



### ABSTRACT

## CONFORMITY TO THE MODAL PATTERN OF DRESS AS RELATED TO FRIENDSHIP PATTERNS OF ADOLESCENT BOYS AND GIRLS

### by Terry Lee Clum

As part of a larger project concerning conformity to and awareness of clothing norms as related to social class, social participation, and social acceptance, the purpose of this study was to investigate the relationship between adolescents' conformity to dress modes and the friendship patterns formed within the group.

Data had been collected prior to this study by administering a questionnaire to a class of sophomore high school boys and girls and by photographing them on the same day. Using the sociometric question of best friend choices contained in the questionnaire, sociograms were constructed showing only the reciprocated choices and the resulting friendship patterns of reciprocal friendship structures (RFS), mutual pairs, and isolates. The colored movie film was used to determine the modal patterns of dress of the class as a whole and of each RFS, and the subjects' conformity to them by recording the items of dress each was wearing.

When conformity to the over-all modal patterns of dress was analyzed it was found that the conformity of both female and male reciprocal friendship structures was negatively related to the size of the group, while positively related to the group's choice status. The mean conformity score of boys who were RFS members was higher than boys who were mutual pairs or isolates, yet the isolates had a higher mean conformity score than the mutual pairs. There were no significant differences between the mean conformity scores of the girls' friendship categories.

The second broad area of investigation concerned the mode scores of the groups. The data showed that there was no significant difference between the mode scores of the girls' and boys' RFS's, but the over-all female and male dress mode scores were both significantly higher than the RFS scores.

Investigating the relationship between conformity to the group modes and friendship patterns, the data indicated that the conformity scores of reciprocal friendship structures based on the dress mode of their own group was negatively related to the size of the group and positively related to the cohesion of the group. Both girls and boys who were members of reciprocal friendship structures had higher mean conformity scores when their conformity was based on the modal pattern of their own group than when it was based on the modal pattern of the entire class. Male mutual pairs' mean conformity scores were higher when based on their partners' dress scores than when based on the overall modal pattern of dress. There was no significant difference for girls. It was found that neither boys nor girls who were isolates had higher mean conformity scores when based on the dress mode of their reference group than when based on the dress mode of other RFS's or the class as a whole. No significant difference existed between the mean conformity scores of mutual pairs and RFS members when their conformity scores were based on the partners' dress scores and the groups' dress scores, respectively. This was true of both boys and girls.

Comparing the mean conformity scores of boys to the mean conformity scores of girls, the analysis showed that when conformity was based on the group dress modes, boys who were RFS members had higher mean conformity scores than girls who were RFS members. When conformity was based on the over-all modes, girls who were mutual pairs had higher mean conformity scores than boys who were mutual pairs. There were no significant differences between the mean conformity scores of the boys and of the girls for RFS members (based on the over-all modes), mutual pairs (based on the partners' dress scores), or isolates (based on the dress mode of their reference groups and the over-all dress modes).

# CONFORMITY TO THE MODAL PATTERN OF DRESS AS RELATED TO FRIENDSHIP PATTERNS OF ADOLESCENT BOYS AND GIRLS

Ву

Terry Lee Clum

## A THESIS

Submitted to Michigan State University in partial fulfillment of the requirements for the degree of

## MASTER OF ARTS

Department of Textiles, Clothing and Related Arts

#### ACKNOWLEDGMENTS

The writer wishes to express her appreciation to the following individuals whose assistance has made this research possible:

Dr. Joanne Eicher for her guidance of this study, and especially for her encouragement and enthusiasm throughout the writer's master's degree program.

Dr. Anna Creekmore, Dr. Mary Gephart, and Dr. Carl Liedholm, the writer's committee, for their helpful suggestions and constructive criticism of the manuscript.

Betty Smucker and Jeanne Flanigan, fellow researchers of the larger project, for their thought provoking ideas.

The high school officials and teachers for their cooperation in the collection of data for the larger project and to the class members who made the data collection possible.

The writer's parents for their assistance throughout the graduate program.

