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ABSTRACT

A PILOT STUDY OF THE RELATIONSHIP OF CLOTHING TO THE STABILITY OF THE SELF CONCEPT

by Karen E. Engel

Although several studies have shown that the use of clothing to express personality is one of the main determinants of clothing preferences, no research has been done relating specific clothing concerns to the way the individual feels about himself. The purpose of this study was to examine several aspects of clothing thought to be important to people and to determine the relationship of each aspect of clothing to the stability of the self concept.

The clothing data were obtained by having the subjects rate themselves on statements covering each of seven aspects of clothing: Aesthetic, Modesty, Management, Interest, Special Attention, Social Approval and Comfort. To obtain information on the stability of the self concept the subjects were asked to rate themselves twice on 20 self-descriptive adjectives; once from a "positive" frame of reference and once from a "negative" frame of reference. The smaller the discrepancy between the two ratings, the more stable the self concept was assumed to be.

A modified version of Hollingshead's measure of social class was administered in order that the data could be analyzed by social class if the sample showed substantial variation. The sample consisted of 38 high school students (9 boys and 29 girls) from the Lansing, East Lansing, Michigan, area.

The various aspects of clothing were ranked according to mean scores and the chi square test of significance was used to determine the relationships between each of the aspects of clothing and the stability of the self concept, each of the aspects of clothing and two categories of social classes, and the stability of the self concept and the two categories of social classes.

On the basis of mean score the aspects of clothing were ranked from high to low for the entire sample and "girls only" as follows: Aesthetic, Interest, Management, Comfort, Modesty, Social Approval, and Special Attention. The aspects of clothing ranked according to mean score for "boys only" yielded an important difference; Social Approval ranked second and Interest ranked sixth. The boys scored lower than the girls on all aspects of clothing except Social Approval.

No significant relationships were found between the various aspects of clothing and the stability of the self concept. although the subjects with more "unstable" self concept tended to score higher on the Modesty aspect of clothing than the subjects with more "stable" self concepts.

The Management aspect of clothing was found to be very significantly related to social class in a positive way. A tendency was also found for the subjects in the higher category of social classes to score higher on Comfort and Modesty aspects of clothing than the subjects in the lower category of social classes.

No relationship was found between the stability of the self concept and social class.

The findings of this study seem to indicate that there are as many people in each social class with "stable" self concepts as there are people with "unstable" self concepts, and that social class is a more important determinant than stability of the self concept of attitudes toward the uses of clothing.

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Many people believe clothing to be an expression of the way the individual feels about himself. Casual reference to clothing used as a means of self-expression is made when individuals refer to garments as being, "just like me" or "not like me" while selecting clothing. Use of clothing to express personality may make clothing a reflection of self. Results of some clothing research adds support to the idea.^{1,2,3}

Statement of the Problem

A relationship between clothing and feelings of self may be surmised in the following manner. In social interaction, appearance initially establishes the identity of the participants to each other.⁴ Clothing, a major part

¹Ruth E. 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, Pennsylvania State University, 1960), p. 201.

²Sylvia Silverman, "Clothing and Appearance," in The Adolescent: A Book of Readings, ed. Jerome Seidman (New York: Holt, Rinehart, and Winston), p. 246.

³D. Stout and A. Latzke, "Values College Women Consider in Clothing Selection," Journal of Home Economics, 50 (1958), pp. 43-44.

⁴Gregory Stone, "Appearance and Self," in Human Behavior and Social Processes, ed. Arnold M. Rose (New York: Houghton Mifflin Co., 1962), p. 90.

of appearance, symbolizes the wearer's age, sex, occupation and social status, and the participants respond to one another partly on the basis of these identifications. If the self is a composite of all the perceived responses to oneself in social interaction,⁵ then clothing as part of the perceptual field to which others react, should be related to self concept. It is the purpose of this study to examine several aspects of clothing thought to be important to people and to relate each to stability of the self concept.

Objectives

The following has been attempted in this study:

- (1) To determine the relationship of each aspect of clothing to self concept.
- (2) to develop specific hypotheses regarding the relationship of clothing to self concept.

Definitions

Self Concept refers to the individual's perception of himself resulting from all the perceived responses to himself in social interaction.

Clothing is the use of and attitudes toward clothing. The aspects of clothing covered in this study include:

Aesthetic Concern refers to the use of clothing to achieve a pleasing or beautiful appearance.

Comfort means the use of clothing to achieve comfort whether this relates to temperature, physical

⁵George H. Mead, Mind, Self and Society (Chicago: The University of Chicago Press, 1934), p. 135-175.

response to certain textures, or the acceptance of tightness or looseness in garments.

Interest in clothing includes the willingness to give attention, to investigate, manipulate or experiment with the putting together of the parts of a costume.

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.

Modesty refers to the use of inconspicuous clothing which is conservative in design, color, fit, and body exposure.

Social Approval is the use of clothing to attain a feeling of belongingness or the approval of others in a particular role or situation and usually indicates conformity to the group norm.

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 not approved depending upon the reference group.

CHAPTER II

REVIEW OF LITERATURE

The review of literature includes a comparison of the major self concept theories and research supporting these theories to some extent, clothing studies and literature which suggest a relationship between clothing and self concept and a description of the measures examined for possible use in this study.

Self Concept

Among personality theorists who believe the self concept arises out of social interaction, there are differences of opinion regarding the development of a self concept, what is included in the self concept, and the stability of the self. Although the theories proposed have not always covered the same points or to the same degree, thus making comparisons of the theories difficult, the major areas of self concept theory and the beliefs of the various theorists in that area have been discussed here.

Exactly what characteristics the child has at birth which affect the development of a self concept, is a controversial subject. The following views point out the kinds of influence physical characteristics are believed to have

on the growth of self concept. Allport says the infant has a potential personality and that certain characteristics are almost certain to develop as a result of his "physique, temperament and intelligence."¹ From this it may be inferred that he believes the infant's physical characteristics would definitely influence the development of self concept with almost predictable effects.

Maslow refers to "basic needs (physiological, safety, belongingness and love, esteem, self-actualization and aesthetic), capacities, talents, anatomical equipment and physiological or temperamental balances" as the individual's "raw material" for the growth of a self concept. The raw material shows itself as natural inclinations or propensities and quickly begins to grow into a "self" with social interaction.² According to Snygg and Combs, at birth the child is plunged into a "hazy, buzzing world" and immediately begins to differentiate himself from his environment.³ The child's physical characteristics merely set broad limits to what he can perceive directly,⁴ thus affecting his self concept only to the extent that he perceives his limitations.

Mead seems to attribute almost no influence to physical characteristics on self concept as he mentions only

¹Gordon W. Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1937), p. 57.

²Abraham Maslow, Toward a Psychology of Being (Princeton: D. Van Nostrand Co., Inc., 1962), p. 178.

³Donald Snygg and Arthur Combs, Individual Behavior (New York: Harper & Row Publishers, 1949), p. 134.

⁴Ibid., p. 59.

that the organism must have certain physiological equipment for developing language symbols which facilitate the development of a self concept.⁵

Regardless of what the infant has at birth, most theorists seem to agree that the concept of self develops primarily out of social interaction.^{6,7,8,9} Rogers maintains that the organism reacts to the world as it is experienced and perceived with one basic motive -- "to actualize, maintain and enhance itself." Gradually a portion of the total perceptual field becomes differentiated as the self.¹⁰

According to Mead the development of self takes place in two stages -- "play" and "game." During "play" the child assumes one role after the other; organizing individual attitudes of others toward himself. During "game" the child must be able to assume all the roles in order to play his part successfully; he is able to take the attitudes of others as a whole, a "generalized other."¹¹ The self develops having two aspects, the "I" reacting to the "me"

⁵George H. Mead, Mind, Self and Society (Chicago: The University of Chicago Press, 1934), p. xiv.

