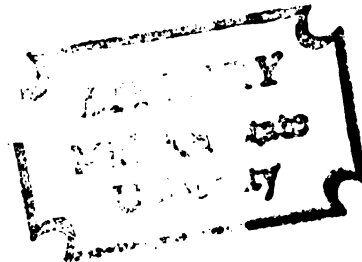


CLOTHING INFLUENCE IN ADOLESCENT LEADERSHIP
ROLES

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ABSTRACT

CLOTHING INFLUENCE IN ADOLESCENT
LEADERSHIP ROLES

By

Michelle Ann Morganosky

The purpose of this study was to investigate the relationships between four clothing variables (clothing mode awareness, clothing mode conformity, prestige clothing, clothing attractiveness) and three measures of leadership (representational leadership, organizational leadership and composite leadership). A positive relationship was proposed between the variables for both boys and girls.

A questionnaire and 16 millimeter motion pictures were the means of data collection. The data were collected along with that of a larger interregional project from a population consisting of a sophomore class of a central Michigan high school containing 121 boys and 110 girls. Conformity to the clothing mode and clothing attractiveness were determined through analyses of the filmed subjects. Illustrations of clothing items in the questionnaire were used to measure an individual's awareness of the clothing mode. To determine what items of

clothing were considered "the latest thing going" by the group, the subjects were asked to designate the items in different dress categories which each considered to be "in" or "out." This formed the basis for a prestige clothing score for each subject.

Information from the questionnaire provided a means of measuring three types of leadership. The first, representational leadership, was a measure of whom the students would most like to represent them as leaders at a national meeting of high school students. The second, organizational leadership, was a measure of the amount of participation in the formal organizations of the school system. Composite leadership, the third measure of leadership used, was a composite measure based on status characteristics considered important for the attainment of leadership or status.

Stepwise multiple regression and correlation coefficients were the major forms of statistical analysis used to determine the relationships between variables.

The findings of this study showed that clothing attractiveness was a significant predictor of representational leadership, organizational leadership and composite leadership for boys. Clothing attractiveness was a significant predictor for girls of composite leadership only. For both boys and girls, clothing mode awareness was a significant predictor of representational and

composite leadership. Clothing mode awareness was also a predictor of organizational leadership for girls. However, clothing mode conformity was not found to be a significant predictor of representational leadership, organizational leadership or composite leadership for either boys or girls. Prestige clothing was found only to be a significant predictor of composite leadership for boys.

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Michelle Ann Morganosky

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CHAPTER I

INTRODUCTION

Some adolescents as they interact in group situations, possess an unusual amount of influence. Most of the individuals within the group, and frequently those outside, will be aware of differences between members but the reasons for the differences may be hidden.

Although social scientists have studied the phenomena of influence and leadership, they do not agree on the factors which contribute to the leader's ability to influence others. Some of the factors which have been found to distinguish the leader from the nonleader include intelligence,¹ self confidence,² socioeconomic status,³ and dominance.⁴

¹H. Pickle and F. Friedlander, "Seven Societal Criteria of Organizational Success," Personnel Psychology, 20 (1967), p. 172.

²D. Kipnis, and W.P. Lane, "Self-confidence and Leadership," Journal of Applied Psychology, 46 (1962), p. 294.

³A. Porter, "Validity of Socioeconomic Origin as a Predictor of Executive Success," Journal of Applied Psychology, 49 (1965), p. 12.

⁴M. Beer, R. Buckhout, M.W. Rorowitz and D. Levy, "Some Perceived Properties of the Differences Between

The process of the development of leadership in the group seems fairly clear. As the adolescent peer group evolves, some members of the group will take on a more active, influential role than others and consequently become recognized as leaders. Morgan defined a leader as the person who influences a group to follow the course of action he advocates.¹

The leader's influence within the group is communicated to others both verbally (in terms of speech) and nonverbally (manners of acting and gestures). An individual's nonverbal communication includes his/her clothing and appearance. Stone states that the individual, through his appearance announces his identity, shows his value, expresses his mood, or proposes his attitude.²

Clothing is a manipulative part of the leader's near environment. The leader has a high degree of choice and control over what he/she wears. Therefore, it seems entirely possible that the leader uses clothing to communicate influence within the group and is recognized as a leader by others in part because of his/her clothing.

Leaders and Nonleaders," Journal of Psychology, 47 (1959), p. 52.

¹Clifford T. Morgan and Richard A. King, Introduction to Psychology (New York: McGraw Hill Book Company, 1966), p. 589.

²Gregory P. Stone, "Appearance and the Self," Dress, Adornment and the Social Order, ed. by M.E. Roach and J.B. Eicher (New York, London, Sydney: John Wiley and Sons, Incorporated, 1965), p. 230.

The relationship between clothing and leadership has previously been studied in terms of the social participation dimension of leadership, but no research has been found where the relationship between different types of leadership and the relative importance of various aspects of clothing has been investigated.

The purpose of this study was to determine the relationships which may exist between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and various types of leadership. A positive relationship between these variables would substantiate the theory that clothing contributes to the influence an adolescent leader possesses within the peer group.

CHAPTER II

REVIEW OF LITERATURE

The theoretical framework for this study is presented in the review of literature under the following headings: (1) Leadership, (2) Components of Leadership Related to Clothing, and (3) Measurement of Leadership.

Leadership

With the formation of a group some members are almost certain to take on a more active role than others, to be preferred to others, to be listened to with more respect than others, and to dominate others.¹ Brown believes that when one member of the group is notably more influential than the others of a group he is a leader.²

Morgan³ states that a person who is well liked has a much better chance of having his ideas accepted and

¹David Krech, Richard Crutchfield, and Egerton L. Ballachey, Individual in Society (New York: McGraw Hill, 1962), p. 422.

²Roger Brown, Social Psychology (New York: The Free Press, 1965), p. 679.

³Morgan and King, Introduction to Psychology, p. 589.

thus of influencing people. Social skills and personal popularity often characterize the person chosen for a position of leadership. Slater found that leadership is most strongly associated with those measures which are in turn most strongly correlated with popularity.¹

Various definitions have been proposed to delineate the concept of leadership. Over time, definitions of leadership have changed. However, there are enough similarities in the definitions to permit an outline of the major progressions of thought dealing with leadership.

The earliest definitions identified leadership as a focus of group process and movement.² Chapin's definition of leadership as a "point of polarization for group cooperation" is an example of this type of definition.³ Later definitions considered leadership as the art of inducing compliance. These theorists defined leadership as an instrument used by the leader to mold the group to the leader's will.⁴ Bundel, a compliance induction theorist, viewed leadership as "the art of

¹Philip E. Slater, "Role Differentiation in Small Groups," American Sociological Review, 20 (1955), p. 304.

²Ralph M. Stogdill, Handbook of Leadership (New York: The Free Press, 1974), p. 7.

³F.S. Chapin, "Leadership and Group Activity," Journal of Applied Sociology, 8 (1924), p. 145.

⁴Stogdill, Handbook of Leadership, p. 9.

inducing others to do what one wants them to do."¹

The most recent definitions of leadership are stated in terms of power differences. Raven and French defined leadership as differences in power relationships among members of a group. Five bases of power are named. These are (1) the reward power (based on the perception by the individual, P, that the agent, O, can mediate rewards for him); (2) coercive power (based on P's perception that O has the ability to mediate punishments for him); (3) legitimate power (based on the perception by P that O has a legitimate right to prescribe behavior for him); (4) referent power (based on P's identification with O); and (5) expert power (based on P's perception that O has some special knowledge or expertness).²

A similar progression of thought has occurred in the theories of leadership that has happened to the definitions of leadership. The earliest theories which attempt to explain the nature of leadership were the "great man" theories. These theories were based on the hereditary background and possession of superior qualities that differentiate the leader from the follower. Later theorists attempted to explain leadership in terms of

¹C.M. Bundel, "Is Leadership Losing Its Importance?" Infantry Journal, 36 (1930), p. 340.

²B.H. Raven and J.R.P. French, "Legitimate Power, Coercive Power, and Observability in Social Influence," Sociometry, 21 (1958), p. 83.

environmental factors. The latter supported the idea that one emerges as a leader as a result of time, place and circumstances.¹

Both the great man theorists and the environmental theorists neglected the interactive effects of the individual and the environment. Recent theorists generally believe that the characteristics of the individual and the demands of the situation interact so as to permit one or more individuals to rise to the leadership position.²

Characteristics of leaders considered singly, hold little diagnostic or predictive significance. In combination, however, it appears that they may interact to give us a general description of leadership.³ At one time or another, the social, psychological, and physical characteristics of leaders have been investigated in research studies. Several studies dealing with the social backgrounds of leaders indicated that the leaders were more highly

¹Stogdill, Handbook of Leadership, pp. 17-18.

²Ibid., p. 23.

³Ibid., pp. 81-82.

educated,^{1,2,3,4} were from a higher socioeconomic status,^{5,6,7,8,9} and had a higher level of intelligence^{10,11,12,13} and scholarship^{14,15,16} than the

¹C.L. Hulin, "The Measurement of Executive Success," Journal of Applied Psychology, 46 (1962), p. 305.

²G.F. Lewis, "A Comparison of Some Aspects of the Backgrounds and Careers of Small Businessmen and American Business Leaders," American Journal of Sociology, 65 (1960), p. 349.

³Mabel Newcomer, The Big Business Executive (New York: Columbia University Press, 1955), p. 69.

⁴C.A. Gibb, "The Principles and Traits of Leadership," Journal of Abnormal Social Psychology, 42 (1947), p. 283.

⁵Ibid., p. 283.

⁶M.K. Remmlein, "Analysis of Leaders Among High School Seniors," Journal of Experimental Education, 6 (1938), p. 419.

⁷Lewis, "A Comparison of Some Aspects of the Backgrounds," p. 351.

⁸Newcomer, The Big Business Executive, p. 52.

⁹Porter, "Validity of Socioeconomic Origin as a Predictor of Executive Success," p. 12.

¹⁰Gibb, "The Principles and Traits of Leadership," p. 283.

¹¹Pickle and Friedlander, "Seven Societal Criteria of Organizational Success," p. 172.

¹²Remmlein, "Analysis of Leaders Among High School Seniors," p. 419.

¹³F.J. Reynolds, "Factors of Leadership Among Seniors of Central High School, Tulsa, Oklahoma," Journal of Educational Research, 37 (1944), p. 358.

¹⁴O.W. Caldwell and Beth Wellman, "Characteristics of School Leaders," Journal of Educational Research, 14 (1926), p. 12.

¹⁵A.B. Crawford, "Extra-curriculum Activities and Academic Work," Personnel Journal, 7 (1928), p. 124.

¹⁶K.C. Garrison, "A Study of Some Factors Related to Leadership in High School," Peabody Journal of Education, 11 (1933), p. 17.

nonleader. Leaders were found to score higher than non-leaders on measures of certain social characteristics. These include the ability to enlist cooperation,¹ popularity,² prestige,³ social participation,^{4,5} cooperativeness,^{6,7} and sociability.^{8,9,10,11} The personality

¹T.E. Stephenson, "The Leader-Follower Relationship," Sociological Review, 7 (1959), p. 190.

²Garrison, "A Study of Some Factors Related to Leadership," p. 17.

³L.D. Zeleny, "Characteristics of Group Leaders," Sociology of Social Research, 24 (1939), p. 148.

⁴A.M. Rose, "Alienation and Participation: A Comparison of Group Leaders and the 'Mass,'" American Sociological Review, 27 (1962), p. 835.

⁵J.A. Hornaday and C.S. Bunker, "The Nature of the Entrepreneur," Personnel Psychology, 23 (1970), p. 52.

⁶Joan S. Guilford, "Temperament Traits of Executives and Supervisors Measured by the Guilford Personality Inventories," Journal of Applied Psychology, 36 (1952), p. 230.

⁷C. Argyris, "Some Characteristics of Successful Executives," Personnel Journal, 32 (1953), p. 52.

⁸Rose, "Alienation and Participation: A Comparison," p. 835.

⁹Stephenson, "The Leader-Follower Relationship," p. 191.

¹⁰C.W. Burnett, "Leadership on the College Campus," Educational Research Bulletin, 30 (1951), p. 38.

¹¹Gibb, "The Principles and Traits of Leadership," p. 283.

of the leader was characterized by a higher degree of self confidence,^{1,2,3,4} dominance,^{5,6,7} and aggressiveness.^{8,9}

Investigators of recent studies of leadership have shown comparatively little concern with the leader's physical characteristics although several studies completed before 1947 had shown positive relationships to physical characteristics. The general trend of these studies indicate a low positive relationship between

¹Gibb, "The Principles and Traits of Leadership," p. 282.

²Beer, et al., "Some Perceived Properties of the Differences Between Leaders and Nonleaders," p. 52.

³Kipnis and Lane, "Self-confidence and Leadership," p. 294.

⁴Guilford, "Temperament Traits of Executives," p. 230.

⁵Beer, et al., "Some Perceived Properties of the Differences Between Leaders and Nonleaders," p. 53.

⁶Pickle and Friedlander, "Seven Societal Criteria of Organizational Success," p. 173.

⁷Remmlein, "Analysis of Leaders Among High School Seniors," p. 419.

⁸Burnett, "Leadership on the College Campus," p. 40.

⁹Gibb, "The Principles and Traits of Leadership," p. 283.

height and leadership,^{1,2,3} and weight and leadership.^{4,5} As early as 1904 Terman conducted a study of grade school children in which he found the pupils who were leaders were larger, better dressed, and better looking.⁶ In a study done by Page at the United States Military Academy at West Point, the ranking of a selected group of cadets on leadership was found to be more closely related to "bearing and appearance" than to any other factor.⁷ Flemming, in an investigation of junior and senior high school girl leaders, found a positive correlation between leadership and attractiveness in personal appearance.⁸ Burnett found feminine attractiveness and feminine

¹L.H. Moore, "Leadership Traits of College Women," Sociology of Social Research, 20 (1935), p. 138.

