used in a test-retest method to determine stability of self concept over a period of time.<sup>1</sup> However, Brownfain's Self Rating Inventory was the only instrument found which measures stability of self concept at one point in time, or how certain the individual feels at a particular moment about who he is. Acceptable reliability has been shown for the Brownfain measure, and face validity has been judged by experts in the field. In addition, Brownfain's instrument relies upon social psychology, particularly social interaction, as a theoretical basis, and is designed to measure normal fluctuations of self concept.<sup>2</sup>

The original Self Rating Inventory consisted of a set of 25 items describing aspects of the self. The subject rated himself four times on these items, and each time the way in which he was to view himself was defined differently.<sup>3</sup> This variation in viewpoints allowed the person who was unsure of who he was, and who may have thought of

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<sup>1</sup>Wylie, pp. 50-51, 120-21, 73.

<sup>2</sup>Brownfain.

<sup>3</sup>Ibid., p. 598.

himself very differently in dissimilar situations, to rate himself in a variety of ways.

McGehee<sup>1</sup> and Katz<sup>2</sup> eliminated seven items from Brownfain's measure, added two other items, and expanded the rating scale from eight to ten points. In this version as well as the original version, the negative rating subtracted from the positive rating gave the affective discrepancy, or stability at one point in time.<sup>3</sup>

Cowen,<sup>4</sup> LaFon,<sup>5</sup> McGehee,<sup>6</sup> and Katz<sup>7</sup> all found that the negative self rating was a more sensitive measure than the affective discrepancy, and correlated higher with other self variables in the theoretically expected direction. However, Katz pointed out that in these studies only the amount of discrepancy was considered as a measure of

<sup>1</sup>McGehee, p. 35.

<sup>2</sup>Irving S. Katz, "A Study of the Stability of the Self-Concept and Its Relationship to Sociometric Status and Sociometric Perception" (unpublished Ph.D. dissertation, Department of Psychology, Michigan State University, 1956), p. 20.

<sup>3</sup>Ibid., p. 23; Brownfain, p. 598.

<sup>4</sup>Emory L. Cowen, "The Negative Self-Concept as a Personality Measure," Journal of Consulting Psychology, XVIII (April, 1954), 138.

<sup>5</sup>Fred E. LaFon, "Behavior on the Rorschach Test and a Measure of Self-Acceptance," Psychological Monographs, LXVIII (No. 10, 1954), 8-9.

<sup>6</sup>McGehee, pp. 52-53.

<sup>7</sup>Katz, p. 49.

stability, ignoring the level of the self concept. He recommended using both level and amount of discrepancy because he felt that the two analyzed together would be far more sensitive as a self concept measure. Stability of self concept over a period of time was determined by test-retest method, which was found to be a highly sensitive measurement.<sup>1</sup>

### Clothing

#### Clothing in Social Interaction

Gregory Stone stated that the importance of appearance for establishing, maintaining, and altering the self through social interaction has been neglected. Social interaction begins when the child accidentally initiates behavior which the parents interpret as symbolic and to which they react as if this chance happening were meaningful. This is the beginning of discourse. Appearance, the other major influence which Stone cites as determining the self, is imposed upon the child through his clothing. It is his perception of others' reactions to his appearance, rather than his actual appearance, which is more influential in shaping the self. The child develops his conception of the attitudes of others by playing the roles of these other people. Part of this role playing is dressing

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<sup>1</sup>Ibid., pp. 51, 39.

to fit the role, and through this complete role assumption, the child can assume the identity of someone else. Later the child dresses according to a real identity of himself, which often may be the uniform of the peer group.<sup>1</sup> Although discourse as well as other facets of appearance, including the real or physical body, affect the early socialization and maintenance of the self, clothing appears to be an important factor in determining the self.

According to Stone, identity of the individual, or his position in the social structure, is established by his appearance to others.<sup>2</sup> Two studies on the importance of appearance in the evaluation of others seem to support Stone's statements. Hoult, in a study with college men, found that judges who did not personally know the subjects changed their evaluations on certain personality characteristics when the men changed from one type of clothes to another. In a previous sample where the judges and subjects were friends, the ratings did not change with a change of clothing. The researcher postulated that clothing may affect one's evaluations of strangers more than evaluations of friends or acquaintances. However, since the two experiments were dissimilar and reliability and validity could only be estimated, Hoult warned against forming broad

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<sup>1</sup>Stone, pp. 216-17, 234, 236-37, 241.

<sup>2</sup>Ibid., pp. 220, 223.

conclusions from the data.<sup>1</sup> Another researcher also found that judges changed the ratings of three out of four subjects on both socio-economic position and personality traits when these stimulus-persons changed costumes.<sup>2</sup>

When the position ascribed to the individual by others and his own self definition coincide, his identity is said to have "meaning." Stone stated, and seems to be partially supported by both Douty and Hoult, that the individual is evaluated by both himself and others according to the clothing he wears. Thus, clothing initiates either challenges or validations of the self because the response elicited by clothing will either contradict or coincide with the individual's self judgment.<sup>3</sup> Murray Wax agreed with Stone when he stated that women dress and groom themselves for social situations with their peers.<sup>4</sup> By this statement Wax implied that the purpose of their grooming and dressing is to gain peer approval.

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<sup>1</sup>Thomas Ford Hoult, "Clothing as a Factor in the Social Status Rating of Men" (unpublished Ph.D. dissertation, Department of Sociology, University of Southern California, 1951), pp. 232, 256-61, 263-65, 279.

<sup>2</sup>Helen I. Douty, "Influence of Clothing on Perception of Others," Journal of Home Economics, LV (March, 1963), 200.

<sup>3</sup>Stone, pp. 222-23.

<sup>4</sup>Murray Wax, "Themes in Cosmetics and Grooming," Dress, Adornment, and the Social Order, ed. Mary Ellen Roach and Joanne Bubolz Eicher (New York: John Wiley & Sons, Inc., 1965), p. 44.

One important aspect in the interaction process which Stone mentioned is the individual's imagination of others' response to his appearance. This imagined response is important for the validation or contradiction of the self even though there will not always be a coincidence of reaction and imagined reaction.<sup>1</sup> In a study investigating clothing as well as many other determinants or correlates of status within the adolescent peer group, Moore found that the high scorers' self ratings more often equalled their peers' ratings of them than did the low scorers' self ratings. However, this relationship did not reach statistical significance.<sup>2</sup> Unlike Moore, Ryan's results did not differ for the high and low scorers. However, she did find on several variables, including clothing, that the self rating of college girls most often was equal to their estimate of how the group rated them, which also equalled the actual group rating. The relationship which she found to be second in frequency of occurrence was a self rating equal to the estimated group rating, which did not equal the actual group rating.<sup>3</sup> Thus, the

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<sup>1</sup>Stone, p. 236.

<sup>2</sup>Noel S. Moore, "Status Criteria and Status Variables in an Adolescent Group" (unpublished Ph.D. dissertation, Department of Education, Wayne State University, 1967), p. 140.

<sup>3</sup>Mary S. Ryan, "Psychological Effects of Clothing--Part IV: Perception of Self in Relation to Clothing," Cornell University Agricultural Experiment Station Bulletin 905 (Ithaca, New York, August, 1954), p. 13.



subject's self rating most often equalled his perception of others' reactions to him, whether or not he perceived correctly. Although the findings could not be interpreted in terms of cause and effect, the existence of a relationship lends support to Stone's theory.

### Variations in Clothing Use

It seems apparent that clothing is symbolic of both personality and social role expression. Consequently, both of these represent directives for individual clothing taste. This indicates that the significance of clothing is relational. It can serve as an aspect of self-expression or it can be effective in social adjustment. The fact that the use of clothing is a part of the socialization process does not negate variations in individual expression through apparel; however, seemingly, certain personality predispositions will alter the type of clothing preferences and the extent of individual or social role expression evidenced through the medium of clothing.<sup>1</sup>

Thus, although clothing does enter into the development of the self through the socialization process, the self must be maintained or altered in social interaction. Because the establishment of the self is a continuing process, people with different psychological characteristics as well as different social roles, may use clothing differently.

Clothing values apparently correlate with membership in various groups and classes. Williams found that

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<sup>1</sup>Dona Doreen Ditty, "Social-Psychological Aspects of Clothing Preferences of College Women" (unpublished Ph.D. dissertation, The Ohio State University, 1962), p. 115.

teenage clique members tended to have similar opinions on appearance and clothing and their opinions differed from those of members of other groups as well as non-group members.<sup>1</sup> In this same sample members of each social class agreed more often than disagreed with other members of their social class in their opinions on clothing and appearance, while there were several points of disagreement between classes.<sup>2</sup>

Two studies indicate that the use of clothing is related to general values. Lapitsky found that for both college students and teachers specific clothing values correlated with their related general values but did not correlate with non-related general values.<sup>3</sup> By correlating specific clothing behaviors with both general values and striving for satisfaction of basic needs, Creekmore found that some behaviors related more often to needs and

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<sup>1</sup>Madelyn Claire Williams, "Opinions on Clothing, Appearance and Social Acceptance as Factors in Group Cohesion of Ninth Grade Girls" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1963), p. 113.

<sup>2</sup>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, Department of Textiles, Clothing and Related Arts, Michigan State University, 1962), pp. 64-108.

<sup>3</sup>Mary Lapitsky, "Clothing Values and Their Relation to General Values and to Social Security and Insecurity" (unpublished Ph.D. thesis, Department of Clothing and Textiles, Pennsylvania State University, 1961), p. 74.

others more often to general values although all clothing behaviors were related to both needs and values in some way. In this research clothing behaviors were more often related to needs than to general values, and the relationship between the specific uses of clothing and general values was not so clear as in Lapitsky's findings.<sup>1</sup> However, difference in measures may have affected these relationships. Also, neither study involved a random sample, thus limiting broad predictions.<sup>2</sup> In spite of the variations found and limitations of the studies, these findings do indicate that individuals vary in the ways they use clothing.

### Insecurity and Clothing

Clothing has been studied in relation to insecurity rather than stability of self concept. Security is often defined as being sure of oneself in social situations. Stability of self concept, according to interactionists' point of view, is related to the social situation and sensitivity of the individual to others' reactions to him. Because both security and stability of self concept are related to self feelings in social situations,

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<sup>1</sup>Anna Mary Creekmore, "Clothing Behaviors and Their Relation to General Values and to the Striving for Basic Needs" (unpublished Ph.D. thesis, Department of Clothing and Textiles, Pennsylvania State University, 1963), pp. 83-98.

<sup>2</sup>Ibid., pp. 48-49, 50-51; Lapitsky, pp. 36, 40.

there appears to be some parallel between the two.

Several studies have related clothing and insecurity, and each supports in some measure the idea that socially secure individuals use clothing more for self expression while those who are less secure may be using their clothes as a means of coping with the social situation. Gates concluded that the socially aspiring person, or in Stone's terms, the person who is trying to change his identity, uses clothing for social manipulation while the non-aspiring individual, whose identity may be more secure, uses clothing for self expression. She found that, in general, aspirationally mobile women, who were actively attempting to change their identity, more often than the concomitantly mobile subjects, scored high on prestige use of clothing but not on the general importance of clothing.<sup>1</sup> Findings from another study indicated that the more socially mature college student, who also had more interest in leadership, varied less in the type of clothing she chose for different social roles than did the less socially mature student in the sample. In addition, the less socially mature subjects varied more in their clothing choices for roles which involved more social pressure.<sup>2</sup>

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<sup>1</sup>Ruth Elizabeth Gates, "Clothing Behavior Associated with Types of Mobility and with Extrinsic-Reward Orientation, Among a Specified Group of Non-Employed Wives" (unpublished Ph.D. thesis, Department of Clothing and Textiles, Pennsylvania State University, 1960), pp. 178-82, 93-133.

<sup>2</sup>Ditty, p. 107.

This relationship between insecurity and clothing was also investigated by Lapitsky, using college teachers and students as subjects. Insecure subjects valued clothing more for conforming to the group and gaining social approval while the secure subjects were more concerned with the aesthetic aspect of clothing. In addition, teachers with high security scores also had high scores on the economic value of clothing.<sup>1</sup>

In dealing with striving for satisfaction of basic needs, Creekmore found that experimentation with clothing, use of clothing as a psychological tool, concern with fashion, and use of clothing to indicate or attain status related to striving for self esteem. Concern for appearance, including becomingness and neatness, on the other hand, was related to the relative satisfaction of the belongingness need. If striving for self esteem can be equated with insecurity or instability of self concept and satisfaction of the belongingness need with security or stability of self concept, then Creekmore's findings from a homogeneous sample further support the general hypothesis involving clothing and security.<sup>2</sup>

When investigating the relationship of security-insecurity of women college students and their clothing

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<sup>1</sup>Lapitsky, pp. 76-77.

<sup>2</sup>Creekmore, p. 87.

behavior, Brady found a positive relationship between insecurity and concern with appearance, experimentation with clothing, and emphasis upon management of clothing.<sup>1</sup>

Lapitsky's findings, however, indicated that the more socially secure teachers in her sample rated significantly higher than did the more insecure teachers on the economic clothing value. Lapitsky's definition of the economic clothing value included both management and comfort aspects.<sup>2</sup> On the aesthetic clothing value, Lapitsky's results, as well as the findings of other researchers, opposed Brady's concern with appearance in clothing. However, the aesthetic aspect was not defined identically or measured by the same type of scale by these investigators.<sup>3</sup> Perhaps these factors account for the apparent difference in results.

#### Clothing and Adolescents

During the adolescent years clothing seems to assume a particularly important position, although this importance may differ for the sexes. Ryan found in a survey

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<sup>1</sup>Betty L. Brady, "Clothing Behavior: Refinement of a Measure and Relationships with Social Security and Insecurity for a Group of College Women" (unpublished Master's thesis, Department of Clothing and Textiles, Pennsylvania State University, 1963), p. 52.

<sup>2</sup>Lapitsky, pp. 77, 4.

<sup>3</sup>Ibid., pp. 76-77; Brady, p. 55.

of several hundred subjects that high school girls were more interested in clothing than college girls. Clothing also seemed to be of more interest to high school girls than high school boys, although the measures for the two sexes were not comparable.<sup>1</sup> Another research study has also shown that high school girls are more aware of clothing than are high school boys. The definition of awareness of clothing in this study is limited, however, since only three questions were found to measure the variable.<sup>2</sup>

The importance of conformity in clothing to give a feeling of belongingness appears to prevail among adolescents. Alexander found that adolescents more often than any other age group indicated that clothing was important to help them gain acceptance into the peer group.<sup>3</sup> Ryan also discovered that social achievement was the most important reason for being well-dressed, according to high

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<sup>1</sup>Mary S. Ryan, "Psychological Effects of Clothing--Part II: Comparison of College Students with High School Students, Rural with Urban Students, and Boys with Girls," Cornell University Agricultural Experiment Station Bulletin 898 (Ithaca, New York, July, 1953), pp. 7-8.