⁶Allport, p. 120.

⁷Mead, p. 135.

⁸C. S. Hall and G. Lindzey, Theories of Personality (New York: John Wiley and Sons, 1957), p. 478.

⁹Snygg, p. 134.

¹⁰Hall and Lindzey, p. 301.

¹¹Mead, p. xxiv.

which arises through the taking of the attitudes of others toward oneself.^{12,13,14}

There are many different "me's" or selves as a result of many different reactions to oneself in social interaction.¹⁵ Some of these self perceptions seem to be more closely related to the concept of self and have a greater effect on behavior.¹⁶ Once established the self has some degree of stability.¹⁷ The organism resists change -- experiences that are not consistent with the self structure are perceived as threats and may not be assimilated.¹⁸

Arnold M. Rose attempted to organize and summarize the complex and unintegrated writings in this area, and restate the underlying theory in simple, researchable form. He called it the symbolic interaction theory and did not claim agreement on all concepts with those who consider themselves adherents.¹⁹

According to the symbolic interaction theory, man can be stimulated to act by symbols (verbal and non-verbal) as well as a physical environment, and he learns these symbols

¹²Ibid., p. 173.

¹³Hall and Lindzey, p. 483.

¹⁴Snygg, p. 137.

¹⁵Mead, p. 142.

¹⁶Snygg, p. 149.

¹⁷Ibid., p. 130.

¹⁸Hall and Lindzey, p. 478.

¹⁹Arnold M. Rose, Human Behavior and Social Processes (New York: Houghton Mifflin Co., 1962), p. 3.

through interaction with other people.²⁰ As symbols are "shared meanings and values,"²¹ man is able to "stimulate others in ways other than those in which he is himself stimulated."²² Symbols require role-taking for their communication, whereby the communicator imagines how the recipient understands the communication.²³ By the use of symbols the communicator can influence, but not control, the behavior of the recipient, as the recipient ascribes the meaning to the communicator's gestures.²⁴

Through symbols man learns the culture -- these shared meanings and values allow man to predict the behavior of others and control his own behavior accordingly.²⁵ While defining objects and actions around him, man also defines himself.²⁶

The symbolic interaction theory appears to be useful in relating clothing to self concept. Individuals can exchange information and thereby learn the culture. As the exchange of symbols requires role-taking for their communication, during social interaction individuals must take the roles of others and in doing so, learn about themselves

²⁰Ibid., p. 5.

²¹Ibid., p. 6.

²²Ibid., p. 7.

²³Ibid.

²⁴Ibid., p. 8.

²⁵Ibid., p. 9.

²⁶Ibid., p. 11.

through their perceptions of others' attitudes toward themselves.

Gregory Stone attempts to widen the meaning of symbolic interaction by breaking down the social exchange of symbols into two components, "appearance" and "discourse." Stone states that "appearance" is communicated by non-verbal symbols and establishes the identification of the participants, "discourse" being the discussion between parties.²⁷ In the identification of a participant on the basis of clothing, he differentiates between two kinds of response: (1) those made about the wearer of clothes by others who "review" his clothing and (2) responses made about the wearer by the wearer -- "programs." When programs and reviews coincide, the self of the one who appears, is validated.²⁸

Goffman also makes reference to the identification of the individual on the basis of clothing. He contends that when a person enters into the presence of persons he knows little or nothing about, he seeks to define the situation on the basis of their conduct and appearance in order to predict their behavior and determine his own.²⁹ He identifies two aspects of social interaction: (1) the

²⁷Gregory Stone, "Appearance and Self," in Human Behavior and Social Processes, ed. Arnold M. Rose (New York: Houghton Mifflin Co., 1962), p. 90.

²⁸Ibid., p. 92.

²⁹Irving Goffman, The Presentation of Self in Everyday Life (New York: Doubleday Anchor Books, 1959), p. 1.

"performance" or all the activity of a participant which serves to influence other participants,³⁰ and (2) the "personal front" which is the expressive equipment of the performer (clothing, sex, age, insignia of office or rank, racial characteristics, size, posture, speech, facial expression, etc.).³¹

Therefore, if clothing does serve to identify people, it may also be a symbolic factor in social interaction. Reactions of people making identifications on the basis of clothing are perceived by the wearer who then internalizes these perceptions in defining himself.

Some research has been done reinforcing the social interaction theory of the development of self concept. Videbeck³² and Macher³³ in similar studies, investigated self concept and the reaction of others. They hypothesized that the evaluation expressed by others brings about related changes in the individual's concept of self. Videbeck found that disapproving (though not approving) reactions of "significant others" toward an attribute of the subject, brought about corresponding decreases and increases in subjects' evaluation of self.

³⁰Ibid., p. 15.

³¹Ibid., p. 24.

³²Richard Videbeck, "Self Conception and the Reaction of Others," Sociometry, 23 (1960), pp. 351-359.

³³M. L. Macher, "Concept of Self and the Reaction of Others," Sociometry, 25 (1962), pp. 353-357.

Manis,³⁴ in a study using male college students, found that his subjects' self concepts were influenced by others' perceptions of them but there was no tendency for the self estimates to affect the views of one held by others. These studies seem to support the social interaction theory of the development of self concept in that perceived attitudes of others do affect evaluations of self; however, if changes in self evaluations can be effected during the course of one study then the self concept may not be as stable as it is thought to be.

Miyamoto studied four variables in a test of the social interaction theory of self concept -- self concept, actual response of others, perceived response of others and generalized other (how the subject perceived most people as viewing him). He found that actual and perceived responses of others are higher for those persons with a high self rating than for those with a low self rating. His results also show his subjects' self conceptions to be closer to perceived response than to actual response of others, and, more closely related to the generalized other than to perceived response.³⁵

³⁴Melvin Manis, "Social Interaction and the Self Concept," Journal of Abnormal and Social Psychology, 51 (1955), pp. 362-370.

³⁵Frank S. Miyamoto, "A Test of Interactionist Hypotheses of Self-Conception," American Journal of Sociology, 61 (1956), pp. 399-403.

Clothing

Although little research has been found relating clothing to self concept directly, indirect evidence suggesting such a relationship can be deduced from the following studies. Lott, in a study focused upon differentiating between Negro and white adolescent girls in appearance concerns, found that "teenagers of both races who possessed a high self-conception of their physical attributes also tended to possess a high self-conception regarding their adornment ability."³⁶

Research conducted by Lasswell and Parshall, and Stout and Latzke, indicates that judgments of the social class of persons may be made on the basis of clothing. Lasswell and Parshall showed individual photographs of twelve men to college students who were asked to designate the social class of each man. Raters made consistent judgments when only the "clothed bodies" were shown.³⁷ Douty also found significant differences in ratings of social status associated with changes of clothing.³⁸ Stout and Latzke's subjects, in a study of the values college women consider in clothing

³⁶Isabelle M. Lott, "Self-Concept of Appearance and Related Adornment Behavior of Negro and White Adolescent Girls" (unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1966).

³⁷T. Lasswell and Parshall, "The Perception of Social Class from Photographs," Sociology and Social Research, 45 (1961), pp. 407-414.