²W.H. Sheldon, "Social Traits and Morphologic Type," Personnel Journal, 6 (1927), p. 55.

³Zeleny, "Characteristics of Group Leaders," p. 144.

⁴Sheldon, "Social Traits and Morphologic Type," p. 55.

⁵Zeleny, "Characteristics of Group Leaders," p. 144.

⁶L.M. Terman, "A Preliminary Study in the Psychology and Pedagogy of Leadership," Journal of Genetic Psychology, 11 (1904), p. 432.

⁷D.P. Page, "Measurement and Prediction of Leadership," American Journal of Sociology, 41 (1935), p. 31.

⁸E.G. Flemming, "A Factor Analysis of the Personality of High School Leaders," Journal of Applied Psychology, 19 (1935), p. 597.

grooming related to leadership for female college students.¹ Pupil leaders in a study done by Reals, were found to possess a better general appearance than non-leaders.² Reals' study differed from previous reports principally in the fact that five factors frequently associated with leadership, curriculum chosen, sex, age, scholarship and intelligence, were held constant for both leaders and nonleaders.

The previously mentioned studies have shown that differences in physical characteristics, social background, personality characteristics, and social characteristics distinguished the leader from the nonleader. In a study of high school students, Moore³ was able to identify, categorize, and rank order on the basis of response percentages those variables which affected the adolescent's position or status within the peer group. The variables which Moore found to affect a student's position or status within his peer group were personality, academic performance, school activities and athletics, appearance, social interaction, morality, and student wealth or family position.

¹Burnett, "Leadership on the College Campus," p. 40.

²W.H. Reals, "Leadership in the High School," School Review, 46 (1938), p. 530.

³Noel S. Moore, "Status Criteria and Status Variables in an Adolescent Group" (Ph.D. dissertation, Wayne State University, 1967), p. 92.

Moore ranked these characteristics and calculated percentages for the variables influencing one's position or status within the group in the following manner: (1) personality--32.31 percent; (2) academic performance--20.53 percent; (3) school activities and athletics--16.54 percent; (4) appearance--11.90 percent; (5) social interaction--7.94 percent; (6) morality--3.29 percent; (7) student wealth or family position--2.91 percent; (8) miscellaneous--4.50 percent. Because of the similarity of Moore's categories to variables recognized as components of leadership, the rank and percentage of responses falling in each category reveals the relative importance of each variable in a hierarchy of prestige or influence. Thus, Moore's findings could be a basis for a measure of leadership where each member of the group has a relative rank or position in relationship to all other group members.

Components of Leadership Related to Clothing

The relationship between clothing and leadership has previously been studied mainly in terms of the social participation dimension of leadership. Allen found that fad and fashion leaders were more frequent social participants and more frequently held offices than fad and

fashion nonleaders.¹ Renn in her study of college students found that those students who expressed a high desire to participate in organizations and to hold positions also expressed a high interest in clothing.² The results of Harrison's study of college males indicated interest in clothing to be positively related to social participation³ while Freedle reported positive relationships between the college females interest in clothing and social participation.⁴ In Strickland's study the girls who participated more in organizational activities and also held positions demonstrated greater clothing awareness.⁵

¹Helen H. Allen, "Adolescent Fad and Fashion Leaders Compared with Fad and Fashion Non-Leaders on Selected Personality Factors and Social Participation" (Master's Thesis, University of Tennessee, 1971), p. 51.

²Emma J. Renn, "Clothing Behavior and Relationships to Desire for Social Participation to Reasons for Desiring Social Participation" (Master's Thesis, The Pennsylvania State University, 1965), p. 53.

³Elizabeth L. Harrison, "Clothing Interest and Social Participation of College Men as Related to Clothing Selection and Buying Processes" (Master's Thesis, University of Tennessee, 1968), p. 51.

⁴Johnnie A. Freedle, "Clothing Interest and Social Participation of College Women as Related to Clothing Selection and Buying Processes" (Master's Thesis, University of Tennessee, 1971), p. 51.

⁵Earline Strickland, "Relationship of Clothing and Personal Appearance to Social Acceptance and Participation of Girls in a Mississippi High School" (Master's Thesis, Iowa State, 1969), p. 82.

Janney¹ and Sohn² both found that fashion leaders tend to be leaders in other areas as well.

Other components of leadership such as peer acceptance, popularity, and academic achievement have been studied in relationship to clothing. Van DeWal found those subjects who were highest conformers in dress tended to be among the highest level of peer acceptance.³ However, Ehrman's results indicate that girls lower in peer acceptance had a greater desire to conform in dress than did girls who were higher in peer acceptance.⁴ Kelley and Eicher's study of dress and popularity revealed a positive relationship between dress and popularity.⁵ Hamilton studied adolescents with acceptable clothing and found them to be more active in clubs, hold more

¹J.E. Janney, "Fad and Fashion Leadership Among Undergraduate Women," Journal of Abnormal Psychology, 36 (1941), p. 278.

²Marjorie A. Sohn, "Personal and Social Characteristics of Clothing Fashion Leaders Among Fraternity Men," (Master's Thesis, The Pennsylvania State University, 1959), p. 23.

³Shally L. VanDeWal, "A Study of the Relationship Between Clothing Conformity and Peer Acceptance Among Eighth Grade Girls," (Master's Thesis, Purdue University, 1968), p. 69.

⁴Sandra J. Ehrman, "Clothing Attitudes and Peer Acceptance" (Master's Thesis, Colorado State University, 1971), p. 37.

⁵Eleanor A. Kelley and Joanne B. Eicher, "A Longitudinal Analysis of Popularity, Group Membership, and Dress," Journal of Home Economics, 62 (1970), pp. 246-250.

offices, and have higher grade point averages than adolescents with non-acceptable clothing.¹

In summary, the relationship between clothing and leadership has previously been studied mainly in terms of the social participation and elected officer dimensions of leadership. However, the literature does seem to suggest that clothing is used by the leader more to his/her advantage than by the nonleader.

Measurement of Leadership

The principle determinants of the methods used to measure leadership in studies reflected situational concerns. For example, methods of measuring leadership of business executives differ from the methods used to measure leadership among college students. Generally, measurement of business and military leadership has received much attention from social scientists, and leadership measurement in these areas is more highly developed.

Perhaps the most extensive research reported has been the Ohio State Leadership Studies which were initiated in 1945 by the Personnel Research Board. These studies were designed as a ten year project to develop

¹Janice Hamilton and Jessie Warden, "The Student's Role in a High School Community and His Clothing Behavior," Journal of Home Economics, 58 (1966), pp. 789-791.

research methodology and to obtain information about leadership. The secondary objective of the project was to gain information which could be of value in the selection, training and assignment of persons for leadership roles. The Ohio State Leadership studies deal almost exclusively with business executives, foremen, teachers, college administrators, Air Force and Navy officers.¹

The Ohio State Leadership Studies staff developed the Leader Behavior Description Questionnaire as a measurement of leadership. The questionnaire described behavior in terms of its frequency of occurrence and was used by a subject to describe his own behavior or the behavior of others. Two strongly defined factors in leadership, consideration (the extent to which a supervisor is human relations oriented or how warm he is in dealings with subordinates) and initiating structure (the extent to which a person likes to direct group activities and, in a sense, is directed toward getting out the work), were produced.² Recently a more sophisticated version of the Leadership Behavior Description Questionnaire has been developed. This questionnaire uses a multifactor

¹Ralph M. Stogdill and Carroll L. Shartle, Methods in the Study of Administrative Leadership (Columbus, Ohio: Ohio State University, Bureau of Business Research, 1955), p. vii.

²Stogdill, "Handbook of Leadership," pp. 128-141.

approach to measure leadership, rather than the previous two factor approach.

A particularly disturbing feature of the Leader Behavior Description Questionnaire is that results obtained from self-descriptions using the same instrument and descriptions of the same subjects given by others were not in close agreement.¹ This discrepancy may be caused by a failure to behave in a similar manner to the rating. Likewise, discrepancies could also occur when an observer incorrectly rates the behavior of the subject being observed.

The Leadership Opinion Questionnaire developed by Fleishman consists of 40 items related to supervisory or managerial behavior.² This measurement device has limited use because the leader is asked to indicate how he believes he should behave, rather than how he does behave. Cassel developed a leadership measure consisting of 50 "leadership situations" with four alternative choices for handling each situation. Each alternative is scored and differentially weighted. The combined total

¹Cecil A. Gibb, in the Seventh Mental Measurements Yearbook, ed. by Oscar K. Buros (Highland Park, New Jersey: The Gryphon Press, 1972), p. 1150.

²Edwin A. Fleishman, "The Measurement of Leadership Attitudes in Industry," Journal of Applied Psychology, 37 (1953), p. 154.

score is called the "Decision Pattern."¹ Again, this measure does not distinguish between reported behavior and actual behavior.

Measurement of high school and college leadership has mainly been defined as the amount and intensity of social participation. Boardman's study of college leaders used a measure of leadership in terms of incidence of office holdership.² In a similar manner, Moore used a functional definition of leadership which made it synonymous with holding office.³

The above review illustrates various ways in which leadership has been measured. Methods of measurement appear to be influenced by the environment in which the leadership occurs. Measurement problems include discrepancies between self descriptions, actual behavior, and descriptions of others.

According to Slater, "the chosen leader of a group is perhaps the man who has the highest hypothetical combined rating on all possible characteristics related

¹Russell N. Cassel, "A Construct Validity Study on a Leadership and Social Insight Test for 200 College Freshmen Students," Journal of Genetic Psychology, 99 (1961), p. 165.

²William K. Boardman, Lawrence G. Calhoun, and John H. Schiel, "Life Experience Patterns and Development of College Leadership Roles," Psychological Reports, 31 (1972), p. 333.

³Moore, "Leadership Traits of College Women," p. 137.

to the group's purposes and needs."¹ The use of Moore's² status categories as the basis for a measure of leadership provides a measure which accounts for a combination of many different characteristics associated with leadership. Moore's status categories could be used as the basis for a measure of leadership because the subjects studied in this project were fairly similar to Moore's subjects.

¹Slater, "Role Differentiation in Small Groups,"
p. 304.

²Moore, "Status Criteria and Status Variables,"
p. 92.

CHAPTER III

STATEMENT OF THE PROBLEM

The main purpose of this study was to investigate the relationships which exist between clothing mode conformity, clothing mode awareness, the wearing of prestige clothing, clothing attractiveness and three types of leadership (representational leadership, organizational leadership, and composite leadership). The following definitions, hypotheses, and assumptions were used to guide the research study.

Definition of Terms

Leadership occurred when one member of the group was noticeably more influential than other members of the group.

Representational Leadership was the number of times a student was mentioned by his peers as the one to represent the high school at a meeting of high school students.

Organizational Leadership was the extent to which individuals participated in the high school organizational system including the professional, athletic, and

academic areas. Individuals participating in officer-ship roles within organizations reflected a greater amount of leadership than those participating as organization members only.

Composite Leadership was based on the importance that Moore's¹ subjects placed on status characteristics.

Clothing Mode was the most frequently occurring items of all clothing worn by the subjects.

Clothing Mode Conformity was the extent to which each subject wore the clothing items which occurred most often in the sample.

Clothing Mode Awareness was the extent to which each subject consciously recognized the clothing items which occurred most often in the sample.

Prestige Clothing was the term used to designate the prestigious quality ("the newest thing going" versus "completely out of it") of items in every dress category.

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

Hypotheses

The following hypotheses have been proposed for this study:

¹Noel S. Moore, "Status Criteria and Status Variables in an Adolescent Group" (Ph.D. dissertation, Wayne State University, 1967), pp. 57-58.

A. There will be a positive relationship between clothing and representational leadership.

- H₁: Clothing mode conformity is a predictor of representational leadership for boys.
- H₂: Clothing mode awareness is a predictor of representational leadership for boys.
- H₃: Prestige clothing is a predictor of representational leadership for boys.
- H₄: Clothing attractiveness is a predictor of representational leadership for boys.
- H₅: Clothing mode conformity is a predictor of representational leadership for girls.
- H₆: Clothing mode awareness is a predictor of representational leadership for girls.
- H₇: Prestige clothing is a predictor of representational leadership for girls.
- H₈: Clothing attractiveness is a predictor of representational leadership for girls.

B. There will be a positive relationship between clothing and organizational leadership.

- H₉: Clothing mode conformity is a predictor of organizational leadership for boys.
- H₁₀: Clothing mode awareness is a predictor of organizational leadership for boys.
- H₁₁: Prestige clothing is a predictor of organizational leadership for boys.
- H₁₂: Clothing attractiveness is a predictor of organizational leadership for boys.
- H₁₃: Clothing mode conformity is a predictor of organizational leadership for girls.
- H₁₄: Clothing mode awareness is a predictor of organizational leadership for girls.

H₁₅: Prestige clothing is a predictor of organizational leadership for girls.

H₁₆: Clothing attractiveness is a predictor of organizational leadership for girls.

C. There will be a positive relationship between clothing and composite leadership.

H₁₇: Clothing mode conformity is a predictor of composite leadership for boys.

H₁₈: Clothing mode awareness is a predictor of composite leadership for boys.

H₁₉: Prestige clothing is a predictor of composite leadership for boys.

H₂₀: Clothing attractiveness is a predictor of composite leadership for boys.

H₂₁: Clothing mode conformity is a predictor of composite leadership for girls.

H₂₂: Clothing mode awareness is a predictor of composite leadership for girls.

H₂₃: Prestige clothing is a predictor of composite leadership for girls.

H₂₄: Clothing attractiveness is a predictor of composite leadership for girls.

Assumptions

1. Leadership is measurable.
2. Leadership can be measured several ways.
3. Variables which influence an individual's position within the group are similar to those variables which Moore found to influence an individual's position in the group, therefore, Moore's status categories can be used as a basis for a measurement of leadership.