The Michigan State University Experiment Station for its financial support of the larger project.

ii

# TABLE OF CONTENTS

	F	?age
ACKNOW	ILEDGMENTS	ii
LIST O	of TABLES	v
LIST O	FFIGURES	ix
Chapte	r	
	INTRODUCTION	1
I.	REVIEW OF LITERATURE	3
	Adolescence	3
	Peer Friendships	5
	Conformity	7
	Dress	12
	Summary	13
II.	STATEMENT OF THE PROBLEM	14
	Focus of the Study	14
	Assumptions	15
	Definition of Terms	15
	Objective	18
	Hypotheses	19
III.	PROCEDURES	30
	The Community Setting	31
	The Population	32
	Data Collection	33
	Methods of Data Analysis	33
IV.	FINDINGS AND DISCUSSION	55
	Descriptive Data	55
	Conformity to the Over-all Dress Modes	67
	Group Dress Modes	84
	Conformity to the Group Dress Modes	90
	Relationship Between Girls' and Boys'	
	Conformity	L04

# Chapter

v. s	SUMMAI	RY	Al	٩N	CC	ONG	CLU	JS:	IO	NS	•	•	•	•	•	•	•	•	•	•	•	109
	Sum Con Lim Con Reco	nar ita tri	ry 1s: at: Lbu ner	ion ion it: nda	ns ns ior ati		o: ns	f f	the or	e Fi	Sti ur	udy the	Y. er	Re		ear		•	• • •	• • • •	• • •	109 117 118 119 120
BIBLIOGRA	АРНҮ.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	122
APPENDIXE	cs	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	126

# Page

. •

# LIST OF TABLES

Table

Table		Page
3.1	Numerical and percentage distribution of boys and girls according to reciprocal friendship category	46
3.2	Numerical and percentage distribution of boys and girls according to isolate category	46
4.1	Means, standard deviations, and ranges of re- ciprocal friendship structures' conformity scores according to mode	59
4.2	Numerical and percentage distribution of male and female reciprocal friendship structures' conformity scores	60
4.3	Means, standard deviations, and ranges of all boys' and girls' conformity scores based on the over-all dress modes	63
4.4	Numerical and percentage distribution of boys' and girls' conformity to the over-all dress modes according to friendship category	64
4.5	Score ranges for boys' and girls' conformity to the dress mode of their own group according to friendship category	68
4.6	Numerical and percentage distribution of boys' and girls' conformity to their own group according to friendship category	69
4.7	Means, standard deviations, and ranges of conformity scores according to friendship category and dress mode	70
4.8	Correlations between RFS conformity scores and group size	73
4.9	Correlations between RFS conformity scores and group choice status	75
4.10	T-tests for the difference between the means of RFS members' conformity scores and mutual pairs' conformity scores	78

# Table

4.11	T-tests for the difference between the means of RFS members' conformity scores and iso- lates' conformity scores	80
4.12	T-tests for the difference between the means of isolates' conformity scores and mutual pairs' conformity scores	82
4.13	T-tests for the difference between the means of the dress mode scores of the female reciprocal friendship structures	85
4.14	T-tests for the difference between the means of the dress mode scores of the male recipro- cal friendship structures	87
4.15	T-tests for the difference between the mean of the over-all female dress mode score and the mean of the dress mode score of each female reciprocal friendship structure	88
4.16	T-tests for the difference between the mean of the over-all male dress mode score and the mean of the dress mode score of each male reciprocal friendship structure	89
4.17	Correlations between RFS conformity scores and group size	90
4.18	Correlations between RFS conformity scores and group cohesion	92
4.19	T-tests for the difference between the means of RFS members' conformity scores based on the dress mode of the RFS and their conformity scores based on the over-all dress modes	94
4.20	T-tests for the difference between the means of mutual pairs' conformity scores based on the dress score of the partner and their conformity scores based on the over-all dress modes	96
4.21	T-tests for the difference between the means of isolates' conformity scores based on the dress mode of their reference group and their conformity scores based on the over-all dress modes.	98

