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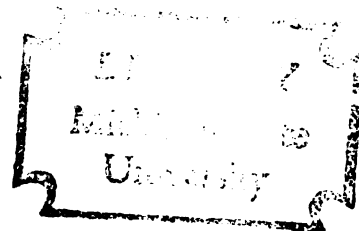
CLOTHING ATTRACTIVENESS AND PERSONAL
ATTRACTIVENESS RELATED TO SOCIAL ACCEPTANCE OF
ADOLESCENT BOYS AND GIRLS

Thesis for the Degree of M. A.
MICHIGAN STATE UNIVERSITY
LOIS ANN FLORKEY
1976

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ABSTRACT

CLOTHING ATTRACTIVENESS AND PERSONAL ATTRACTIVENESS RELATED TO SOCIAL ACCEPTANCE OF ADOLESCENT BOYS AND GIRLS

by Lois Ann Florkey

The purpose of this study was to establish associations between clothing attractiveness and personal attractiveness and social acceptance of high school boys and girls. Positive associations were hypothesized between clothing attractiveness and personal attractiveness and the five measures of social acceptance: presidency, officerships, number of organizations joined, social participation and scholastic standing.

A pretest was used to select and determine the most reliable medium and the most reliable and valid observers to use for the data collection. The six observers rated a movie film of 241 subjects made during the collection of the data for Michigan Project 1020 in 1968. Each subject was rated on the attractiveness of his or her clothing and personal attractiveness. The measures for clothing attractiveness and personal attractiveness were unique to the present study while the

five measures of social acceptance were from the larger project at Michigan State University.

Pearson product-moment correlations were the major statistical analysis used in the study to determine the associations between the variables.

The results of the study showed that a positive association existed between clothing attractiveness and personal attractiveness. Social participation and number of organizations joined were also positively associated to clothing attractiveness and personal attractiveness for both boys and girls. A positive association between scholastic standing and clothing attractiveness existed for boys and not for girls. However, scholastic standing was positively associated to personal attractiveness for both boys and girls. Officer-ship was positively associated to girls' clothing attractiveness and no significant associations were found for girls' personal attractiveness or boys' clothing attractiveness and personal attractiveness. No significant associations were found between presidency and clothing attractiveness or personal attractiveness for both boys and girls.

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ADOLESCENT BOYS AND GIRLS

BY

Lois Ann Florkey

A THESIS

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CHAPTER I

INTRODUCTION

When two people meet for the first time, each one is generally influenced positively or negatively by the other's appearance. In a group situation, the quality or appeal of the newcomer's appearance may determine the initial acceptance of that individual by the group. Over a period of time, in addition to appearance, there may be other less visible factors which influence the process of acceptance. These are often, the desire for membership in the group, shared values and backgrounds and similar attitudes and interests. Byrne, London, and Reeves found that attitude similarity and dissimilarity influenced the attraction process and hypothesized that attraction towards a stranger was a joint function of physical attractiveness and attitude similarity.¹ Cannon,

¹Byrne, D., London, O., and Reeves, L., "The Effect of Physical Attractiveness, Sex, and Attitude Similarity on Interpersonal Attraction," Journal of Personality, Vol. 36, No. 2, (1968), pp. 259-271.

Staples and Carlson found personal appearance to be a significant factor in the social acceptance of adolescents.¹

In research literature, personal appearance has often been defined in non-specific terms although some investigators (Dion, Jones, Gerard, Hamid, and Smucker) have looked at one or more components of appearance.^{2,3,4,5} These components include facial expressions, physical attributes, clothing. Separately, each component was found to affect individual assessments of others and, depending on whether the characteristic was socially approved or not, appeared to enhance or to diminish the attraction process.

¹Cannon, Kenneth, L., Staples, Ruth, and Carlson, Irene, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, Vol. 44, No. 9, (November, 1952), pp. 710-713.

²Dion, K. K., "Physical Attractiveness and Evaluation of Children's Transgressions," Journal of Personality and Social Psychology, Vol. 24, No. 2, (1972), pp. 207-213.

³Jones, Edward, E. and Gerard, Harold, B., Foundations of Social Psychology (New York: John Wiley and Sons, Inc., 1967), p. 260.

⁴Hamid, Paul N., "Some Effects of Dress Cues on Observation Accuracy," "Perceptual Estimate, and Impression Formation," Journal of Social Psychology, Vol. 86, (1972), pp. 279-289.

⁵Smucker, Betty, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls" (unpublished Master's Thesis, Michigan State University, 1969).

Hurlock, Coleman, and Stone suggested that appearance affected personal attraction and emphasized its importance in establishing communication.^{1,2,3} Stone theorized that clothing, as part of appearance, is an important prerequisite to verbal exchange between individuals.⁴ The limited research, in which the effects of clothing have been assessed, suggests the need for additional investigations into the subject of clothing as an important part of personal appearance.

The purpose of this study was to investigate the associations which may exist between the attractiveness of an individual's clothing and his personal attractiveness and social acceptance as measured by presidency, officerships, number of organizations joined, social participation and scholastic standing. A positive relationship between these variables would support the theory that clothing has a strong influence in social acceptance.

¹Hurlock, Elizabeth B., Child Development (New York: McGraw-Hill Company, Inc., 1956), pp. 476-479.

²Coleman, James S., The Adolescent Society (United States: The Free Press, Corp., 1961), pp. 30-31.

³Stone, Gregory P., "Appearance and the Self," in Human Behavior and Social Processes. ed. Arnold M. Rose. (Boston: Houghton Mifflin Company, 1962), pp. 86-127.

⁴Stone, Gregory, "Appearance and Self," pp. 86-127.

CHAPTER II

REVIEW OF LITERATURE

An extensive amount of research literature has been recorded which deals with the effect of personal appearance on social interaction and group acceptance. Citations from the pertinent literature also indicated relationships between clothing attractiveness and personal attractiveness and social acceptance. The review of literature is arranged in the following sections: (1) Interpersonal Interaction and Social Acceptance, (2) Personal Appearance and Social Interaction, (3) Clothing.