<sup>2</sup>Arthur Vener, "Adolescent Orientations to Clothing: A Social-Psychological Interpretation" (unpublished Ph.D. thesis, Department of Sociology and Anthropology, Michigan State University, 1957), pp. 77-78.

<sup>3</sup>Olive Ness Alexander, "A Pilot Investigation of the Motives Underlying the Desire to Feel Well-Dressed at Various Age Levels" (unpublished Master's thesis, Cornell University, 1961), p. 36.

school boys and girls as well as college girls.<sup>1</sup> Although there was often a discrepancy between what the subjects felt was ideal to wear and what they reported that they actually did wear, conformity of actual dress items was apparent in a study of ninth grade girls. There was also a high degree of conformity in dress items judged by the subjects to be ideal attire.<sup>2</sup> Apparently, then, adolescents do manage to attain the conformity they value.

Within a clique the extent of similarity of opinions on dress was related to group cohesion, according to Hendricks' results. Using the same methodology and same subjects who three years before formed the sample for Wass,<sup>3</sup> Williams,<sup>4</sup> and Bjorngaard's<sup>5</sup> studies, Hendricks obtained only limited support for the idea that opinions were similar among group members and differed from non-group members.<sup>6</sup>

<sup>1</sup>Ryan, "Psychological Effects of Clothing--Part II . . . ," pp. 13-14.

<sup>2</sup>Betty Marguerite Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1962), pp. 29-51.

<sup>3</sup>Wass.

<sup>4</sup>Williams.

<sup>5</sup>Bjorngaard.

<sup>6</sup>Suzanne H. Hendricks, "Opinions on Clothing and Appearance as Related to Group and Non-Group Membership of Twelfth Grade Girls" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1965).



Although the difference in findings may be due to time lapse and maturing of the subjects, this study does question the idea that teenagers conform to a very marked degree with their peer group.

Although adolescents seem to stress conformity, other aspects of clothing appear to be of importance to them. In one study, the feeling of self confidence given by wearing certain clothes was stated as a reason for the importance of clothing as often as was striving for acceptance.<sup>1</sup> However, the feeling of self confidence may come from conforming clothes.

Sex differences may also exist in determining how adolescents value clothing. The boys more often than the girls in Alexander's study mentioned the importance of the impression which clothing makes on others.<sup>2</sup> In another piece of research high school boys more often than rural high school girls and rural girls more often than urban girls felt that their clothing was important as an expression of personality.<sup>3</sup>

Although the literature indicates that teenagers do tend toward conformity in clothing, this conformity

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<sup>1</sup>Alexander, p. 34.

<sup>2</sup>Ibid., p. 36.

<sup>3</sup>Ryan, "Psychological Effects of Clothing--Part II . . . ," pp. 13-14.

apparently is not universal. Research with other age groups has shown that even though clothing may be a part of the socialization process, people do vary in the ways they value and use dress, and these differences are related to social and psychological variables. Other sociological and psychological factors, including stability of self concept, may also affect the way in which teens value and use their clothing.

## CHAPTER III

### STATEMENT OF THE PROBLEM

#### Purposes

The specific purpose of this study was to determine whether the adolescent's stability of self concept, at one point in time as well as over a period of time, is related to the way in which he uses his clothing.

#### Definition of Terms

Self Concept is a "social product . . . , consisting of the system of central meanings an individual has about himself. . . ." <sup>1</sup>

1. Stability of Self Concept refers to the degree of certainty the individual has about who he is.
  - a. Affective Discrepancy is the individual's amount of instability, or uncertainty, at one point in time.
  - b. Temporal Discrepancy is the individual's amount of instability, or uncertainty, over a period of time.
2. Level of Self Concept is the point on the good-to-bad continuum where the individual feels he is in relation to others.

Overall Feeling about the Body is the intensity of general satisfaction or dissatisfaction with one's body.

Clothing refers to the use of and attitudes toward clothing. The following aspects are included.

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<sup>1</sup>McGehee, p. 10.

1. Aesthetic concern refers to the use of clothing to achieve a pleasing or beautiful appearance. Included as a part of appearance is neatness in dress.
2. Comfort means the use of clothing to achieve comfort whether this relates to temperature, physical response to certain textures, or the acceptance of tightness or looseness in garments.
3. Interest in clothing includes the willingness to give attention, to investigate, manipulate, or experiment with the putting together of the parts of a costume.
4. Management refers to the thoughtful and careful use of resources, including the use of time, money, and energy in planning, buying, and using clothing; thus, it can be an economic aspect of clothing usage.
5. Modesty refers to the use of inconspicuous clothing, which is conservative in design, color, fit, and body exposure.
6. Psychological Dependence is the use of clothing to influence moods, emotions, and feelings.
7. Social Approval is the use of clothing to attain a feeling of belongingness or the approval of others in a particular role and usually indicates conformity to the group norm.
8. Special Attention is the seeking of prestige and status through the use of clothing. The attention that is sought may be either socially approved or unapproved depending on the reference group.

### Assumptions

Certain assumptions relating to clothing or the self concept were inherent in this research.

1. The individual's behavior in relation to clothing is an indication of how he thinks clothing should be used.
2. Subjects do have an idea of themselves, or a self concept, which is at least partially organized into a whole picture.

3. Stability is one dimension of the self concept.
4. Subjects are aware of their self concepts.

### Hypotheses

A. Stability of self concept will be related to clothing in the following ways:

1. Stability of self concept of adolescents will be negatively related to
  - a. General interest in clothing,
  - b. Management of clothing,
  - c. Use of clothing to gain social approval,
  - d. Use of clothing to gain special attention.
2. Stability of self concept of adolescents will not be related to concern with modesty in clothing.
3. Stability of self concept of adolescents will be positively related to
  - a. Aesthetic aspect of clothing,
  - b. Concern with comfort in clothing.

B. Stability of self concept and overall feeling about the body will be related to aspects of clothing in the following ways:

1. Stability of self concept and overall feeling about the body will be positively related to concern with the aesthetic aspect of clothing.
2. Stability of self concept and overall feeling about the body will be negatively related to
  - a. General interest in clothing,
  - b. Use of clothing to gain social approval,
  - c. Use of clothing to gain special attention.
3. Stability of self concept will relate negatively to concern with the management of clothing while overall feeling about the body will not relate to the management aspect.

4. Stability of self concept will be positively related to concern with comfort in clothing, but overall feeling about the body will relate negatively to the comfort aspect.
5. Stability of self concept will not be related to concern with modesty in clothing, but overall feeling about the body will relate negatively to the modesty aspect.

## CHAPTER IV

### PROCEDURE OF THE INVESTIGATION

The present investigation is part of a larger research project studying the relationship between clothing and certain sociological and psychological variables.<sup>1</sup> In addition to the present study, the larger project includes research relating clothing to peer acceptance,<sup>2</sup> social class, school status, and status inconsistency,<sup>3</sup> self esteem,<sup>4</sup> and concern for the body.<sup>5</sup>

The procedure of this study included the following

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<sup>1</sup>Anna Mary Creekmore, "The Relationship of Clothing to Self Concept and to Attitudes toward Clothing" (research in progress for Michigan Agricultural Experiment Station).

<sup>2</sup>Mary Jane Young, "The Relationship of Social Acceptance to Clothing and to Personal Appearance of Adolescents" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1967).

<sup>3</sup>Winifred Sue Hundley, "The Relationship of Clothing Behaviors of High School Students to Socio-Economic Status and Status Inconsistency" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1967).

<sup>4</sup>Mary Green Klaasen, "Self Esteem and Its Relationship to Clothing" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1967).

<sup>5</sup>Effie Hewitt Hacklander, "The Relationship of Body Concern to the Clothing of Adolescents" (research in progress, Department of Textiles, Clothing and Related Arts, Michigan State University).

sections: (1) selection or development of the measures, (2) selection of the sample, (3) administration of the questionnaires, and (4) statistical analysis of the data.

### Selection or Development of Measures

#### Clothing

A questionnaire entitled Importance of Clothing measured the aspects of clothing (see Appendix<sup>p. 129</sup>). Although Importance of Clothing was treated as one measure for purposes of administration and discussion, it is actually a composite of eight categories, each measuring an aspect of clothing. Therefore, scores for each aspect of clothing were totalled separately with a possible score between 11 and 55 points for each category.

All items of the clothing questionnaire described concrete situations in which the subject was asked to rate himself from one to five according to whether he "never" or "always" behaved in the manner described in the item. The researchers felt that subjects would respond to items stated as "I do" situations more truthfully than "I feel" because they would be more aware of their activities than their feelings. Also, "I do" statements seemed to give less chance for the subjects to answer in a stereotyped, socially desirable manner and still feel that they were answering honestly. Verbal directions for the Importance of Clothing section instructed the student to answer as he felt he would act in that situation if he had never



encountered the specific experience described in the statement. In addition, the subject was directed to use the school situation as a reference point.

Five researchers<sup>1</sup> began developing the clothing measure by listing as many situations or feelings involving clothing as possible. These were then categorized, the categories defined, and items developed or adapted from Creekmore,<sup>2</sup> Brady,<sup>3</sup> or Sharpe<sup>4</sup> to cover every part of each category, or aspect of clothing. An effort was made to weight each part according to the amount it contributed to the particular category; that is, more items were included to cover the more important points under each aspect of clothing. The final questionnaire included eleven statements for each of the eight aspects, plus one introductory statement which was not considered in the computation of scores. In each aspect the statements were evaluated by the researchers to range from slight intensity, which would measure slight importance of that aspect of clothing, to high intensity, which would measure great

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<sup>1</sup>The researchers, under the direction of Anna M. Creekmore, included Mary Jane Young, Mary Klaasen, Sue Hundley, Karen Engel, and Carolyn Humphrey.

<sup>2</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values. . . ."

<sup>3</sup>Brady.

<sup>4</sup>Elizabeth Susan Sharpe, "Development of a Clothing Interest-and-Importance Scale" (unpublished Master's thesis, Ohio State University, 1963).

importance of that clothing category to the individual. Each section included one theoretical item which was believed to measure the highest intensity of that aspect. Also, an attempt was made to balance the intensity of the statements under each section; that is, all clothing categories had approximately the same number of slight, moderate, and very intense statements.

The measure was pretested three times, and after each pretest items were revised and some were dropped. Twenty-eight junior and senior retailing or education majors in a family clothing class at Michigan State University during the summer of 1966 rated themselves on the original 170 statements. Items in each section were analyzed using a Likert technique to determine their ability to discriminate between high scorers and low scorers on that particular section.<sup>1</sup> Items with zero or negative discrimination were dropped and those with low discrimination either dropped or, if possible, revised.

Four boys and 17 girls in the ninth through twelfth grades comprised the sample for the second pretest of 123 statements. All subjects were members of the Junior Human Relations Commission of Lansing. Twenty-nine graduate and 39 undergraduate women in an education service

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<sup>1</sup>Claire Selltitz et al., Research Methods in Social Relations (New York: Holt, Rinehart and Winston, 1965), pp. 366-70.

course at the University of Tennessee during the summer of 1966 also answered the same revised questionnaire. On the basis of the item analysis results from the second and third pretests, eleven statements which discriminated best between low and high scorers were chosen for each of the categories. All parts of the particular aspect of clothing were covered, and an attempt was made to balance the intensity of items between categories.

One clothing aspect, psychological dependence, was added to the Importance of Clothing measure at this point because none of the other categories covered the effect of clothing upon moods and feelings. However, since psychological dependence was not pretested, its correlation with stability of self concept and concern for the body is reported here but not discussed.

#### Stability of Self Concept

A modified version of Brownfain's instrument measured stability of self concept at one point in time and stability over time (see Appendix).<sup>1</sup> With this measure the subject rated himself on 20 self descriptive items positively, giving himself the benefit of every reasonable doubt, and negatively, denying himself the benefit of every reasonable doubt. The scale ranged from one, placing the

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<sup>1</sup>McGehee.

subject among the lowest ten percent of his classmates on this item, through ten, among the top ten percent of his classmates on this item. On the positive rating if he felt that he was higher than any of his classmates, he was instructed to give himself a rating of eleven. For the negative rating he was instructed to assign a zero to any item on which he felt himself lower than any of his classmates. One week later the students again filled out the two self rating sheets from positive and negative points of reference. In some cases subjects may have rated themselves higher on the negative rating of an item than on the positive rating. No attempt was made to correct this on an item basis. However, if the total negative score was higher than the total positive score for the same administration, the subject was dropped from the sample.

Positive self rating minus negative self rating for the first administration gave the affective discrepancy, and the difference between negative rating for the first administration and negative rating for the second administration determined the score for temporal discrepancy. Since investigators have found the negative rating to discriminate better than positive self rating,<sup>1</sup> the first negative self rating was selected as the level of self concept.

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<sup>1</sup>Ibid., pp. 52-53; Katz, p. 49; LaFon, pp. 8-9; Cowen, p. 138.

### Overall Feeling About the Body

The instrument measuring overall feeling about the body determines the amount of satisfaction or dissatisfaction with certain parts of the body (see Appendix<sup>p. 124</sup>). The subject rated himself on each of 23 items describing parts of the body on a scale from one, highly satisfied, to seven, highly dissatisfied, with a neutral point of four.

Items for the instrument, called Body Characteristics, were adapted or adopted from Secord and Jourard's Body Cathexis Scale.<sup>1</sup> Jourard and Secord shortened their first measure to 12 items which were suggested to be most cathected by women.<sup>2</sup> However, their original measure was chosen as a basis for the present instrument because it contained items which were applicable to both males and females and also contained more items which appeared to be especially of concern to teenagers.

The development of Body Characteristics began with inspection of the 42 items of Secord and Jourard's measure, which included both parts and processes of the body,<sup>3</sup> to

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<sup>1</sup>Paul F. Secord and Sidney M. Jourard, "The Appraisal of Body-Cathexis: Body-Cathexis and the Self," Journal of Consulting Psychology, XVII (No. 5, 1953), 343.

<sup>2</sup>Sidney M. Jourard and Paul F. Secord, "Body-Cathexis and the Ideal Female Figure," Journal of Abnormal and Social Psychology, L (March, 1955), 243.

<sup>3</sup>Secord and Jourard, "The Appraisal of Body-Cathexis. . . ."

determine which would most probably be related to adolescents' concern with clothing. All items listing processes of the body were dropped. The rating scale from Jourard and Secord's modified version of the Body Cathexis Scale was the basis for the scale used in this study since it contained a wider range.<sup>1</sup> However, the researchers for this project replaced the short phrases on the scale with clauses describing the degree of concern.

During the spring of 1966 15 women graduate students in the College of Home Economics at Michigan State University rated themselves on the 22 remaining items. Each was instructed to rate herself as she remembered feeling in high school. Space was provided for writing in additional items, and subjects were urged to make comments on the clarity and applicability of the existing items.