Page

# Table

4.22	T-tests for the difference between the means of female isolates' conformity score based on the dress mode of the reference group and the conformity scores based on the dress modes of each of the other RFS's	•	100
4.23	T-tests for the difference between the means of male isolates' conformity score based on the dress mode of the reference group and the conformity scores based on the dress modes of each of the other RFS's	•	102
4.24	T-tests for the difference between the means of mutual pairs' conformity scores and RFS members' conformity scores	•	104
4.25	T-tests for the difference between the means of boys' and girls' conformity scores for hypotheses 29-34	•	107
5.1	Condensed hypotheses and conclusions	•	111
A.1	Frequency distributions and corresponding scores for items in girls dress categories according to group	•	127
<b>A.</b> 2	Frequency distributions and corresponding scores for items in boys dress categories according to group	•	129
A.3	Numerical and percentage distribution of boys and girls according to age	•	131
A.4	Numerical and percentage distribution of boys and girls according to area of residence	•	131
A.5	Numerical and percentage distribution of boys and girls according to main wage earner of their family	•	132
A.6	Numerical and percentage distribution of main wage earner's education among boys' and girls' families	•	132
<b>A.</b> 7	Numerical and percentage distribution of boys and girls according to their families' socio- economic status	•	133

# Table

A.8	Numerical and percentage distribution of families' socio-economic position according to friendship category	134
A.9	The over-all female dress mode score and the dress mode scores of each female reciprocal friendship structure	135
<b>A.</b> 10	The over-all male dress mode score and the dress mode scores of each reciprocal friend-ship structure	136

# LIST OF FIGURES

Figure		Page
3.1	Matrix	41
3.2	Reciprocal friendships of the tenth grade boys and girls	42
3.3	Original list of girls' dress categories and items	49
3.4	Original list of boys' dress categories and items	51
4.1	Conformity of reciprocal friendship structures to the over-all dress modes	61
4.2	Conformity of reciprocal friendship structures to their own dress mode	62
4.3	Tenth grade boys' and girls' conformity to the over-all male and female dress modes	65
4.4	Tenth grade boys' and girls' conformity to the dress mode of their own group	71
A.1	Plot of female RFS size and conformity scores based on the over-all female dress mode	137
<b>A.</b> 2	Plot of male RFS size and conformity scores based on the over-all male dress mode	138
A.3	Plot of female RFS choice status and conform- ity scores based on the over-all female dress mode	139
A.4	Plot of male RFS choice status and conformity scores based on the over-all male dress mode .	140
A.5	Plot of female RFS size and conformity scores based on the group's dress mode	141
A.6	Plot of male RFS size and conformity scores based on the group's dress mode	142

•

# Figure

### INTRODUCTION

At a time when there is growing concern about school dropouts and the culturally disadvantaged, understanding the use of dress by adolescents may provide valuable clues for understanding their behavior.

Adolescence is a unique period of physical, mental, social, and emotional development which marks the transition from childhood to adulthood during which adolescents' orientation shifts from the family to the peer group. Peer group acceptance and approval are extremely important to adolescents and provide a frame of reference for their behavior. Clothing and appearance are among the most personal components of the environment and through the use of these teenagers seek peer approval. Often adolescents choose what others are wearing because they know the items will be acceptable. Hurlock indicates that adolescents conform in appearance, behavior, and opinion to the norms of the group in order to obtain peer approval.<sup>1</sup>

Although some research has been done relating adolescent dress to peer acceptance (to be reviewed in Chapter I), little has been done on conformity in dress. It is

<sup>&</sup>lt;sup>1</sup>Elizabeth B. Hurlock, <u>Adolescent Development</u> (New York: McGraw-Hill Book Company, Inc., 1955).

believed that adolescents conform to the group, but to which group do they conform most, the high school class as a whole or their own friendship group? To what extent must an individual conform to the group norms to still remain a part of it? What happens to the individual who does not conform? Is he ostracized from the group? Do boys differ from girls in the extent of their conformity in dress? These pertinent questions, not answered by existing research, need to be answered to enable one to gain a better insight into adolescents' use of dress.

### CHAPTER I

## **REVIEW OF LITERATURE**

This study was initiated to investigate the relationship of conformity in dress and adolescents' peer friendships. The literature has been reviewed with this objective in mind. This chapter contains a discussion of adolescence, particularly in terms of peer friendships, conformity, and dress.

### Adolescence

"Adolescence is the period in the life of a person when the society in which he functions ceases to regard him (male or female) as a child and does not accord to him full adult status, roles, and functions."<sup>1</sup> During this period the adolescent's social area of group belongingness undergoes great change. The adolescent no longer belongs to the child group and does not yet belong to the adult group; consequently, he comes to depend more and more on his own age group for acceptance and approval.