Interpersonal Interaction and Social Acceptance

Verbal and non-verbal exchange between individuals is aided by visual cues observed and interpreted by the individuals involved in the interpersonal interaction. Interpretation of these cues is influenced by the observer's background or by his attitude towards the other individual. In addition, each person comes to the interaction with a set of expectations which have developed from past experiences with others.¹ Sherif

¹Sherif, Muzafer, The Psychology of Social Norms (New York: Harper and Row, 1966), Chapter IV.

stated that an individual's "focal point of experience" serves as a guide in social interaction.¹

According to Stone, appearance influences the impressions individuals form of one another. He theorized that clothing affected appearance and was significant in the communication process, leading ultimately to acceptance.² Hamid studied the effect of clothing cues on person perception: for females, physical attractiveness was largely determined by clothing and make-up; observers of males, however, were not sensitive to clothing cues.³

During interaction, individuals evaluate others' characteristics and decide whether they will accept them. Appearance seems to be one way used by others to evaluate the characteristics desired by the group. People want to associate with those whom they view as having shared common characteristics, although, Byrne found, the feeling of similarity may be greater than the actual similarity between individuals.⁴

¹Sherif, Muzafer, Social Interaction (Chicago: Aldine Publishing Company, 1967), Chapter VII.

²Stone, Gregory, "Appearance and Self" pp. 86-127.

³Hamid, Paul N., "Changes in Person Perception As A Function of Dress," Perceptual and Motor Skills, Vol. 29, No. 1, (1969), pp. 191-194.

⁴Byrne, Donn, "Attitudes and Attraction," in Advances in Experimental Social Psychology (Leonard Berkowitz, ed.) Vol. 4, (1969), pp. 35-89.

Studies have been conducted testing for relationships between popularity¹ and social acceptance^{2,3} in relationship to the aspects of the adolescent's social environment. In the formal school structure, leadership, participation and membership in clubs, and scholastic standing may be an indication of acceptance.^{4,5} Therefore, measures of acceptance for this study will include these variables.

Personal Appearance and Social Acceptance

Physical attractiveness or personal appearance has become a popular variable with psychologists in recent years and it has been rather loosely defined by most investigators. It has been measured differently in almost every study, hence the related variables are difficult to separate and define. A few variables such

¹Coleman, The Adolescent Society p. 79.

²Smucker, "Conformity To and Awareness of The Clothing Mode Related to The Peer Acceptance of Adolescent Boys and Girls," p. 13.

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

⁴Chapin, Francis S., Experimental Designs in Sociological Research Rev. Ed. (New York: Harper, 1947), pp. 276-278.

⁵Johnson, Edward, "Student Ratings of Popularity and Scholastic Ability of Their Peers and Actual Scholastic Performances of Those Peers," Journal of Social Psychology, Vol. 47, (1958), pp. 127-132.

as facial expressions, physical attributes and clothing have been associated with the evaluation of individuals by others. Personal appearance has been found to influence or alter the ways in which individuals accept and participate in social situations.^{1,2,3}

Several investigations have been reported which deal with the associations of physical attractiveness to social acceptance, interaction, and person perception.^{4,5} Researchers such as Cavior, Berscheid, Walster, and Bohrnstedt have found significant associations

¹Rice, S. A., "Stereotypes: A Source of Error in Judging Human Character," Journal of Personnel Research, Vol. 5, no. 7, (1926), pp. 268-276.

²Dion, Karen, Berscheid, Ellen, and Walster, Elaine, "What is Beautiful is Good," Journal of Personality and Social Psychology, Vol. 24, No. 3, (1972), pp. 285-290.

³Miller, Arthur, "Role of Physical Attractiveness in Impression Formation," Psychonomic Science, Vol. 19, No. 4, (May 25, 1970), pp. 241-243.

⁴Jones, Edward E., and Gerard, Harold B., Foundations of Social Psychology, p. 260.

⁵Newcomb, T. M., The Acquaintance Process (New York: Holt, Rinehart, and Winston, 1961), p. 227.

between the level of the evaluation of physical attractiveness and the degree to which an individual is accepted by others.^{1,2}

Apparently, the social standards for evaluation of physical attractiveness and the association of socially appropriate behavior with different levels of attractiveness begin at an early age. Cavior and Lombardi found that at approximately six years of age, children begin to use the same or similar criteria for judging physical attractiveness as do adults. Before this age, children seem to have no socially universal standards by which to judge others' physical attractiveness.³

Adult' assessments of certain social behaviors of children seem to be directly related to evaluation of physical attractiveness. Unattractive children

¹Cavior, Norman and Doeckki, Paul R., "Physical Attractiveness, Perceived Attitude Similarity, and Academic Achievement as Contributors to Interpersonal Attraction among Adolescents," Developmental Psychology, Vol. 9, No. 1, (1973) pp. 44-54.

²Berscheid, Ellen, Walster, Elaine, and Bohrnstedt, George, "Body Image, Physical Appearance, and Self-Esteem," Psychology Today, Vol. 7, No. 6, (November, 1973) pp. 119-131.

³Cavior, Norman and Lombardi, David A., "Developmental Aspects of Judgement of Physical Attractiveness in Children," Developmental Psychology, Vol. 8, No. 1, (1973), pp. 67-71.

studied by Dion and Berscheid were viewed by their peers and adults as being more anti-social than attractive children.¹

It appears that adults expect attractive children to follow the socially approved behavior pattern and reward them well for doing so. The willingness of an individual to follow the expectations of others may be determined by his or her desire for social acceptance.²

Acceptance of individuals may be assisted by the similarity or dissimilarity of their personal appearance. Byrne, London, and Reeves found that attitude similarity and dissimilarity influenced the attraction process.³ They hypothesized that attraction toward a stranger was a joint function of attitude similarity and physical attractiveness. However, Brickman in Psychology Today, stated the more dissimilar one

¹Dion, K.K. and Berscheid, Ellen, "Physical Attractiveness and Social Perception of Peers Among Preschool Children" (unpublished paper).

²Hollander, Edwin P., Principles and Methods of Social Psychology (New York: Oxford University Press, 1967), p. 573.

³Byrne, D., London, O. and Reeves, K., "The Effect of Physical Attractiveness, Sex, and Attitude Similarity on Interpersonal Attraction" pp. 259-271.

perceives another to be, the higher the probability that one will like him or her.¹

The effects of physical attractiveness often accompany an individual into adulthood. In the professional areas or in educational opportunities, an individual's physical attractiveness may be related to future success or failure. Berscheid, Walster, and Campbell found job opportunities or qualifications for advancement may also depend on the level of physical attractiveness perceived by others.²

Physical attractiveness among criminals was found to be negatively correlated to anti-social behavior in a study by Kurtzber, Safor and Cavior.³ Apparently, the less physically-attractive, young-adult criminal acted out more anti-social characteristics than the more attractive. Improving physical attractiveness among certain unattractive prison inmates, led to successful rehabilitation for more ex-convicts after leaving prison. Social and vocational therapy, used along

¹Brickman, Leonard, "Social Roles and Uniforms: Clothes make the Person," Psychology Today, Vol. 7, No. 11, (April, 1974), pp. 602-604.