³⁸Helen Douty, "Influence of Clothing on Perception of Others," Journal of Home Economics, 55 (1963), pp. 197-212.

selection, felt others could "sometimes" judge their personalities by clothing and that they could "sometimes" recognize the social position of others by clothing.³⁹

Several clothing studies show clothing used to influence others. Silverman found "evidence to suggest that appearance was used as a means of impressing others, of winning favor with them or as a weapon against them." Clothing could also be used to gain acceptance in a group.⁴⁰ In Gates' study, the upwardly mobile scored significantly higher in recommendation to purchase clothing conforming to the group.⁴¹ According to Evans, the primary motive for wearing clothes was to win recognition while the primary motive in selecting clothing was independence.⁴²

Silverman,⁴³ Gates,⁴⁴ and Stout and Latzke,⁴⁵ in separate studies, concluded that clothing may be used as a means of self-expression. Ditty, in a study aimed at

³⁹Dorothy Stout and A. Latzke, "Values College Women Consider in Clothing Selection," Journal of Home Economics, 50 (1958), p. 44.

⁴⁰Sylvia Silverman, "Clothing and Appearance," in The Adolescent: A Book of Readings, ed. Jerome Seidman (New York: Holt, Rinehart and Winston), p. 247.

⁴¹Ruth E. Gates, "Clothing Behavior Associated with Types of Mobility and with Extrinsic-reward Orientation Among a Specified Group of Non-employed Wives" (unpublished Ph.D. dissertation, Pennsylvania State University, 1960), p. 194.

⁴²Evelyn S. Evans, "Motivations Underlying Clothing Selection and Wearing," Journal of Home Economics, 56 (1964), pp. 739-743.

⁴³Silverman, p. 247.

⁴⁴Gates, p. 201.

⁴⁵Stout and Latzke, p. 44.

uncovering relationships between certain behavioral or personality characteristics, social role transition and clothing preferences, found the use of clothing for self-expression related to social maturity and high social aspirations.⁴⁶

Treece investigated the possibility of applying behavioral concepts from the field of social psychology to the explanation of clothing behavior. She concluded that they could provide a theoretical framework for explaining individual clothing behavior -- especially as related to the self structure and role performance.⁴⁷ Relationships between specific general values, measured by the Allport-Vernon-Lindzey test of values, and specific clothing behaviors have been generally confirmed in a study by Creekmore,⁴⁸ and relationships between general values and specific clothing values found in a study by Lapitsky.⁴⁹

In summary the clothing research seems to indicate that our general values are reflected in our clothing and that clothing is thought to be useful in judging social

⁴⁶Dona D. Ditty, "Social Psychological Aspects of Clothing Preferences of College Women" (unpublished Ph.D. dissertation, Ohio State University, 1962), p. 114.

⁴⁷Anna J. Treece, "An Interpretation of Clothing Behavior Based on Social-Psychological Theory" (unpublished Ph.D. dissertation, Ohio State University, 1959), p. 160.

⁴⁸Anna M. Creekmore, "Clothing Behaviors and Their Relation to General Values and to the Striving for Basic Needs" (unpublished Ph. D. dissertation, Pennsylvania State University, 1963), p. 152.

⁴⁹Mary Lapitsky, "Clothing Values and Their Relation to General Values and to Social Security and Insecurity" (unpublished Ph. D. dissertation, Pennsylvania State University, 1961), p. 78.

class, influencing others and as a means of self-expression. Such use of clothing suggests it is helpful in identifying persons, and the identification of persons on the basis of clothing appears to be a factor in social interaction.

Measurement of Variables

Clothing Measures

Clothing measures developed by Creekmore, Brady and Sharpe were examined to determine whether or not parts of the measures could be used in this study.

Creekmore's⁵⁰ measure included the following clothing behaviors: altruistic use of clothing, management emphasis, interest in the tactual aspects, experimentation, interest in symbolic meaning, emphasis on status, symbol use, interest in appearance, interest in the theoretical aspects, use of clothing construction, fashion interest, conformity, tool use, emphasis on modesty in dress and no concern for clothing. Seven statements had been devised for each behavior with which subjects could rate themselves on a scale of one to five. Reliability was attempted by computing a coefficient between odd-even statements for each behavior. Validity was not established as there were no criteria for comparison.

Brady⁵¹ refined Creekmore's measure including only nine of the behaviors for use in her study: experimental

⁵⁰Creekmore, pp. 44-49.

⁵¹Elizabeth Brady, "Clothing Behavior--Refinement of a Measure and Relationships with Social Security and Insecurity" (unpublished Master's thesis, Pennsylvania State University, 1963).

use, construction, comfort, concern for appearance, concern for management of clothing, symbolic meaning of clothing, emphasis on fashion use, conformity and modesty. New statements were added to provide ten statements for each behavior with subjects again rating themselves on scales of one to five. Item-total correlations computed for each behavior were significant above the .01 level of confidence.

Sharpe⁵² developed a clothing interest and importance scale which included 74 attitudinal statements, one statement on knowledge of fashion designers and five statements on the numbers of skirts, blouses, sweaters, shoes and slippers in wardrobes. Subjects were asked to rate themselves on each statement on scales of one to five. The measure was pre-tested three times. On Test III a split-half reliability coefficient of .89 was obtained. Functional validity was established by administration of the measure to 24 women of known clothing behavior. Of the 12 predicted to score high, 11 did so -- of the 12 predicted to score low, 10 scored low.

Self Concept Measures

A wide range of instruments has been used to measure various aspects of self concept (self-acceptance, self-satisfaction, self-esteem, self-favorability, congruence between self and ideal self and discrepancies between self and ideal self). Few of the instruments have been used more

⁵²Elizabeth Sharpe, "Development of a Clothing Interest and Importance Scale" (unpublished Master's thesis, Ohio State University, 1963).

than once and most studies give little or no evidence or reliability or validity. Often item content and definitions of terms are inadequately described, making comparison of the instruments difficult. The following discussion of self concept measures includes descriptions of the main categories of instruments and the measure examined for possible use in this study.

The Q sort is a commonly used procedure for measuring specific aspects of self concept, whereby the subject may be asked to sort a large number of personality-descriptive items into nine piles which are arranged on a continuum according to the degree to which they are characteristic of the subject's "self."

Depending upon the pile in which an item is placed, it is assigned a value from one to nine corresponding to placement, and correlation coefficients computed between pile values of items sorted to describe the "self" and pile values of items sorted to describe the "ideal" self. Q sorts can also be used to relate other descriptions of self such as "how I should be" or "how my friends regard me."⁵³ No reliability data is given for about 75 per cent of the measures and no evidence of validity for about 90 per cent of the measures except confirmation of the author's hypothesis based on self concept theory and the assumption that the measure was valid.⁵⁴

⁵³Ruth Wylie, The Self Concept (Lincoln: The University of Nebraska Press, 1961), p. 41-42.

⁵⁴Ibid., p. 61.

The most frequently used types of instruments for measuring various aspects of self concept are the questionnaire, rating scale and adjective check list. Ruth Wylie, in her survey of self concept literature, distinguishes between several categories of measures:

- (1) those which purport to tap self-acceptance directly, i.e., by asking S (subject) how he feels about his standing on stated characteristics;
- (2) those which use this direct approach and also derive a discrepancy score between separately obtained self- and ideal-ratings, answers, or checks;
- (3) those which utilize mainly a self-minus- ideal discrepancy score; (4) those which rely on S's reports of actual self only, with the ideal end of the scale being assumed by E (experimenter), or the favorability of the terms being defined in terms of external judges' opinions of desirability.⁵⁵

No reliability information is available for two-thirds of the instruments and no information of construct validity for 80 per cent of the instruments, slightly better than the Q sort procedure.⁵⁶

Brownfain's measure of the "stability of the self concept," belonging to the last category of instruments, was examined for use in this study. He defined self concept as "a system of central meanings a person has about himself and his relations to the world about him." Several aspects of the self concept are measured by having the subject rate himself four times on the same twenty-five personality-descriptive adjectives, from four frames of judgment.