During this transitional period adolescents attempt to break away from their parents. According to Margaret

<sup>&</sup>lt;sup>1</sup>August B. Hollingshead, "Some Crucial Tasks Facing Youth: Problems of Adolescence, Peer Group, and Early Marriage," <u>Dilemmas of Youth: In America Today</u>, ed. by R. M. MacIver (New York: The Institute for Religious and Social Studies, 1961), p. 15.

Mead, the behavior of parents no longer serves as a model since it is outmoded compared with the models provided by mass media, and adolescents exchange their parents' value system for that of their age mates. Hence, the major task facing adolescents is the search for a meaningful identity.<sup>1</sup>

Many activities of the adolescent are directed toward self-definition--a search for what he is, thinks, feels, and what is expected of him. The individual has multiple involvements in many activities to try out new roles and experiment with patterns of behavior. The adolescent is concerned with building a consistent whole out of his partially developed understanding of life experiences and ideas.<sup>2</sup>

With dependence on parents diminishing, the adolescent looks to the peer group to relieve the resulting disorientation and loss of anchorage, and aid him in building a satisfactory self-image. The friendship group provides relief from uncertainty, indecision, guilt, and anxiety about the proper ways of thinking, feeling, and behaving.<sup>3</sup>

<sup>&</sup>lt;sup>1</sup>Rolf E. Muus, <u>Theories of Adolescence</u> (New York: Random House, 1962), pp. 77-78.

<sup>&</sup>lt;sup>2</sup>Henry W. Maier, "Adolescenthood," <u>Social Casework</u>, XLVI (January, 1965), 3-9.

<sup>&</sup>lt;sup>3</sup>David P. Ausubel, <u>Theory and Problems of Adolescent</u> <u>Development</u> (New York: Grune and Stratton, 1954), pp. 383-84.

#### Peer Friendships

Since interpersonal relations are extremely important to adolescents, being accepted by their age mates is one of the greatest concerns. The Purdue Opinion Poll found that 26 per cent of the adolescents wanted to be accepted in the group most popular at school more than anything else.<sup>1</sup>

Generally, adolescents of both sexes have plenty of friends and the stability of friendships is greater than during childhood. Researchers have found that boys of fifteen and sixteen choose one or two dependable friends of long standing with similar interests and activities, while girls are more apt to choose persons whom they admire as friends. Best friends are usually those of the same sex.<sup>2</sup>

Several researchers have investigated the area of adolescent friendships. Studying high school students, Smith discovered that friends are similar in one or more important characteristics, although it was not determined whether similarities develop as a result of association or friendship grows out of similar characteristics.<sup>3</sup> Austin and Thompson discovered that sixth graders choose persons with whom they

<sup>&</sup>lt;sup>1</sup>H. H. Remmers and D. H. Radler, <u>The American Teen-ager</u> (Indianapolis: The Bobbs-Merrill Company, Inc., 1957), p. 225.

<sup>&</sup>lt;sup>2</sup>Arnold Gesell, Frances L. Ilg, and Louise Bates Ames, <u>Youth; The Years from Ten to Sixteen</u> (New York: Harper and Brothers, Inc., 1956).

<sup>&</sup>lt;sup>3</sup>Mapheus Smith, "Some Factors in Friendship Selections of High School Students," <u>Sociometry</u>, VII (1944), 303-10.

associate frequently and who have similar tastes as best friends.<sup>1</sup> Characteristics which are similar in adolescent girls who are friends are age, dominance, and sociability, according to VanDyne.<sup>2</sup>

Adolescents relate to their peers in small groups. Preadolescent and early adolescent friendship groups are classified as "gangs" which are characterized as unisexual, with an emphasis on achieving a specific goal. The gang maintains a hostile, conspiratorial attitude toward adult society. During later adolescence, the gang gives way to the "clique" or the "crowd." The clique is a more or less permanent, closely knit, selective, and highly intimate small group. This group becomes the highest authority and has the power to apply informal sanctions over its members. The crowd is a "heterosexual youth group transitional from the clique to normal dating and courtship relations."<sup>3</sup> The crowd is a larger social aggregate than the clique, but small enough for face-to-face association. Its members are generally homogeneous in background, goals, and interests.