CHAPTER IV

PROCEDURE

The procedure for this study in many ways coincides with that which has been set up for a larger interregional research project.¹ The data were collected at that time from the chosen sample; however the development of the composite leadership measure as defined in the current study was not included in the interregional research project. The unique contribution of this study is the comparison of a syntheses of facets of leadership with the two other measures of leadership: representational and organizational. In this study further investigation was made of the relationships between various clothing measures in the prediction of leadership.

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

Selection of the Sample

The sample selected for the research project¹ consisted of the entire sophomore class of a central Michigan high school. The high school was randomly selected from four secondary schools located in the central Michigan area meeting the following criteria: (1) an enrollment large enough to provide a minimum of 100 boys and 100 girls in the sophomore class for purposes of sample size, (2) a single public high school serving the entire city and surrounding rural area to insure a full range of socio-economic levels located within the community including both rural and urban students, and (3) a dress code which did not require uniforms for the student body so that a reasonable amount of freedom was permitted in selection of dress which is obviously essential for this research.

Selection of Measures

The measures for this study, with the exception of composite leadership, were developed along with those used for the larger interregional research project. In addition, Van Staden's² Prestige Clothing Measure, and

¹"The Relationship of Clothing to the Personal and Social Acceptability of Adolescents," Washington Agricultural Experiment Station Bulletin, No. 750, (1972), Michigan State University Study under the direction of Anna M. Creekmore.

²Francine Johanna Van Staden, "The Relationship of Prestigious Clothing to Acceptance by the Peer Group

Florkey's¹ Clothing Attractiveness Measure were used. A discussion of the development and selection of the instruments used to measure leadership and clothing will follow.

Leadership

The results of Moore's technique for measuring status within the high school was the basis for the development of the composite leadership measure used in this study.² Moore found that seven basic characteristics influenced an individual's status or influence within the high school. The general characteristics identified were: (1) personality, (2) appearance, (3) academic performance, (4) social activities and athletics, (5) social interaction, (6) morality, (7) wealth or family position and (8) miscellaneous. Moore ranked these characteristics and calculated percentages for the variables influencing one's position or status within the group as shown in Table 1.

Each of the characteristics, with the exception of morality, had been measured for each of the subjects

of Adolescent Boys and Girls," (Master's Thesis, Michigan State University, 1970), pp. 30-35.

¹Lois A. Florkey, "Clothing Attractiveness and Personal Attractiveness Related to Social Acceptance of Adolescent Boys and Girls," (Master's Thesis, Michigan State University, 1976), p. 23.

²Moore, "Status Criteria and Status Variables," p. 92.

Table 1.--Percentage of 10,753 status criteria items falling within each status criteria category.^a

Status Criteria Category	Boys N=39	Girls N=38	Total N=77
Personality	15.84	16.46	32.31
Appearance	5.55	6.34	11.90
Intelligence and Academic Performance	11.25	9.28	20.53
School Activities and Athletics	9.90	6.63	16.54
Social Interaction	3.01	4.92	7.94
Morality	1.90	1.37	3.29
Wealth or Family Position	1.14	1.77	2.91
Miscellaneous	<u>2.26</u>	<u>2.23</u>	<u>4.50</u>
TOTALS	50.85	49.00	99.92

^aNoel S. Moore, "Status Criteria and Status Variables in an Adolescent Group," (Ph.D. dissertation, Wayne State University, 1967), p. 92.

in the larger interregional research project. Smucker's¹ measure of informal peer acceptance was used as a measure of personality; personal attractiveness as measured by Florkey² as a measure of appearance; honor roll score as

¹Betty V. Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls," (Master's Thesis, Michigan State University, 1969), pp. 25-26.

²Florkey, "Clothing Attractiveness and Personal Attractiveness," p. 23.

measured by Florkey¹ as a measure of academic performance; Smucker's² formal peer acceptance as a measure of school activities and athletics; and Van Staden's³ popularity and dating scores as a measure of social interaction.

The representational leadership measure was the one used previously in the interregional study. Representational leadership was determined by counting the number of choices as "student in your grade whom you would most like to represent your high school at a meeting of high school students" that a subject received.

The organizational leadership information was also a part of the data from the interregional study. Scores for organizational leadership consisted of total point values for participation in each organization multiplied by the prestige rank of each organization. The formula used was as follows:⁴

¹Florkey, "Clothing Attractiveness and Personal Attractiveness," p. 22.

²Smucker, "Conformity to and Awareness of the Clothing Mode," pp. 25-26.

³Van Staden, "The Relationship of Prestigious Clothing to Acceptance," pp. 30-35.

⁴Organizational leadership is called formal acceptance by Smucker. The formula used to obtain the organizational leadership score in this investigation is identical to the formula used by Smucker in obtaining her formal acceptance score.

$$RL = \sum_{n=1}^r (OP \times R)_n$$

RL = representational leadership
 OP = organizational participation
 R = rank of organization
 n = number of organizations
 r = maximum number of organizations

Clothing

The four clothing measures used in this study, Clothing Mode Awareness, Clothing Mode Conformity, Prestige Clothing and Clothing Attractiveness were developed from the interregional project data.

A modification of Horn's technique for measuring clothing mode conformity and awareness was used for the interregional study.¹ The following formulas were used to calculate the clothing mode conformity and clothing mode awareness scores.

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

$$CMC = \sum IS$$

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

¹Marilyn J. Horn, "A Method for Determining Normative Patterns of Dress," Proceedings of the National Textiles and Clothing Meeting (Minneapolis, Minnesota, June 19-22, 1968), pp. 49-55.

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

$$CMA = \sum IS$$

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

The prestige clothing measure developed by Van Staden from the interregional project data was determined by asking the subjects to write "in" under the item of dress that they considered to be "the newest thing going" and "out" under items considered to be "completely out of it." The prestige value or value as accepted "fashion or fad" that students gave to every item in every category was determined by counting the number of student choices falling in every clothing category. An "in" as well as "out" percent score of total possible for each item was then worked out.

A 16 millimeter movie was taken of each subject as he or she walked out of the room and this film was used to determine which item the subject was wearing in every category. The prestige clothing score for each individual was calculated as follows:

- a. "In" score obtained for the item worn in every category multiplied by number of items in every category.
- b. "Out" score obtained for the item worn in every category multiplied by number of items in every category.

- c. Total of "in" scores minus total "out" scores equals prestige clothing score.
- d. Prestige clothing score plus constant (1000). This was necessary to make all scores positive.

The modal item in each category was included when prestige clothing scores were calculated because the students did in some cases consider the mode to be the "newest thing going" rather than other items shown, thereby indicating that some of the students may have given a rejection value to a new item.

Clothing attractiveness was determined by using a rating scale of one to ten (one indicated a low level of clothing attractiveness for the subject and ten 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.

Collection of Data

To facilitate a single administration of the questionnaire, the subjects were assembled in a large auditorium and were allowed as much time as necessary to complete the entire questionnaire. Upon completion of the questionnaire, as the students entered the hall from the auditorium in single file a movie film was taken of each subject. The questionnaires were numbered

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

Method of Analysis

The data obtained from the questionnaires and the film analysis were encoded to numerical codes and recorded on computer coding forms. This coding was then punched on computer cards. Transformations were performed on the raw data to arrive at the specific scores for each variable. The data were separated by sex and separate analyses were conducted.

The computer program used in data analyses were those available through the 6.0 version of the Statistical Package for the Social Sciences. All analyses were implemented on the Control Data Corporation 6500 computer at the Michigan State University Laboratory.

The statistical methods employed for investigation of existing relationships between variables were Pearson product moment correlation coefficients and multiple regression analyses. For purposes of this study a probability of .05 or less was accepted as an indication that the relationship did not occur by chance.

The two basic research questions asked of the data in this study were: (1) What are the relationships

between clothing and leadership? and (2) What are the interrelationships among clothing variables in predicting leadership?

The analysis strategies needed to test the hypotheses relative to the above research questions are associations. Thus, correlation and multiple regression models were required.

Measures of Association

Correlation.--Correlation analysis provides a single summary statistic describing the strength of association between two variables.¹ When both variables are measured on a linear interval scale, the Pearson product moment correlation coefficient can be computed. Such a coefficient represents the degree to which two variables vary together. The coefficients range from -1.0 to +1.0. A coefficient of 0 always indicates that no linear relationship exists; a +1.0 coefficient implies a "perfect" positive relationship (i.e., an increase in one variable is always associated with a concomitant increase in the other variable); and a coefficient of -1.0 indicates a "perfect" negative relationship (i.e.,

¹Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw Hill Book Company, 1970), p. 43.

one in which an increase in one variable is always associated with a decrease in the other variable.¹

The three assumptions underlying the use and interpretation of this statistical tool are:²

1. The relationship between variables is linear.
2. The variables are measured in common established units, and the units are real numerical quantities.
3. The distribution is a bivariate normal distribution.

These assumptions can be satisfied based on the nature of the clothing and leadership variables and an understanding of the proposed hypotheses in relation to their foundations in past research.

Regression.--The regression analysis is an extension of the correlation coefficient. Regression refers to the extent to which we can predict the value of one variable given a related value of a second variable. The basic equation for the regression line is:

$$Y_e = a + bX$$

The expected value of Y (dependent variable) is the sum of a (the Y intercept) plus b times X (the beta weight or

¹Ibid., p. 144.

²Ibid.

constant representing the slope of the line times the observed value of the independent variable). This equation can be extended to include multiple independent or dependent variables.

Multiple regression is an extension of the use of the bivariate correlation coefficient to multivariate analysis. The correlation coefficient allows the researcher to measure the linear relationship between one independent variable and a dependent variable. Multiple regression allows one to study the linear relationship between a set of independent variables and dependent variables while taking into account the interrelationships among the independent variables.¹

Stepwise regression is a powerful variation of multiple regression which provides a means of choosing independent variables which will provide the best prediction of the dependent variable under study from the fewest independent variables. This method allows for the construction of a prediction equation one independent variable at a time. The first step is to choose the single variable which is the best predictor. The second independent variable added to the regression equation is that which provides the best prediction in conjunction with the first variable. Variables are added step-by-step

¹Ibid., p. 175.

in this manner until the desired number of independent variables are selected or until no other variables will make a significant contribution to the prediction equation.¹

The statistic that indicates how closely the two or more variables are associated is R^2 , the coefficient of determination. R^2 is the proportion of the total variation in the dependent variable associated with the independent variable. This term is often converted into the percentage of the variation in the dependent variable (in this case leadership) associated with or explained by knowledge of the independent variables (clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness).

Measures of the accuracy of the prediction are the standard error of beta and the F statistic. The standard error represents the extent to which, on the average, the observed values of the independent variable are dispersed around the line of regression (the best fitting line). Beta is the constant representing the slope of the line. The significance of beta is measured by the F statistic. When the F statistic is large enough to reject the null hypothesis, then the specified equation is better than a chance predictor of the dependent variable given the independent variable.

¹Ibid., p. 180.

The assumptions of the simple and extended regression analyses are:

1. Normality.
2. Homoscedasticity--the variation in Y is constant for all changes in the value of X.
3. Linearity--the relationship between the independent and dependent variables is linear.

These conditions can be assumed to be satisfied because there is no evidence to suspect the contrary.

CHAPTER V

RESULTS AND DISCUSSION

The discussion of the results will include a description of the research situation and subjects' backgrounds as well as relationships between clothing and leadership.

Descriptive Data

The sample was not a random sample of high school students and therefore does not include a representative cross section of adolescents with the result that generalizations to other populations cannot be made. However, based on the Cornfield-Tukey argument for inference,¹ conclusions can be drawn to a population that hypothetically could exist. Therefore, in order to understand the possible implications for other groups a description of the subjects' backgrounds has been included.

The school which included both urban and rural students had an enrollment of 1,193 for 1967-68 for grades

¹J. Cornfield and J. Tukey, "Average Value of Mean Squares in Factorials," Annals of Mathematical Statistics, 27 (1956), pp. 907-949.

nine through twelve with 281 students in the sophomore class.¹ A total of 231 sophomore students, 121 boys and 110 girls, participated in this study. Ninety-four percent of the subjects were 15 or 16 years of age. Six percent were 17 and one girl was 18 (Table A.1, Appendix A, page 83). Forty-four percent of the subjects resided in rural areas of the community while seven percent considered themselves as residents of the suburban area and forty-nine percent were from the city which had a population of 6,754.² (Table A.2, Appendix A, page 83).

The socioeconomic level of each subject was determined by using the McGuire-White Index³ which is based on analysis of the parents' occupation, education and income. Five categories were utilized with upper level being the highest social class. Although the sample contained all five socioeconomic classes, the majority of subjects were in the lower middle and upper lower levels as indicated by Table 2.

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

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

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

³Carson McQuire and George D. White, "The Measurement of Social Status" (unpublished research paper in Human Development, No. 3 (revised), Department of Educational Psychology, The University of Texas, 1963).

Table 2.--Distribution of boys and girls by socioeconomic levels of their families.

Socioeconomic Status	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Upper	1	0.8	3	2.7	4	1.8
Upper-Middle	11	9.1	8	7.3	19	8.2
Lower-Middle	39	32.2	32	29.1	71	30.6
Upper-Lower	58	47.9	56	50.9	114	49.4
Lower-Lower	12	9.9	11	10.0	23	10.0
Totals	121	99.9 ^a	110	100.0	231	100.0

^aError due to rounding.

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

The students in this study were considered by the researchers to be conservatively dressed when compared to the adolescent dress as shown by current fashion literature, or by students of larger urban areas.

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

The separate variables will be discussed briefly before the relationships between clothing and leadership are discussed.

Leadership

In Table 3 the means, standard deviations and ranges of composite leadership, representational leadership, and organizational leadership are given. The amount of relationship between composite leadership, representational leadership and organizational leadership expressed as correlation coefficients, is given in Table 4. There was a high degree of relationship between the different measures of leadership for girls. For boys, organizational leadership and composite leadership as well as representational leadership and composite leadership were highly related. However, organizational leadership and representational leadership were not highly related for the boys. Perhaps male students do not necessarily regard as leaders those boys who take the lead in formal school organizations.