- (1) himself as he really believes he is (private self);
- (2) himself as he believes others see him (social self);

⁵⁵Ibid., p. 65.

⁵⁶Ibid., p. 86.

(3) himself as he realistically hopes he is (positive self); and (4) himself as he fears he is (negative self). Stability being the discrepancy between the positive and negative self-ratings summed across all items without regard to sign. The smaller the discrepancy the more stable the self concept is assumed to be.⁵⁷

Brownfain hypothesized that subjects who have relatively stable self concepts will be happier and better adjusted than those who have relatively unstable self concepts. He compared two groups of subjects who had extremely "stable" and "unstable" self concepts. He found that "stable" subjects gave themselves higher "private self" ratings than "unstable" subjects, that "stable" subjects saw themselves privately more as others saw them than "unstable" subjects, "stable" subjects had healthier scores on the GAMIN (adjustment inventory) and they received higher ratings from peers than "unstable" subjects.⁵⁸

The split-half reliability of the stability index was $+.93$ for the total sample of 62 members of two men's cooperative houses at the University of Michigan.⁵⁹

Little evidence of the validity of the stability index is available. Brownfain found a correlation ($P < .05$) between the stability index and the private self rating,

⁵⁷J. J. Brownfain, "Stability of the Self Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology, 47 (1952), pp. 597-606.

⁵⁸Wylie, p. 83.

⁵⁹Brownfain, p. 598.

lower private self-ratings with relatively unstable self concepts.⁶⁰ Cowen furnishes indirect information on the construct validity of the stability score. He found correlations between each of the components of the stability score (negative and positive self-ratings) and all three scores from Bill's Index of Adjustment and Values (Self-Regard, Self-Acceptance and Ideal Self).⁶¹ Although the stability score did not correlate with any of Bill's scores, including his Self-Ideal discrepancy score, McGeehee studied the possibility that Brownfain's stability index really measures self-esteem and found a close relation.⁶²

⁶⁰Brownfain, p. 600.

⁶¹Wylie, p. 85.

⁶²McGeehee, "The Stability of the Self Concept and Self-Esteem" (unpublished Ph.D. dissertation, Michigan State University, 1956).

CHAPTER III

METHODOLOGY

Included in this chapter are descriptions of the development of the clothing measure, the self concept measure, the background questionnaire, the selection of the sample and the method of analysis selected for this study.

Development of the Clothing Measure

The clothing measure was devised by the researcher and four other graduate students¹ who would later use the measure in a larger study. Use of the measure in this study constituted a pre-test for the larger study.

Work on the measure began with each researcher submitting a list of aspects of clothing from which a comprehensive list was compiled. Discussion of the various aspects of clothing led to their tentative categorization, and further discussion resulted in more concise definitions of the categories. The measure was then divided by category and each researcher assigned a section on which to continue work.

¹Carolyn Andree, Sue Hundley, Mary Klaason and Mary Jane Young, Department of Textiles, Clothing and Related Arts, Michigan State University.

Several drafts of each category were evaluated and revised by the researchers as a group before the pre-test, which included statements in the following seven categories of clothing; aesthetic use of clothing (26 statements), modesty in clothing (20 statements), interest in clothing (30 statements), use of clothing to gain special attention (24 statements), management of resources (27 statements), use of clothing to gain social approval (22 statements), and use of clothing to achieve comfort or prevent discomfort (21 statements).

The Pre-Test

The measure was administered to a clothing selection class at Michigan State University, East Lansing. Of the 28 girls, approximately half were juniors and half were seniors in education and retailing. The items were scaled using the Likert technique which determines the ability of each item to discriminate between a proportion of subjects who had high total scores and a corresponding proportion of subjects who had low total scores.

Following the pre-test statements were revised in an attempt to increase discriminatory power and statements for "girls only" and "boys only" were added to supplement certain categories (see Appendix B for final measure).

Self Concept Measure

A modified version of Brownfain's² measure of the stability of the self concept was selected for use in this study, stability being the discrepancy between the self as positively conceived and the self as negatively conceived by the subject. He defines the "positive self" as the self the subject hopes he is, the most realistically favorable view of himself, and the "negative self" as the self the subject fears he is, denying himself every reasonable doubt.

Subjects were asked to rate themselves twice on each of twenty self descriptive adjectives on scales of one to ten, comparing themselves with most people on each trait. On the first rating subjects were to use the positive frame of reference and could expand the scale to eleven if they saw themselves as higher than anyone else on that trait. On the second rating the subjects were to use the negative frame of reference and could use a zero instead of a one if they saw themselves as lower than anyone else on that trait.

The self descriptive adjectives were defined at the high and low ends by brief paragraphs on a separate form:

- | | |
|----------------------------|-----------------|
| 1. Intelligence | 6. Cheerfulness |
| 2. Maturity | 7. Sincerity |
| 3. At Ease Socially | 8. Initiative |
| 4. Physical Attractiveness | 9. Trustfulness |
| 5. Generosity | 10. Adaptable |

²T.P. McGeehee, "The Stability of the Self Concept and Self-Esteem" (unpublished Ph.D. dissertation, Michigan State University, 1956).

- | | |
|------------------------------|-----------------------------|
| 11. Sportsmanship | 16. Understanding of Others |
| 12. Individuality | 17. Accepting Oneself |
| 13. Self-understanding | 18. Popularity |
| 14. Interest in Opposite Sex | 19. Persistence |
| 15. Dependability | 20. Self-control |

The numerical ratings for each trait were summed, resulting in two scores for each subject, positive and negative self-ratings. Stability of the self concept was the difference between the two ratings, the larger this discrepancy the more unstable the self concept was assumed to be (see Appendix A).

Background Questionnaire

A background questionnaire was administered to obtain data on social class. If the sample showed variation to the extent that results on self concept and clothing might be affected, the data would be analyzed by social class. Hollingshead's³ method of determining social class (based on education and income) was used along with questions designed to help determine more specifically in which of Hollingshead's social class categories the subject belonged (see Appendix B).

Selection and Description of the Sample

In the selection of a sample for this investigation an attempt was made to control the age and social class of the subjects to some extent by using members of a formal organization. Permission was obtained to administer the measures to the Junior Human Relations Commission, a group

³August B. Hollingshead, Two Factor Index of Social Position, 1965 Yale Station, New Haven, Connecticut (Published in the United States of America by August B. Hollingshead, 1957).

which works on civic projects under the auspices of the City of Lansing. The advisor for the group was the Human Relations Commissioner. Membership consisted of approximately 60 boys and girls from all the high schools in Lansing.

Members were informed by mail of a special meeting at the YWCA in Lansing. Twelve subjects attended this meeting. A second meeting was scheduled at Michigan State University with members being contacted by phone because of the difficulty of getting attendance during the summer. Seven more subjects were obtained for a total of 19 high school boys and girls. This sample constituted the pre-test of the clothing measure for the larger study to be undertaken by the four other researchers.

Since a larger number of subjects was needed for this investigation than could be obtained from the Junior Human Relations Commission, and since a casual examination of the data showed little control of social class had been obtained, it was decided to include boys and girls who met only the age requirement (high school). The researcher contacted high school students of her acquaintance and administered the instruments at a third meeting at Michigan State University.

The final sample consisted of 39 high school students, nine boys and 30 girls.

Method of Analysis

The following descriptions of the data were included in this presentation of the study: number and average age

of the subjects; social class information such as the occupations and ranges of the educational and income levels of the subjects' parents; mean and range scores on stability of the self concept by social class; mean and range of scores on each aspect of clothing and ranking of the aspects of clothing on the basis of mean scores.