²Berscheid, Ellen, Walster, Elaine and Campbell, Richard, "Grow Old Along With Me," (unpublished paper).

³Kurtzber, Richard L., Safor, Howard and Cavior, Norman, "Surgical and Social Rehabilitation of Adult Offenders," Proceedings 76th Annual Convention, APA, (1968).

with improvement of physical attractiveness, was more effective in rehabilitation than the therapy alone.

The evaluation of physical attractiveness has been shown also to influence the acceptance of individuals in dating and choosing marriage partners. Murstein investigated the relationship of physical attractiveness to both dating and marriage.¹ Similar levels of physical attractiveness occurred between both dating and married couples and individuals with equal levels of attractiveness were found to be more likely to marry one another. Berscheid, Walster, and Bohrnstedt investigated matching of physical attractiveness and found that individuals who marry more attractive partners than themselves tend to compensate in other ways.² Either they possess some special talent or they may be able to offer some financial reward.

The foregoing research indicates that an individual's level of personal attractiveness affects his present and future life. Those who are observed as unattractive may have difficulty participating in social groups while attractive individuals may be

¹Murstein, Bernard L., "Physical Attractiveness and Marital Choice," Journal of Personality and Social Psychology, Vol. 22, No. 1, (April, 1972), pp. 8-12.

²Berscheid, Ellen, Walster, Elaine, and Bohrnstedt, George, "Body Image, Physical Appearance, and Self-Esteem," p. 131.

accepted by others and acquire social success more easily. A good part of the assessment of others' personal attractiveness is made up of clothing and its uses; therefore, clothing may be influential in the process beyond the current understanding. A review of recent research in clothing will support the concept.

Clothing

As a visual cue in interpersonal attraction, clothing provides information to others about an individual. It is said to supply cues as to the age, sex, occupation, socio-economic status, interest, group affiliation and mood of the wearer.

Clothing may also provide cues which lead to acceptance by others. Cannon, Staples, and Carlson found that girls' personal appearance was significantly related to social acceptance during the junior and senior high school period.¹ Smucker found that awareness of the clothing mode was positively related to the amount of participation in the formal organizations of the high school, but that no significant relationship existed between participation in school organizations and conformity to the clothing mode.² Young, investigating the relationships of peer acceptance, personal appearance and clothing, reported that personal appearance was positively related to peer acceptance for males and slightly related for females. However, the coefficients

¹Cannon, Kenneth L., Staples, Ruth, and Carlson, Irene, "Personal Appearance as a Factor in Social Acceptance," pp. 710-713.

²Smucker, "Conformity To and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," pp. 33-51.

were very low and significance was mainly due to a large number of subjects in the study.¹

Certain personal characteristics are inferred from the clothes that one wears. Hamid investigated the use of clothing as a visual cue and found that observers rated the attractiveness of the individual according to the clothing he or she wore.² The four modes of dress studied in the investigation were uniforms, work, casual, and evening clothing. The subjects in evening clothes were rated higher on attractiveness and no mention was made of control of grooming or make-up as clothing modes changed. Dress condition was found to have more effect on male ratings than on female ratings of females. This might indicate a sexual difference in the evaluation of clothing by others.

Social status may also be communicated to others by the individuals' clothing. Hoult investigated clothing's influence on social status assigned to men and he discovered that different styles of dress were found to generate different types of social

¹Young, Mary Jane, "The Relationship of Clothing to Peer Acceptance and to Personal Appearance of Adolescents," (Unpublished Master's Thesis, Michigan State University, 1967), pp. 69-76.

²Hamid, Paul N., "Some Effects of Dress Cues on Observational Accuracy, A Perceptual Estimate, and Impression Formation," Journal of Social Psychology, Vol. 86, No. 2 (1972), pp. 279-289.

ratings.¹ Later Douty also found that an association existed between clothing worn and assignment of social status for certain stimulus persons.²

People may also be judged on scholastic ability by their clothing appearance. Johnson investigated this and found: (1) A high positive relationship between how a student is rated on scholastic performance by his peers and how well that student actually performs. (2) A significantly high agreement among student rankings of popularity and scholastic performance of their peers and rankings of those peers on actual scholastic performance.³

Based on the literature, clothing appears to have an effect on attractiveness of individuals. Observers evaluating these clothing and appearance cues make decisions from them about individuals they see. Attractive clothing may influence others to evaluate individuals more favorably. Improving appearance through the use of clothing could lead to more acceptance by others and greater chances of success in life.

¹Hoult, T. F., "Experimental Measurement of Clothing as a Factor in Some Social Ratings of Selected American Men," American Sociological Review, Vol. 19, No. 3, (1954), pp. 234-238.

²Douty, Helen I., "Influence of Clothing on Perception of Persons," Journal of Home Economics, Vol. 55, No. 3, (March, 1963), pp. 197-202.

³Johnson, Edward, "Student Ratings of Popularity and Scholastic Ability of Their Peers and Actual Scholastic Performances of Those Peers," pp. 127-132.

CHAPTER III

STATEMENT OF THE PROBLEM

The first objective of this study was to investigate the associations between clothing attractiveness and personal attractiveness of adolescent boys and girls in the high school environment. Secondly, the associations of clothing attractiveness and personal attractiveness with presidency, officerships, organizational membership, social participation and scholastic standing were investigated.

Definition of Terms

Personal attractiveness was defined as the appeal of an individual to the viewer.

Clothing attractiveness was the aesthetic quality of the image created by the clothing each individual wore.

Social acceptance was determined in five ways:

1. Presidency of school organizations occurred when an individual was elected to the presidency of a school organization for the school year and was given a weighting of one for each presidency.

2. Officerships of school organizations was the election of an individual to an officership of a school organization for the school year, including presidency. Each post held by an individual was weighted one, including presidency.

3. Social participation was the score resulting from a summation of the weighted participation in school organizations for the school year with a prestigious weighting assigned to each organization.¹

4. Number of organizations was the score resulting from the frequency of memberships in school organizations by an individual for the school year.