Clothing

The amount of relationship between the clothing variables as indicated by the correlation coefficients is given in Table 5. The high amount of relationship between prestige clothing and clothing conformity was explained by Van Staden as a limitation in the method of

Table 3.--Range, mean and standard deviation for composite leadership, representational leadership and organizational leadership.

Leadership	Range	Mean	Standard Deviation
<u>Composite</u>			
Boys	5.31-29.93	14.69	6.21
Girls	6.51-36.60	15.94	6.98
<u>Representational</u>			
Boys	0-29	3.22	5.98
Girls	0-38	3.66	7.97
<u>Organizational</u>			
Boys	5-51	11.33	8.67
Girls	5-54	10.36	10.10

Table 4.--Significance of correlations relating composite leadership, representational leadership and organizational leadership.

	Leadership	
	Organizational	Representational
<u>Composite</u>		
Boys	.69**	.66**
Girls	.58**	.75**
<u>Representational</u>		
Boys	.36**	
Girls	.73**	

** Highly significant P = .01 level

Table 5.--Significance of correlations relating clothing mode awareness, clothing mode conformity, prestige clothing and clothing attractiveness.

	<u>Clothing</u>		
	Conformity	Attractiveness	Prestige
<u>Awareness</u>			
Boys	.33**	.31**	.27**
Girls	.28**	.43**	.18
<u>Prestige</u>			
Boys	.82**	.39**	
Girls	.40**	.25*	
<u>Attractiveness</u>			
Boys	.44**		
Girls	.28**		

* Significant P = .04 level

** Highly significant P = .01 level

measurement. This high correlation indicates that the prestige clothing for boys was not very different from the clothing mode.¹

Clothing and Leadership

The results of the proposed hypotheses will be discussed according to the clothing variables.

¹Van Staden, "The Relationship of Prestigious Clothing to Acceptance," p. 43.

Relationship Between Clothing
Mode Conformity and
Leadership

Conformity to the clothing mode was hypothesized to be a predictor of representational leadership, organizational leadership and composite leadership. (Hypotheses 1,5,9,13,17 and 21 on pages 23-24. These hypotheses were based on the theory that conformity is possibly a prerequisite for attainment of the leadership status. As indicated in Table 6, composite leadership and representational leadership were moderately related to clothing mode conformity for girls. For boys, only composite leadership was significantly related to clothing mode conformity. However, the results of the multiple regression analysis indicate that clothing mode conformity was not a significant predictor of representational leadership, organizational leadership, or composite leadership for boys or for girls (Tables 7,8,9,10,11 and 12).

As a contributor in the prediction of representational, organizational and composite leadership, clothing mode conformity consistently ranked either third or fourth for both boys and girls. Since the .05 level of significance was not reached for the prediction of leadership, the hypotheses were not supported.

¹Van Staden, "The Relationship of Prestigious Clothing to Acceptance," p. 43.

Table 6.--Pearson product moment correlation coefficients for clothing variables with composite leadership, representational leadership and organizational leadership.

	Leadership		
	Composite	Representational	Organizational
<u>Conformity</u>			
Boys	.423**	.172	.176
Girls	.317**	.202*	.052
<u>Awareness</u>			
Boys	.426**	.312**	.238*
Girls	.496**	.421**	.393**
<u>Prestige</u>			
Boys	.437**	.160	.198*
Girls	.219*	.091	-.035
<u>Attractive-ness</u>			
Boys	.577**	.491**	.324**
Girls	.512**	.290**	.237*

*Significant P = .05 level

**Highly significant P = .01 level

Although the review of literature does suggest the relationship between conformity and leadership, perhaps the leader's dress is one area where he chooses not to conform completely. Hollander suggested that the leader of a group, as a result of initial compliance with the norms of the group, acquires idiosyncrasy credit. Idiosyncrasy credit is defined as the degree to which an individual may deviate from the common expectancies of the

Table 7.--Results of multiple regression analysis predicting representational leadership from clothing variables for boys.

Multiple R = .5265 $R^2 = .2772$ F-Statistic = 10.9320 P < .000				
Degrees of Freedom: 4 and 114				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Attractiveness	.295	.056	27.401 (.000)	.241
Clothing Mode Awareness	.002	.001	5.342 (.022)	.028
Clothing Mode Conformity	-.001	.001	.643 (.424)	.008
Prestige Clothing	.000	.002	.016 (.900)	.000

Table 8.--Results of multiple regression analysis predicting representational leadership from clothing variables for girls.

Multiple R = .4442 $R^2 = .1973$ F-Statistic = 6.3899 P < .000				
Degrees of Freedom: 4 and 104				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Mode Awareness	.006	.002	12.502 (.001)	.177
Clothing Attractiveness	.092	.073	1.562 (.214)	.015
Clothing Conformity	.002	.002	.740 (.389)	.005
Prestige Clothing	-.001	.002	.163 (.687)	.001

Table 9.--Results of multiple regression analysis predicting organizational leadership from clothing variables for boys.

Multiple R = .3635 $R^2 = .1321$ F-Statistic = 4.3387 P < .003				
Degrees of Freedom: 4 and 114				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Attractiveness	.243	.090	7.346 (.008)	.105
Clothing Mode Awareness	.002	.001	2.604 (.109)	.021
Prestige Clothing	.002	.003	.799 (.373)	.003
Clothing Mode Conformity	-.001	.002	.406 (.525)	.003

Table 10.--Results of multiple regression analysis predicting organizational leadership from clothing variables for girls.

Multiple R = .4205 $R^2 = .1769$ F-Statistic = 5.5862 P < .000				
Degrees of Freedom: 4 and 104				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Mode Awareness	.008	.002	14.009 (.000)	.155
Prestige Clothing	-.004	.003	1.425 (.235)	.012
Clothing Attractiveness	.106	.094	1.282 (.260)	.010
Clothing Mode Conformity	-.001	.002	.130 (.719)	.001

Table 11.--Results of multiple regression analysis predicting composite leadership from clothing variables for boys.

Multiple R = .6618 $R^2 = .4380$ F-Statistic = 22.2104 P < .000				
Degrees of Freedom: 4 and 114				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Attractiveness	.277	.052	28.747 (.000)	.333
Clothing Mode Awareness	.002	.001	10.247 (.002)	.068
Prestige Clothing	.003	.002	3.788 (.054)	.036
Clothing Mode Conformity	-.000	.001	.083 (.773)	.000

Table 12.--Results of multiple regression analysis predicting composite leadership from clothing variables for girls.

Multiple R = .6097 $R^2 = .3718$ F-Statistic = 15.3861 P < .000				
Degrees of Freedom: 4 and 104				
Stepwise Regression Procedure				
Variables	Beta	Standard Error of Beta	F-Statistic (probability)	Additive R^2
Clothing Attractiveness	.215	.057	14.405 (.000)	.262
Clothing Mode Awareness	.005	.001	12.630 (.001)	.093
Clothing Mode Conformity	.002	.001	2.036 (.157)	.016
Prestige Clothing	.001	.002	.099 (.754)	.001

group. After acquiring such credit, the leader is later permitted by group members to depart from group norms without jeopardizing his status in the group.¹ Hollander further emphasizes,

Leadership status, therefore, assuredly demands conformity to the group's expectancies regarding the role, but still leaves the leader with sway in the sphere of common expectancies associated with members at large. The leader may deviate from these, or bring about their reconstruction, if his prior activities have generated an appropriately high level of credit.²

Perhaps in the present study, the leaders had previously generated an appropriately high level of credit so that they were permitted greater deviation from the clothing mode in their choice of dress.

Also, nonconformity may be positively or negatively sanctioned by the group. Nonconformity in dress can frequently be positively sanctioned by the adolescent peer group especially when it appears in the form of clothing fads.

Relationship Between Clothing Mode Awareness and Leadership

Awareness of the clothing mode was hypothesized to be a predictor of representational leadership, organizational leadership, and composite leadership (Hypotheses

¹E.P. Hollander, "Conformity Status, and Idiosyncrasy Credit," Psychological Review, 65 (1958), p. 120.

²Ibid., p. 125.

2,6,10,14,18 and 22 on pages 23-24). These hypotheses were based on the theory that the leader needs to be more aware of group needs and functions. As indicated by the correlation coefficients in Table 6, clothing mode awareness was positively related to representational leadership, organizational leadership and composite leadership for both boys and girls. The results of the multiple regression analysis indicate that clothing mode awareness was a significant contributor in the prediction of representational leadership, organizational leadership, and composite leadership for girls (Tables 8, 10 and 12). Clothing mode awareness was also a significant predictor for boys of representational leadership and composite leadership but not of organizational leadership (Tables 7, 9 and 11). Clothing mode awareness was a particularly significant contributor in the prediction of leadership for girls. Clothing mode awareness accounted for 18 percent of the variance in representational leadership scores (Table 8), 16 percent of the variance in organizational leadership scores (Table 10), and 9 percent of the variance in composite leadership scores for girls (Table 12).

These significant relationships between clothing mode awareness and leadership for boys and girls support the idea developed in the review of literature that the leader needs to be more aware of group processes and

activities. Chowdhry and Newcomb stated that the ability to function as a leader is highly dependent on the ability to perceive opinions and attitudes of the group. The more awareness a leader has of an environment, the more satisfactorily he/she can perform in the leadership position.¹ It appears that the leader's awareness of group concerns includes the awareness of what other group members are wearing. Even though the leader may not conform to the group's modal dress, it seems to be important for the leader to be aware of what the group's clothing mode is. This awareness is particularly important for the girl leaders.

Relationship Between Prestige Clothing and Leadership

Prestige clothing was hypothesized to be a predictor of representational leadership, organizational leadership, and composite leadership (Hypotheses 3,7,11, 15,19 and 23 on pages 23-24). As developed in the review of literature, the theory supporting these hypotheses is that the leader seems to be better dressed and more fashionable than other group members. Thus, the leaders' clothing would be more prestigious. The correlation coefficients in Table 6 indicate that prestige clothing

¹Kamla Chowdhry and Theodore M. Newcomb, "The Relative Abilities of Leaders and Non-Leaders to Estimate Opinions of Their Own Groups," Journal of Abnormal Social Psychology, 47 (1952), p. 56.

was positively related to composite leadership for boys and girls and to organizational leadership for boys. The results of the stepwise multiple regression analysis indicate that prestige clothing was in general not a significant predictor of representational leadership, organizational leadership, or composite leadership for boys or for girls (Tables 7,8,9,10,11 and 12). Since the .05 level of significance was not reached for the prediction of leadership from prestige clothing, the hypotheses are not supported.

The lack of significant findings between prestige clothing and leadership contradicts the findings of Janney and Sohn. Janney and Sohn both found that fashion leaders tend to be leaders in other areas as well. Perhaps prestige clothing is not necessarily considered fashionable clothing. Another possible explanation of differences in results might be due to Sohn and Janney's use of college age subjects. Possibly, fashionableness is considered more important for college age leaders than high school leaders.

Again it should be mentioned that the subjects in this study found it difficult to distinguish between the latest styles of clothing assumed prestigious and the clothing mode. Therefore, the limitations of the prestige clothing measure might account for the lack of significant findings between prestige clothing and leadership.

Relationship Between Clothing
Attractiveness and
Leadership

Clothing attractiveness was hypothesized to be a predictor of representational leadership, organizational leadership, and composite leadership (Hypotheses 4,8,12, 16,20 and 24 on pages 23,24). These hypotheses were based on the theory that the leader's clothing is more attractive than non-leaders' clothing. Group members are drawn to an attractive leader and part of a leader's attractiveness is his clothing. The results of the correlation coefficients given in Table 6 indicate a positive relationship between clothing attractiveness, representational leadership, organizational leadership and composite leadership for both boys and girls. As indicated by the results of the stepwise multiple regression analyses, clothing attractiveness significantly contributed as a predictor of representational leadership, organizational leadership and composite leadership for boys. For girls, clothing attractiveness was a significant predictor of composite leadership only.

The contribution of clothing attractiveness in the prediction of leadership was particularly high for boys. Clothing attractiveness was the main contributing variable in the prediction of leadership for boys. Clothing attractiveness accounted for 24 percent of the variance in representational leadership scores (Table 7), 11 percent

of the variance in organizational leadership scores (Table 9), and 33 percent of the variance in composite leadership scores for boys (Table 11).

Although clothing attractiveness was not a significant contributor in the prediction of representational leadership or organizational leadership for girls, clothing attractiveness significantly accounted for 26 percent of the variance in composite leadership scores (Table 12).

These significant relationships between clothing attractiveness and leadership uphold the idea developed in the review of literature that clothing attractiveness is a part of the leader's attraction. The findings presented here indicate that clothing attractiveness is an even more important part of the boy leaders' attractiveness than the girl leaders' attractiveness. Florkey found that clothing attractiveness was highly related to personal attractiveness for both boys and girls.¹

Summary of Findings

Clothing attractiveness was a significant predictor of representational leadership, organizational leadership and composite leadership for boys. Clothing attractiveness was a significant predictor for girls of composite leadership only. For both boys and girls,

¹Florkey, "Clothing Attractiveness and Personal Attractiveness," p. 34.

clothing mode awareness was a significant predictor of representational and composite leadership. Clothing mode awareness was also a predictor of organizational leadership for girls. Prestige clothing was found only to be a significant predictor of composite leadership for boys.

The significant findings between clothing variables and leadership variables support the proposed theory that clothing contributes to the influence an adolescent leader possesses within the peer group.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This study grew out of a larger interregional project¹ which was designed to explore the relationship of social class, social participation, social acceptance and conformity to and awareness of clothing norms. The major concern of the present study was to determine the relationships between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and leadership.