In addition to changes suggested from results of the pretest, several items were revised so that they would apply to boys as well as to girls. "Excess hair" became "body hair," "bust" became "bust or chest," "moles or warts" became "birthmarks, moles, etc.," and "muscular development" was added. In addition, the order of items was rearranged to follow a more logical sequence by grouping parts of the body together which may be associated with each other.

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<sup>1</sup>Jourard and Secord, "Body-Cathexis and the Ideal Female Figure."

The questionnaire was then pretested on the 21 high school boys and girls who also filled out the Importance of Clothing instrument. Since no write-ins or questions about items indicated need for additions, the measure was not revised after this pretest.

To obtain a final score for each subject which would adequately reflect the more extreme concern at the ends of the scale, item ratings were weighted. One through three represented satisfaction. To obtain a satisfaction score, therefore, the number of "1's" marked beside all items was multiplied by three, the number of "2's" by two, and the number of "3's" by one, and the weighted numbers were added together. A dissatisfaction score was obtained in the same way by adding together the number of "7's" multiplied by a negative three, number of "6's" by a negative two, and number of "5's" by a negative one. Since four was the neutral point, it was given a value of zero. By adding the negative dissatisfaction score to the satisfaction score, a figure was obtained which indicated whether the individual was more satisfied or dissatisfied with his body. In order for the score to be positive in all cases, the number 100 was added to the sum of the satisfaction and dissatisfaction scores.

### Social Class

Hollingshead's Two Factor Index of Social Position, including the occupational role and the amount of formal

education of the main wage earner of the household, was used to determine social class level (see Appendix). Occupational index was rated on a scale from one to seven with one indicating the occupation highest in prestige value. Education was also placed on a scale from one to seven, with one indicating the most formal training. To obtain a final social class index, the occupation score was multiplied by seven and education by four, and the two parts summed. Summed scores were categorized into five classes as Hollingshead directed, with one indicating the highest social class and five the lowest.<sup>1</sup> For technical reasons, however, the status ratings were reversed in the statistical analysis so that five indicated the highest social class.

### Selection of the Sample

#### Selection of Research Site

Subjects for the study were students attending the central high school in an industrial city with a population of approximately 15,000. Several criteria were considered in the selection of a school. First, the community had a range of family socio-economic positions. The social class distribution of the city, according to

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<sup>1</sup>August B. Hollingshead and Fredrick C. Redlich, Social Class and Mental Health: A Community Study (New York: John Wiley & Sons, Inc., 1958).



the 1960 census, approximated social class distribution of the United States as a whole, with a majority of citizens falling into middle and lower middle class categories. Secondly, since this was the only high school in the county, its students came from both rural and urban backgrounds, as well as all social classes of the community.<sup>1</sup> And third, the size of enrollment in the school allowed for a sample large enough to obtain a widespread representation of subjects to accommodate the numerous variables of the study.

### Selection of Subjects

A random sample was not possible since no rooms were available where subjects could gather to fill out the questionnaires during school hours. Moreover, students attended school on staggered schedules. Therefore, boys and girls in six study halls formed the sample. Only sophomore and junior and senior study halls were chosen since the questionnaires were administered soon after the school year began, and freshmen would not yet be familiar with the school routine or their fellow classmates. Selection of the actual sample of subjects was accidental since all

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<sup>1</sup>U.S. Bureau of the Census, U.S. Summary: General Social and Economic Characteristics, 1960; U.S. Bureau of the Census, Michigan General Social and Economic Characteristics, 1960; U.S. Bureau of the Census, U.S. Summary: General Population Characteristics, 1960; U.S. Bureau of the Census, Michigan General Population Characteristics, 1960.

students in the six study halls answered the questionnaire. On the other hand, subjects were chosen purposively since only sophomore and junior and senior study halls were used.<sup>1</sup>

#### Administration of Questionnaires

Data were obtained in two sessions one week apart in the fall of 1966. During the first session subjects completed the clothing, negative self rating, and positive self rating portions of the questionnaire. All remaining portions as well as a duplicate negative and positive self rating were administered during the second session. Initials, birthdate, and sex provided the basis for matching parts of the questionnaire from the two sessions for each individual.

#### Statistical Analysis

For the purpose of analysis, data for girls were separated from data for boys and the two groups studied independently. Frequency counts of the number of subjects in each age level, in each grade in school, in each social class category, the number of subjects on the honor roll, and the total number of transfer students were calculated to describe the subjects' backgrounds. In addition, the number of students in each social class and the number listed on the honor roll were given by grade in school.

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<sup>1</sup>Selltiz, pp. 520-21.

Means, actual ranges, standard deviations, and simple correlations between parts of each measure were computed to help describe the findings.

Correlations were computed to determine whether a relationship existed between the dependent variables, the clothing aspects, and the independent variables, stability of self concept and overall feeling about the body. In order to determine the relationship between the level of self concept, as well as either the affective stability or the temporal stability of self concept, and clothing, multiple and partial correlations were computed between clothing, the dependent variable, and level and either the affective or temporal discrepancy, the independent variables.

To determine whether feelings about the body were more closely related to clothing than is self concept, simple correlations were computed between overall feeling about the body and clothing aspects. These correlation coefficients were then compared with the partial correlation coefficients relating parts of the self concept to aspects of clothing. In addition, simple correlations were computed between overall feeling about the body and level and the discrepancy scores of self concept to ascertain whether the independent variables of self concept and overall feeling about the body were related.

Finally, since social class or grade in school may affect the relationship between clothing and self concept,

partial correlations between clothing and the three parts of the self concept measure were computed holding constant the effects of social class or grade, as well as the level or one of the discrepancy scores for stability of self concept. These partial correlations were then compared with the partial correlations relating clothing to the three parts of the self concept measure to determine whether social class or grade in school do actually affect the relationship.

#### Limitations of the Study

Throughout the study certain limitations could not be avoided. Due to the sampling procedure, many of the better students may not have been included as subjects because their class load or activities kept them from being in a study hall.

Limitations concerning the measures were also present. First, pencil-and-paper tests depend upon the subject's ability, as well as his willingness, to reveal his feelings. In addition, the degree of test-taking defensiveness and response set were not determined. Moreover, content of the Body Characteristics and Importance of Clothing instruments was judged by face validity; and other aspects of stability of self concept, overall feeling about the body, and clothing may exist which were not covered by the measures used in this study.

Limitations were also present in the statistical analysis of the data. Since level of self concept and stability of self concept were highly negatively related, multiple correlations including both level and stability as the independent variables were not possible. Therefore, partial correlations between the aspects of clothing and either level or stability, eliminating the effect of the other, were computed to indicate the existence of a relationship.

## CHAPTER V

### RESULTS AND DISCUSSION

The data from the investigation will be discussed in four sections: (1) description of subjects, (2) clothing, (3) stability of self concept, and (4) overall feeling about the body.

#### Description of the Subjects

The data for the 521 subjects were separated by sex for analysis since girls and boys may use clothing differently. Of the total group 270 were females and 251 were males.

#### Transfer Status

Seven of the males, or 2.8 per cent, and 13 of the girls, or 4.8 per cent, had transferred from another school during the one month of the school year which had elapsed before the data collection period. Since the subjects were asked to use the school situation as a reference point in both the Importance of Clothing and Self Rating Inventory measures, their short acquaintance with the school may have caused a difficulty in answering the questionnaire. However, since the percentage of transfers was so small, it was felt that they would have no appreciable effect upon

the relationships determined from data for the entire group. For this reason, the transfer students were left in the sample.

### Age

The ages of the subjects are given in Table 1. The range of ages for both male and female subjects was broad in this sample. However, 84 per cent of the males and 90 per cent of the females were in the middle, or 15 to 17 year-old range. Moreover, grade in school, which closely parallels age for a high school group, was considered as a variable to determine whether the stability of self concept and clothing relationship would differ with grade in school. Grade was chosen over age of the participants since it was assumed that identity of students would be more influenced by year in school than age because of the similarity of stimuli which they would receive in the school situation. Subjects were in tenth, eleventh, and twelfth grades in the school. Actual distribution of males and females in the three grades is given in Table 2.

### Social Class

The distribution of students by social class and grade is also given in Table 2. Social class was used in this study as a variable since other research suggested that adolescent girls' opinions on dress tended to be similar

Table 1. Distribution of students by age

Age in Years		No.	%	Total Number
13	Boys	4	1.6	5
	Girls	1	.4	
14	Boys	18	7.2	40
	Girls	22	8.2	
15	Boys	76	30.3	182
	Girls	106	39.3	
16	Boys	71	28.3	143
	Girls	72	26.7	
17	Boys	64	25.5	128
	Girls	64	23.7	
18	Boys	11	4.4	15
	Girls	4	1.5	
19	Boys	2	.8	2
	Girls	0	0	
Unknown	Boys	5	2.0	6
	Girls	1	.4	
Total	Boys	251	--	521
	Girls	270		



Table 2. Distribution by grade of students in each social class

Social Class	10th Grade		11th Grade		12th Grade		Grade Unknown		Total in each social class	
	No.	%	No.	%	No.	%	No.	%	No.	%
I (highest)										
Boys	4	4.4	2	3.3	2	3.6	0	0	8	3.2
Girls	5	4.7	1	1.5	1	1.7	0	0	7	2.6
II										
Boys	3	3.3	4	6.7	3	5.4	0	0	10	4.0
Girls	3	2.8	2	3.0	1	1.7	0	0	6	2.2
III										
Boys	12	13.2	12	20.0	6	10.7	2	4.7	32	12.7
Girls	16	15.1	10	14.9	10	16.7	3	8.1	39	14.4
IV										
Boys	47	51.7	24	40.0	27	48.2	4	9.3	102	40.6
Girls	60	56.6	35	52.2	39	65.0	2	5.6	136	50.4
V										
Boys	14	15.4	14	23.3	14	25.0	2	4.7	44	17.5
Girls	19	17.9	15	23.4	8	13.3	2	5.6	44	16.3
Social Class Unknown										
Boys	11	12.1	4	6.7	4	7.1	36	81.8	55	21.9
Girls	3	2.8	4	6.0	1	1.7	30	83.3	38	14.1
Total in each grade										
Boys	91		60		56		44		251	
Girls	106		67		60		37		270	

within a social class but varied between classes.<sup>1</sup> Clothing may have somewhat different value in different social classes and in this way enter into the stability of self concept and clothing relationship. Unfortunately, data on either social class or grade, or both, were missing on a considerable proportion of the subjects. Some of these subjects filled out the questionnaire during only one of the two data collection periods. Most of those who filled out only one portion were absent during the second period. For some, the biographical data were inadequate to determine social class, and for still others it was obvious that the subject had not answered the questions in a serious manner. Other portions of data were usable, however, and therefore the subject was not dropped from the sample.

Hollingshead's Two Factor Index of Social Position, including occupation and education of the main wage earner, was used to determine the social class status of each subject.<sup>2</sup>

According to occupation, the main wage earners in 60 per cent of the subjects' families were in the fourth or fifth social classes. These two levels consisted of the following occupations: clerical workers, salesmen and technicians, skilled, semiskilled or unskilled workers,

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<sup>1</sup>Bjorngaard, pp. 64-108.

<sup>2</sup>Hollingshead and Redlich.

and owners of small businesses. Moreover, 18 per cent of the main wage earners had attended but not completed high school, 26 per cent completed high school and 3 per cent completed college.

### Honor Roll

Honor roll status by grade in school is given in Table 3. Data were obtained from the listing of honor students for the first six weeks of the fall term in which the data were collected or the last six weeks of the spring preceding it. As might have been expected for this age group, more females than males were honor roll students.

Table 3. Distribution by grade of students on the honor roll

	10th Grade		11th Grade		12th Grade		Grade Unknown		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
On the honor roll										
Boys	18	19.8	5	8.3	12	21.4	6	14.0	41	16.3
Girls	30	28.3	14	20.9	18	30.0	9	25.0	71	26.3
Not on the honor roll										
Boys	71	78.0	55	91.7	43	76.8	38	86.4	207	82.5
Girls	71	67.0	53	79.1	40	66.7	26	70.3	190	70.4
Honor roll status unknown										
Boys	2	2.2	-	-	1	1.8	-	-	3	1.2
Girls	5	4.7	-	-	2	3.3	2	5.6	9	3.3
Total										
Boys	91		60		56		44		251	
Girls	106		67		60		37		270	

### Clothing

Correlation coefficients which reached the .05 or higher level of confidence were accepted as indicating the existence of a relationship between the variables. However, it is important to remember that the sample from which the data were obtained was not chosen randomly and, therefore, cannot be assumed to be representative of all teenagers in the school.

Means, actual ranges, standard deviations, ranking of the mean scores on the aspects of clothing, and simple correlations among the aspects were computed to describe the scores on the Importance of Clothing measure.

### Distribution of Scores

Table 4 shows the means, standard deviations, and ranges for males and females on the aspects of clothing. On all clothing aspects the mean was significantly higher for females than for males. This consistent difference between sexes may have indicated that the girls in this sample had more overall interest in clothing than did the boys. Other studies have found a difference between high school girls and boys in interest in clothing. The findings of this study then agreed with the findings of Ryan that for this age group girls were more interested in clothing than were boys and with Vener's discovery that

Table 4. Distribution of the scores on the eight clothing aspects

Clothing	Actual Range	Mean	Rank	Standard Deviation
Aesthetic				
Boys	19-50	36.1	(1)	5.9
Girls	29-53	42.2	(1)	4.2
Comfort				
Boys	15-47	31.8	(3)	5.6
Girls	21-51	35.6	(6)	5.1
Interest				
Boys	11-49	25.0	(8)	7.5
Girls	19-54	38.9	(2)	6.6
Management				
Boys	17-48	32.4	(2)	5.8
Girls	21-52	38.6	(3)	5.5
Modesty				
Boys	15-45	28.8	(6)	6.0
Girls	19-53	37.5	(4)	6.6
Psychological Dependence				
Boys	15-46	30.6	(5)	6.7
Girls	15-52	36.4	(5)	6.1
Social Approval				
Boys	11-49	30.9	(4)	6.1
Girls	17-47	33.8	(7)	5.8
Special Attention				
Boys	13-46	26.9	(7)	6.9
Girls	14-48	31.0	(8)	6.2

girls were more aware of clothing than were boys.<sup>1</sup> However, items in the measure may have applied more often to girls than to boys, causing the girls to have higher scores.

### Ranking of the Means

A ranking of the means for males and females on the clothing aspects showed considerable difference between the sexes. These ranks are given in the following list with the highest value at the top.