5. Scholastic standing was measured by the number of times an individual's name appeared on the high school honor roll for the school year.

Hypotheses

The following hypotheses have been proposed for this study:

- I. Clothing attractiveness will be positively associated to personal attractiveness for both boys and girls.

¹Smucker, "Conformity To and Awareness of The Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," p. 19.

II. Clothing Attractiveness

- A. Clothing attractiveness will be positively associated with election to the presidencies of school organizations for both boys and girls.
- B. Clothing attractiveness will be positively associated to officerships of school organizations for both boys and girls.
- C. Clothing attractiveness will be positively associated to social participation for both boys and girls.
- D. Clothing attractiveness will be positively associated to the number of organizations joined for both boys and girls.
- E. Clothing attractiveness will be positively associated with scholastic standing for both boys and girls.

III. Personal Attractiveness

- A. Personal attractiveness will be positively associated with election to the presidencies of school organizations for both boys and girls.
- B. Personal attractiveness will be positively associated to officerships of school organizations for both boys and girls.
- C. Personal attractiveness will be positively associated to social participation for both boys and girls.

- D. Personal attractiveness will be positively associated to the number of organizations joined for both boys and girls.
- E. Personal attractiveness will be positively associated to scholastic standing for both boys and girls.

Assumptions

1. The clothing worn on the day of filming was typical of the student's wardrobe.
2. The use of film was most representative of true-to-life evaluations.
3. The raters were able to view the film objectively because of similarity of characteristics shared with the subjects on both clothing and personal attractiveness.
4. The individuals used as experts from the Department of Human Environment and Design at Michigan State University were qualified to evaluate clothing attractiveness because of their clothing and design experience. They did not evaluate the subjects' personal attractiveness.

CHAPTER IV

PROCEDURE

The procedure for this study incorporates some procedures from an interregional research project at Michigan State University.¹ The information and measures for presidency, officerships, social participation, number of organizations and scholastic standing were from the data of that project. Measures for personal attractiveness and clothing attractiveness were unique to the present study; therefore, the findings add additional knowledge of the socio-psychological aspects of clothing.

Selection of the Sample

The entire sophomore class of a central Michigan high school was chosen for the sample. The high school was randomly selected from one of four possible schools with the same general characteristics. Selection of the high school was based on the following criteria: (1) an enrollment of at least 100 boys and 100 girls; (2) one

¹Washington Agricultural Experiment Station Bulletin, Number 750, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents," Michigan State University Study under the direction of Anna M. Creekmore.

high school to serve the entire community to ensure a range of socio-economic levels from both urban and rural settings; (3) a dress code that did not require a uniform and allowed a certain amount of freedom.

Selection of the Measures

Five variables were chosen from the larger research project at Michigan State University.¹ These variables and their measures represented the students' involvement with others in school organizations and was based on the idea that students who have been accepted by their peers will become involved in school organizations. They include officerships and presidency of school organizations, social participation, the number of organizational memberships, and scholastic standing in school.

A student received a score of one for each presidency held in a school organization. The highest possible score for presidency was three. For holding any office in a school organization including presidency, each student received a score for each officership held. The range of scores was zero to three, a score of one for each office held. The social participation score for an organizational membership and office(s) held was

¹"The Relationship of Clothing To The Personal and Social Acceptability of Adolescents," p. 4.

based on weightings according to the following: member (1), committee member (2), committee chairman (3), elected officer (4), president (5). The weighted scores for participation in each club were multiplied by the club's prestige weighting, then added together for the student's social participation score. The number of organizations each student belonged to was tallied for each school year and a score was established for each year. For scholastic standing, a score was developed for each student by adding the number of times his or her name appeared on the school honor roll.

The hypotheses were formulated to pertain only to the subjects' sophomore year in high school, since the clothing attractiveness and personal attractiveness measure were only from that time period. However, additional information for each subject's participation over the four high school years was available for analysis. The number of presidencies, officerships, social participation, number of organizations joined and scholastic standing were tallied separately for the four-year variables. The results of the four-year analysis were used to support the associations among the variables for the sophomore year only (Appendix A).

Description of Clothing Attractiveness and Personal Attractiveness Measures

For clothing attractiveness, a rating scale of one to 10 was arbitrarily chosen, one indicated a low level of attractiveness for the subject and 10 a high level. Raters assigned scores which reflected their estimate of the level of each subject's clothing attractiveness. An average was computed from the individual ratings of the six observers and was used in the statistical analysis.

For personal attractiveness, again, a scale of from one to 10 was also chosen against which each subject was rated; one indicated a low level of personal attractiveness and 10 a high level. Raters assigned scores to each subject and the average of these ratings was used in the statistical analysis as the subject's personal attractiveness score.

Selection of the Observers

Since the investigator wanted raters who were from similar backgrounds as the subjects, Michigan State University students from one of the four cities previously selected as possible for the larger research project were chosen. The age range from 18 to 22 years was selected because the raters would have been the age of the subjects when the film was made.

Letters were sent to 81 potential raters listed in the Michigan State University phone directory asking their help with a research project. A follow-up letter was sent out three months later; however, because of conflicts in the raters' schedules with the times of the meetings only 8 possible raters were available for the pretest procedure (Appendix B).

The raters included four male and four female Michigan State University students. Four of the raters, two males and two females were called "knowing raters" because they had attended the same high school as the subjects and may have had previous personal contact with them. The other four raters, two male and two females were called "unknowing raters" because they had not had previous contact with the subjects. The total number of raters was eight, two knowing female raters, two knowing male raters, two unknowing female raters, and two unknowing male raters. None of the raters were home economics majors.

Pretest Procedure

The purpose of the pretest was to establish the reliability and validity of the student raters and to examine any differences between sex of raters and knowing and not knowing the subjects. Also, the pretest was used to investigate the differences between the use of

color photographs, color slides and color movie for use in the evaluations of subjects. This procedure would establish, statistically, the best type of medium to use in the actual data collection and which raters were most reliable.

Collection of the Pretest Data

The eight raters were asked to evaluate 14 subjects on clothing attractiveness and personal attractiveness. Three different types of media were used for the procedure in the following order: color photographs, color slides, and a 16 millimeter color movie of the subjects. The 14 subjects were randomly grouped for each type of media to prevent memorization by the raters. The raters were instructed to evaluate the subjects on personal attractiveness with first the photographs, second the slides, and third the movie. Next, they were instructed to start again with photographs and evaluate the subjects on clothing attractiveness. Statistical analysis was completed on the data and the Hoyt r was used to establish reliability across subjects and across raters (Table 1). The amount of time allowed for each evaluation was the same for each medium.