<sup>&</sup>lt;sup>1</sup>Mary C. Austin and George G. Thompson, "Children's Friendships: A Study of the Basis of Which Children Select and Reject Their Best Friends," <u>Journal of Educational Psy-</u> <u>chology</u>, XXXIX (1948), 101-16.

<sup>&</sup>lt;sup>2</sup>E. Virginia VanDyne, "Personality Traits and Friendship Formation in Adolescent Girls," <u>Journal of Social Psy-</u> <u>chology</u>, XII (1940), 291-303.

<sup>&</sup>lt;sup>3</sup>Ernest A. Smith, <u>American Youth Culture</u> (New York: The Free Press, 1962), p. 107.

The crowd serves as a socializing institution in transition from the monosexual clique to heterosexual relations and provides a tentative, exploratory, and experimental group within which behaviors and rituals of dating are practiced.<sup>1</sup>

Besides those who are a part of peer friendship groups, there are adolescents who form mutual friendships outside of larger groups and isolates. Kelley found that adolescents shift their friendship positions among friendship groups, exclusive mutual friendships, and isolates.<sup>2</sup>

### Conformity

In groups of adolescents who come together regularly of their own choosing because of common interests, patterns of interaction exist. Group members interact in activities with appeal to them, and consequently develop common practices, common evaluations, and shared tastes. Individual behavior is regulated with reference to expectations of the behavior of other group members. The products of these interactions become the norms of the group, and the behavior of individuals who take the social unit as their reference group is appraised in terms of these norms.<sup>3</sup>

<sup>1</sup>Ausubel, Adolescent Development, p. 349.

<sup>2</sup>Eleanor Ann Kelley, "Peer Group Friendships in One Class of High School Girls: Change and Stability" (Unpublished Ph.D. dissertation, Michigan State University, 1966), p. 91.

<sup>3</sup>Muzafer Sherif and Carolyn W. Sherif, <u>Reference</u> <u>Groups: Exploration into Conformity and Deviation of Ado-</u> <u>lescents</u> (New York: Harper and Row, 1964), pp. 165-67.

Homans contends that one feature of small groups is that the members display similar behavior. If members resemble one another in their behavior, this similarity must be valuable or rewarding. The reward for conformity may be in the form of social approval. However, if many members of the group conform and conformity is not a scarce good or hard to come by, social approval may not be particularly high but an individual who conforms will not be disliked or ostracized because of it. The highest approval goes to activities that are both valued and rare,<sup>1</sup>

Walker and Heyns found a close association between conformity behavior and the need for affiliation. The need for affiliation is a ". . . basic social need satisfied by the establishment, maintenance, or enhancement of a warm interpersonal relationship. It encompasses the desire for approval or acceptance by others."<sup>2</sup>

Although there are usually no formal criteria for membership in adolescent groups, conformity to the group norms is often the basis on which an individual is accepted or rejected.<sup>3</sup> Consequently, rigid conformity to group norms

<sup>3</sup>Smith, <u>American Youth Culture</u>, p. 70.

<sup>&</sup>lt;sup>1</sup>George Caspar Homans, <u>Social Behavior: Its Elemen-</u> <u>tary Forms</u> (New York: Harcourt, Brace and World, Inc., 1961), pp. 114-17.

<sup>&</sup>lt;sup>2</sup>Edward L. Walker and Roger W. Heyns, <u>An Anatomy</u> <u>for Conformity</u> (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 92.

is a distinctive characteristic of the youth culture. Although adolescents appear to depart from adult standards of conduct, dress, or acceptance of values, they are very conservative where the peer group is concerned. The fact that other "kids" are doing it is an overpowering reason for doing something.<sup>1</sup>

The Purdue Opinion Poll found that 29 per cent of the adolescents do things just to make people like them. Thirty-eight per cent feel that there is nothing worse than being considered an "odd ball" by others. Fifty per cent feel greatly upset if the group doesn't approve of them and 51 per cent try hard to do everything that will please their friends. Only 26 per cent indicate that they often disagree with the group's opinion.<sup>2</sup>