The data were analyzed using the chi square technique to determine the significance of relationship between variables.

Subjects were divided into high and low scorers on each of the seven aspects of clothing, and high, medium and low scorers on stability of the self concept, and five social classes later collapsed into two categories of social classes.

Chi squares were computed to determine the significance of relationship between high and low scorers on each of the aspects of clothing and the three levels of stability of self concept. Chi squares were also computed between high and low scorers on each aspect of clothing and the two categories of social classes. One chi square was computed to determine the significance of the relationship between the three levels of stability of self concept and the two categories of social classes. A probability of .05 or less was designated a significant relationship.

CHAPTER IV

RESULTS AND DISCUSSION

The objectives of this study were to explore the relationships between several aspects of clothing and stability of the self concept and to develop specific hypotheses based on the relationships found in this study. In Chapter IV the data concerning the subjects are described and the findings about the aspects of clothing, stability of the self concept and the relationships found between the variables, have been presented and discussed.

Description of the Subjects

Thirty-nine students representing most of the high schools in Lansing and East Lansing, Michigan, took part in this study. The ages of the boys and girls ranged from 15 to 18 years with the average subject being 16.4 years old. One subject failed to complete a large part of the clothing measure and was eliminated, resulting in a final sample of 38 subjects (9 boys and 29 girls).

Information regarding the occupations, educational and income levels of the subjects' parents was obtained to determine the social class of the subjects. The subjects fell into five social classes from high to low as determined

by Hollingshead's social class index based on occupation and education.¹ Because there were so few subjects in some of the classes, they were collapsed to two categories, Category A and Category B, thereby increasing the size of the categories of social classes as follows:

	Class	Subjects
Category A	I	7
	II	5
	III	8
<hr/>		
Category B	IV	14
	V	4

In Category A, the individuals designated by the subjects as the "main wage earners" in their families held jobs in the following occupational areas: administrative work (eight subjects), major professions such as architecture, college teaching, etc. (four subjects), and minor professions such as real estate, elementary and high school teaching (eight subjects). The "main wage earners" in the families of subjects in Category A ranged in "highest educational level attained" from twelfth grade to doctorate, all but three having had one or more years of college.

The subjects in Category B designated the following as the occupational areas of the "main wage earners" in their

¹August B. Hollingshead, Two Factor Index of Social Position 1965 Yale Station, New Haven, Connecticut (Published in the United States of America: By the author, 1957).

families: clerical and sales work (nine subjects), skilled labor (five subjects), semi-skilled labor (three subjects), and unskilled labor (one subject). The "highest educational level attained" by the "main wage earners" in this group ranged from eighth grade to three years of college, with slightly over half having completed four years of high school and including three who had three years of college.

The subjects in the two categories of social classes estimated the yearly income of the "main wage earner" in the family to be as follows:

Income	Category A	Category B
less than \$5,000	-	5
\$6,000 - \$9,999	6	8
\$10,000 - \$24,999	14	5
over \$25,000	-	-

Three subjects in each category of social classes stated that they were not "reasonably certain" of their estimates of income.

In summary, the average "main wage earner" in a family in Category A was employed as an administrator or professional person, had completed four years of college and earned a salary in excess of \$10,000 annually. The "main wage earner" in a family in Category B was employed as a clerk or laborer, had completed four years of high school and earned less than \$10,000 annually.

Relationships Between Clothing and
Stability of the Self Concept

The clothing data will be discussed in terms of mean scores and rankings of the aspects of clothing on the basis of mean scores, followed by the findings about the relationships between clothing and stability of the self concept.

Aspects of Clothing Ranked According
to Mean Scores

Since the "total points possible" varied for each of the seven clothing categories, it was necessary to equalize the values of the categories. To make possible a comparison of categories on the basis of mean scores and range of scores the categories were each converted to 100 point scales. The aspects of clothing were ranked for the entire sample according to mean scores as follows:

	Corrected Mean Score	Point Spread of Scores
Aesthetic	73.0	39.0
Interest	68.0	57.4
Management	65.8	29.4
Comfort	61.1	37.6
Modesty	60.0	37.3
Social Approval	58.6	41.3
Special Attention	52.0	53.2

The Aesthetic aspect of clothing ranked highest on the basis of mean score, meaning subjects were most con-

cerned with the intrinsic beauty, becomingness and neatness of their clothing. This finding lends some support to Lapitsky's hypothesis that the aesthetic and economic clothing values would hold more dominant positions than any of the other clothing values in the subjects' value configurations.² In this study the economic aspect of clothing was in Management, which also ranked relatively high.

The uses of clothing to gain Social Approval and Special Attention probably ranked lower than they are in the clothing behavior of the subjects, because the subjects may have considered it socially undesirable to admit to the use of clothing to attain a feeling of belongingness or to gain prestige and status. The low rank of Social Approval is in opposition to Estelle De Young Barr's finding that the "desire to conform" is the most diffuse significant attitude in the choice of clothing.³

Management had the lowest range of scores and Interest the widest, meaning that there was most agreement among the subjects in concern for the use of resources in the planning and buying of clothing, and least agreement among subjects in Interest in clothing.

The preceding discussion of mean scores based on the sample as a whole, was found to be misleading when mean

²Mary Lapitsky, "Clothing Values and Their Relation to General Values and to Social Security and Insecurity" (unpublished Ph.D. dissertation, Pennsylvania State University, 1961), p. 78.

³Estelle De Young Barr, "A Psychological Analysis of Fashion Motivation," Archives of Psychology, 171 (1934), p. 100.

scores were computed for boys and girls separately on each aspect of clothing. The aspects of clothing were ranked separately for boys and girls according to mean scores as follows:

Girls (29)		Boys (9)	
	Corrected Mean Score		Corrected Mean Score
Aesthetic	74.8	Aesthetic	65.2
Interest	72.6	Social Approval	63.2
Management	66.8	Management	62.1
Comfort	64.0	Modesty	57.4
Modesty	60.2	Comfort	53.2
Social Approval	56.6	Interest	51.2
Special Attention	52.8	Special Attention	50.2

It is interesting to note that the boys scored consistently lower than the girls on all aspects of clothing except Social Approval, on which they scored higher and ranked much higher than the girls. An explanation of the girls' generally higher scores may be that the statements on the measure were biased toward culturally approved behavior for girls. The greatest difference in mean scores between the girls and the boys was on Interest, which they also ranked very differently, the girls being much more interested in clothing than the boys.

These findings lend some support to studies by Vener and Alexander. Vener found adolescent girls to be significantly more "aware" of clothing than adolescent boys, which may account for the higher ranking of Interest by the girls

than the boys and the generally higher scores on all of the aspects of clothing for the girls.⁴ Alexander found that both boys and girls felt that clothing was important to gain acceptance by the group,⁵ although in this study the higher ranking of Social Approval by the boys could be partly due to their being more willing to admit to conforming to the group.

In general, it seemed that both the girls and boys in the study were most concerned with achieving a pleasing appearance, were fairly concerned with making the best use of their resources regarding clothing, and the least interested in seeking prestige or status through the use of clothing. The difference between the girls and the boys in their attitudes and uses of clothing appeared to be that the girls were more willing than the boys to give attention to and experiment with clothing, whereas the boys seemed to rely more upon friends' clothing choices than do the girls.

Relationships Between Clothing and Stability of the Self Concept

Information regarding the stability of the subjects' self concepts was obtained by having the subjects rate them-

⁴Arthur M. Vener and Charles R. Hoffer, Adolescent Orientations to Clothing, Department of Sociology and Anthropology, Michigan State University, Technical Bulletin 270 (East Lansing, Michigan: Agricultural Experiment Station, March, 1959), p. 26.