The male raters were found to be statistically slightly more reliable than the female raters, although they were quite similar. The knowing raters were

Table 1. Pretest raters' reliability using the Hoyt r analysis.

Media	Attractiveness	Raters				Total
		Male	Female	Kn.	Unkn.	
Film	Clothing	.79	.78	.93	.00 ^a	.78
	Personal	.84	.73	.82	.77	.75
Slides	Clothing	.85	.56	.89	.00 ^a	.75
	Personal	.69	.55	.38	.53	.48
Photo-graphs	Clothing	.00 ^a	.56	.53	.11	.29
	Personal	.77	.33	.00 ^a	.56	.58

^ano agreement across subjects or raters

definitely more reliable statistically than the unknowing raters (Table 1).

The results of the analysis supported the use of the movie film for the data collection and two of the unknowing female raters were eliminated from the actual data collection because of unreliability (Table 2).

Table 2. Pretest raters' reliability using the Hoyt r analysis on filmed subjects.

Raters	Attractiveness	
	Clothing	Personal
Male (n=4)	.79	.84
Female (n=2)	.95	.00 ^a
Knowing (n=4)	.93	.82
Unknowing (n=2)	.00 ^a	.67
Total (n=6)	.87	.86

^ano agreement across subjects or raters

During the pretest and data collection procedure, an error was made in computing ratings. A knowing female rater was substituted inadvertently for the selected female rater. New statistical analysis was reported using the Pearson-product moment correlation for the significance of similarity between the error and

actual raters (Table 3). The results indicate that the two raters were statistically similar although less strong associations for clothing attractiveness were found as a result of the error.

Table 3. Significance of correlation coefficients between error and actual raters of filmed subjects on clothing attractiveness and personal attractiveness.

Raters	Attractiveness	
	Clothing	Personal
Error knowing female	.84**	.70**
Actual knowing female	.63**	.65**
Total including error female	.53*	.63*
Total including actual female	.54*	.54*

*significant at .05

**significant at .01

Collection of the Data

The collection of the data took place over a two week interval, with the raters meeting twice each week in a large lecture hall at the College of Human Ecology.

Raters were shown the 16 millimeter color film taken of the subjects in 1968. Because the film was in two reels the subjects were divided approximately in half with the group one rated first on personal attractiveness and, one week later on clothing attractiveness. Group two was rated on clothing attractiveness three days after group one was rated on personal attractiveness and one week later on personal attractiveness.

The raters scored approximately 25 subjects and rested for approximately 5 minutes before completing another set of subjects. Approximately 125 subjects were rated per session. Each subject was on the screen for approximately 8 seconds.

After the last of four rating sessions, the raters were asked to complete a questionnaire on the collection procedure. This was done to obtain feedback on the procedure from the raters. The majority of the raters felt the directions were clear and the rating scale was easy to use during the actual data collection (Appendix B).

Definition of Clothing Attractiveness and Personal Attractiveness

Before the pretest procedure and data collection, the raters were given brief explanations of clothing attractiveness and personal attractiveness. This was done to give each rater a general framework for rating

for the subjects. No examples of high or low clothing or personal attractiveness were given.

Collection of Expert Data

To test the validity of the student raters to recognize attractiveness in clothing, two members of the Department of Human Environment and Design were asked to view the film and rate each subject on clothing attractiveness. The results from the experts were used to compute a mean score for each subject on clothing attractiveness. Inter-expert reliability using the Hoyt r , statistical treatment was .87. The correlation coefficient between the raters and experts rating of clothing attractiveness was .39 significant at the .01 level.

Method of Analysis

Data were coded and punched on IBM cards for use in computer analysis. The CISSR program CORREL was used to compute the Pearson product-moment correlation coefficient for associations between variables. This particular program was chosen for analysis because it adjusted for missing or unusable data.

For this study, a probability of .05 or less was accepted as a statistical indication that an association did not occur by chance.

CHAPTER V

FINDINGS AND DISCUSSION

The hypotheses were formulated to investigate the associations between clothing attractiveness and personal attractiveness along with social participation, various types of memberships in high school organizations and scholastic standing. The descriptive data of the variables of the study are presented first, followed by a discussion of the associations which were found to support the hypotheses developed to guide the investigation.

Descriptive Data

Subjects

There were a total of 241 subjects, 129 of them were boys and 112 were girls. They were all enrolled as tenth grade students in a central Michigan high school. Ninety percent of the subjects (223) were 15 or 16 years of age, seven percent (17) of the subjects were 17 years of age, and one subject was 18.

In 1968 when the data were collected, 44% of the subjects resided in rural areas, 7% were residents of

the suburban area, and 49% were from the city which had a population of 6754. The median income for the residents of the city was \$5,681 based on 1960 census information.

The mean scores for both clothing attractiveness and personal attractiveness were slightly higher for the girls than for the boys (Table 4). Cannon, Staples

Table 4. Actual range, mean and standard deviation of clothing attractiveness and personal attractiveness for boys and girls.

Attractiveness	Actual Range	Mean	Standard Deviation
Clothing			
Boys	1.66-5.50	3.9	1.0
Girls	2.00-6.66	4.5	1.1
Total	1.66-6.66	4.2	1.1
Personal			
Boys	1.16-6.16	3.7	1.2
Girls	1.33-7.50	4.2	1.3
Total	1.16-7.50	4.0	1.3

and Carlson found that girls' appearance was also rated higher than for boys.¹ This could indicate that among girls there was a stronger concern for personal appearance than among boys or that attractiveness for girls consisted largely of clothing and make-up.²

Clothing Attractiveness and Personal Attractiveness

Clothing attractiveness and personal attractiveness were hypothesized to be positively associated with each other. The coefficient of correlation between clothing attractiveness and personal attractiveness for all the subjects was .70, highly significant beyond the .01 level (Table 5).

The strong association found between clothing attractiveness and personal attractiveness could signify clothing's influence on the evaluation of an individual's attractiveness by others.

Clothing Attractiveness and Social Acceptance

Presidency

Clothing attractiveness was hypothesized as being positively associated with election to presidency for

¹Cannon, Kenneth, Staples, Ruth, and Carlson, Irene, "Personal Appearance as a Factor in Social Acceptance," pp. 710-713.