Since one of the deepest adolescent needs is the need to be supported and approved by peers, deviations from the mode can be painful. The adolescent often cannot risk the ridicule of intimate friends because he is dependent on them for approval.<sup>3</sup> Adolescents conform for fear of making mistakes, fear of losing group acceptance, and as a technique of getting along with people and being liked by them.<sup>4</sup>

<sup>1</sup>John E. Horrocks, <u>The Psychology of Adolescence</u> (2nd ed.; Boston: Houghton Mifflin Company, 1962), pp. 125-27. <sup>2</sup>Remmers and Radler, <u>The American Teenager</u>, pp. 225-26. <sup>3</sup>Luella Cole, <u>Psychology of Adolescence</u> (5th ed.; New York: Rinehart and Company, 1957), p. 389.

<sup>4</sup>Ruth Strang, <u>The Adolescent Views Himself</u> (New York: McGraw-Hill Book Company, Inc., 1957), pp. 309-10.

When an adolescent's personality traits and values strongly conflict with those of other group members, it may lead to sufficient deviance to make an individual unacceptable for peer group membership or induce him to reject the desirability of identifying himself with his age mates.<sup>1</sup> Exclusion from peer society may take the form of active rejections by age mates, denials of participation, explicit belittling statements, and/or applications of various kinds of sanctions. It may be less explicit such as ignoring the individual, not including him, or silently rejecting him. Voluntary withdrawal and nonparticipation are means by which the adolescent excludes himself.<sup>2</sup>

According to Homans, a person will fail to conform only when he values an activity incompatible with conformity strongly enough to forego the approval of conformity. If a person fails to conform, much communication will be directed toward him to change his behavior. When this fails and the person's behavior remains unrewarding to others, the group members will positively dislike him and may ostracize him.

When one fails to conform he foregoes the social <sup>a</sup>**Pproval** of at least some members of his group and the cost <sup>of</sup> nonconformity will be greater when there are fewer alternative sources of social approval. If there is no other

> <sup>1</sup>Ausubel, <u>Adolescent Development</u>, p. 357. <sup>2</sup>Horrocks, <u>The Psychology of Adolescence</u>, p. 153.

group to give approval he is more apt to conform. If he is an isolate with no other members of the group sharing his values he is also apt to conform.

However, if there is just one other person who will give social approval, the group loses much of its power in inducing conformity. In this other person the nonconformist has a source of support and social approval alternative to the approval by the rest of the group.<sup>1</sup>

Although conformity is greatly emphasized during adolescence, Strang believes that adolescents show a certain amount of resistance to complete conformity since they desire to be themselves, unique individuals. This leads to the development of individuality.<sup>2</sup> Horrocks finds that most differences in adolescents exist between groups rather than individuals. "An adolescent often wants to be 'different,' but the difference usually takes the direction of conformity to basic patterns of peer behavior, or of even more slavish <sup>conf</sup>ormity to the dictates and observances of an 'ingroup' who are trying to emphasize their differences from the 'outsider.'\*<sup>3</sup> These group differences may reflect the composition of the groups, the reason for the group's existence, geographical or time factors, sex differences, socio-economic

> <sup>1</sup>Homans, <u>Social Behavior</u>, pp. 117-19. <sup>2</sup>Strang, <u>The Adolescent Views Himself</u>, p. 80. <sup>3</sup>Horrocks, <u>The Psychology of Adolescence</u>.

differences, or other variables.

#### Dress

Conformity to some group norms is more important than conformity to others for acceptance into adolescent peer friendship groups. Sherif and Sherif report that the latitude of acceptable clothing is among the narrowest ranges of individual variation.<sup>1</sup>

Several researchers have dealt with conformity in dress and social acceptability. The study most relevant to the present research was done by Dillon, who related conformity in dress to peer acceptance of eighth grade boys. She found that those boys who received the most choices as best friends were also the ones who conformed most often to the modal pattern of dress. The popular groups of boys in the class also conformed more than those who were less POPular.<sup>2</sup>

Cannon, Staples, and Carlson found that the most POPular adolescent girls conformed closely to the norm for Per sonal appearance. Although a correlation was found between personal appearance and social acceptance for older

See bibliography for the published article of this study.