⁵Olive N. 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.

selves on 20 personality-descriptive adjectives. The subject's standing on each of the seven aspects of clothing was determined by having the subjects rate themselves on statements about the various aspects of clothing.

The chi square test of significance was used to determine the relationships between clothing and self concept. A probability of $P=.05$ or less was considered significant.

Table 1.--The relationships between seven aspects of clothing and stability of the self concept

Aspects of Clothing	Relationship to Stability of the Self Concept
Aesthetic	NS
Interest	NS
Management	NS
Comfort	NS
Modesty	NS*
Social Approval	NS
Special Attention	NS

* $P=.20$

Table 1 summarizes the relationships between high and low scorers on the seven aspects of clothing and three levels of stability of self concept. No significant relationships were found between stability of the self concept and clothing although there was a tendency for the subjects with the more "unstable" self concepts to score higher on the

Modesty aspect of clothing than the subjects with the more "stable" self concepts. Since the subjects with "unstable" self concepts tended to prefer non-revealing and inconspicuous clothing it may be that these subjects want their clothing to convey as little information as possible about themselves to others in social interaction.

According to the literature, clothing may be used to gain social approval and acceptance into a group. The individual who has a low self concept has probably perceived many unfavorable reactions to himself in social interaction, and, hoping to avoid unfavorable reactions from others based on his clothing, selects modest, non-revealing, inconspicuous clothing. It would also seem that Social Approval should be related to self concept in that individuals with low self concepts would also seek to avoid unfavorable reactions based on their clothing by conforming to the group.

The other aspects of clothing, Special Attention, Social Approval, Management, Comfort, Aesthetic and Interest, were not found to be related to self concept for the subjects of this study. Possible explanations for the non-significant results may be the social undesirability of admitting to some of the attitudes toward and uses of clothing, and the small sample tested.

Relationships Between Clothing and Social Class

Although it was not an objective of this study to analyze the data by social class it later seemed advisable since there was enough of a spread in social class to affect results. The chi square test of significance was used to

determine the relationships between categories of social classes and clothing, and categories of social classes and self concept. A probability of $P=.05$ or less was considered significant.

Table 2.--The relationships between seven aspects of clothing and two categories of social classes

Aspects of Clothing	Relationship to Categories of Social Classes
Aesthetic	NS
Interest	NS
Management	$P<.01^{**}$
Comfort	NS*
Modesty	NS*
Social Approval	NS
Special Attention	NS

* $P=.20$

** $P<.01$ Highly significant

Table 2 summarizes the relationships between seven aspects of clothing and the two categories of social classes. Management was the only aspect of clothing found to be significantly related ($P<.01$) to the categories of social classes. Subjects in the higher category of social classes scored significantly higher on the use of resources in planning and buying clothing than the subjects in the lower category of social classes. There also was a tendency for Comfort and Modesty to be related to the categories of social classes. The subjects in the higher category scored higher

in the use of clothing to achieve comfort or to prevent discomfort and exhibited a preference for non-revealing, inconspicuous clothing.

According to the literature individuals are consistently able to judge social class by clothing, clothing can be used to gain acceptance in a group, and the upwardly mobile are apt to recommend clothing conforming to the group. This study seems to lend some support to the above in that the upper categories of social classes were more concerned with the practical aspects of clothing than the lower category of social classes, which appeared slightly more concerned with Interest, Social Approval and Special Attention. The lower social classes could be using clothing to gain acceptance, prestige or status; the upper classes are freer to concentrate on organizing their resources, achieving comfort in clothing and being modest, as they have no need to be outstanding. The lack of significant relationships may have been due to the small sample size and incomplete representation of the full range of social classes.

Relationship Between Social Class and Stability of the Self Concept

No significant relationship was found between the three levels of self concept and the two categories of social classes, which may account for the fact that Modesty in clothing tended to be related to upper social classes and "unstable" self concepts. Judging from the literature,

it seems unlikely that low "stability" of self concept would be related to high social class since there are probably as many people in any social class with "stable" self concepts as there are people with "unstable" self concepts.

Table 3.-- The relationship between two categories of social classes and stability of the self concept

Stability of the Self Concept	Higher Category of Social Classes	Lower Category of Social Classes
High Stability	7 subjects	6 subjects
Medium Stability	8 subjects	6 subjects
Low stability	5 subjects	6 subjects

$$\chi^2 = .35$$

NS

Discrepancy scores on self concept in the upper category of social classes ranged from 8 to 86 and in the lower category of social classes from 9 to 142 (142 was an extreme score, the next lower score being 86). The largest possible discrepancy score on self concept was 220. It was apparent that there was almost no difference in self concept scores for the two categories of social classes.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Casual reference is often made to clothing used as a means of self-expression, and several studies have shown that the use of clothing to express personality is one of the main determinants of clothing preferences. However, no research has been done relating specific clothing concerns to the way the individual feels about himself. The purpose of this study was to examine the several aspects of clothing thought to be important to people and to determine the relationship of each aspect of clothing to stability of the self concept.

Since no existing clothing measure included exactly the same aspects of clothing to be investigated in this study, a clothing measure was refined by the researcher and four other graduate students who would later use the measure in a larger study. Extensive discussion of the many aspects of clothing led to a list of seven aspects of clothing which, it was hoped, included most of the uses of and attitudes toward clothing. Having decided what the measure was to include, the existing measures were re-examined for items which would fit into the new categories of clothing, and additional items were devised by the researchers to complete

the categories. The final instrument consisted of statements covering each of seven aspects of clothing (Aesthetic, Modesty, Management, Interest, Special Attention, Social Approval and Comfort) on which the subjects were asked to rate themselves on scales of one to five.

The self concept data were obtained through the use of a modification of Brownfain's measure of the stability of the self concept. Subjects were asked to rate themselves twice on 20 self-descriptive adjectives from two different frames of reference; once as they realistically thought they were (positive self), and once as they feared they were (negative self). The smaller the discrepancy between the two ratings, the more stable the self concept was assumed to be.

A background questionnaire was administered in order that the data could be analyzed according to social class if the sample showed substantial variation in social class. The questionnaire was a modified version of Hollingshead's measure of social class based on occupation and education.

The sample consisted of 38 high school students (9 boys and 29 girls) from the Lansing, East Lansing, Michigan area, ranging in age from 15 to 18 years. The sample was predominantly middle class, although there were a few subjects in the highest of Hollingshead's social classes. Approximately 75 per cent of the "main wage earners" in families of the subjects in this study were engaged in clerical, administrative and professional work, and approximately 25 per cent were laborers. Approxi-

mately half of the "main wage earners" had one or more years of college and earned salaries in excess of \$10,000 annually.

The various aspects of clothing were ranked according to mean scores and the chi square test of significance was used to determine the relationships between each of the seven aspects of clothing and stability of the self concept, each of the seven aspects of clothing and social class, and stability of the self concept and social class. A probability of $P=.05$ or less was considered significant.

The findings regarding the various aspects of clothing can be summarized as follows. On the basis of mean score the aspects of clothing were ranked for the entire sample from high to low: Aesthetic, Interest, Management, Comfort, Modesty, Social Approval, and Special Attention. Since the sample was 76 per cent girls, this ranking is the same as for "girls only." The aspects of clothing ranked according to mean score for "boys only" yielded some differences: Aesthetic, Social Approval, Management, Modesty, Comfort, Interest, and Special Attention. The boys scored lower on all of the aspects of clothing except Social Approval.