²Hamid, Paul, "Some Effects of Dress Cues on Observational Accuracy, a Perceptual Estimate, and Impression Formation," pp. 279-289.

Table 5. Significance of the correlation coefficients between clothing attractiveness and personal attractiveness.

	Clothing Attractiveness		
	Boys	Girls	Total
Personal Attractiveness	.70**	.69**	.71**

**Significant at .01

both boys and girls. No significant relationship was found to exist between these variables for the sophomore year for either boys or girls. The decision was made to reject the hypothesis for both boys and girls (Table 6).

Few sophomores may have been elected to school organizations because of their young age which would explain the results of the analysis. For the entire four years in school, an association was found between election for presidency of clubs and clothing attractiveness for the boys only (Appendix A, Table 8).

Officerships

Clothing attractiveness and officerships of school organizations were hypothesized to positively associate with each other for boys and for girls. A

Table 6. Significance of the correlation coefficients
Between clothing attractiveness and partici-
pation in school activities.

Variables	Clothing Attractiveness		
	Boys n=129	Girls n=112	Total n=241
Sophomore presidency	.00	-.00	.02
Sophomore officership	.08	.21*	.17*
Sophomore social participation	.39**	.31**	.33**
Sophomore number of organizations	.43**	.30**	.34**
Sophomore scholastic standing	.24**	.15	.21**

* significant at .05

**significant at .01

statistically significant association was found between the girls' clothing attractiveness and officerships during the sophomore year in high school. Similar results were found for girls' personal appearance and peer acceptance by Cannon et al.¹ No association was found for the boys' clothing attractiveness and officership

¹Cannon, Staples, and Carlson, "Personal Appearance as a Factor in Social Acceptance," pp. 710-713.

of school organizations (Table 6) and no associations existed between the variables for the four year period (Appendix A, Table 8). The hypothesis that clothing attractiveness was positively associated with officer-ships of school organizations was accepted for the girls and rejected for the boys.

Social Participation

Social participation as measured by Smucker¹ was hypothesized to be positively correlated with clothing attractiveness for both boys and girls. The results showed a strong significant correlation between the variables, with the coefficient slightly higher for the boys (Table 6). A strong association also existed for the four year period (Appendix A, Table 8).

Since the relationships between social participation and clothing attractiveness were generally stronger for boys than girls, clothing attractiveness may have played an important part in the amount of social participation open for some boys. The decision was to accept the hypothesis that clothing attractiveness was associated with social participation for both boys and girls.

¹Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," p. 19.

Number of Organizations

Clothing attractiveness was hypothesized to be positively associated with membership in high school organizations for both boys and girls. Again the relationship for boys was higher than for the girls. Both were significant at the .01 level (Table 6). Strong correlations existed for the four year period for both boys and girls (Appendix A, Table 8). The hypothesis was accepted for both boys and girls.

From this data an inference might be made that acceptance for membership in social organizations is related to or dependent on the individual's clothing attractiveness. Smucker found that awareness of the clothing mode related to the amount of school participation.¹

Scholastic Standing

In the sophomore year, clothing attractiveness was hypothesized to be positively associated with being listed on the school honor roll, for both boys and girls. The analysis supported the hypothesis only for the boys (Table 6). However, over the four high school years, girls' clothing attractiveness correlated positively with

¹Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," p. 49.

scholastic standing except for the freshman year (Appendix A, Tables 8 and 10). Perhaps boys were viewed as having more scholastic ability because of their clothing attractiveness. Young found that males' appearance was more highly associated with peer acceptance than females.¹ It is possible that peer acceptance defined by Johnson as popularity was associated with scholastic performance.²

Personal Attractiveness and Social Acceptance

Presidency

Statistically there was no association between personal attractiveness and the election to the presidency of high school organizations for either boys or girls (Table 7). The hypothesis that personal attractiveness was positively associated to the presidency of a school organization was rejected. Again this could mean that few sophomores were elected to that office during the sophomore year. For the four-year period, a significant association existed only for the boys,

¹Young, "The Relationship of Clothing to Peer Acceptance and to Personal Appearance of Adolescents," p. 59.

²Johnson, "Student Ratings of Popularity and Scholastic Ability of Their Peers and Actual Scholastic Performances of Those Peers," pp. 127-132.

perhaps indicating a preference for male presidents for school organizations (Appendix A, Table 9).

Table 7. Significance of the correlation coefficients between personal attractiveness and participation in school activities.

Variables	Personal Attractiveness		
	Boys n=129	Girls n=112	Total n=241
Sophomore presidency	.00	.05	.05
Sophomore officership	-.03	-.08	-.05
Sophomore social participation	.36**	.24*	.29**
Sophomore number of organizations	.42**	.27**	.33**
Sophomore scholastic standing	.24**	.22*	.24**

*significant at .05

**significant at .01

Officerships

No association was found between personal attractiveness and the officerships in school organizations. It was hypothesized that both boys and girls would be

officers of school organizations and this would be associated to personal attractiveness. The analysis showed that no significant correlations existed for either boys or girls (Table 7). The hypothesis was rejected for both boys and girls. For the four-year measure no association existed between personal attractiveness and officerships (Appendix A, Table 9). Age, again, could have been the untested variable causing non-significant correlations.

Social Participation

A positive association was found to exist between personal attractiveness and social participation for both boys and girls. The hypothesis that personal attractiveness was positively associated with social participation was accepted for boys and girls (Table 7). The association between social participation and personal attractiveness was slightly stronger for boys over the four-year period (Appendix A, Table 9). This might indicate that appearance was more important for boys than girls.

Number of Organizations

The number of organizations joined by both boys and girls was positively associated to personal attractiveness. The decision was to accept the hypothesis (Table 7). Strong associations were reported for the

four-year period also (Appendix A, Table 9). The appearance of boys and girls may be positively related to willingness to participate in organizational membership in the high school environment.

Scholastic Standing

Achieving honor roll status was hypothesized to be positively associated to personal attractiveness for both boys and girls. A statistically significant relationship was found to exist for both boys and girls (Table 7). Over the four-year period scholastic standing and personal appearance were correlated for each sex (Appendix A, Tables 9 and 10). The decision was to accept the hypothesis for both boys and girls.