<sup>&</sup>lt;sup>1</sup>Sherif and Sherif, <u>Reference Groups</u>, pp. 170-71.

<sup>&</sup>lt;sup>2</sup>Mary Louise Dillon, "The Modal Pattern of Dress and Its Relationship to Peer Acceptance Among Eighth Grade Boys" (Unpublished Master's thesis, Michigan State University, 1963).

girls, the researchers concluded that the extent to which an adolescent conforms to the group standard of personal appearance may be an indication of social maturity rather than social acceptance.<sup>1</sup>

Tolerance of nonconformity to an established clothing norm was studied by Brush, who found that the subjects did not indicate a preference for those who conform over those who deviate from a clothing norm.<sup>2</sup> This is contrary to the findings of most studies using these variables. However, since there are no standard methods of measuring conformity and clothing norms, varying results may be expected. Also, findings will vary with different samples.

#### Summary

Adolescence is a period of transition from childhood to adulthood during which the individual's focus shifts from his parents and family to the peer group. The adolescent **comes** to depend on the peer friendship group for acceptance and approval. The desire to gain entrance and maintain member ship in the group results in conformity of opinions and behavior among members. Uniformity in dress is one manifestation of this desire to conform.

<sup>1</sup>Kenneth L. Cannon, Ruth Staples, and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," <u>Journal of Home Economics</u>, XLIV (October, 1952), 710-13.

<sup>2</sup>Claudia Anne Brush, "Exploration of Tolerance of Non-Conformity to an Established Clothing Norm" (Unpublished Master's thesis, Pennsylvania State University, 1964).

#### CHAPTER II

#### STATEMENT OF THE PROBLEM

#### Focus of the Study

Research dealing with clothing has shown that clothingoriented behavior is seldom random and purposeless. Generally, it is influenced by the same social and psychological forces that affect other aspects of human behavior. The clothing of adolescents in particular has been a source of criticism and concern. The amount of time and money teenagers spend on their clothing and personal appearance is indicative of its importance to them. Research in this area has revealed that clothing is important to teenagers because through clothing they may create impressions which lead to acceptance by peers.

To understand more completely the usefulness of **clothing** as an adaptive device to facilitate an individual's **per formance** in social situations and enhance his personal **and** social acceptability, a regional research project was **initiated.**<sup>1</sup> The research was directed toward understanding **the** clothing-oriented behavior of adolescents by identifying

<sup>&</sup>lt;sup>1</sup>Anna M. Creekmore, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents," Michigan State University Agricultural Experiment Station Project #1020, research in progress.

dress norms for this age group and by measuring relationships between their conformity to norms and personal and social acceptance.

The present study was a part of this larger project. The focus of this particular study was to examine the relationship between the modal pattern of dress of high school sophomores and the friendships formed within the class.

### Assumptions

The following assumptions were made before undertaking this study:

- 1. Adolescent behavior is influenced by peer groups.
- 2. The peer friendship group usually serves as a reference group for the adolescent.

<sup>3</sup>• **P**atterns of dress exist among adolescent boys and girls.

Friendship patterns can be ascertained using the socio metric technique and can be illustrated by the sociogram.

#### Definition of Terms

The following terms were developed by the present researcher and researchers of the larger project for use in this study:

# Operational Definitions:

L. Dress<sup>1</sup> Category: the term used to designate various dress classifications (e.g., trouser length, skirt

<sup>1</sup>"Dress" refers to all aspects of appearance.

length, hair style, etc.). Each category is subdivided to account for all observed variations.

- Item Score: the percentage of all subjects wearing a particular item in the subdivision of a dress category.
- 3. Dress Mode: the most frequently occurring item or subdivision in each dress category worn by the subjects. The dress mode score is derived by summing the percentages of times each of the most frequently occurring items appears (i.e., the highest item score for each category) times the number of subdivisions within the category.

$$Mo = \sum_{i=1}^{N} (P_{h}N)$$

Where Mo indicates dress mode

- P<sub>h</sub> indicates the highest item score
  N indicates the number of subdivisions in
  the category
- Dress Score: the sum of a subject's item scores for each category times the number of subdivisions within the category.