A review of the pertinent socio-psychological literature revealed that as the group develops, various social roles or positions will also develop. One of these social positions is that of the leadership position. Theorists have attempted to explain that one obtains or "comes into" the leadership position in various ways. Hereditary, environmental and a combination of both hereditary and environmental factors have been used to

¹Washington Agricultural Experiment Station Bulletin, Number 750, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents."

explain the process of obtaining and maintaining the leadership status within a group.

The literature indicated that the leader differed from other group members with respect to various social, psychological, and physical characteristics. However, recent studies have shown comparatively little concern with the leader's physical characteristics. Furthermore, little research has been done where the relationships between the leader and his clothing has been investigated.

Previous research revealed that the leader tended to be the member who most fully conformed to the norms of the group, was more aware of group needs and processes, and was attractive to other group members. Because the choice and use of clothing is an aspect of the leader's behavior, the leader was hypothesized to be more aware of the clothing mode, conform more to the clothing mode, wear more prestigious clothing and have a higher level of clothing attractiveness. Even though a cause and effect relationship between clothing and leadership was beyond the limits of the data, a positive relationship between clothing and leadership would give some support to the proposed theoretical relationship that the leader uses clothing to his/her advantage within the group and is recognized as a leader by others in part because of his clothing.

The population for this study consisted of the sophomore class of a midwestern high school. Questionnaires designed to obtain data about social class and other demographic factors, representational leadership, and organizational leadership, were administered to 121 boys and 110 girls. Data concerning clothing mode conformity, clothing mode awareness, prestige clothing and clothing attractiveness was also collected using 16 millimeter colored motion pictures. The data for boys and girls were separated by sex for all relationships investigated.

The results of Moore's technique for measuring status within the high school was the basis for the development of the composite leadership measure used in this study.¹ Six of the seven characteristics that Moore identified as factors influencing an individual's status within the high school were combined to form the composite leadership measure. Correlation coefficients and step-wise multiple regression equations were the major forms of statistical analyses employed.

The proposed hypotheses, results and conclusions are recorded as follows:

- A. There will be a positive relationship between clothing and representational leadership.

¹Moore, "Status Criteria and Status Variables," p. 92.

The first four research hypotheses are discussed together since they were simultaneously investigated using a multiple regression technique. As stated they are:

- H₁: Clothing mode conformity is a predictor of representational leadership for boys.
- H₂: Clothing mode awareness is a predictor of representational leadership for boys.
- H₃: Prestige clothing is a predictor of representational leadership for boys.
- H₄: Clothing attractiveness is a predictor of representational leadership for boys.

The four clothing variables were entered as independent variables into a stepwise regression procedure to predict representational leadership for boys. The results of this analysis are reported in Table 7 (page 47).

Clothing attractiveness and clothing mode awareness were significant predictors of representational leadership. They accounted for 27 percent of the variance in representational leadership. Clothing attractiveness contributed more to the prediction than clothing mode awareness but both were significant predictors of representational leadership.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and representational leadership are reported in Table 6 (page 46).

The magnitude of the correlation coefficients relating clothing mode conformity and representational leadership for boys and the results of the regression analysis suggest that there was no relationship between representational leadership and clothing mode conformity for boys. Thus, H_1 was not supported.

Clothing mode awareness was positively related to representational leadership. The magnitude of the correlation ($r=.34$) indicated a moderate relationship. Since clothing mode awareness was predictive of representational for boys, H_2 was supported.

H_3 was not supported. Prestige clothing did not significantly contribute to the regression equation and was not significantly correlated with representational leadership for boys.

Clothing attractiveness for boys contributed more to the regression equation than did any other variable and was moderately correlated with representational leadership ($r=.49$). Thus H_4 was supported.

Research hypotheses 5,6,7 and 8 investigated the relationships between clothing variables and representational leadership for girls. As stated they are:

- H_5 : Clothing mode conformity is a predictor of representational leadership for girls.
- H_6 : Clothing mode awareness is a predictor of representational leadership for girls.
- H_7 : Prestige clothing is a predictor of representational leadership for girls.

H₈: Clothing attractiveness is a predictor of representational leadership for girls.

The four clothing variables were entered as independent variables into a stepwise regression procedure to predict representational leadership for girls. The results of this analysis are reported in Table 8 (page 47).

Clothing mode awareness was the only significant predictor of representational leadership for girls. Eighteen percent of the variance in representational leadership was accounted for by clothing mode awareness.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and representational leadership for girls are reported in Table 6 (page 46).

Clothing mode conformity was positively related to representational leadership. However, the relationship was slight, as evidenced in the magnitude of the correlation ($r=.20$). Since clothing mode conformity was not predictive of representational leadership for girls, H₅ was not supported.

H₆ was definitely supported. Clothing mode awareness contributed more to the regression equation than did any other variable and was moderately correlated with representational leadership for girls ($r=.42$).

The magnitude of the correlation coefficients and the results of the regression analysis suggest that there was no relationship between representational leadership and prestige clothing for girls. Therefore, H_7 was not supported.

Although clothing attractiveness was slightly related to representational leadership ($r=.30$), it was not predictive of representational leadership for girls. Thus, H_8 was not supported.

B. There will be a positive relationship between clothing and organizational leadership.

A multiple regression analysis with a stepwise procedure was also implemented to determine the relative contribution of the various clothing variables in predicting organizational leadership. The hypotheses dealing with the relationship between the clothing variables and organizational leadership for boys were stated as:

H_9 : Clothing mode conformity is a predictor of organizational leadership for boys.

H_{10} : Clothing mode awareness is a predictor of organizational leadership for boys.

H_{11} : Prestige clothing is a predictor of organizational leadership for boys.

H_{12} : Clothing attractiveness is a predictor of organizational leadership for boys.

The four clothing variables were entered as independent variables into a stepwise regression procedure

to predict organizational leadership. The results of this analysis are reported in Table 9 (page 48).

The results of this regression analysis suggested that clothing attractiveness was the only significant predictor of organizational leadership, accounting for 11 percent of the variance. Clothing mode conformity, clothing mode awareness, and prestige clothing did not significantly contribute to the predictive equation for organizational leadership.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and organizational leadership for boys are reported in Table 6 (page 46).

The magnitude of the correlation coefficients and the results of the regression analysis suggest that there was no relationship between clothing mode conformity and organizational leadership for boys. Thus, H_9 was not supported.

Although clothing mode awareness and prestige clothing were both slightly related to organizational leadership ($r=.24$ and $.20$ respectively), neither contributed to the predictive equation for organizational leadership for boys. H_{10} and H_{11} are therefore not supported.

H₁₂ was definitely supported. Clothing attractiveness was a significant predictor of organizational leadership for boys and was moderately correlated with organizational leadership ($r=.32$).

The hypotheses dealing with the relationships between the clothing variables and organizational leadership for girls were stated as:

H₁₃: Clothing mode conformity is a predictor of organizational leadership for girls.

H₁₄: Clothing mode awareness is a predictor of organizational leadership for girls.

H₁₅: Prestige clothing is a predictor of organizational leadership for girls.

H₁₆: Clothing attractiveness is a predictor of organizational leadership for girls.

The four clothing variables were entered as independent variables into a stepwise regression procedure to predict organizational leadership for girls. The results of this analysis are reported in Table 10 (page 48).

The results of the regression analysis suggested that clothing mode awareness was the only significant predictor of organizational leadership, accounting for 16 percent of the variance. Clothing mode conformity, prestige clothing and clothing attractiveness did not significantly contribute to the predictive equation for organizational leadership.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and organizational leadership for girls are reported in Table 6 (page 46).

Although clothing mode conformity had a low correlation with organizational leadership for girls ($r=.20$), H_{13} was not supported because clothing mode conformity failed to contribute significantly as a predictor in the regression equation.

H_{14} was definitely supported. Clothing awareness was a significant predictor of organizational leadership for girls and was moderately correlated with organizational leadership ($r=.39$).

H_{15} was not supported because of the lack of relationship between prestige clothing and organizational leadership as indicated by the correlation coefficients and the results of the regression analysis.

Clothing attractiveness for girls was positively related to organizational leadership ($r=.30$). However, H_{16} was not supported because clothing attractiveness was not predictive of organizational leadership.

C. There will be a positive relationship between clothing and composite leadership.

The hypotheses dealing with the relationships between clothing mode conformity, clothing mode awareness,

prestige clothing, clothing attractiveness and composite leadership for boys were as follows:

H₁₇: Clothing mode conformity is a predictor of composite leadership for boys.

H₁₈: Clothing mode awareness is a predictor of composite leadership for boys.

H₁₉: Prestige clothing is a predictor of composite leadership for boys.

H₂₀: Clothing attractiveness is a predictor of composite leadership for boys.

The four clothing variables were entered as independent variables into a stepwise regression procedure to predict composite leadership. The results of this analysis are reported in Table 11 (page 49).

The results of the regression analysis suggested that clothing attractiveness, clothing mode awareness and prestige clothing were significantly predictive of composite leadership, accounting for 48 percent of the variance. Clothing mode conformity did not contribute to the predictive equation for composite leadership.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness, and composite leadership are reported in Table 6 (page 46).

H₁₇ was not supported because clothing mode conformity failed to be a predictor of composite leadership

for boys. However, there was a moderate relationship between clothing mode conformity and composite leadership ($r=.42$).

H_{18} , H_{19} and H_{20} were all definitely supported. Clothing attractiveness contributed more to the regression equation than did any other variable and was highly correlated with composite leadership ($r=.58$). Both clothing mode awareness and prestige clothing significantly contributed as predictors to the regression equation and were moderately related ($r=.43$ and $.44$, respectively), to composite leadership for boys.

The hypotheses dealing with the relationships between the clothing variables and composite leadership for girls were stated as:

H_{21} : Clothing mode conformity is a predictor of composite leadership for girls.

H_{22} : Clothing mode awareness is a predictor of composite leadership for girls.

H_{23} : Prestige clothing is a predictor of composite leadership for girls.

H_{24} : Clothing attractiveness is a predictor of composite leadership for girls.

The four clothing variables were entered as independent variables into a stepwise regression procedure to predict composite leadership for girls. The results of the analysis are reported in Table 12 (page 49).

Clothing attractiveness and clothing awareness were significant predictors of composite leadership for girls. Thirty-six percent of the variance in composite leadership was accounted for by clothing attractiveness and clothing awareness. Clothing attractiveness contributed more to the prediction than clothing awareness, but both were highly related to composite leadership.

The correlation coefficients representing the relationship between clothing mode conformity, clothing mode awareness, prestige clothing, clothing attractiveness and composite leadership are reported in Table 6, (page 46).

H_{21} was not supported because clothing mode conformity was not predictive of composite leadership for girls. The magnitude of the correlation between clothing mode conformity and composite leadership was moderate ($r=.32$).

H_{22} was definitely supported. Clothing mode awareness contributed significantly to the regression equation and was highly correlated with composite leadership ($r=.50$).

The magnitude of the correlation coefficient and the results of the regression analysis suggest that there was no relationship between prestige clothing and composite leadership. Thus, H_{23} was not supported.

H₂₄ was supported because clothing attractiveness was a predictor of composite leadership and highly correlated with composite leadership ($r=.51$).

The results of this study supported ten of the 24 proposed hypotheses. Clothing mode awareness and clothing attractiveness were significant predictors of representational leadership for boys while only clothing mode awareness was a significant predictor of representational leadership for girls. Clothing attractiveness was a significant predictor of organizational leadership for boys, while clothing mode awareness was a significant predictor of organizational leadership only for girls. Clothing mode awareness, prestige clothing and clothing attractiveness were significant predictors of composite leadership for boys while clothing mode awareness and clothing attractiveness were significant predictors of composite leadership for girls. Significant correlation coefficients indicated that for 18 of the 24 hypothesized relationships, clothing was positively related to leadership.

Implications of Findings

Since the data revealed a definite relationship between clothing and leadership, the proposed theory that the leader uses clothing to reflect and extend his influence within the group and is recognized as a leader by others in part because of his clothing cannot be

discounted. Perhaps the leader uses clothing to assist him/her in obtaining and possibly maintaining the leadership position. Although clothing is only one of many variables associated with leadership, it is an important variable because clothing is a highly visible clue to possible leadership. The most recent studies dealing with leadership have tended to neglect the study of the leader's physical characteristics. Instead more emphasis has been placed on various personality and social characteristics. However, many of these characteristics such as self-confidence, creativity and cooperativeness are not readily observable and frequently involve more stringent measurement techniques. Clothing is quite visible and can be used as a potential clue to teachers, parents and others involved with high school students in understanding group functioning and processes.

The sample for this study was not a random sample of high school students and therefore does not include a representative cross section of adolescents with the result that generalizations to other populations cannot be made. However, based on the Cornfield-Tukey argument for inference,¹ conclusions can be drawn to a population that hypothetically could exist.

¹Cornfield, "Average Value of Mean Squares," pp. 907-949.

The results of this study revealed that clothing was an excellent indicator of which students were or were not likely to be leaders within the high school group. By knowing a boy's level of attractiveness in his clothing, one can predict whether he will be more or less likely to be a leader. However for girls, awareness of the clothing mode was the most influential factor in predicting whether or not she was more or less likely to be a leader.

There are many situations where it is necessary or helpful for those outside the group, or even those inside, to identify which person is most likely to be a leader. A very visible part of our everyday environment is clothing. Therefore, it is readily accessible as an indicator of leadership potential.

Although an individual's clothing is only one aspect of those factors which contribute to his/her leadership potential, it is an important aspect because a large amount of information can be obtained about leadership with relatively little amount of effort. Educators, parents and others who have contact with high school students should be alert to the clues which clothing can provide about social interaction.

Recommendations for Further Study

A refinement of the leadership measures is strongly recommended. Particularly, Moore's technique

for measuring status within the high school should be repeated as a measure of leadership and the same subjects studied in terms of their clothing. Reactions of those outside the peer group to the leader's clothing also need to be investigated.