#### Males

Aesthetic  
Management  
Comfort  
Social Approval  
Special Attention  
Interest

#### Females

Aesthetic  
Interest  
Management  
Modesty  
Social Approval  
Special Attention

Creekmore,<sup>2</sup> Brady,<sup>3</sup> and Lapitsky<sup>4</sup> also measured aspects of clothing although their samples consisted of college women students or college teachers. Moreover, their clothing categories did not exactly parallel the aspects of clothing defined in this study. However, a comparison of the rank in this study with the ranks of means for their studies showed interesting results. Creekmore's study

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<sup>1</sup>Ryan, "Psychological Effects of Clothing--Part II. . . ," pp. 7-8; Vener, pp. 77-78.

<sup>2</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values. . . ."

<sup>3</sup>Brady.

<sup>4</sup>Lapitsky.

encompassed two clothing behaviors not included as separate aspects in the present research. Use of clothing to gain or indicate status was a separate aspect in her research but was included under seeking special attention in the present study. The other behavior not included here as a separate aspect was theoretical concern for clothing which was included as part of each of the other aspects. If the two behaviors for which there was no comparable aspect in the present study were eliminated from Creekmore's ranking, the boys' ranking paralleled that of Creekmore's population with one exception. The position of conformity, or the use of clothing to gain social approval in the present study, was higher for her population than concern with comfort; that is, on these two aspects the position in the ranking is simply reversed. Also, the use of clothing for status in Creekmore's measure was included under seeking special attention with the present measure. Thus, for boys the ranking of special attention aspect of clothing was neither entirely paralleled nor contradicted by Creekmore's ranking.

For both males and females in the present study, as well as the studies by Lapitsky, Brady, and Creekmore, aesthetic was highest in ranking. That aesthetic concern should be consistently high may have been due to high social desirability of this facet, or it may have reflected a generally high concern with the aesthetic. The girls'

ranking of conformity, or social approval, in the present sample was near the bottom as in Brady's findings. The rank of other clothing means for the girls was not similar to the Creekmore, Brady, or Lapitsky studies. It is interesting that the boys' ranking so closely paralleled that of Creekmore's population, who were girls, while the girls' ranking was unlike any other. This was especially unusual since Creekmore's measure was oriented toward girls. It is possible that the present measure was oriented toward boys, but an analysis of the statements comprising it suggested that the measure may really have been more applicable to girls. Another possible explanation is that the relative importance of aspects of clothing is the same for both male and female adults, but varies with age. If this were true, girls may experiment longer or to a greater extent with the possible uses of clothing while the boys may have already decided upon the clothing patterns they will have in maturity. However, Alexander's findings, which indicated differences in attitudes toward clothing between the sexes in adulthood as well as differences with age, tended to refute this explanation.<sup>1</sup> It is important to remember that Creekmore's subjects were almost a total population, and the subjects for the present study were not chosen as a random sample. Therefore, the results of the rankings

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<sup>1</sup>Alexander, pp. 34-36.



may have been due simply to chance, to biased samples, or to the fact that the measure for the present study further refined the aspects of clothing measured in Creekmore's study. The difference between rankings of the interest aspect of clothing was understandable in reviewing the items comprising the measurement of that aspect. Since interest aspect dealt with experimentation with the putting together of parts of a costume as well as browsing in clothing stores, the measure seemed to be more applicable to girls than to boys.

The use of clothing to seek social approval, primarily through conformity, was low for both males and females. This was an unexpected finding since Alexander found that high school boys and girls most frequently stated that social acceptance was the most important reason for being well dressed.<sup>1</sup> Perhaps students in the present sample felt no excessive pressure to be unusually well dressed. A casual observation of the subjects during the data collection periods revealed a consistently neat and conservative appearance. Few were dressed in an extreme manner either better or worse than the average, and no clothing fads were noticeable. Perhaps researchers have overstressed the importance of conformity for teenagers. It is also possible that the adolescents in the sample may have used some means

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<sup>1</sup>Ibid., p. 36.

other than clothing for gaining peer approval. Coleman has pointed out that the relative importance of criteria for status within the peer group varies from school to school. In some, more importance may be placed on clothing, while in others the emphasis may be on scholarship, athletics, or family background.<sup>1</sup> Perhaps in the sample for the present research clothing played a negligible role in determining status within the peer group or acceptance into it. For this reason the students would not have been too concerned with peer approval of their clothing. On the other hand, a neat and conservative appearance may have been the standard to which these students conformed; that is, although they did not admit to strictly conforming to one another, they may have stressed a very subtle means of conformity which was not revealed by the measure used in this study.

#### Correlations between Aspects of Clothing

From Table 5 it is apparent that all aspects of clothing correlated with all other aspects of clothing for the male portion of the sample. There are several possible explanations for these correlations. First the measure was pretested primarily on college-age female subjects. Items which were meaningful to the pretest sample, therefore, may not have been appropriate for adolescent boys,

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<sup>1</sup>Coleman, pp. 231-35.

Table 5. Simple correlations between clothing aspects

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval
Comfort							
Boys	.31 <sup>c</sup>						
Girls	.36 <sup>c</sup>						
Interest							
Boys	.39 <sup>c</sup>	.18 <sup>a</sup>					
Girls	.38 <sup>c</sup>	.24 <sup>b</sup>					
Management							
Boys	.49 <sup>c</sup>	.43 <sup>c</sup>	.43 <sup>c</sup>				
Girls	.48 <sup>c</sup>	.29 <sup>c</sup>	.29 <sup>c</sup>				
Modesty							
Boys	.31 <sup>c</sup>	.34 <sup>c</sup>	.28 <sup>c</sup>	.34 <sup>b</sup>			
Girls	.36 <sup>c</sup>	.38 <sup>c</sup>	.28 <sup>c</sup>	.20 <sup>b</sup>			
Psychological Dependence							
Boys	.23 <sup>b</sup>	.22 <sup>b</sup>	.49 <sup>c</sup>	.27 <sup>c</sup>	.23 <sup>b</sup>		
Girls	.28 <sup>c</sup>	.24 <sup>b</sup>	.25 <sup>c</sup>	.15 <sup>c</sup>	.23 <sup>b</sup>		
Social Approval							
Boys	.30 <sup>c</sup>	.22 <sup>b</sup>	.36 <sup>c</sup>	.30 <sup>c</sup>	.30 <sup>c</sup>	.49 <sup>c</sup>	
Girls	.02	.18 <sup>a</sup>	.15 <sup>a</sup>	.05	.27 <sup>c</sup>	.31 <sup>c</sup>	
Special Attention							
Boys	.33 <sup>c</sup>	.16 <sup>a</sup>	.66 <sup>c</sup>	.31 <sup>c</sup>	.16 <sup>a</sup>	.51 <sup>c</sup>	.41 <sup>c</sup>
Girls	.27 <sup>c</sup>	.05	.44 <sup>c</sup>	.20 <sup>b</sup>	.18 <sup>a</sup>	.33 <sup>c</sup>	.14

<sup>a</sup>Significant at .05 level of confidence.

<sup>b</sup>Significant at .01 level of confidence.

<sup>c</sup>Highly significant.

causing difficulty in answering and possibly a resultant response set. Several aspects may have overlapped, thus actually measuring, at least partially, the same variable while purporting to measure different ones. However, a third possibility also exists. Adolescent boys may not be selective to any great extent in the different uses of clothing. If they are interested in clothing in general, they may have high scores on all aspects.

The correlation among aspects of clothing for girls is also given in Table 5. For the females the correlation differed from the males primarily on the aspect of seeking social approval through the use of clothing. One might assume that use of clothing to gain social approval would be more widespread among girls than boys, and therefore the social approval aspect would not vary much among girls. However, a comparison of the means and standard deviations of the clothing aspects for both boys and girls showed that girls did not score especially high on the average on the social approval aspect and the variation of scores from high to low was approximately the same as for other aspects. Therefore, the lack of correlation between other aspects and social approval for girls cannot be explained.

#### Stability of Self Concept

Information about the stability of self concept is given in six sections. The first section simply describes the distribution of scores. The second section deals with

the simple correlations between parts of the self concept measure, which includes the affective and temporal discrepancies and the level of self concept. The third section covers the general relationship between self concept and the aspects of clothing, while the fourth and fifth sections are more specific. In section four the relationship between the affective discrepancy, or the stability of self concept at one point in time, and the aspects of clothing is discussed; and the fifth section deals with the temporal discrepancy, or stability of self concept over a period of time, and its relationship to clothing. The sixth, and last, section shows the effects of grade and social class on the relationship between both affective and temporal stability of self concept and the aspects of clothing.

#### Distribution of Scores

Means, standard deviations, and actual ranges on the three parts of the self concept measure are given in Table 6. These parts include the level of self concept, the affective discrepancy (difference between positive and negative self ratings for the first administration), and the temporal discrepancy (difference between the negative ratings for the two administrations).

Clearly, there was a variation between the means of the scores of the two discrepancy measures of stability for both males and females. However, the affective discrepancy and temporal discrepancy had correlation coefficients

of .25 for the males and .26 for the females. Both of these coefficients were highly significant; thus, although the mean of the affective discrepancy was considerably greater than the mean of the temporal discrepancy, the two seem to covary. This finding agreed with the theoretical structure set down by McGehee in that those less sure of themselves would be less certain of how positively or negatively they rated on a personality characteristic in relation to their peers and would vary more from time to time in the manner in which they see themselves.<sup>1</sup>

Table 6. Distribution of scores on level and stability of self concept

Self Concept	Actual Range	Mean	Standard Deviation
Affective Discrepancy			
Boys	0-160	25.3	28.5
Girls	0-126	22.5	22.3
Temporal Discrepancy			
Boys	0-84	15.6	17.1
Girls	0-58	12.4	11.4
Level			
Boys	30-187	129.2	31.6
Girls	56-193	133.6	28.7

#### Simple Correlations between Parts of the Self Concept Measure

Correlations computed for both sexes between the level of self concept and affective and also temporal

<sup>1</sup>McGehee, p. 3.

discrepancies gave interesting results. The correlation coefficient for the relationship between affective discrepancy (the difference between positive and negative ratings for the first administration) and the level of self concept was  $-.76$  for the boys and  $-.69$  for the girls. Since the measure of affective stability was a discrepancy score, a high score indicated great instability while a high level of self concept score indicated very positive self evaluation. Thus, there was a very close relationship between how positively the individual felt about himself and how sure he was about his self definition at a specific time. Brownfain has theorized that the individual with a high level of self concept has an internalized evaluation of himself which he can accept while the individual with low level of self concept may not have internalized his self feelings as greatly and therefore is more dependent upon the situation to define who he is.<sup>1</sup> Two other possibilities exist for explaining the inverse correlation of the scores. First the person with a low level of self concept may have had a high positive self feeling simply as a compensation. On the other hand, a person with a very high negative rating, or level of self concept, may have been so close to the upper limit of the range on the scale that his positive self rating could not be too much higher than

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<sup>1</sup>Brownfain, p. 605.

the negative rating.

The correlation coefficients between temporal discrepancy (negative rating minus negative rating for the two administrations) and level of self concept for males was  $-.19$  and for females  $-.27$ . Although the correlation coefficients were certainly not as high as those relating affective discrepancy to level, they were significant at the  $.01$  level of confidence in the expected direction.

Katz found that temporal discrepancy was a more potent measure than affective discrepancy.<sup>1</sup> Perhaps the difference in the size of correlation coefficients for level of self concept and the two discrepancy measures could mean that affective discrepancy is actually laden with defensiveness while the temporal discrepancy is a truer measure of stability of self concept.

#### General Relationship between Clothing and Stability of Self Concept

Multiple correlations between clothing, level, and either the affective or the temporal measure of stability of self concept are given in Table 7. Since a large discrepancy score indicates a large amount of instability, the positive correlation coefficients indicate inverse relationships between stability of self concept and clothing.

A strong inverse relationship was apparent, however,

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<sup>1</sup>Katz, p. 39.



Table 7. Multiple correlations between clothing aspects and level and stability of self concept

Clothing Aspects	Affective Discrepancy <sup>a</sup> and Level of Self Concept	Temporal Discrepancy <sup>a</sup> and Level of Self Concept
Aesthetic		
Boys	.35 <sup>c</sup>	.25 <sup>c</sup>
Girls	.25 <sup>c</sup>	.23 <sup>c</sup>
Comfort		
Boys	.16 <sup>b</sup>	.03 <sup>b</sup>
Girls	.07	.17 <sup>b</sup>
Interest		
Boys	.14 <sup>b</sup>	.11 <sup>b</sup>
Girls	.24 <sup>b</sup>	.17 <sup>b</sup>
Management		
Boys	.18 <sup>b</sup>	.08 <sup>c</sup>
Girls	.31 <sup>c</sup>	.24 <sup>c</sup>
Modesty		
Boys	.14	.11
Girls	.08	.09
Psychological Dependence		
Boys	.05	.05
Girls	.10	.05
Social Approval		
Boys	.04	.09
Girls	.06	.12
Special Attention		
Boys	.18 <sup>b</sup>	.17 <sup>b</sup>
Girls	.21 <sup>c</sup>	.16 <sup>b</sup>

<sup>a</sup>Since the discrepancy score is an inverse measure of stability, a positive correlation coefficient indicates a negative relationship between stability and clothing.

<sup>b</sup>Significant at the .05 level of confidence.

<sup>c</sup>Significant at the .01 level of confidence.

between level and instability, especially the affective discrepancy; that is, for the individuals whose self concepts were more unstable, resulting in greater discrepancy scores, the level of self concept was lower, resulting in smaller level of self concept scores. Table 8 gives the partial correlations between clothing and level or stability of self concept for each set of variables, eliminating the effect of the other portion of the self concept measure. The partial correlations were included to indicate whether it was the stability (measured by the discrepancy scores) or the level which had the greater effect in the clothing and self concept relationship. In four of the six cases in which aspects of clothing related to the stability of self concept, clothing related positively not only to one of the discrepancy scores, but also to the level of self concept. However, since such a high negative relationship existed between the discrepancy scores and level of self concept, the parts of the self concept measure worked in opposition to each other in relation to clothing. For this reason the multiple correlations, including clothing, level of self concept, and the discrepancy scores, will be noted; but conclusions were drawn from the partial correlations relating clothing to the discrepancy scores.