No significant relationships were found between the various aspects of clothing and the stability of the self concept, although Modesty tended to be related to stability of the self concept. Subjects with "unstable" self concept ratings tended to score higher on Modesty in clothing than subjects with "stable" self concepts.

The Management aspect of clothing was found to be very significantly related to social class in this study

(P<.01). Subjects in the higher category of social classes scored significantly higher on Management than the subjects in the lower categories of social classes. Tendencies for Modesty and Comfort to be related to social class were found for these subjects; subjects in the higher category of social classes scored higher on Comfort and Modesty of clothing than subjects in the lower category of social classes.

No relationship was found between stability of the self concept and the two categories of social classes.

Although the literature indicated that clothing can be used to identify individuals in social interaction and that perception of reactions based on clothing identifications may affect the individual's self concept, no significant relationships were found between clothing and self concept. However, since a highly significant relationship was found between the Management aspect of clothing and social class, and tendencies for Comfort and Modesty to be related to social class, it seems that for this sample social class was a more important variable than self concept in determining attitudes toward clothing. If, as the findings seem to indicate, there are as many people in each social class with "stable" self concepts as there are people with "unstable" self concepts, and social class is a more important determinant than stability of the self concept of attitudes toward and use of clothing, then a relationship between clothing and stability of the self concept might be uncovered with more control over the social class of the subjects.

An objective of this study was to develop specific hypotheses about the relationships between each of the aspects of clothing and stability of the self concept. The following hypotheses were formulated by the researcher based on the findings of this study:

- I. The relationships of specific aspects of clothing to stability of the self concept.
 - a. High modesty in attitudes toward and use of clothing is related to "unstable" self concepts.
 - b. The use of clothing to gain social approval is more related to "unstable" self concepts than to "stable" self concepts.
- II. The relationships of specific aspects of clothing to social class.
 - a. High social class is related to high concern for the management aspect of clothing.
 - b. High social class is related to high concern for comfort in clothing.
 - c. High social class is related to modesty in clothing.
 - d. Low social class is related to the use of clothing to gain social approval.
- III. Differences between boys and girls in their attitudes and uses of clothing.
 - a. Girls are more concerned with all aspects of clothing than boys.

- b. Interest in clothing ranks higher among girls' concerns for clothing than it does among boys' concerns.
- c. Social approval ranks higher among boys' clothing concerns than it does among girls' concerns for clothing.

Recommendations

Since this study was done on a very small scale, with almost no control over the variables, and using a newly developed clothing measure, the researcher feels that similar studies, incorporating some of the following suggestions, would yield more significant results:

1. A larger sample including more equal proportions of boys and girls.
2. A sample with a wider spread in social class for a study of the relationships between clothing and social class.
3. A sample with a very narrow spread in social class for a study of the relationships between clothing and stability of the self concept.
4. A clothing measure including equal proportions of statements slanted toward girls and boys.

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APPENDIX A

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.

6. CHEERFULNESS

Tends to be gloomy and "sour" about life; is something of a "wet-blanket" in social groups.

Is very cheerful and optimistic about things; tends to spread good will in a group.

7. SINCERITY

Is insincere: you can't tell whether or not he is kidding or means what he says or does.

Is sincere in what he says and does: you can always tell whether he is being earnest or is kidding.

LOW END (1)

-versus-

HIGH END (10)

8. INITIATIVE
Is dependent upon others; has trouble making up his mind; seems to need reassurance and support from others.
9. TRUSTFULNESS
Is suspicious of others and looks for hidden reasons; might feel mistreated or disliked without good reason.
10. ADAPTABLE
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.
11. SPORTSMANSHIP
Can't take a joke; tends to hold a grudge; is a poor loser and a boastful winner.
12. INDIVIDUALITY
Conforms very closely to what the class expects; is quite conservative and cautious, and afraid to be different.
13. SELF-UNDERSTANDING
Does not understand or recognize his weak and strong points. Is uncertain of own abilities and not aware of 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.
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 self-reliant; makes up own mind without difficulty; does not lean on others in situations where he could act by himself.
- Trusts other people without being fooled by them; gives people the benefit of the doubt without looking for hidden motives.
- Is among the most readily adjustable to changing conditions; accepts compromises and suggestions where needed.
- Can take a joke and give one; takes victory and defeat in stride.
- Expresses feelings and opinions easily and freely; is not a rebel or a radical but is not afraid to be different.
- Understands own weak and strong points especially well. Is well aware of his shortcomings and personality handicaps.
- Associates a great deal and talks a lot about the opposite sex. Well aware of the opposite sex and enjoys being with them.
- Is among the most dependable; can be relied upon to meet promises and to fulfill responsibilities to others.

LOW END (1)

-versus-

HIGH END(10)

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 under-takings.

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

20. SELF-CONTROL

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

Has very good control of temper and emotions; calmly attempts to find solutions to frustrating events.

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		
___ 2. MATURITY	10 -	In the top 10% of your High School Grade
___ 3. AT EASE SOCIALLY	9 -	In the Second 10% from the top
___ 4. PHYSICAL ATTRACTIVENESS	8 -	In the Third 10% from the top
___ 5. GENEROSITY	7 -	In the Fourth 10% from the top
___ 6. CHEERFULNESS	6 -	In the 10% just above the Middle
___ 7. SINCERITY	5 -	In the 10% just below the Middle
___ 8. INITIATIVE	4 -	In the Fourth 10% from the Bottom
___ 9. TRUSTFULNESS	3 -	In the Third 10% from the Bottom
___ 10. ADAPTABLE	2 -	In the Second 10% from the Bottom
___ 11. SPORTSMANSHIP	1 -	In the Bottom 10% of your High School Grade
___ 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.

APPENDIX B

IMPORTANCE OF CLOTHING

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

- ___ 1. The way I look in my clothes is important to me.
- ___ 2. I pay a lot of attention to pleasing color combinations.
- ___ 3. I consider the fabric texture with the line of the garment when choosing my clothes.
- ___ 4. I buy or make what is becoming to me even if it is not the current fashion.
- ___ 5. It bothers me when my shirt tail keeps coming out.
- ___ 6. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line and texture.
- ___ 7. I buy clothes only in the colors that I know look good on me.
- ___ 8. I keep my shoes clean and neat.
- ___ 9. I wear the clothing fads that are popular in our school even though they may not be so becoming to me.
- ___ 10. I wear only those accessories which add to the beauty of my clothes.
- ___ 11. I wear clothes which have buttons or snaps missing.
- ___ 12. When I am shopping I choose clothes that I like even if they do not look the best on me.
- ___ 13. I spend more time than others coordinating the colors in my clothes.
- ___ 14. I carefully coordinate the color of the accessories that I wear with each different outfit.
- ___ 15. I change my clothes before I go to school, if I do not look neat.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

- ___ 16. I change current fashions so that they will be more becoming to me.
- ___ 17. I try to figure out why some people's clothes look better on them than others.
- ___ 18. Unlined sheer dresses or blouses reveal too much of the body.
- ___ 19. I select clothes that are conservative in style.
- ___ 20. I feel embarrassed when I see someone in too low cut a dress.
- ___ 21. I feel uncomfortable when someone has forgotten to close a zipper.
- ___ 22. I select clothes which do not call attention to myself in any way.
- ___ 23. I hesitate to associate with those whose clothes seem to reveal too much of their body.
- ___ 24. I like dark or muted colors rather than bright ones for my clothes.
- ___ 25. I select clothes which are the standard styles for school.
- ___ 26. I feel embarrassed when I see someone in clothes that are too tight.
- ___ 27. I choose clothing with small prints, even though a larger design looks equally well on me.
- ___ 28. The first time in the season that I go to a public beach or pool I feel exposed in my bathing suit.
- ___ 29. I wonder why some people wear clothes that are immodest.
- ___ 30. My friends and I try each others clothes to see how we look in them.
- ___ 31. I enjoy trying shoes of unusual styles or colors.
- ___ 32. I read magazines and newspapers to find out what is new in clothing.
- ___ 33. I change belts or decorative features on garments I but to make them look more distinctive.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