A study employing the stepwise multiple regression statistical technique using clothing and other factors found to be highly related to leadership would provide valuable information as to the relative importance of clothing in relationship to other factors influencing leadership.

Furthermore, a replication of this study using adult men and women as subjects would contribute to an understanding of leadership. It is the belief of the researcher that one might expect similar results as found in this study using adult subjects.

Finally, because of the benefits to be derived from using a random sample in terms of statistical inference, a study investigating the relationship between clothing and leadership where the sample is randomly selected is strongly recommended.

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APPENDICES

APPENDIX A

TABLES OF BIOGRAPHICAL DATA

Table A.1.--Numerical and percentage distribution of subjects according to age.

Age	Boys		Girls		Total	
	No.	%	No.	%	No.	%
15	43	35	62	56	105	46
16	67	55	44	40	111	48
17	11	10	3	3	14	6
18	0	0	1	1	1	0
Total	121	100	110	100	231	100

Table A.2.--Numerical and percentage distribution of subjects according to area of residence.

Area of Residence	Boys		Girls		Total	
	No.	%	No.	%	No.	%
Town	53	44	60	54	113	49
Suburb	14	12	3	3	17	7
Rural	54	45	47	43	101	44
Total	121	101*	110	100	231	100

*Error due to rounding.

APPENDIX B

QUESTIONNAIRE

Dear Students:

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

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

Thank you.

Name _____

Age _____ Male _____ Female _____

Check where you live:

In Town _____

Suburb _____

Rural Area _____

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

Do Not Write
 In This Column

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

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

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

Do Not Write in
This Column.

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

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

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

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

☐ yes ☐ no

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

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

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

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

Do Not Write In
This Column

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

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

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

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

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

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

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

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

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

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

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

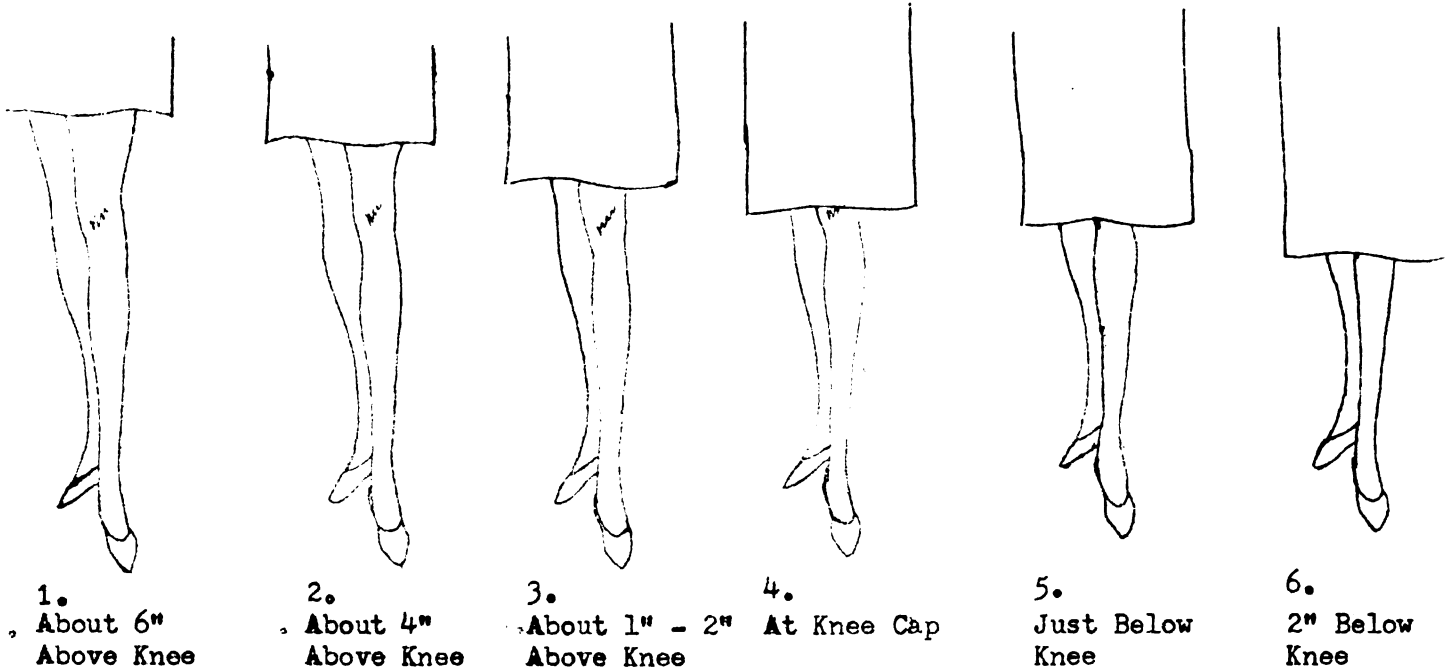
Beside each student's name circle one number which is closest to how you feel:

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

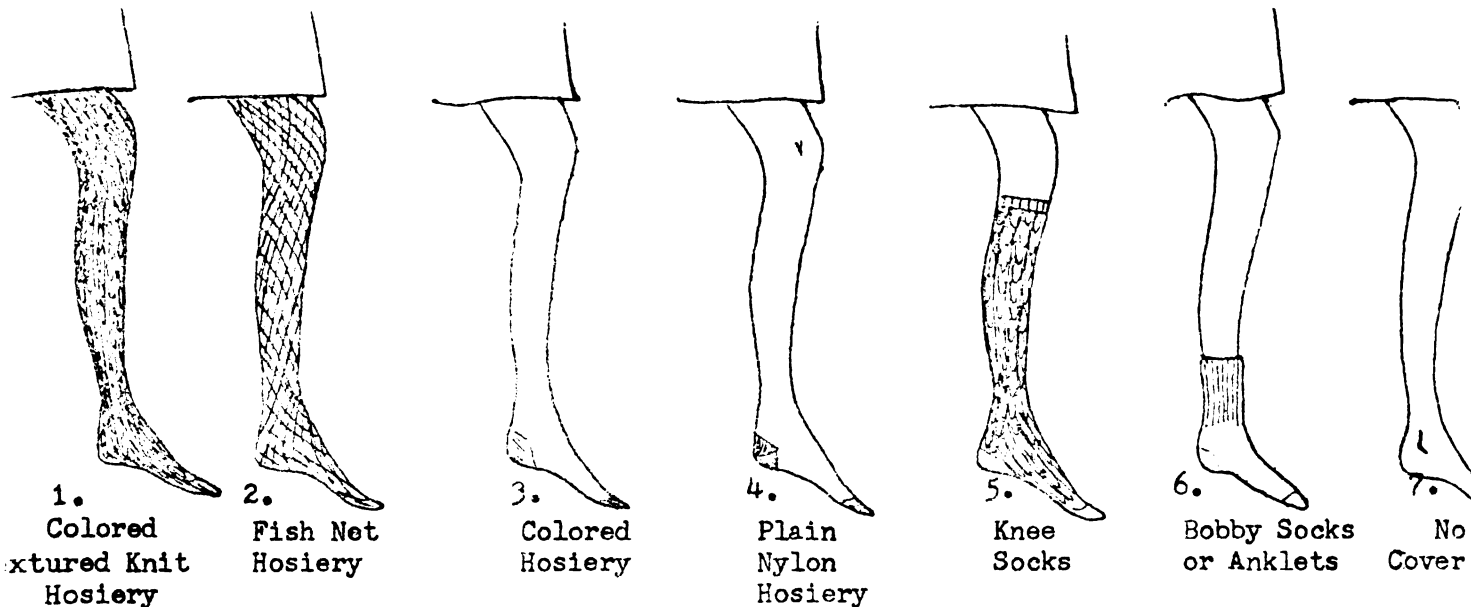
[illegible]

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

A. Girls Shirt Length



B. Girls Leg Covering





1.

Dress



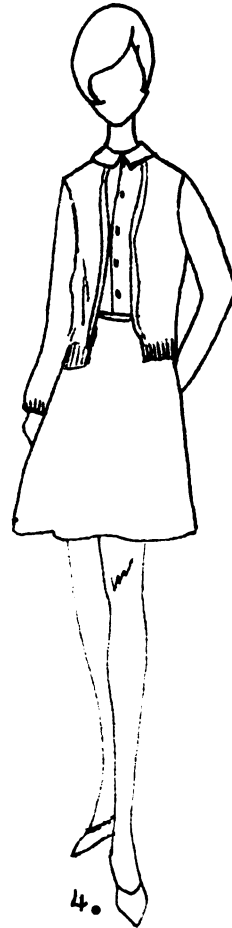
2.

Skirt & Shell
or Sweater



3.

Skirt & Blouse



4.

Skirt, Blouse
& Sweater



5.

Jumper &
Blouse



6.



7.



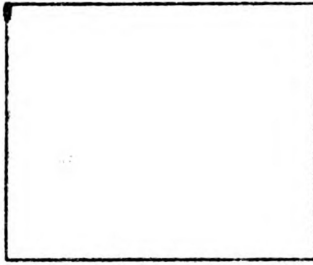
8.



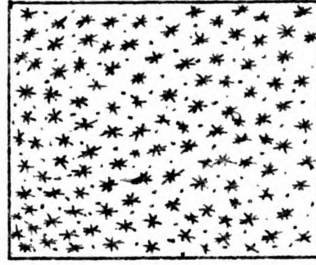
9.

Short Shift with

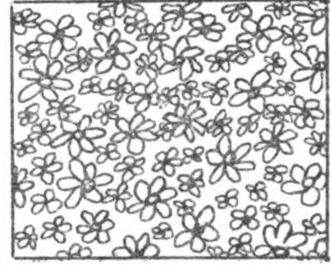
E. Girls Fabric Design of Dresses or Skirts



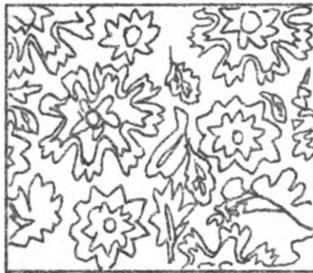
1. Solid Color



2. Small Print



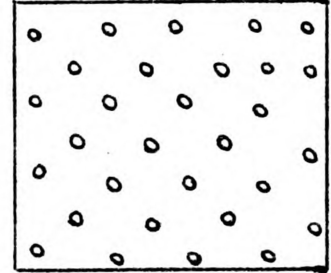
3. Medium Print



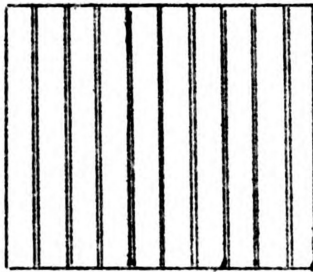
4. Large Print



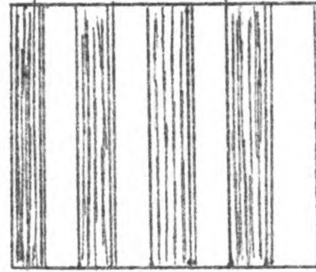
5. Psychedelic Print



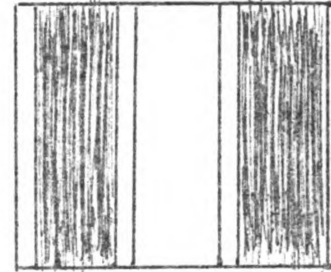
6. Polka Dot



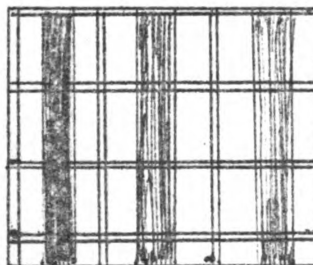
7. Small Stripe



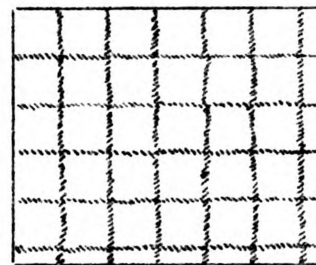
8. Medium Stripe



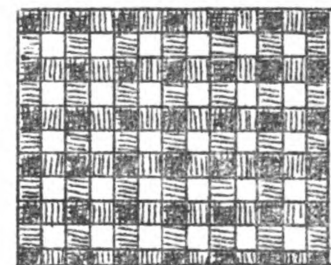
9. Large Stripe



10. Plaid

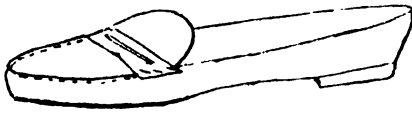


11. Small Stripe Plaid



12. Gingham Check

F. Girls Shoes



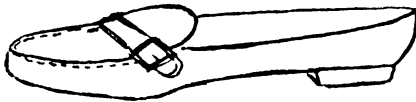
1. Penny Loafer



2. Plain Loafer



3. Tassal Loafer



4. Buckle Loafer



5. High Top (Tie or Buckle)



6. Moccasin



7. Tie Oxford



8. White Tennis Shoe



9. Colored Tennis Shoe



10. Plain Flats



11. Flats with Open Work



12. Sandal



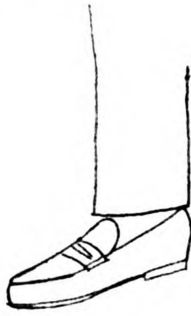
13. Patent Block Heels
(Pump or Sling Back)



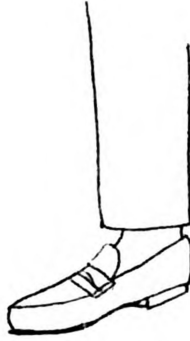
14. Stack Heels
(Pump or T-Strap)