Table 8. Partial correlations between clothing aspects and level and stability of self concept

Clothing Aspects	Affective Discrepancy and Level of Self Concept		Temporal Discrepancy and Level of Self Concept	
	Eliminating the Effect of Discrepancy	Eliminating the Effect of Level <sup>a</sup>	Eliminating the Effect of Discrepancy	Eliminating the Effect of Level <sup>a</sup>
Aesthetic				
Boys	.35 <sup>c</sup>	.26 <sup>c</sup>	.25 <sup>c</sup>	.05
Girls	.25 <sup>c</sup>	.12	.22 <sup>c</sup>	.03
Comfort				
Boys	.11	.16 <sup>b</sup>	.01	.03 <sup>b</sup>
Girls	.06	.02	.11	.16 <sup>b</sup>
Interest				
Boys	.14	.09 <sup>b</sup>	.11 <sup>b</sup>	.00
Girls	.23 <sup>c</sup>	.16 <sup>b</sup>	.17 <sup>b</sup>	.03
Management				
Boys	.17 <sup>b</sup>	.17 <sup>b</sup>	.06 <sup>c</sup>	-.04
Girls	.31 <sup>c</sup>	.20 <sup>c</sup>	.23 <sup>c</sup>	-.01
Modesty				
Boys	.14	.10	.08	-.05
Girls	.06	.00	.07	-.03
Psychological Dependence				
Boys	.05	.01	.05	.01
Girls	.09	.09	.05	.00
Social Approval				
Boys	.04	.02	.05	.08
Girls	-.06	-.05	-.07	-.11
Special Attention				
Boys	.16 <sup>b</sup>	.06	.17 <sup>b</sup>	.04
Girls	.21 <sup>c</sup>	.14	.16 <sup>b</sup>	-.01

<sup>a</sup>Since the discrepancy score is an inverse measure of stability, a positive correlation coefficient indicates a negative relationship between stability and clothing.

<sup>b</sup>Significant at the .05 level of confidence.

<sup>c</sup>Significant at the .01 level of confidence.

Relationship between Affective Discrepancy  
and Aspects of Clothing

Aesthetic Aspect of Clothing

Multiple correlations between concern for the aesthetic aspect of clothing and level and affective discrepancy (the positive minus negative ratings for the first administration) indicated significant correlations for both males and females (see Table 7). The partial correlations, however, indicated that while level of self concept was positively related to the aesthetic aspect, affective discrepancy was also significantly related in a positive direction to concern with the aesthetic aspect of clothing for the boys and approached significance for the girls (see Table 8). Findings of other research also seem to contradict each other in relation to the aesthetic aspect. Lapitsky found that the more secure subjects rated higher in the aesthetic value,<sup>1</sup> but appearance was rated higher by insecure than secure subjects in Brady's sample.<sup>2</sup> Creekmore's explanation regarding the difference between coping and expressive behavior<sup>3</sup> may explain the difference in the previous findings as well as the findings of the present investigation. She stated that those individuals who were

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<sup>1</sup>Lapitsky, p. 76.

<sup>2</sup>Brady, p. 52.

<sup>3</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values . . . ," p. 126.

striving for the satisfaction of a need, in this case the aesthetic need, may have used the aesthetic aspect of clothing as a means of coping with the situation. On the other hand, individuals whose need or needs were relatively satisfied may have used the aspect of clothing as a means of self expression.<sup>1</sup> In this way, individuals with different psychological characteristics may use the same aspect of clothing in different ways.

The level of self concept was positively related to concern with the aesthetic in clothing. This relationship may indicate that those students who were high in self concept used clothing for aesthetic expression. On the other hand, those with large discrepancy scores, especially the boys, may have sought a pleasing appearance as a means of coping with the social situation. That is, high self concept subjects may have enjoyed beauty for beauty's sake while the affectively less stable subjects may have been striving for a pleasing appearance in order to evoke favorable responses from other people; thus, concern with beauty could serve two functions.

#### Comfort in Clothing

Comfort in clothing related significantly in the

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<sup>1</sup>The concept of the difference between coping and expressive behavior in relation to need satisfaction came originally from Abraham Maslow, Toward a Psychology of Being (Princeton, New Jersey: D. Van Nostrand Company, Inc., 1962).

multiple and partial correlations to affective discrepancy for the males only (see Tables 7 and 8). This finding agreed with Creekmore's conclusion that comfort is a coping behavior for certain types of people but did not support her conclusion that comfort may also be an expressive behavior for other types.<sup>1</sup> Moreover, these results disagreed with Lapitsky's findings which showed that the secure women teachers in her sample rated higher on the economic clothing value than did the insecure group. However, the economic clothing value included concern with economy in relation to clothing as well as concern with comfort.<sup>2</sup>

Concern with comfort appeared to be characteristic of the affectively less stable males in the present sample, but did not relate to affective stability for the females. Perhaps those boys who felt less sure of themselves may have sought physical comfort. Self concept theory suggests that the less stable individuals may depend more upon the social situation to define who they are, and may feel more psychologically uncomfortable than the more stable subjects.<sup>3</sup> Physical discomfort might add to an already tense state, therefore, being less tolerated by the more unstable subjects.

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<sup>1</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values . . . ," pp. 118-20.

<sup>2</sup>Lapitsky, pp. 77, 4.

<sup>3</sup>Brownfain, p. 605.

## Interest in Clothing

Multiple correlations relating interest in clothing to level of self concept and affective discrepancy indicated a significant relationship for the girls, while the correlation for the boys only approached significance (see Table 7). The partial correlations indicated that for the boys neither level of self concept nor affective discrepancy correlated significantly with interest in clothing although the positive relationship with level did approach significance (see Table 8). For the girls, however, partial correlations showed a significantly positive relationship between interest in clothing and both level of self concept and affective discrepancy. Brady found that the more socially insecure subjects rated higher on the experimental value,<sup>1</sup> and Creekmore found that the experimental clothing behavior was a means of coping for those subjects who were striving for self esteem.<sup>2</sup> Thus, for females the relationship of affective stability of self concept and interest in clothing seemed to agree with previous studies. Again the results might be interpreted to mean that those with a high level of self concept were interested in clothing as a means of self expression while the affectively more

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<sup>1</sup>Brady, p. 52.

<sup>2</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values . . . ," p. 121.

unstable subjects were interested in clothing as a coping device.

#### Management of Clothing

The multiple correlations indicated that affective discrepancy and level of self concept were related to management of clothing (see Table 7). Partial correlations also showed that the management aspect was positively related to both the level of self concept and affective discrepancy (see Table 8). Lapitsky found a positive relationship for teachers between the economic clothing value, which included management, and social insecurity.<sup>1</sup> Brady found that insecure subjects scored higher on the management of clothing,<sup>2</sup> and Creekmore's findings indicated that the management clothing behavior related negatively to the relative satisfaction of the self esteem and belongingness needs.<sup>3</sup> Thus, the finding that affectively less stable subjects emphasized the management of clothing was in agreement with the findings of Brady and Creekmore. However, that persons high in level of self concept should be high in concern with the management of clothing was in agreement with Lapitsky but in direct opposition to Creekmore's

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<sup>1</sup>Lapitsky, p. 77.

<sup>2</sup>Brady, p. 52.

<sup>3</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values . . . ," p. 94.



findings. The differences might be due to the variation in ages of the subjects, accidental samples from different populations, or differences between the measures. Thus, it appeared that concern with the management of clothing, for the present sample, might be both a coping behavior for the affectively less stable subjects and an expressive behavior for those with a higher level of self concept.

#### Modesty and Social Approval Aspects of Clothing

The social approval aspect of clothing, like the modesty aspect, did not relate to the affective discrepancy in either the multiple or the partial correlations (see Tables 7 and 8). The finding involving the use of clothing to gain social approval was unexpected since Creekmore found that conformity, which was a large part of the social approval category, related positively to striving for satisfaction of the belongingness need.<sup>1</sup> Lapitsky's finding, which indicated that the socially insecure subjects valued the use of clothing to gain social approval more than did the secure subjects, was in agreement with Creekmore's result.<sup>2</sup> Why then was there no relationship between the social approval aspect of clothing and affective stability of self concept for these subjects? Coleman has suggested

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<sup>1</sup>Ibid.

<sup>2</sup>Lapitsky, p. 77.

that other facets of personal interaction may be the primary means of gaining status within the peer group or gaining acceptance into it.<sup>1</sup> The low ranking of the mean of the social approval aspect might indicate that the subjects in this sample used some means other than clothing for their conformity. It is also possible that the items in the clothing measure may not have been refined enough to get at the subtle differences in a very conforming sample or that the subjects were defensive in admitting to conformity. On the other hand, Hendricks questioned the common belief that teenagers conformed in their clothing to a high degree.<sup>2</sup> Thus, an alternate explanation for the lack of a relationship might be that the teens in this study were not overly concerned with conformity to their peers' clothing.

#### Special Attention Aspect of Clothing

The multiple correlations between the affective discrepancy, the level of self concept, and the seeking of special attention through the use of clothing were significant (see Table 7). However, in the partial correlations only the level of self concept related positively to the special attention aspect (see Table 8). Although there was an indication of a positive relationship between

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<sup>1</sup>Coleman, pp. 231-35.

<sup>2</sup>Hendricks, p. 122.

affective discrepancy and special attention, this aspect of clothing did not relate significantly to the affective discrepancy score.

Lapitsky found that the socially secure and insecure groups of subjects did not differ significantly in their valuation of clothing for prestige purposes,<sup>1</sup> which would agree with the findings of the present study. Moreover, Creekmore found that relative satisfaction of the belongingness need was related to use of clothing as a status symbol and concern with high fashion, two parts of the special attention aspect in the present research.<sup>2</sup> If relative satisfaction of the belongingness need and high level of self concept are parallel dimensions, the findings of this study agreed with both Lapitsky and Creekmore. Gates, however, found that aspirationally mobile women were more concerned with prestige use of clothing than were concomitantly mobile women.<sup>3</sup> Although aspirational mobility might create feelings of insecurity which could be reflected as instability of self concept, the two characteristics are not parallel. Thus, Gates' findings may not actually have contradicted the findings of the present investigation.

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<sup>1</sup>Lapitsky, p. 77.

<sup>2</sup>Creekmore, "Clothing Behaviors and Their Relation to General Values . . . ," pp. 123-25, 135-36.

<sup>3</sup>Gates, pp. 93-133.

The results of this study indicated that using clothing to gain special attention may be an expressive behavior, related to a high level of self concept. Perhaps for adolescents those who have a high level of self concept wished to attract attention to themselves through their clothing. There was also some indication that for males use of clothing to seek special attention might be a coping behavior to help define an affectively unstable self concept.

#### Summary

Affective discrepancy was related to the use of clothing for the aesthetic, comfort, interest, management, and special attention aspects. All of the aspects of clothing which related significantly to affective discrepancy correlated in the same direction. This was also true of the correlations between aspects of clothing and level of self concept. Some of these correlations could be explained and others could not. Perhaps, as the intercorrelations among aspects of clothing would suggest, the teenagers in this sample did not clearly differentiate between aspects of clothing but instead tended to treat the major portion of clothing usage as a means of coping or adjusting to the social situation or as a means of self expression.

Katz has suggested that a measure of self concept taking into account both level and stability, or the discrepancy scores, would be a more accurate picture of how

certain the individual feels about who he is.<sup>1</sup> Unfortunately, multiple correlations between level of self concept and stability as the two independent variables and aspects of clothing as the dependent variable did not give an accurate picture of the relationship between clothing and self concept. A highly negative relationship existed between level of self concept and affective discrepancy but in general both of these variables related positively to clothing.

If a large affective discrepancy, indicating a highly unstable self concept at one point in time, is in fact a result of compensation for low self concept as Brownfain suggested,<sup>2</sup> the actual relationship between the clothing aspects and self concept lies between clothing and the level of self concept rather than clothing and stability. With only one exception level correlated more highly with the clothing aspects in the partial correlations than did the affective discrepancy. Whether or not affective discrepancy is really only a compensatory product of level of self concept cannot be definitely concluded from this study. However, clothing did relate more closely to level of self concept than to affective stability.

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<sup>1</sup>Katz, p. 51.

<sup>2</sup>Brownfain, p. 606.

Relationship between Temporal Discrepancy  
and Aspects of Clothing

Multiple correlations relating aspects of clothing to both level of self concept and temporal discrepancy gave approximately the same pattern of significance as the multiple correlations relating clothing, level of self concept, and affective discrepancy. However, the partial correlations were quite different (see Tables 7 and 8). Significant correlations between level of self concept and the aspects of clothing paralleled the partial correlations of level of self concept, eliminating the affective discrepancy, with only one exception. This parallel is largely due, of course, to the fact that the level of self concept is defined as the first negative self rating with both affective and temporal measures of stability.

Temporal discrepancy, in contrast to the affective discrepancy, correlated only with concern for comfort in clothing for females; that is, the girls who changed their self concept more over a period of time were more concerned with comfort in clothing. As with the males in the affective discrepancy, level of self concept did not correlate significantly with the aspect of clothing. Thus, it would seem that concern for comfort may be primarily a coping behavior for both males and females.

Only one other partial correlation coefficient between clothing and temporal discrepancy approached significance. The social approval aspect of clothing related

negatively to temporal discrepancy for females; that is, the more stable subject over time rated higher in the seeking of social approval through clothing. Although this correlation was not significant, it was not in the expected direction. The social approval aspect dealt largely with conformity, which other research has found to be related to social insecurity.<sup>1</sup> The directional trend did not hold true for boys in the sample, and particularly since the correlation for females did not reach significance, the relationship may be due to chance.

Self concept researchers have found that the temporal discrepancy is a more potent measure of stability,<sup>2</sup> correlating more highly with other self concept variables in the expected direction. If the temporal discrepancy is indeed the better measure, stability of self concept relates to use of clothing only for the comfort aspect for females.

Effect of Grade and Social Class on the  
Relationship between Stability of Self  
Concept and Aspects of Clothing

Simple correlations relating the stability and level of self concept to grade and social class are given in Table 9. The simple correlations relating aspects of clothing

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<sup>1</sup>Lapitsky, p. 77.

<sup>2</sup>Katz, p. 39.

Table 9. Simple correlations relating level and stability of self concept to grade and social class

Self Concept	Grade	Social Class
Affective Discrepancy		
Boys	.00	-.05
Girls	-.10	.13
Temporal Discrepancy		
Boys	.04	-.13
Girls	-.02	-.05
Level		
Boys	.00	.14 <sup>a</sup>
Girls	.13	-.03

<sup>a</sup>Significant at the .05 level of confidence.

to grade and social class are given in Table 10. Partial correlations eliminating the effects of social class and grade from the relationships between clothing, level, and stability of self concept are given in Tables 11 and 12. A comparison of these partial correlations with those in Table 8, relating clothing to each part of the self concept measure, showed that neither social class nor grade in school affected the relationship between clothing and stability of self concept.

#### Overall Feeling About the Body

The literature has suggested that the individual's physical appearance and, more important still, his own idea of his appearance may account for a considerable portion



Table 10. Simple correlations relating clothing aspects to grade and social class

Clothing Aspects	Grade	Social Class
Aesthetic		
Boys	.07	.01
Girls	.09	.01
Comfort		
Boys	.04	-.07
Girls	.12	-.02
Interest		
Boys	-.15 <sup>a</sup>	-.03
Girls	.10	.01
Management		
Boys	.00	-.01
Girls	-.01	.13
Modesty		
Boys	.00	-.11
Girls	.04	.07
Psychological Dependence		
Boys	-.07	.06
Girls	-.06	.04
Social Approval		
Boys	-.05	.00
Girls	-.03	-.02
Special Attention		
Boys	-.08	.01
Girls	.03	.06

<sup>a</sup>Significant at the .05 level of confidence.