- ___ 34. When I buy a new garment I try many different accessories before I decide what looks best with it.
- ___ 35. I try on some of the newest clothes each season to see how I look in the styles.
- ___ 36. It's fun to try on different garments and accessories to see how they look together.
- ___ 37. I like to know what is new in clothing even though none of my friends care and I probably would not want to wear it anyway.
- ___ 38. I study collections of accessories in the stores to see what I might combine attractively.
- ___ 39. I experiment with new and different "hair do's" to see how I will look.
- ___ 40. I try on clothes in shops just to see how I will look in them without really planning to buy.
- ___ 41. I wonder why clothing is so important to teenagers.
- ___ 42. I would buy a very comfortable bathing suit even if it were not the current style.
- ___ 43. There are certain textures in fabrics that I like and especially try to buy, e.g. soft, fuzzy sturdy, silky.
- ___ 44. If I buy a garment and it almost fits, I don't bother with altering it.
- ___ 45. I am extremely sensitive to the texture of the fabrics in my clothing.
- ___ 46. In hot weather I wear my hair short (or pinned up) even if it does not look as good.
- ___ 47. I get rid of garments I like because they are not comfortable.
- ___ 48. I do not wear a rough-textured fabric unless the garment is lined.
- ___ 49. The way my clothes feel to my body is important to me.
- ___ 50. I find it difficult to buy clothes suitable to the temperature.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

- ___ 51. I am more sensitive to temperature changes than others and I have difficulty being comfortable in my clothes as a result.
- ___ 52. I avoid garments that bind the upper arm.
- ___ 53. I wear my clothes with an easy fit even when close fitting clothes are fashionable.
- ___ 54. I am irritable if my clothes are uncomfortable.
- ___ 55. Even though some fabrics do not feel good on my skin, I buy garments made from them if I like the style.
- ___ 56. Before I pay for a garment I make sure it will be comfortable.
- ___ 57. I wonder what makes some clothes more comfortable than others.
- ___ 58. I have clothes that I don't wear because everyone else has them.
- ___ 59. I wear different clothes to impress people.
- ___ 60. I try to buy clothes with the best labels.
- ___ 61. When new fashions appear on the market, I am one of the first to own them.
- ___ 62. I enjoy wearing very different clothing even if others do stare.
- ___ 63. I wear unusual colors or styles even though I attract attention.
- ___ 64. I buy at shops which offer the more fashionable garments.
- ___ 65. I try to show people what I am like by wearing unusual clothes.
- ___ 66. At a school party I enjoy wearing the most outstanding clothes.
- ___ 67. I go to nearby cities to shop for better fashions.
- ___ 68. I try to buy clothes which are very unusual.
- ___ 69. I like to be considered an outstanding dresser by my friends.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

- ___ 70. I avoid wearing certain clothes because they do not make me feel distinctive.
- ___ 71. I try to keep my wardrobe in line with the latest styles.
- ___ 72. I am interested in why some people choose to wear such unusual clothes.
- ___ 73. I enjoy trying to get the most for my money in clothing purchases.
- ___ 74. I am enticed into buying garments I like without having anything to go with them.
- ___ 75. I have something to wear for all occasions that occur.
- ___ 76. I read the labels when purchasing clothing.
- ___ 77. After finding what I really like, I check in other stores to compare price and quality before buying.
- ___ 78. I have a long-term plan for purchasing more expensive items of clothing such as coats or suits.
- ___ 79. At the last minute, I have to borrow or buy for an unexpected occasion.
- ___ 80. I evaluate the clothing in my wardrobe before each season so that I know exactly what I have.
- ___ 81. I carefully plan every purchase so that I know exactly what I need when I get to a store.
- ___ 82. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.
- ___ 83. I am more concerned about the care of my clothing than my friends.
- ___ 84. I have some idea of the money I will spend before I go shopping.
- ___ 85. I plan for and prepare clothes to wear several days in advance.
- ___ 86. I buy my clothes within a well-planned clothing budget.
- ___ 87. I clean and store out-of-season clothing.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

- ___ 88. I try to find out how I can save as much time, energy and money as possible with my clothes.
- ___ 89. When I was getting my clothes ready for school this year, I thought of what others would be wearing.
- ___ 90. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.
- ___ 91. I wear clothes that everyone is wearing even though they may not be as good on me.
- ___ 92. I get new clothes for a special occasion if the clothes I have are not the type my friends were wearing.
- ___ 93. I feel more a part of the group if I am dressed like my friends.
- ___ 94. I would rather miss something than wear clothes which are not really appropriate.
- ___ 95. I wear what I like even though some of my friends do not approve.
- ___ 96. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.
- ___ 97. If my friends adopt something new in clothing, I try to get it.
- ___ 98. I want to choose my clothes in about the same price range and quality as those of my friends.
- ___ 99. I would wear a different type of clothes to a church picnic where I know there will be older people than to one where all are of the same age as I.
- ___ 100. I check with my friends about what they are wearing to something before I decide what to wear.
- ___ 101. I am uncomfortable when my clothes are different from all others at a party.
- ___ 102. I try to dress like others in my group so that people will know we are friends.
- ___ 103. When someone comes to school dressed unsuitably, I try to figure out why he is dressed as he is.

5.Almost always 4.Usually 3.Sometimes 2.Seldom 1.Almost never

For GIRLS only:

- _____ 104. When applying make-up, I try to enhance my attractive features.
- _____ 105. I fix my hair to emphasize my best qualities even if it is not the current style.
- _____ 106. I wear a full slip instead of pettipants or a half slip so my bra will not be apparent.
- _____ 107. I wear simple, casual dresses for sporty events instead of Bermudas or slacks because they do not reveal the figure as much.
- _____ 108. Even though the 2-piece bathing suit is presently the most popular, I wear the one-piece suit.
- _____ 109. I like to try new kinds of make-up to see how it looks on me.
- _____ 110. I enjoy putting on a simple dress and then trying accessories with it to see how different it can look.
- _____ 111. I enjoy designing clothes to see what I can come up with.
- _____ 112. I like to make some of my clothes.
- _____ 113. I wear straight skirts even though they are not quite as comfortable when sitting.

for BOYS only:

- _____ 114. I wear pants when the crease is not pressed sharply.
- _____ 115. I am self-conscious about dandruff.
- _____ 116. I keep my hair neatly combed.
- _____ 117. Even though most people wear Bermuda shorts I am shy about wearing them.
- _____ 118. I do not like to see girls in tight-fitting shorts or slacks.
- _____ 119. I wear a shirt or undershirt except when swimming.
- _____ 120. I enjoy browsing in clothing stores.
- _____ 121. I try to match the colors in my clothes.

5.Almost always 4.Usually 3.Sometimes 4.Seldom 1.Almost never

____ 122. I enjoy selecting new clothes for myself.

____ 123. I wear tight-fitting pants even though they are
not quite as comfortable when sitting.

APPENDIX C

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.

<input type="checkbox"/> less than \$5999	<input type="checkbox"/> \$10,000 - 24,999
<input type="checkbox"/> \$6000 - 9999	<input type="checkbox"/> 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?

<input type="checkbox"/> less than \$5999	<input type="checkbox"/> \$10,000 - 24,999
<input type="checkbox"/> \$6000 - 9999	<input type="checkbox"/> over \$25,000

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