G. Boys Trousers Length

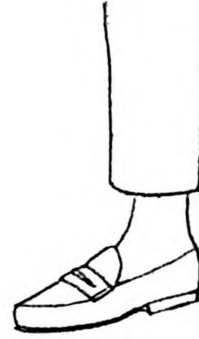
1. Long with Wrinkle



2. Top of Shoe



3. Ankle



4. 2" above Ankle



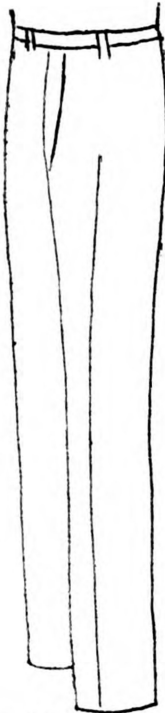
5. 4" above Ankle

H. Boys Trousers Fit

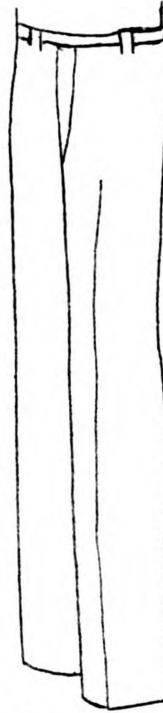
1. Very Tight



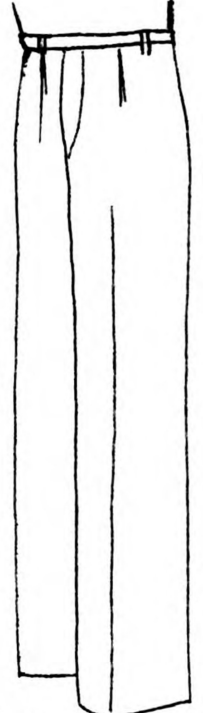
2. Tight



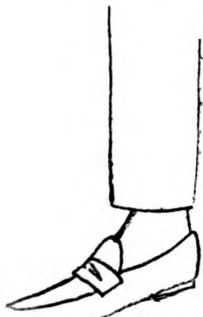
3. Medium



4. Loose



5. Baggy

I. Boys Trousers Cuff

1. No Cuff



2. Cuff



3. Frayed Cuff

J. Boys Trousers Type

1. Jeans

2. Casual Slacks

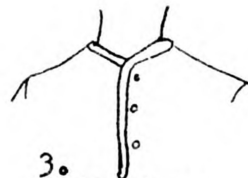
3. Dress Slacks

K. Boys Shirt Collars

1. Button-down Collar



2. Convertible Collar



3. Collarless



4. Knit Shirt Plain Collar



5. Turtle Neck



6. Jersey or Sweatshirt Collar



7. Mock Turtle Neck

L. Boys Shirt Fabric Design

1. Solid Collar



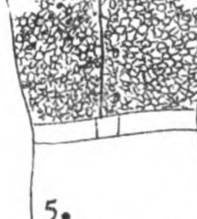
2. Small Stripe



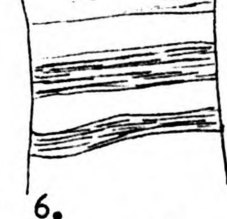
3. Plaid



4. Large Print



5. Small Print



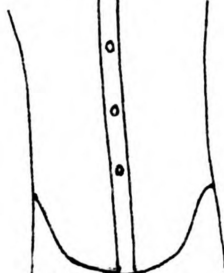
6. Horizontal Stripes



7. Polka Dot Stripes

M. Boys Shirt Tails IN or OUT

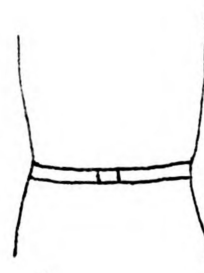
1. Dress Shirt IN



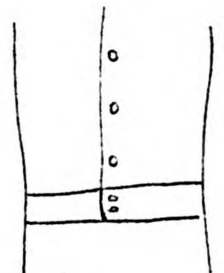
2. Dress Shirt OUT



3. Pullover OUT



4. Pullover IN



5. Jac Shirt OUT

N. Boys Shirt Colors

1. Black

2. Light Blue

3. Dark Blue

4. Brown

5. Cranberry

6. Gold

7. Green

8. Olive Green

9. Grey

10. Orange

11. Purple

12. Red

13. Tan

14. White

15. Yellow

O. Boys Shoes & Socks



1. Slip On With Buckle



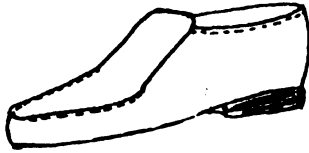
2. Slip On



3. Penny Loafer



4. Tassel Loafer



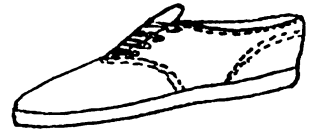
5. High Top Loafer



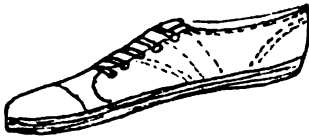
6. Moccasin



7. Dark Blue Tennis



8. Other Color Tennis



9. Low Sided, White Sport Tennis



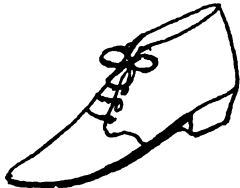
10. Open Weave Fabric



11. Tie Oxford



12. Wing Tip



13. High Cut, Pointed Toe, Dress Shoe



14. Desert Boot



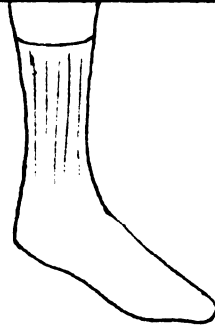
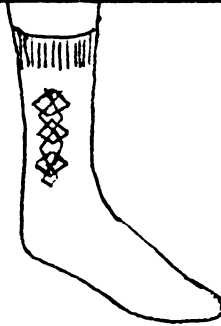
15. Cowboy Boot



16. Military or Work Boot



1. White Socks

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

3. Patterned Socks

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

5. No Socks

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

Dear Students:

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

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

Thank you.

Name _____

Age _____ Male _____ Female _____

Check where you live:

In Town _____

Suburb _____

Rural Area _____

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

Do Not Write
 In This Column

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

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

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

Do Not Write in
This Column.

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

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

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

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

_____ yes _____ no

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

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

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

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

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

_____ father

_____ mother

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

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

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

Do Not Write In
This Column

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

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

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

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

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

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

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

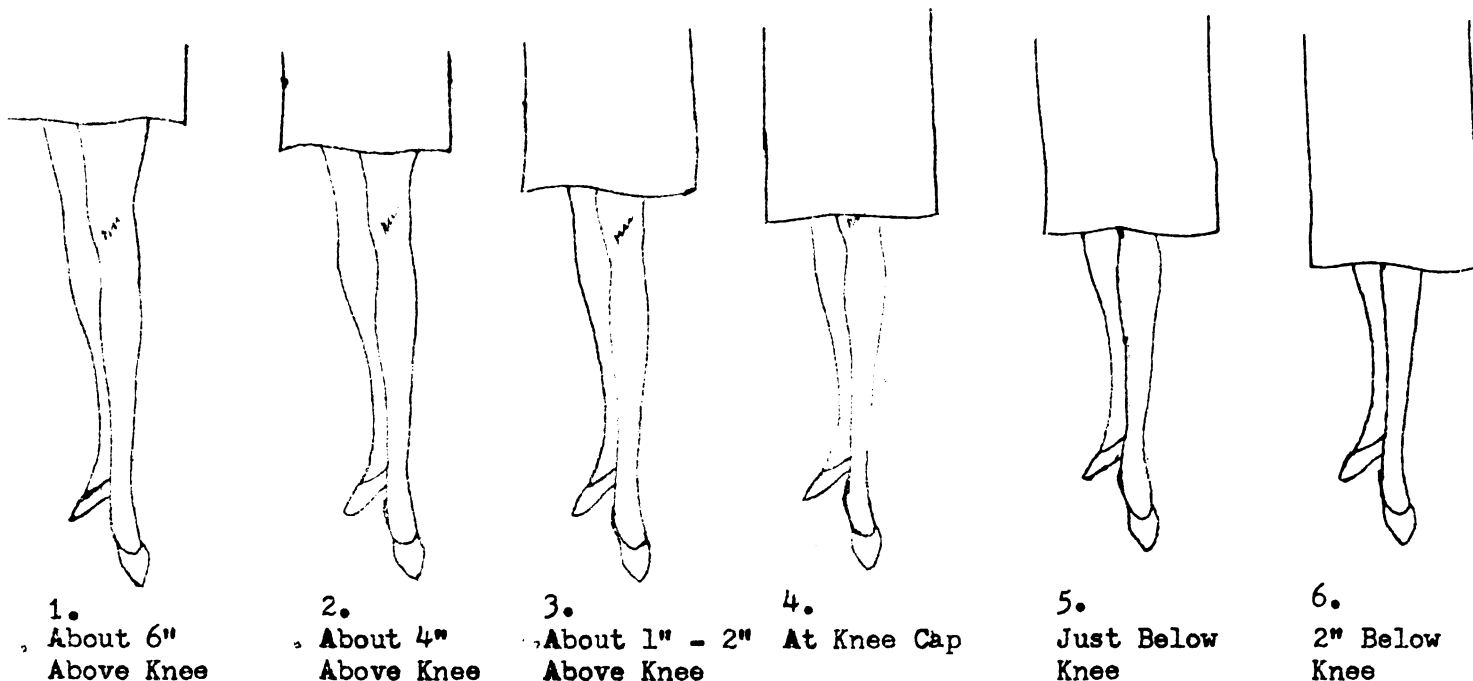
Beside each student's name circle one number which is closest to how you feel:

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

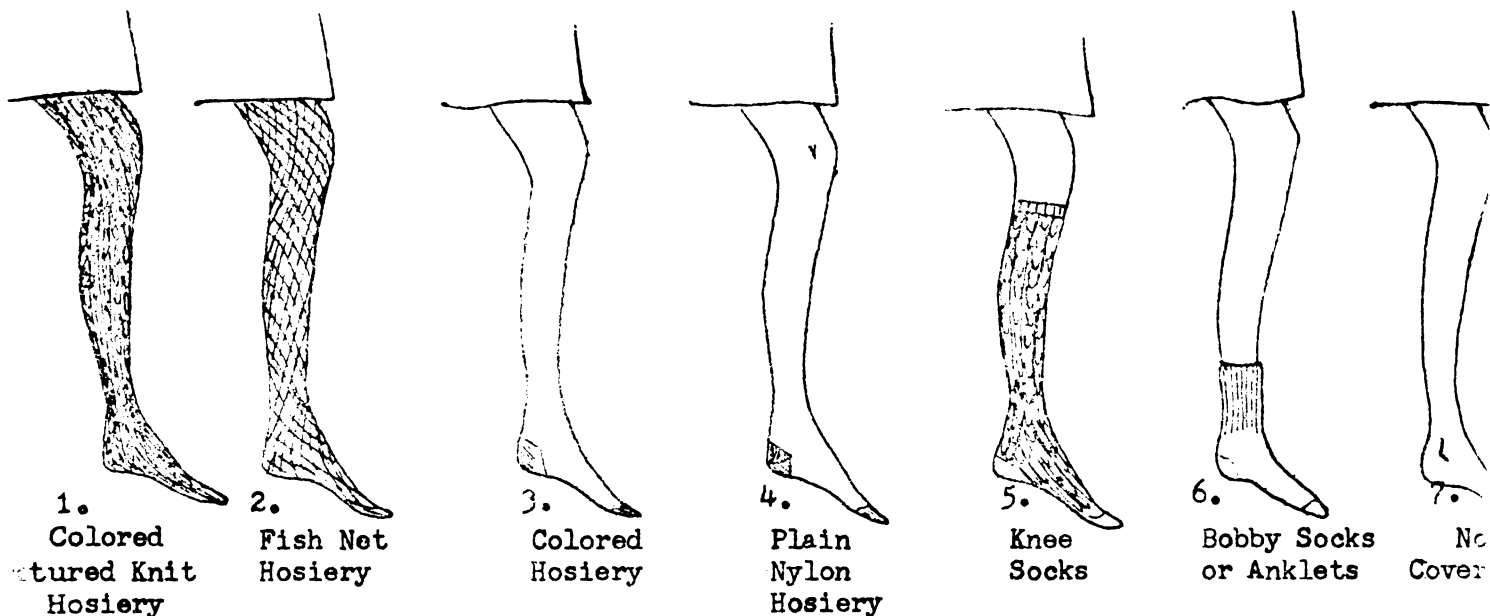
[illegible]

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

### A. Girls Shirt Length



### B. Girls Leg Covering





1.

Dress



2.

Skirt & Shell  
or Sweater



3.

Skirt & Blouse



4.

Skirt, Blouse  
& Sweater



5.

Jumper &  
Blouse



6.



7.



8.

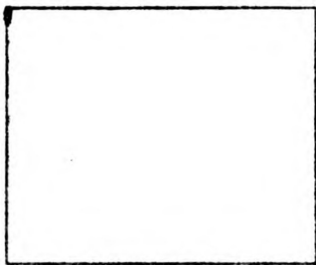


9.