Table 11. Partial correlations between clothing aspects and stability of self concept eliminating the effect of social class

Clothing Aspects	Affective Discrepancy and Level of Self Concept		Temporal Discrepancy and Level of Self Concept	
	Eliminating the Effect of Discrepancy and Social Class	Eliminating the Effect of Level and Social Class <sup>a</sup>	Eliminating the Effect of Discrepancy and Social Class	Eliminating the Effect of Level and Social Class <sup>a</sup>
Aesthetic				
Boys	.35 <sup>c</sup>	.26 <sup>c</sup>	.25 <sup>c</sup>	.05
Girls	.25 <sup>c</sup>	.12	.22 <sup>c</sup>	.03
Comfort				
Boys	.12	.16 <sup>b</sup>	.02	.02 <sup>b</sup>
Girls	.07	.03	.10	.16 <sup>b</sup>
Interest				
Boys	.15 <sup>b</sup>	.09 <sup>b</sup>	.11 <sup>b</sup>	.00
Girls	.23 <sup>c</sup>	.16 <sup>b</sup>	.17 <sup>b</sup>	.03
Management				
Boys	.17 <sup>b</sup>	.17 <sup>b</sup>	.07	-.04
Girls	.30 <sup>c</sup>	.18 <sup>c</sup>	.24 <sup>c</sup>	.00
Modesty				
Boys	.16 <sup>b</sup>	.11	.10	-.07
Girls	.06	-.01	.08	-.03
Psychological Dependence				
Boys	.04	.01	.04	.02
Girls	.09	.08	.05	.01
Social Approval				
Boys	.04	.02	.05	.08
Girls	-.06	-.05	-.07	-.12
Special Attention				
Boys	.16 <sup>b</sup>	.06	.07 <sup>b</sup>	.05
Girls	.21 <sup>c</sup>	.13	.16 <sup>b</sup>	.00

<sup>a</sup>Since the discrepancy score is an inverse measure of stability, a positive correlation coefficient indicates a negative relationship between stability and clothing.

<sup>b</sup>Significant at the .05 level of confidence.

<sup>c</sup>Significant at the .01 level of confidence.

Table 12. Partial correlations between clothing aspects and stability of self concept eliminating the effect of grade

Clothing Aspects	Affective Discrepancy and Level of Self Concept		Temporal Discrepancy and Level of Self Concept	
	Eliminating the Effect of Discrepancy and Grade	Eliminating the Effect of Level and Grade <sup>a</sup>	Eliminating the Effect of Discrepancy and Grade	Eliminating the Effect of Level and Grade <sup>a</sup>
Aesthetic				
Boys	.35 <sup>C</sup>	.26 <sup>C</sup>	.25 <sup>C</sup>	.05
Girls	.24 <sup>C</sup>	.12	.21 <sup>C</sup>	.03
Comfort				
Boys	.11	.16 <sup>b</sup>	.01	.03 <sup>b</sup>
Girls	.06	.03	.09	.16 <sup>b</sup>
Interest				
Boys	.14 <sup>b</sup>	.09 <sup>b</sup>	.11 <sup>b</sup>	.01
Girls	.23 <sup>C</sup>	.17 <sup>b</sup>	.16 <sup>b</sup>	.03
Management				
Boys	.17 <sup>b</sup>	.17 <sup>b</sup>	.06	-.04
Girls	.31 <sup>C</sup>	.20 <sup>C</sup>	.23 <sup>C</sup>	-.01
Modesty				
Boys	.13	.10	.08	-.05
Girls	.06	.00	.07	-.03
Psychological Dependence				
Boys	.05	.02	.05	.01
Girls	.10	.08	.06	.01
Social Approval				
Boys	.04	.02	.05	.08
Girls	-.06	-.05	-.07	-.11
Special Attention				
Boys	.16 <sup>b</sup>	.06	.17 <sup>b</sup>	.04
Girls	.21 <sup>C</sup>	.14	.15 <sup>b</sup>	-.01

<sup>a</sup>Since the discrepancy score is an inverse measure of stability, a positive correlation coefficient indicates a negative relationship between stability and clothing.

<sup>b</sup>Significant at the .05 level of confidence.

<sup>c</sup>Significant at the .01 level of confidence.

of his overall self feeling.<sup>1</sup> Since both clothing and the body may be thought of as highly visible aspects of the self, the categories of clothing were correlated with a measure of self feeling about the body as well as the general self concept score. The measure of overall feeling about the body indicated whether the individual was generally more pleased or more displeased with his body and showed the intensity of this overall feeling. Since the score for feeling about the body was obtained by subtracting the intensity of negative feelings from the intensity of positive feelings, only the overall feeling about the body was obtained. Very intense positive feelings would cancel out the very intense negative feelings; thus, the scores could not show whether the individual felt strongly about the various parts of his body. If, for example, the subject were mildly dissatisfied with many parts of his body, his score might equal the score of another subject who was intensely dissatisfied with a few parts of his body and had no particular feelings about the other parts. Therefore, only the direction and intensity of the overall feeling about the body were shown by the scores.

#### Distribution of Scores

Table 13 gives the means, standard deviations, and

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<sup>1</sup>Sherif and Cantril; Shibutani; Snygg and Combs.

actual ranges for males and females on the overall feeling about the body.

Table 13. Distribution of scores on overall feeling about the body

	Actual Range	Mean	Standard Deviation
Overall Feeling about the Body			
Boys	90-147	116.9	10.7
Girls	72-151	113.1	11.6

Relationship between Stability of Self Concept and Overall Feeling about the Body

Jourard and Remy, in a study with male and female college students, found that subjects tend to cathect, or have feelings about, the self and body to the same degree and in the same direction.<sup>1</sup> This finding would support the theories of Shibutani,<sup>2</sup> Sherif and Cantril,<sup>3</sup> and Snygg and Combs,<sup>4</sup> who point out that the physical body is important in the formation of self conceptions through the interaction process. The simple correlations relating the overall feeling about the body to the three parts of the self concept measure are given in Table 14. Level of self

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<sup>1</sup>Sidney M. Jourard and Richard M. Remy, "Perceived Parental Attitudes, the Self, and Security," Journal of Consulting Psychology, IXX (No. 5, 1955), 366.

<sup>2</sup>Shibutani.

<sup>3</sup>Sherif and Cantril.

<sup>4</sup>Snygg and Combs.

concept related positively for both males and females, as the literature would suggest; that is, the subjects who had a higher level of self concept tended to feel more positively about their bodies than those with a lower self concept.

Table 14. Simple correlations between parts of the self concept measure and overall feeling about the body

Self Concept	Boys	Girls
Affective Discrepancy	.20 <sup>b</sup>	-.09
Temporal Discrepancy	-.03	.00
Level	.16 <sup>a</sup>	.24 <sup>b</sup>

<sup>a</sup>Significant at the .05 level of confidence.

<sup>b</sup>Significant at the .01 level of confidence.

The affective discrepancy score also related positively for the boys; that is, the subjects who were more sure of their self definition felt more negatively about their bodies. The direction of the relationship was reversed for females although the correlation coefficient did not approach significance. Intensity of feeling about the body and the self have been found to relate to insecurity.<sup>1</sup> Whether or not results from the present study contradict previous findings is questionable since Jourard

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<sup>1</sup>Jourard and Remy, p. 366.

and Remy's intensity score and the present overall feeling about the body score were obtained differently.

Relationship between Aspects of Clothing and Overall Feeling about the Body

Correlation coefficients between the overall feeling about the body and the aspects of clothing are given in Table 15. Only two clothing categories related

Table 15. Simple correlations between clothing aspects and overall feeling about the body

Clothing Aspects	Boys	Girls
Aesthetic	.13	.06
Comfort	-.01	-.13
Interest	.02	.02
Management	.11	.08
Modesty	-.14 <sup>a</sup>	-.15 <sup>a</sup>
Psychological Dependence	.03	.02
Social Approval	.06	-.09
Special Attention	.04	.15 <sup>a</sup>

<sup>a</sup>Significant at the .05 level of confidence.

significantly to overall feeling about the body. Modesty in clothing related negatively to a more positive feeling about the body. No research was found relating clothing to satisfaction or dissatisfaction with the body; however, this result seemed to follow logically. Those subjects

who felt more dissatisfied with their bodies may have tried to hide themselves with their clothing. On the other hand, the students who felt more satisfied with their bodies did not feel that they needed to make their bodies inconspicuous. Although there was a trend toward a relationship for males between level of self concept and the modesty aspect when the effect of affective discrepancy was eliminated, modesty did not relate significantly to any part of the measure for self concept (see Table 8). Apparently, then, concern with modesty in clothing related more closely to feelings about the body than to general self feelings.

For the females the overall feeling about the body related positively to seeking special attention through the use of clothing. However, the relationship was not significant for the males and was in fact in the opposite direction. For the females the conclusion may be drawn that those who felt more satisfied with their bodies tended to use clothing as a means of seeking special attention. Thus, the female subjects who had a high level of self concept or were generally more pleased with their bodies used clothing to gain prestige.

Two other correlations between the overall feeling about the body and an aspect of clothing approached significance. For the males the overall feeling about the body tended to relate positively to concern with the aesthetic aspect of clothing. Moreover, both level of self concept



and the affective discrepancy related positively to the aesthetic aspect for both males and females; thus, the males who felt pleased with their bodies and both males and females who were less sure of their self definition or had a high self concept tended to be concerned with the aesthetic aspect of clothing.

The females who felt less pleased with their bodies tended to be more concerned with comfort. It is interesting to observe that comfort for females was the only aspect of clothing which related significantly to temporal discrepancy, which is purported to be the best measure of stability of self concept. The girls in this sample who were less stable in their self concept or felt more displeased about their bodies placed more emphasis upon physical comfort in clothing.

Again the uses of clothing may be interpreted as means of self expression or coping with the social situation. Stone's theory that appearance, including clothing and the physical body among other facets, plays a major role in social interaction may serve as a theoretical explanation of the findings.<sup>1</sup> Those individuals who felt more displeased with their physical appearance, according to these data, played down or hid their bodies more and the girls also tended to stress a non-visual aspect, comfort.

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<sup>1</sup>Stone.

Thus, it would seem that the modesty and, to some extent, comfort uses of clothing tended to be more coping behaviors.

On the other hand, feeling pleased with the body was positively related to seeking special attention for girls and tended to relate positively to concern with the aesthetic for the boys. In other words, those who felt more satisfied with their bodies did not seem to use clothing to hide themselves but rather used it as a means of expressing beauty or attracting attention.

Clothing, then, may have served the purpose of hiding or making comfortable the individual who felt displeased with his physical appearance, and calling attention to or serving as a means of expression for the individual who felt more pleased with his body.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

The present investigation, which is part of a larger project, was undertaken to determine whether various uses of clothing relate to the stability of self concept of adolescents.

Subjects for the study were 521 Sophomores, Juniors, and Seniors, including 251 boys and 270 girls, from a centrally located high school in a small midwestern city. Since it was the only high school in the county, the students came from all the social classes represented in the community.

The questionnaire included several sections and was administered during study hall periods in two sessions one week apart.

Importance of Clothing, an instrument developed for the larger project, was actually a composite of eight scales, each containing eleven statements describing concrete situations on which the subject rated himself on a scale from one to five according to whether he "never" or "always" behaved in the manner described in that item. Each of the eight categories, including aesthetic, comfort, interest, management, modesty, psychological

dependence, social approval, and special attention, was designed to measure one aspect of clothing usage. Within each category questions were designed to measure various intensities of concern with that particular aspect. In an effort to avoid bias in the measure, an attempt was made to balance the intensity of questions between categories. Scores for each of the aspects of clothing were treated separately and correlated with other variables.

The measure was pretested three times, twice on samples of female college students and once on a group of adolescent boys and girls. After each pretest items were analyzed using a Likert technique to determine whether they discriminated between high and low scorers in the particular category in which they were found. Some of the items were dropped after each pretest and many were revised. Since the psychological dependence aspect was added to the measure after the pretests, it was reported but not discussed.

A modified version of Brownfain's Self Rating Inventory, containing 20 items on which the subject rated himself in relation to his peers, was used to measure stability of self concept. During each data collection period the subject filled out two self rating sheets. The negative rating, in which the subject denied himself the benefit of every reasonable doubt, was subtracted from the positive rating, in which the individual gave himself the

benefit of every reasonable doubt, to give the affective discrepancy (amount of instability at one point in time). Negative rating minus negative rating for the two administrations gave the temporal discrepancy (amount of instability over time), and the first negative was defined as the level of self concept. In the event of a negative score for the affective discrepancy, caused by a higher negative rating than positive rating, the subject was dropped from the sample. The scores for temporal discrepancy, on the other hand, were absolute and the sign was disregarded since the temporal discrepancy score was obtained from the two negative ratings.

Overall feeling about the body was measured by an instrument devised by the researchers for the project. The measure consisted of 23 items, each naming part of the body, on which the subject rated himself on a scale from one to seven according to whether he was highly satisfied or highly dissatisfied with that particular part. The ratings were weighted so that the more extreme feelings would have a greater effect upon the total score, and the difference between the total weighted satisfaction ratings and total weighted dissatisfaction ratings was considered to be the overall feeling about the body. For statistical purposes the number 100 was added to each subject's total score on overall feeling about the body, so that the number would always be positive and direction as well as

intensity of the overall feeling could be included in the correlations.

Biographical variables of year in school, social class, age, transfer and honor roll status were obtained to describe the sample; and means, standard deviations, actual ranges, and intercorrelations of parts of the measures were computed to describe the distribution of scores.

Multiple correlations between the aspects of clothing and level and either affective or temporal discrepancy were computed to determine the relationship between uses of clothing and the self concept. However, a very high negative correlation existed between level of self concept and the discrepancy scores, especially the affective discrepancy. Because the partial correlations indicated that a positive relationship existed between clothing and both level of self concept and each of the discrepancy scores considered separately, the multiple correlation gave an inaccurate picture of the relationship.

Since the multiple correlations did not give an accurate picture of the relationship between the clothing aspects and stability of self concept, confirmation or rejection of hypotheses could not be based upon these findings. Therefore, conclusions were based upon partial correlations between the aspects of clothing and the discrepancy scores, eliminating the effect of the level of self concept. Since neither one of the two discrepancy

scores could be conclusively shown to be a better measure of stability of self concept and both scores were assumed to measure the same dimension, hypotheses were considered confirmed if either discrepancy score related to clothing in the predicted manner.

The rationale for hypotheses was based, whenever possible, upon previous research. However, in some cases results of different studies have contradicted each other and in other cases no literature was found relating the variables in question. Previous studies indicated that insecurity was related to general interest in clothing, use of clothing to conform, or gain social approval, and concern with the management of clothing. Thus, three of the following hypotheses were formed assuming some parallel between security and stability of the self concept. Previous pieces of research contradicted each other on the relationship between insecurity and the use of clothing to gain prestige or special attention. Since the motivation behind using clothing to gain social approval or special attention might stem basically from the same source, that is, the desire to elicit favorable responses from others, the fourth hypothesis was formulated predicting a negative relationship between stability of self concept and the use of clothing to gain special attention.