Summary

Clothing attractiveness was found to be significantly associated with personal attractiveness for both boys and girls. Significant relationships also existed between the subjects' clothing attractiveness, personal attractiveness and social participation, organizational memberships, and scholastic standing. Election to the presidencies and officerships of school organizations was relatively infrequent for the sophomore students, therefore significant relationships could hardly be expected.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

The major purpose of this study was to investigate the association between clothing attractiveness and personal attractiveness and social acceptance of individuals. Recent researchers in psychology have investigated the influence of personal attractiveness on human interaction and perception and have discovered that positive relationships often exist between an individual's level of attractiveness and acceptance by others. Since their subjects always wore some type of clothing or body covering, that factor could have influenced the evaluation of personal attractiveness, although clothing was rarely investigated. A positive association between clothing attractiveness, personal attractiveness and presidency, officerships, number of organizations joined, social participation and scholastic standing would support the proposed theoretical relationship between clothing and personal attractiveness.

To guide the investigation a hypothesis was proposed stating a positive association between clothing attractiveness and personal attractiveness. Measurements

of social acceptance were established for presidencies, officerships and memberships in school organizations, social participation and scholastic standing. Both clothing attractiveness and personal attractiveness were hypothesized to be positively associated with each of these measurements for boys and girls.

The subjects for this study were filmed high school boys (129) and girls (112) from an interregional project completed by Michigan State University in 1972. The subjects consisted of an entire sophomore class of a central Michigan high school having both rural and urban students and a range of social class differences. Michigan State University students were chosen as raters on the basis of similarity of characteristics shared with the subjects.

A pretest procedure was developed to determine reliability and validity of the raters and also to establish the form of media to use in the actual data collection. The raters consisted of males and females who either had or had not known the subjects during their own high school years. After the analysis, using the Hoyt r , statistical technique, the two unknowing female raters were eliminated because of low reliability. The 16 millimeter color movie rather than slides or photographs of the subjects was found to elicit the most reliable data for the study.

Two members of Michigan State University's Department of Human Environment and Design were asked to rate the subjects on clothing attractiveness to establish the standard against which to determine the validity of the student raters as judges of clothing attractiveness. The analysis showed that both the experts and the student raters evaluated the subjects similarly on clothing attractiveness.

The actual data collection took place over a two week interval, with the raters evaluating the subjects during four separate meeting periods. One half of the subjects were evaluated first on personal attractiveness and then on clothing attractiveness, while the other half were evaluated first on clothing attractiveness and then on personal attractiveness allowing three days to elapse between rating periods. The raters used the same rating scale for both clothing attractiveness and personal attractiveness.

The major statistical analyses used for determining associations between variables were the Pearson product-moment correlations. Ranges, means and standard deviations were computed for clothing attractiveness and personal attractiveness. Separate statistical analyses were computed for boys and girls to discover possible differences due to sex. Mean scores for girls'

clothing attractiveness and personal attractiveness were slightly higher than for the boys'.

A summary of the hypotheses and the results follow:

Hypotheses I. Clothing attractiveness will be positively associated with personal attractiveness for both boys and girls.

Clothing attractiveness and personal attractiveness were strongly associated for both boys and girls. The above hypothesis was supported.

Hypothesis II A. Clothing attractiveness will be positively associated with election to the presidencies of school organizations for both boys and girls.

Clothing attractiveness was found not to be associated with the presidencies of school organizations for both boys and girls; therefore, the hypothesis was not supported for either sex.

Hypothesis II B. Clothing attractiveness will be positively associated with officerships of school organizations for both boys and girls.

Officerships of school organizations was positively associated with clothing attractiveness for only the girls during the sophomore year. The results support the hypothesis for the girls but not for the boys.

Hypothesis II C. Clothing attractiveness will be positively associated with social participation for both boys and girls.

Social participation in school was highly associated with clothing attractiveness for boys and girls. These findings were significant for both sexes during both the sophomore and high school years.

Hypothesis II D. Clothing attractiveness will be positively associated with the number of organizations joined for both boys and girls.

The number of organizations joined by both boys and girls was positively associated with clothing attractiveness. The hypothesis was confirmed for both boys and girls.

Hypothesis II E. Clothing attractiveness will be positively associated with scholastic standing for both boys and girls.

Clothing attractiveness was positively associated with scholastic standing for boys only during the sophomore year. The decision was to reject the hypothesis for the girls only.

Hypothesis III A. Personal attractiveness will be positively associated with election to the presidencies of school organizations for both boys and girls.

Election to the presidency of school organizations and personal attractiveness was not associated for either boys or girls. Therefore, the hypothesis was rejected.

Hypothesis III B. Personal attractiveness will be positively associated with officerships of school organizations for both boys and girls.

Personal attractiveness was not associated with officerships of school organizations for the boys and girls. The decision was to reject the hypothesis.

Hypothesis III C. Personal attractiveness will be positively associated with social participation for both boys and girls.

The correlation coefficient measuring the association between personal attractiveness and social participation was highly significant for the boys and significant for the girls. The findings support the hypothesis for both boys and girls.

Hypothesis III D. Personal attractiveness will be positively associated with the number of organizations joined for both boys and girls.

A positive association existed between personal attractiveness and the number of organizations joined for the boys and girls. The results confirm the above hypothesis.

Hypothesis III E. Personal attractiveness will be positively associated with scholastic standing for both boys and girls.

Scholastic standing was positively associated with personal attractiveness for both boys and girls. Therefore, the hypothesis was accepted.

Finally the results supported the major objective of this study, possibly indicating a strong association between clothing attractiveness and personal attractiveness ratings. The findings also revealed that associations may exist between social acceptance by others and

an individual's over-all appearance made up primarily of attractive clothing and grooming.

Implications of the Findings

The findings of this study supported all of the proposed hypotheses except for the associations of clothing attractiveness and personal attractiveness to election to the presidencies of school organizations and personal attractiveness to filling the officerships of school organizations. The major hypothesis of the study, the association of clothing attractiveness to personal attractiveness was supported beyond the .01 level of significance. This highly significant correlation coefficient presents strong support for the theorized association between these two variables. Perhaps clothing plays a major role in the kinds of evaluations individuals make of one another.

Neither clothing attractiveness nor personal attractiveness was statistically associated to the election of presidencies of school organizations during the sophomore year. This finding could be a result of the fact that sophomores are younger and relatively new to high school organizations except for the sophomore class itself, would come from the junior or senior class. However, over the four-year period, boys' clothing attractiveness and personal attractiveness were positively

associated with election to the presidencies of school organizations.