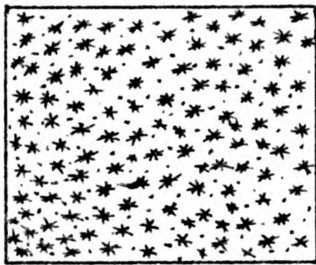
Short Shirt with



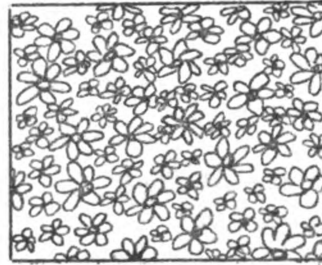
## E. Girls Fabric Design of Dresses or Skirts



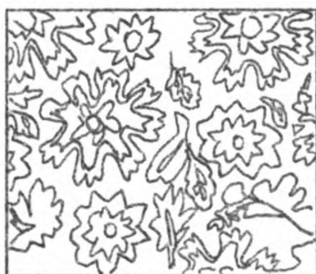
1. Solid Color



2. Small Print



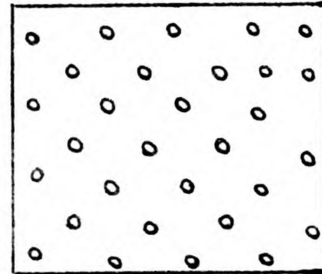
3. Medium Print



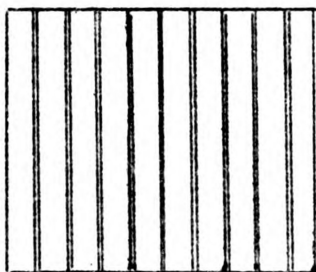
4. Large Print



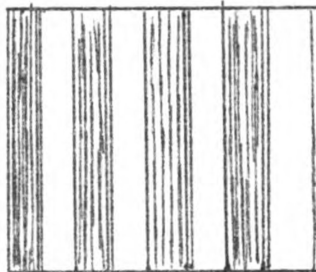
5. Psychedelic Print



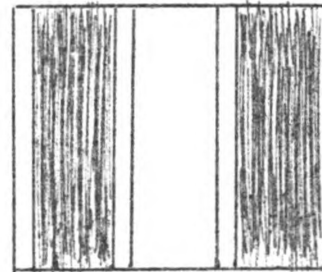
6. Polka Dot



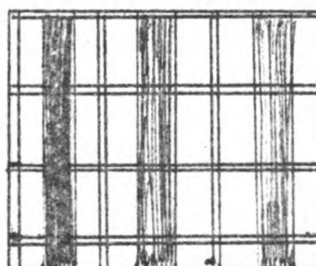
7. Small Stripe



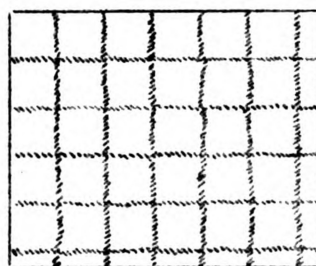
8. Medium Stripe



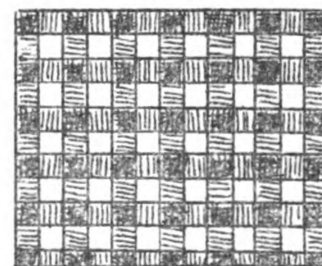
9. Large Stripe



10. Plaid

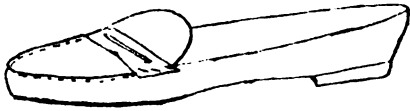


11. Small Stripe Plaid



12. Gingham Check

F. Girls Shoes



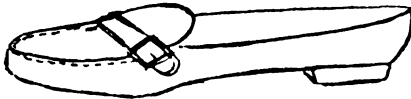
1. Penny Loafer



2. Plain Loafer



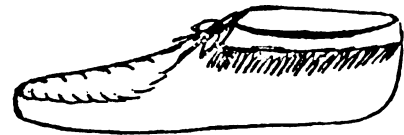
3. Tassal Loafer



4. Buckle Loafer



5. High Top (Tie or Buckle)



6. Moccasin



7. Tie Oxford



8. White Tennis Shoe



9. Colored Tennis Shoe



10. Plain Flats



11. Flats with Open Work



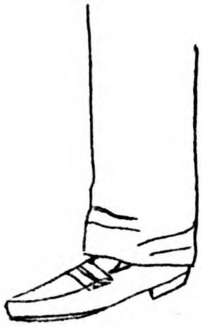
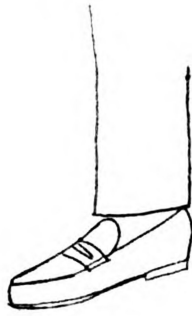
12. Sandal



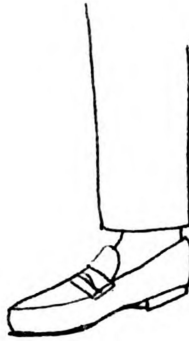
13. Patent Block Heels  
(Pump or Sling Back)



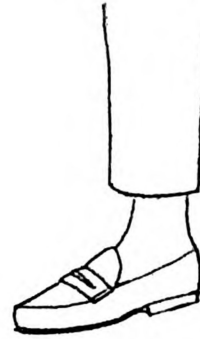
14. Stack Heels  
(Pump or T-Strap)

G. Boys Trousers Length1. Long with  
Wrinkle

2. Top of Shoe



3. Ankle

4. 2" above  
Ankle5. 4" above  
AnkleH. Boys Trousers Fit

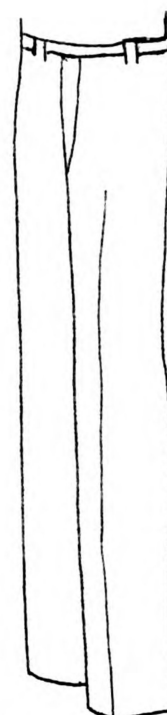
1. Very Tight



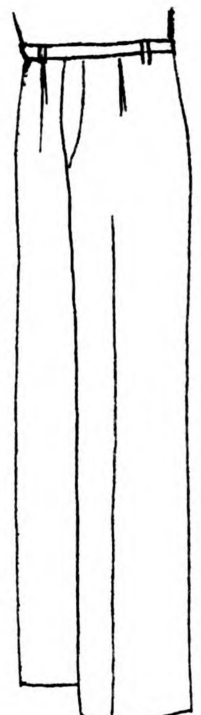
2. Tight



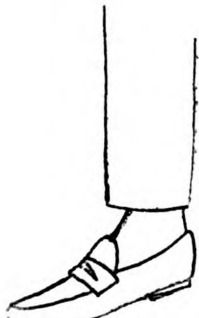
3. Medium



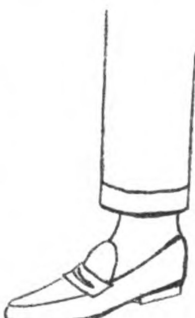
4. Loose



5. Baggy

I. Boys Trousers Cuff

1. No Cuff



2. Cuff



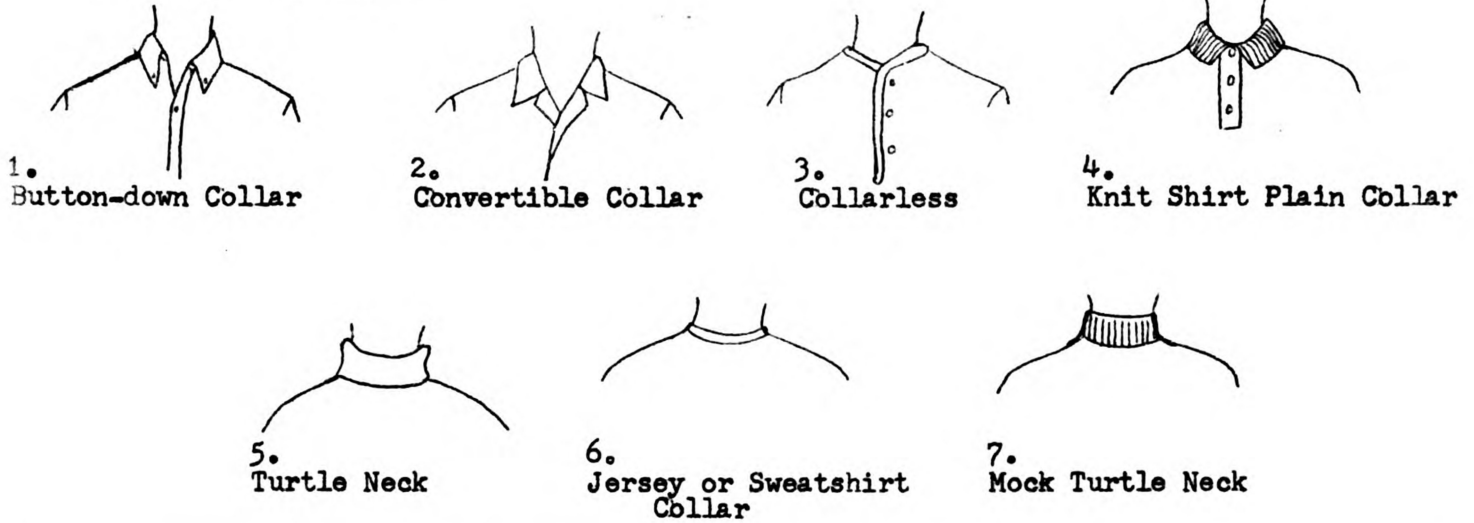
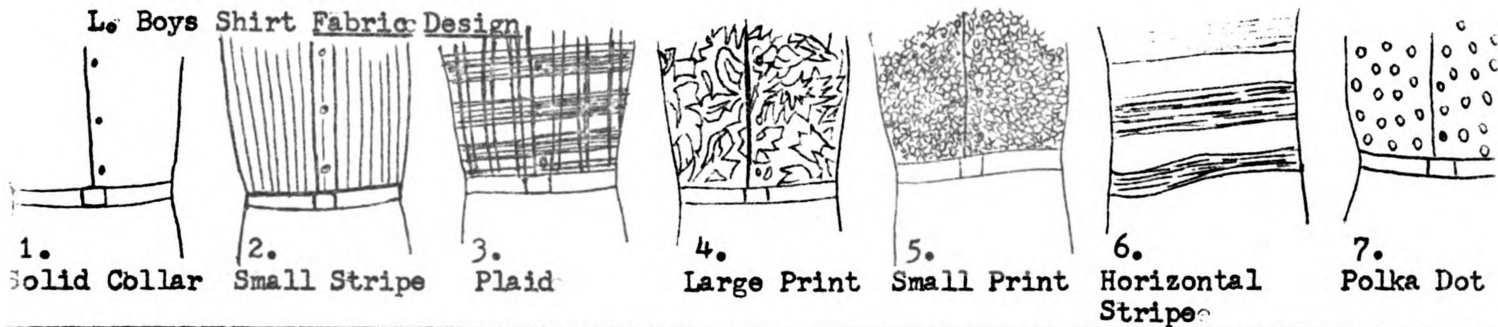
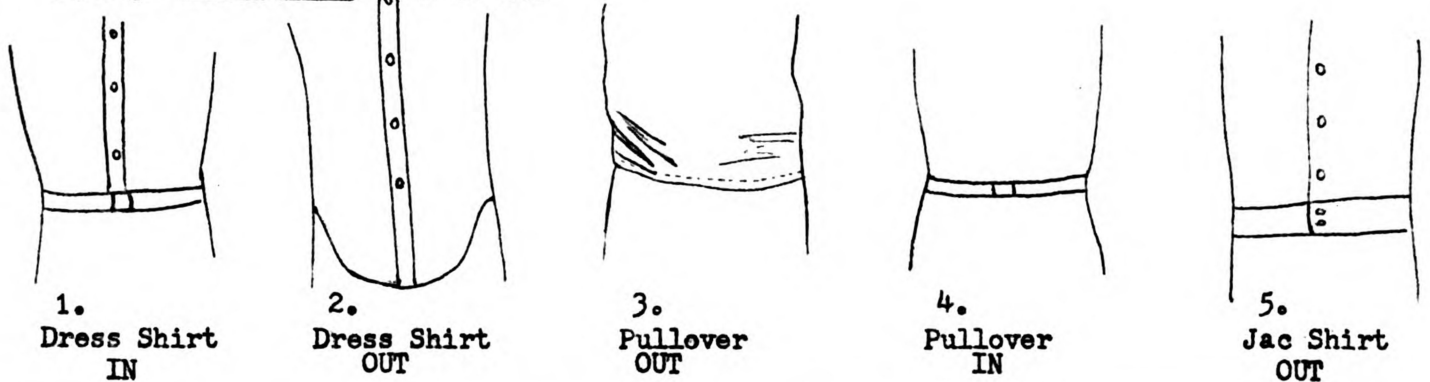
3. Frayed Cuff

J. Boys Trousers Type

1. Jeans

2. Casual Slacks

3. Dress Slacks

**K. Boys Shirt Collars****L. Boys Shirt Fabric Design****M. Boys Shirt Tails IN or OUT****N. Boys Shirt Colors**

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

## O. Boys Shoes &amp; Socks



1. Slip On With Buckle



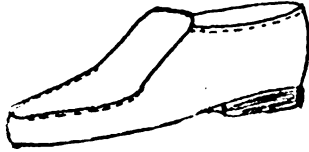
2. Slip On



3. Penny Loafer



4. Tassel Loafer



5. High Top Loafer



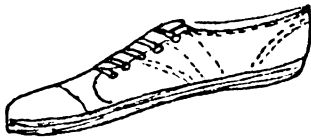
6. Moccasin



7. Dark Blue Tennis



8. Other Color Tennis



9. Low Sided, White Sport Tennis



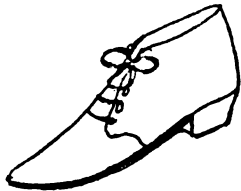
10. Open Weave Fabric



11. Tie Oxford



12. Wing Tip



13. High Cut, Pointed Toe, Dress Shoe



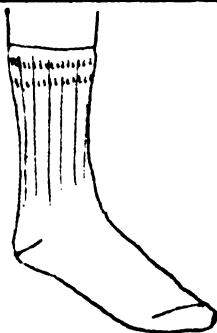
14. Desert Boot



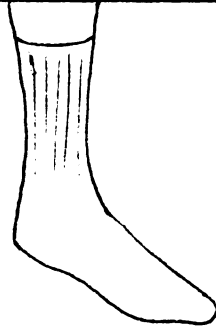
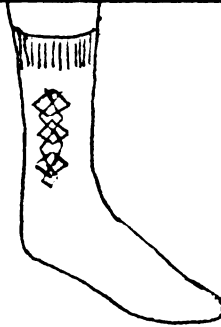
15. Cowboy Boot



16. Military or Work Boot



1. White Socks

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

3. Patterned Socks

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

5. No Socks

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



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