Hypothesis Ala. Stability of self concept of adolescents will be negatively related to general interest in clothing.

The interest aspect of clothing related to the affective discrepancy for girls but did not correlate significantly for the boys for either the affective or the temporal discrepancy. Since a positive correlation coefficient indicates a negative relationship between stability of self concept and the aspects of clothing, the hypothesis was confirmed for the girls only.

Hypothesis Alb. Stability of self concept of adolescents will be negatively related to concern with management of clothing.

The affective discrepancy related negatively to concern with the management of clothing for both males and females. The hypothesis, therefore, was confirmed.

Hypothesis Alc. Stability of self concept of adolescents will be negatively related to the use of clothing to gain social approval.

Use of clothing to gain social approval did not relate significantly to the affective or temporal discrepancies for either girls or boys. Thus, the hypothesis was not confirmed.

Hypothesis Ald. Stability of self concept of adolescents will be negatively related to the use of clothing to gain special attention.

The correlation coefficients between the use of clothing to gain special attention and the affective discrepancy or the temporal discrepancy were not significant. Therefore, the hypothesis was not confirmed.

One aspect of clothing usage, concern with modesty



in clothing, has not been found to relate to security or insecurity. Although the subjects for previous studies were adults and those for the present study were adolescents, the same lack of relationship was expected.

Hypothesis A2. Stability of self concept of adolescents will not be related to concern with modesty in clothing.

Since concern with modesty in clothing did not relate significantly for males or females to either the affective or the temporal discrepancy, the hypothesis was confirmed.

Concern with the aesthetic aspect of clothing has been found to relate to both security and insecurity. The first hypothesis in the following group is based upon the assumption that concern with the aesthetic is an expressive behavior and more stable subjects will be less dependent upon the social situation and therefore freer to be concerned with self expression than would the less stable subjects. The second hypothesis is based upon the belief that stable subjects are less likely to feel that they need to use clothing to evoke favorable judgments from others and need not endure physical discomfort to help make an impression on others. Most other studies relating concern with comfort in clothing and insecurity have found a positive relationship between the two.

Hypothesis A3a. Stability of self concept of adolescents will be positively related to the aesthetic aspect of clothing.

The correlation between concern with the aesthetic aspect of clothing and affective discrepancy was significant for males but did not relate significantly for females. However, since the relationship was not in the expected direction, and the aesthetic aspect did not relate significantly to temporal discrepancy, the hypothesis was not confirmed.

Hypothesis A3b. Stability of self concept of adolescents will be positively related to concern with comfort in clothing.

Although concern with comfort in clothing related to the affective discrepancy for boys and to the temporal discrepancy for girls, the correlations were not in the predicted direction. Therefore, the hypothesis was not confirmed.

No literature was found relating feelings about the body to aspects of clothing. Therefore, all hypotheses were formulated from observation and logical deduction. Those subjects who were less pleased with their bodies might have used their physical appearance as a means of self expression or concern with the aesthetic by the clothes they wore. From this reasoning the following hypothesis was written.

Hypothesis B1. Both stability of self concept and overall feeling about the body will be positively related to concern with the aesthetic aspect of clothing.

Concern for the aesthetic in clothing did not

relate significantly to the overall feeling about the body or the temporal discrepancy for either males or females and did not relate in the predicted direction to the affective discrepancy. Therefore, the hypothesis was not confirmed.

Those subjects who were less pleased with their bodies might emphasize certain aspects of clothing as a camouflage or as a means of attracting favorable attention. Thus, the following hypotheses were formulated.

Hypothesis B2a. Both stability of self concept and the overall feeling about the body will be negatively related to general interest in clothing.

Overall feeling about the body did not relate to general interest in clothing. Interest in clothing did, however, relate for girls to the affective discrepancy score in the expected direction. The hypothesis, therefore, was partially confirmed.

Hypothesis B2b. Both stability of self concept and overall feeling about the body will be negatively related to the use of clothing to gain social approval.

Since the use of clothing to gain social approval did not relate significantly for males or females to either of the scores for stability of self concept or to the overall feeling about the body, the hypothesis was not confirmed.

Hypothesis B2c. Both stability of self concept and overall feeling about the body will be negatively related to the use of clothing to gain special attention.

The use of clothing to gain special attention did

not relate to either score for stability of self concept and related in the unpredicted direction to the overall feeling about the body for females. Thus, the hypothesis was not confirmed.

In some cases an aspect of clothing did not seem likely to relate to feelings about the body in the same manner it might relate to stability of self concept. Concern with the management of clothing, which was predicted to relate inversely to stability, seemed unlikely to relate to feeling pleased or displeased with the body, primarily because it was neither a highly visible nor a physical aspect of clothing. Comfort, on the other hand, was a physical aspect of clothing, and it was predicted that those subjects who were pleased with their bodies would feel less pressured to endure physical discomfort to achieve a cultural standard of beauty. In this way the subjects who were more pleased with their bodies might be freer to seek comfortable clothing. The last hypothesis, dealing with the modesty aspect of clothing, was based upon the idea that those individuals who were less pleased with their bodies might tend to use clothing to hide themselves.

Hypothesis B3. Stability of self concept will relate negatively to concern with the management of clothing while overall feeling about the body will not relate to the management aspect.

While concern with the management of clothing did not relate significantly to overall feeling about the body

or to the temporal discrepancy score for stability of self concept, it did relate to the affective discrepancy for both males and females. Thus, the hypothesis was partially confirmed.

Hypothesis B4. Stability of self concept will be positively related to concern with comfort in clothing, but overall feeling about the body will relate negatively to the comfort aspect.

Since concern with comfort in clothing did not relate in the predicted direction to either score for stability of self concept and did not relate significantly to overall feeling about the body, the hypothesis was not confirmed.

Hypothesis B5. Stability of self concept will not be related to concern with modesty in clothing, but overall feeling about the body will relate negatively to the modesty aspect.

Emphasis on modesty in clothing did not relate to either of the scores for stability of the self concept, as predicted, and related negatively to the overall feeling about the body. Thus, the hypothesis was confirmed.

Partial correlations indicated that the intervening variables, grade in school and social class status of the subject, did not affect the relationship between the aspects of clothing and stability of self concept.

The partial correlations for affective discrepancy showed that the aspects of clothing which correlated with self concept, including the aesthetic, comfort, interest,

and management aspects, related more closely to level of self concept than to stability. Brownfain has suggested that the affective discrepancy may be a compensatory function of the level of self concept,<sup>1</sup> and this statement seems to be supported by the highly significant relationship between level of self concept and the affective discrepancy in the present study. Moreover, with temporal discrepancy, which is purported to be a more sensitive measure than the affective discrepancy,<sup>2</sup> the same four aspects of clothing related to level of self concept as before, but only comfort for females related to the temporal discrepancy. If these hypotheses regarding the stability of self concept are correct, then the true relationship between self concept and clothing is actually the relationship between level of self concept and clothing.

An alternate interpretation of the findings may be explained by the difference between coping and expressive behavior. Those subjects with unstable self concepts may have used clothing as a means of coping with the social situation while the subjects with a high level of self concept used clothing as a means of expression. All aspects of clothing correlated with all other aspects for the boys. For the girls, all correlated except social approval with

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<sup>1</sup>Brownfain, p. 605.

<sup>2</sup>Katz, p. 40.

comfort, management, and special attention, and special attention with comfort. Thus, particularly for the boys in this sample, the instrument seemed to measure general interest in clothing.

### Recommendations

1. The present investigation built upon theories of social interaction, the importance clothing plays as a symbol in this interaction, and the influence of this interaction on the self concept. The relationship between uses of clothing and self concept may be greatly influenced by the symbolic meaning of clothing and may vary with the background of the individual. Studies involving subjects of an age group or groups other than adolescents could be carried out. Perhaps older subjects might tend to differentiate more between various uses of clothing.

Other characteristics besides age may have a marked effect upon the relationship between self concept and clothing. Members of certain ethnic groups or the different social classes may have different meanings and values for clothing. Thus, studies might be carried out using subjects from specific ethnic groups or social classes.

2. Additional work on the clothing measure is needed, particularly to make it more applicable to boys. Other aspects or uses of clothing may exist which were not included in the present measure, and some of the existing categories may overlap unnecessarily.

3. Another study dealing with the relationship between the self concept and uses of clothing might investigate the relationship between specific items of the Self Rating Inventory and their relationship to the uses of clothing.

4. Studies relating overall feeling about the body and clothing might be carried out on subjects in a wide variety of age groups. Moreover, more extensive treatment of overall feeling about the body using both the intensity of feelings and direction of those feelings would give a more complete picture of the relationship. In addition, analysis of the relationship of clothing to the various items of the body measure might be interesting.



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## **APPENDIX**

### SELF RATING INVENTORY

Every person has a picture of himself or a way he sees himself. This inventory consists of 20 traits which all people possess to a greater or lesser degree. These traits are used by persons in order to paint this picture of themselves. Only the extremes of each trait are described. The low end, "1," describes in approximate terms the students who stand lowest on a particular trait, while the high end, "10," describes the people who stand highest on the trait. To simplify matters the masculine pronoun (he) is used to refer to both girls and boys.

#### LOW END (1)

-versus-

#### HIGH END (10)

##### 1. INTELLIGENCE

Is among the least bright of his classmates. Is not especially quick or alert in grasping complicated ideas and tasks.

Is among the most brilliant of his class. Is alert, quick, and imaginative in understanding complicated ideas and tasks.

##### 2. MATURITY

In many ways is "childish" and seems younger than actual age. Simply is not "grown-up." Is among the least mature in the group.

Acts his age and is not at all childish. Is among the most grown-up and mature in his class.

##### 3. AT EASE SOCIALLY

Tends to be awkward and clumsy in social situations; seems embarrassed or shy in mixing with classmates and adults.

Acts skillfully and smoothly in social situations; is confident and at ease in meeting and mixing with classmates and adults.

##### 4. PHYSICAL ATTRACTIVENESS

Is among those in the class who are physically most homely or plain-looking.

Is among the physically most attractive in the class. Could be considered quite handsome or, if a girl, beautiful.

##### 5. GENEROSITY

Tends to be selfish with money and possessions; not helpful to others; self-centered and thinks of self first.

Gives generously of possessions and money; wants to help other people; usually thinks first of the welfare of others.

## LOW END (1)

-versus-

## HIGH END (10)

- |  |  |
|--|--|
| <p>6. <b>CHEERFULNESS</b><br/>Tends to be gloomy and "sour" about life; is something of a "wet-blanket" in social groups.</p>  | <p>Is very cheerful and optimistic about things; tends to spread good will in a group.</p>   |
| <p>7. <b>SINCERITY</b><br/>Is insincere: you can't tell whether or not he is kidding or means what he says or does.</p>  | <p>Is sincere in what he says and does: you can always tell whether he is being earnest or is kidding.</p>                         |
| <p>8. <b>INITIATIVE</b><br/>Is dependent upon others; has trouble making up his mind; seems to need reassurance and support from others.</p>                                 | <p>Is self-reliant; makes up own mind without difficulty; does not lean on others in situations where he could act by himself.</p> |
| <p>9. <b>TRUSTFULNESS</b><br/>Is suspicious of others and looks for hidden reasons; might feel mistreated or disliked without good reason.</p>                               | <p>Trusts other people without being fooled by them; gives people the benefit of the doubt without looking for hidden motives.</p> |
| <p>10. <b>ADAPTABLE</b><br/>Is among the most stubborn in the class. Sticks to own ideas and ways of doing things even though they may not be suitable to the situation.</p> | <p>Is among the most readily adjustable to changing conditions; accepts compromises and suggestions where needed.</p>              |
| <p>11. <b>SPORTSMANSHIP</b><br/>Can't take a joke; tends to hold a grudge; is a poor loser and a boastful winner.</p>  | <p>Can take a joke and give one; takes victory and defeat in stride.</p>   |
| <p>12. <b>INDIVIDUALITY</b><br/>Conforms very closely to what the class expects; is quite conservative and cautious, and afraid to be different.</p>                         | <p>Expresses feelings and opinions easily and freely; is not a rebel or a radical but is not afraid to be different.</p>           |



LOW END (1)

-versus-

HIGH END (10)

## 13. SELF-UNDERSTANDING

Does not understand or recognize his weak and strong points. Is uncertain of own abilities and not aware of personality handicaps.

Understands own weak and strong points especially well. Is well aware of his shortcomings and personality handicaps.

## 14. INTEREST IN OPPOSITE SEX

Talks very little about opposite sex. Does not use opportunities for contact and may avoid association with opposite sex.

Associates a great deal and talks a lot about the opposite sex. Well aware of the opposite sex and enjoys being with them.

## 15. DEPENDABILITY

Is among the least reliable in a number of ways. Might fail to keep promises, appointments, or to return borrowed things. Lacks a sense of responsibility to others.

Is among the most dependable; can be relied upon to meet promises and to fulfill responsibilities to others.

## 16. UNDERSTANDING OF OTHERS

Tends to be indifferent and blind to the needs and feelings of others; doesn't understand what makes other people "tick."

Is very aware of the needs and feelings of other people and shows good understanding of their personality.

## 17. ACCEPTING ONESELF

Is very dissatisfied to be the kind of person he is; wants very much to be a different kind of person; doesn't accept self.

Is generally pleased (but not conceited) about being the person he is; accepts himself; feels no need to be like a different person.

## 18. POPULARITY

Has very few close friends and few acquaintances, tends to be disliked by others.

Has many friends and acquaintances; is among the best liked in the class.

## 19. PERSISTENCE

Does not "stick" to his work; delays or treats lightly his assignments and undertakings.

Works consistently, attentively and industriously at any task undertaken or assigned, without slighting or postponing the task.

LOW END (1)

-versus-

HIGH END (10)

## 20. SELF-CONTROL

Loses temper easily;  
becomes upset when angered  
or cannot get his way.

Has very good control of  
temper and emotions; calm-  
ly attempts to find solu-  
tions to frustrating events.

## Rating Sheet No. 1.

Most people are not entirely certain as to exactly where they stand on these traits as compared to other people. We want to know HOW YOU SEE YOURSELF, but with this difference. Rate yourself taking a favorable view of yourself. Give yourself the benefit of any reasonable doubt you might have on any trait and rate yourself in the HIGHEST THAT YOU REALISTICALLY THINK YOU ARE on that trait. Remember, be realistic in your favorable self-rating. Do not, without careful consideration, give yourself a high rating on every trait. NOTE: On some traits, you may see yourself as higher than any member in the class. In this case, you may use an "11" to rate your standing on that trait instead of a "10."