For officerships of school organizations, only the clothing attractiveness of girls was supported during the sophomore year. Again, this may be a result of the lower class-status of the subjects rather than the lack of real reliability. Personal attractiveness was not associated with officerships for either girls or boys over the four-year period.

Social participation was positively associated with clothing attractiveness and personal attractiveness for both sexes for the sophomore year and the four-year periods; however, the correlation for girls with personal attractiveness was slightly lower than for the boys. Perhaps clothing attractiveness is a bit more necessary for girls than the more general personal attractiveness for participation in social activities. For boys, both clothing attractiveness and personal attractiveness appeared to be equal in importance.

The fact that the number of organizations to which the subjects belonged was associated positively with both clothing attractiveness and personal attractiveness may indicate that with a higher level of attractiveness a feeling of social acceptability may

result in a willingness to participate more in social functions.

Personal attractiveness correlated positively to scholastic standing for both sexes during the sophomore year and the four-year period. For boys only, clothing attractiveness correlated to scholastic standing in the sophomore year but, for both boys and girls, statistically significant coefficients resulted from the four-year analysis. The findings may mean that girls who are more scholarly care less about either their appearance or clothing and are less attractive. It could also be that aesthetic qualities of boys' clothing are more difficult for evaluators to determine.

Generally, the results of this study revealed that the individual's clothing attractiveness was related to his or her personal attractiveness and to social acceptance. Therefore, aesthetic qualities of clothing should be considered in the evaluation of personal attractiveness in determining the strength of attraction between individuals.

Recommendations

The original purpose of this study was to establish a link between the evaluation of clothing attractiveness and the evaluation of personal attractiveness. Hypotheses were formulated to suggest additional

associations with various measures of social acceptance. In future research, the measures of social acceptance should be refined by narrowing the variables to more specific concepts. Because this study was part of a larger research project, it was possible to investigate the relationships of clothing and personal attractiveness to peer acceptance, socio-economic standing, and informal and formal acceptance within the high school environment.

Additional research is recommended for determining the effects of differences among raters. The writer came to feel that a closer examination should be made into the effects of sex differences and previous contact between raters and subjects. Only a superficial evaluation was carried out in this study, but interesting facts could come to light from other investigations.

Further investigation into the effects of training raters may provide additional knowledge of the aesthetic qualities of clothing and appearance. If trained raters are used in the data collection process, a more reliable and valid technique for determining clothing attractiveness could result.

Future studies investigating the influence of media in evaluation of clothing attractiveness should try to control the lighting and movement of the subjects.

Standardizing posture and movements may be important in the evaluation procedure to separate the clothing attractiveness variable from gestures, posture and other visual cues.

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APPENDICES

APPENDIX A

Table 8. Significance of the correlation coefficients
between clothing attractiveness and 4 year
participation in school activities.

Variables	Clothing Attractiveness		
	Boys n=129	Girls n=112	Total n=241
4 year presidency	.37**	.17	.26**
4 year officership	.10	.14	.14*
4 year social participation	.41**	.29**	.34**
4 year number of organizations	.42**	.31**	.34**
4 year scholastic standing	.29**	.22*	.28**

*significant at .05

**significant at .01

Table 9. Significance of the correlation coefficients
between personal attractiveness and 4 year
participation in school activities.

Variables	Personal Attractiveness		
	Boys n=129	Girls n=112	Total n=241
4 year presidency	.39**	-.08	.13*
4 year officership	.13	.09	.12
4 year social participation	.43**	.25**	.33**
4 year number of organizations	.43**	.29**	.35**
4 year scholastic standing	.23**	.26**	.26**

*significant at .05

**significant at .01

Table 10. Significance of the correlation coefficients
between clothing attractiveness, personal
attractiveness and scholastic standing.

Scholastic Standing	Attractiveness	
	Clothing	Personal
Freshman		
Boys n=129	.24**	.20*
Girls n=112	.15	.22*
Total n=241	.22**	.23**
Junior		
Boys n=129	.23*	.20*
Girls n=112	.20*	.15
Total n=241	.23**	.19**
Senior		
Boys n=129	.27**	.11
Girls n=112	.22*	.26**
Total n=241	.28**	.22**

*significant at .05

**significant at .01

APPENDIX B

May 20, 1974

Dear Student,

I need your help with my thesis problem about how clothing affects attractiveness and appeal of individuals. The subjects are high school students photographed for a previous research project at Michigan State. Because of the characteristics of your hometown, you have been selected from Michigan State students to participate as an evaluator if you will.

If you plan to re-enroll at MSU next fall and think you would like to help, please fill out the enclosed card and return it to me in the campus mail. There will be a meeting next fall to explain the project in detail.

Thankyou,

Lois Florkey
(Graduate Student)

RETURN CARD:

NAME: _____

ADDRESS NEXT FALL AT MSU:

___ LIKE TO PARTICIPATE

___ CAN NOT PARTICIPATE

THANK YOU ___ PLEASE RETURN BY CAMPUS MAIL

September 30, 1974

Dear

Welcome back to Michigan State. Last spring I asked you to help me with my thesis problem about how clothing affects attractiveness and appeal of individuals. You were kind enough then to say you would participate this fall.

I have set up a meeting for Wednesday, Oct. 9, at 4:00 o'clock in Room 115, Human Ecology. During this meeting, I will explain the details of the project and what your role will be. If you can not attend please call me at my home after 6:00 o'clock at 5-9877 so that we may arrange another time for you.

Thank you,

Lois Florkey
Graduate Student

QUESTIONNAIRE

1. In the pre-test which medium did you find easiest to evaluate?

☐ still photos
☐ slides
☐ film

2. Was the definition of clothing helpful in your rating of the subjects?

☐ Yes ☐ No

3. Was the definition of attractiveness helpful in your rating of subjects?

☐ Yes ☐ No, why?

4. Which scale would you have chosen for the ratings?

☐ 1-5 ☐ 0-9 ☐ 1-15
☐ 1-6 ☐ 1-10

5. Were the directions given for the ratings clear?

☐ Yes ☐ No, why?

6. Rank order influences on your ratings of clothing.
(list)

7. Rank order influences on your ratings of attractiveness (list)

8. Were the rest periods satisfactory or not during the rating sessions?

☐ satisfactory ☐ too long ☐ too short

9. Do you have any comments or suggestions concerning your part in the project? Please comment.

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