## SELF-RATING INVENTORY

## RATING SCALE

_____ 1. INTELLIGENCE	10 In the Top 10% of your High School Grade
_____ 2. MATURITY	
_____ 3. AT EASE SOCIALLY	9 In the Second 10% from the top
_____ 4. PHYSICAL ATTRACTIVE- NESS	8 In the Third 10% from the top
_____ 5. GENEROSITY	7 In the Fourth 10% from the top
_____ 6. CHEERFULNESS	
_____ 7. SINCERITY	6 In the 10% just above the middle
_____ 8. INITIATIVE	
_____ 9. TRUSTFULNESS	5 In the 10% just below the middle
_____ 10. ADAPTABLE	
_____ 11. SPORTSMANSHIP	4 In the Fourth 10% from the bottom
_____ 12. INDIVIDUALITY	
_____ 13. SELF-UNDERSTANDING	3 In the Third 10% from the bottom
_____ 14. INTEREST IN OPPOSITE SEX	2 In the Second 10% from the bottom
_____ 15. DEPENDABILITY	
_____ 16. UNDERSTANDING OF OTHERS	1 In the Bottom 10% of your High School Grade
_____ 17. ACCEPTING ONESELF	
_____ 18. POPULARITY	
_____ 19. PERSISTENCE	
_____ 20. SELF-CONTROL	

## Rating Sheet No. 2.

This time, when you are uncertain as to exactly where you stand on each trait as compared to other people in the group, rate yourself taking an unfavorable view of yourself. Do not give yourself the benefit of any reasonable doubt you might have on any trait. But remember to be realistic. Do not, without careful consideration, give yourself a low rating on every item.

NOTE: On some items, you may see yourself as lower than any member in the group. In this case, you may use a zero (0) to rate your standing on that item instead of a "1."

SELF-RATING INVENTORY	RATING SCALE
____ 1. INTELLIGENCE	10 In the Top 10% of your High School Grade
____ 2. MATURITY	9 In the Second 10% from the top
____ 3. AT EASE SOCIALLY	8 In the Third 10% from the top
____ 4. PHYSICAL ATTRACTIVE- NESS	7 In the Fourth 10% from the top
____ 5. GENEROSITY	6 In the 10% just above the middle
____ 6. CHEERFULNESS	5 In the 10% just below the middle
____ 7. SINCERITY	4 In the Fourth 10% from the bottom
____ 8. INITIATIVE	3 In the Third 10% from the bottom
____ 9. TRUSTFULNESS	2 In the Second 10% from the bottom
____ 10. ADAPTABLE	1 In the Bottom 10% of your High School Grade
____ 11. SPORTSMANSHIP	
____ 12. INDIVIDUALITY	
____ 13. SELF-UNDERSTANDING	
____ 14. INTEREST IN OPPOSITE SEX	
____ 15. DEPENDABILITY	
____ 16. UNDERSTANDING OF OTHERS	
____ 17. ACCEPTING ONESELF	
____ 18. POPULARITY	
____ 19. PERSISTENCE	
____ 20. SELF-CONTROL	

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE.

### EXPLANATION OF CLOTHING MEASURE

The clothing questionnaire completed by the subjects consisted of preliminary instructions and the eighty-nine statements. Additional information about the final pre-test and scoring of the questionnaire are included in this appendix. Moreover, the statements of the questionnaire have been divided into the clothing aspects that they measure, but this information did not appear on the form given to the subjects.

#### Key for Pre-test and Scoring Information

1. \* Negative statement for which the scoring was reversed.
2. \*\* Wording changed slightly after third pre-test.
3. # New or drastically changed statement.
4. Index of Discrimination determined by Likert Scaling Technique for Pre-test III (69 subjects).

IMPORTANCE OF CLOTHING p.33

Read the following statements and rate each according to the scale given below. Place the number corresponding to your choice in front of each statement. The statements generally refer to a school situation.

- Scale: 5. Almost Always--very few exceptions  
 4. Usually--majority of the time  
 3. Sometimes  
 2. Seldom--not very often  
 1. Almost Never--very few exceptions

Not analyzed 1. The way I look in my clothes is important to me.

Aesthetic

- .92\* 2. When I am shopping I choose clothes that I like even if they do not look best on me.
- .74 3. It bothers me when my shirt tail keeps coming out.
- .43 4. I consider the fabric texture with the line of the garment when choosing my clothes.
- 1.00 5. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line, and texture.
- .70\* 6. I wear clothes which have buttons or snaps missing.
- .78 7. I pay a lot of attention to pleasing color combinations.
- .78 8. I keep my shoes clean and neat.
- 1.35\*\* 9. I carefully coordinate the accessories that I wear with each outfit.
- .21\* 10. I wear the clothing fads that are popular in our school even though they may not be as becoming to me.

5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

- |                     |  |
|---------------------|--|
| 1.05                | 11. I spend more time than others coordinating the colors in my clothes.           |
| Theoretical<br>1.13 | 12. I try to figure out why some people's clothes look better on them than others. |

Modesty

- |                     |   |
|---------------------|---|
| .56                 | 13. Unlined sheer dresses or blouses reveal too much of the body.                                       |
| .47                 | 14. I select clothes that are conservative in style.  |
| .92                 | 15. I feel uncomfortable when someone has forgotten to close their zipper.                              |
| 1.65                | 16. The first time in the season that I go to a public beach or pool I feel exposed in my bathing suit. |
| 1.18                | 17. I choose clothing with small prints, even though a larger design looks equally well on me.          |
| 1.56                | 18. I feel embarrassed when I see someone in too low cut a dress.                                       |
| .78                 | 19. I select clothes which do not call attention to myself in any way.                                  |
| 1.17                | 20. I feel embarrassed when I see someone in clothes that are too tight.                                |
| .26                 | 21. I like dark or muted colors rather than bright ones for my clothes.                                 |
| 1.74                | 22. I hesitate to associate with those whose clothes seem to reveal too much of their body.             |
| Theoretical<br>1.39 | 23. I wonder why some people wear clothes that are immodest.  |

5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

Interest

- |               |     |   |
|---------------|-----|---|
| 1.02          | 24. | My friends and I try each other's clothes to see how we look in them.   |
| 1.87**        | 25. | I enjoy trying shoes of different styles or colors.   |
| 1.26          | 26. | I study collections of accessories in the stores to see what I might combine attractively.                              |
| 1.52          | 27. | I try on some of the newest clothes each season to see how I look in the styles.  |
| 1.31          | 28. | I read magazines and newspapers to find out what is new in clothing.  |
| 2.78          | 29. | It's fun to try on different garments and accessories to see how they look together.                                    |
| 1.69**        | 30. | I experiment with new or different "hair do's" to see how I will look.  |
| 2.35**        | 31. | I like to know what is new in clothing even if none of my friends care and I probably would not want to wear it anyway. |
| 1.57          | 32. | I try on clothes in shops just to see how I will look in them without really planning to buy.                           |
| 1.44**        | 33. | When I buy a new garment I try many different accessories before I wear it.   |
| Not pretested | 34. | I am curious about why people wear the clothes they do.   |

Comfort

- |     |     |  |
|-----|-----|--|
| .92 | 35. | The way my clothes feel to my body is important to me. |
|-----|-----|--|



5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

- |                     |   |
|---------------------|---|
| .93**               | 36. There are certain textures in fabrics that I like and especially try to buy, for example, soft, fuzzy, sturdy, smooth.    |
| .49                 | 37. I am more sensitive to temperature changes than others and I have difficulty being comfortable in my clothes as a result. |
| 1.74**              | 38. I wear my pants or slacks with an easy fit even when tight ones are fashionable.  |
| .69                 | 39. I get rid of garments I like because they are not comfortable.  |
| .43                 | 40. I find it difficult to buy clothes suitable to the temperature.   |
| .68                 | 41. I would buy a very comfortable bathing suit even if it were not the current style.  |
| 1.30                | 42. I avoid garments that bind the upper arm.   |
| .95                 | 43. I am irritable if my clothes are uncomfortable.   |
| 1.39                | 44. I am extremely sensitive to the texture of the fabrics in my clothing.  |
| Theoretical<br>1.12 | 45. I wonder what makes some clothes more comfortable than others.  |

Special Attention

- |      |  |
|------|--|
| 1.48 | 46. When new fashions appear on the market, I am one of the first to own them. |
| .62  | 47. I have clothes that I don't wear because everyone else has them.           |
| 2.17 | 48. I like to be considered an outstanding dresser by my friends.              |

5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

1.46	49.	I try to keep my wardrobe in line with the latest styles.
1.68	50.	I go to nearby cities to shop for better fashions.
1.65	51.	I try to buy clothes which are very unusual.
1.20	52.	I avoid wearing certain clothes because they do not make me feel distinctive.
Not pretested	53.	I enjoy wearing very different clothing even though I attract attention. (Two good questions combined.)
1.09	54.	I try to buy clothes with the best labels.
.95	55.	I wear different clothes to impress people.
Theoretical .70	56.	I am interested in why some people choose to wear such unusual clothes.

Management

1.36	57.	I plan for and prepare clothes to wear several days in advance.
.75**	58.	I see that my out-of-season clothing is cleaned and stored.
1.57**	59.	I look over the clothing in my wardrobe before each season so that I know what I have.
.52*	60.	I am enticed into buying garments I like without having anything to go with them.
.24	61.	I enjoy trying to get the most for my money in clothing purchases.
.67	62.	I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.

5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

- .37\*\* 63. I have something to wear for any occasion that occurs.
- 1.31\*\* 64. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.
- 1.39\*\* 65. I carefully plan every purchase so that I know what I need when I get to a store.
- 1.28\*\* 66. I am more concerned about the care of my clothing than my friends are about theirs.
- Theoretical  
.46 67. I try to find out how I can save as much time, energy, and money as possible with my clothes.

Social Approval

- 1.42\*\* 68. I check my friends about what they are wearing to a gathering before I decide what to wear.
- 1.53 69. I would rather miss something than wear clothes which are not really appropriate.
- 1.27 70. I feel more a part of the group if I am dressed like my friends.
- .71\*\* 71. I wear clothes that everyone is wearing even though they may not look as good on me.
- 1.60 72. I am uncomfortable when my clothes are different from all others at a party.
- 1.65 73. I try to dress like others in my group so that people will know we are friends.
- 1.38\*\* 74. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing.

5.Almost Always 4.Usually 3.Sometimes 2.Seldom 1.Almost Never

.53	75. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.
.71*	76. I wear what I like even though some of my friends do not approve.
1.35	77. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.
Theoretical .29	78. When someone comes to school dressed unsuitable, I try to figure out why he is dressed as he is.

Psychological Dependence

Not pretested	79. Certain clothes make me feel more sure of myself.
Not pretested	80. I decide on the clothes to wear according to the mood I'm in that day.
Not pretested	81. Days when I feel low I wear my gayest clothes.
Not pretested	82. I "dress-up" to make an ordinary occasion seem more exciting.
Not pretested	83. I am aware of being more friendly and outgoing when I wear particular clothes.
Not pretested	84. I feel and act differently according to whether I am wearing my best school clothes or not.
Not pretested	85. I buy clothing to boost my morale.
Not pretested	86. I get bored with wearing the same kind of clothes all the time.
Not pretested	87. I have more self-confidence when I wear my best school clothes.
Not pretested	88. When things are not going well I like to wear brighter colors.
Theoretical	89. I wonder why some clothes make me feel better than others.

## BACKGROUND INFORMATION

1. Age (at last birthday) \_\_\_\_\_ Grade \_\_\_\_\_ Sex \_\_\_\_\_
2. How many living brothers and sisters do you have?  
(Circle the correct number on each line, the 0 if none.)

Brothers        0 1 2 3 4 More

Sisters        0 1 2 3 4 More

3. Who is the main wage earner where you live?

\_\_\_\_\_ father

\_\_\_\_\_ stepfather

\_\_\_\_\_ mother

\_\_\_\_\_ other (specify) \_\_\_\_\_  
For example: "my uncle,"  
"guardian"

4. Draw a circle around the one number representing the highest grade the main wage earner completed in school. Note: the main wage earner is the person checked in question number 3.

Grade School                    1 2 3 4 5 6 7 8

High School                    9    10    11    12

College or University        1    2    3    4

Graduate School            1 or more years

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

5. What kind of work does the main wage earner do? Please describe his or her work as specifically as you can; we need to know the type of work done but not the name of the company or business. FOR EXAMPLE: sawyer in a lumber mill, teacher in a high school, chemical engineer in chemical plant, salesman for a book company, waitress, operates farm of 160 acres, retired college professor, unemployed. \_\_\_\_\_
- \_\_\_\_\_

6. Which of the following statements best describes the working situation of the person you named main wage earner. (Check the one which applies to your situation.)

\_\_\_\_ works for someone; does not manage the business  
(or farm)

\_\_\_\_ works for someone; does manage the business or a  
main part or section of it

\_\_\_\_ owns a business (or farm) but hires someone else  
to manage it

\_\_\_\_ owns and manages his or her own business (or farm)

\_\_\_\_ retired

7. Please estimate the yearly income which the main wage earner receives.

\_\_\_\_ less than \$5999

\_\_\_\_ \$10,000-24,999

\_\_\_\_ \$6000-9999

\_\_\_\_ over \$25,000

8. Does any other person or source contribute to the financial support of your family? \_\_\_\_ Yes \_\_\_\_ No

9. If yes, explain who (mother, brother, social security, pension, etc.).

\_\_\_\_\_

10. What is the type of work done by this person? \_\_\_\_\_

\_\_\_\_\_

11. Please estimate the income which this person or source contributes?

\_\_\_\_ less than \$5999

\_\_\_\_ \$10,000-24,999

\_\_\_\_ \$6000-9999

\_\_\_\_ over \$25,000

### Body Characteristics

Please place the number which best corresponds to your feelings (as indicated in the scale) in front of each characteristic listed below.

- (1) Think that others would like to be just like me
- (2) Consider myself rather fortunate
- (3) Am satisfied
- (4) Have no particular feelings one way or the other
- (5) Don't like, but can put up with
- (6) Have strong feelings about, and would change if I could (or am changing)
- (7) Find it unbearable, and would do almost anything to change

EXAMPLE:      3   Height

<u>      </u> Hair	<u>      </u> Muscular development
<u>      </u> Face shape	<u>      </u> Bust or chest
<u>      </u> Complexion	<u>      </u> Waist
<u>      </u> Eyes	<u>      </u> Hips
<u>      </u> Ears	<u>      </u> Legs
<u>      </u> Nose	<u>      </u> Hands
<u>      </u> Teeth	<u>      </u> Feet
<u>      </u> Lips	<u>      </u> Speaking voice
<u>      </u> Height	<u>      </u> Body hair
<u>      </u> Weight	<u>      </u> Birthmarks, moles, etc.
<u>      </u> Posture	<u>      </u> Other (Please specify)
<u>      </u> Muscular co-ordination	<u>_____</u>

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