$$DS = \sum_{i=1}^{N} (PN)$$

Where DS indicates dress score

- P indicates the item score
- N indicates the number of subdivisions with-

in the category

- 5. Conformity to Dress Mode: the extent to which an individual's dress score coincides with the dress mode score. The conformity score is derived by dividing the dress score by the mode score and multiplying by 100.  $Cn = \frac{\sum_{i=1}^{N} (PN)}{\sum_{i=1}^{N} (P_{h}N)} \times 100$
- 6. Friendship Patterns: interpersonal reciprocated relationships which existed among class members revealing the structure of the class as determined by the sociometric technique. Three main patterns of friendship are:
  - Reciprocal Friendship Structure (RFS): a sociometric diagram of three or more individuals whose choices of friendship were returned.
  - Mutual Pair: a reciprocated choice between only two members; a dyad.

Isolate: an individual who had no reciprocated choices.

7 Choice Status: the social acceptance of the group<sup>\*</sup> measured by the total number of choices received by group members divided by the number of persons in the group and multiplied by 100.

$$CS = \frac{\sum x_r}{N} \times 100$$

Where CS indicates choice status \* "group" refers to the particular RFS

x<sub>r</sub> indicates choices received by a group member
N indicates the number of persons in the group
8. Cohesion: the tightness or solidarity of the group measured by dividing the number of reciprocal choices
made within a group by the number of possible reciprocal in-group choices and multiplied by 100.

$$C = \frac{X}{\frac{N(N-1)}{2}} \times 100$$

Where C indicates cohesion

X indicates the number of choices made

N indicates the number of persons in the group 9. Reference Group: a reciprocal friendship structure into which an isolate has an unreciprocated friendship choice.

### Definitions:

- Over-all Dress Mode: the dress mode determined by the dress of all students in the sophomore class.
- Group Dress Mode: the dress mode determined by the dress of the students in a particular group.

# Objective

The main objective which provided the framework for the study was to investigate the relationships that exist between adolescents' conformity to modal patterns of dress and friendship patterns.

### Hypotheses

The following hypotheses served to guide the study: A. HYPOTHESES DEALING WITH CONFORMITY TO THE OVER-ALL DRESS MODE:

In studying the conformity of eighth grade boys, Dillon found that "as the size of the group increased, conformity generally increased."<sup>1</sup> Since in larger groups it is possible to have more interaction among members, and hence, more sanctions to conform, the following were hypothesized:

- The conformity scores of female reciprocal friendship structures (based on the over-all female dress mode) will be positively related to the size of the reciprocal friendship structure.
- 2. The conformity scores of male reciprocal friendship structures (based on the over-all male dress mode) will be positively related to the size of the reciprocal friendship structure.

Group acceptance, determined by the number of choices received by the group, was found to be positively related to conformity to the modal pattern of dress in Dillon's study.<sup>2</sup> This supports Homan's hypothesis which states, "the larger the number of members that conform to the group norm, the larger is the number that express social approval

> <sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 87. <sup>2</sup><u>Ibid</u>., p. 98.

of others."<sup>1</sup> Also, Bass stated that "conformity is greater in more attractive groups."<sup>2</sup> On this basis it was hypothesized that:

- 3. The conformity score of female reciprocal friendship structures (based on the over-all female dress mode) will be positively related to the choice status of the reciprocal friendship structure.
- 4. The conformity scores of male reciprocal friendship structures (based on the over-all male dress mode) will be positively related to the choice status of the reciprocal friendship structure.

"Considering the larger RFS groups as indicative of a greater degree of social acceptance and conversely, nongroup membership or membership in a mutual pair or a RFS of only three or four members as being less socially accepted," Dillon found that, "there was a greater percentage of RFS members in the large groups conforming than among the nongroup members, mutual pairs, and small group members."<sup>3</sup> Hence, the following hypotheses were formed:

5. Girls who are members of reciprocal friendship structures will have a higher mean conformity score (based on the

<sup>1</sup>Homans, <u>Social Behavior</u>, p. 119.

<sup>2</sup>Bernard M. Bass, "Conformity, Deviance, and a General Theory of Interpersonal Behavior," in <u>Conformity and</u> <u>Deviation</u>, ed. by Irwin A. Berg and Bernard M. Bass (New York: Harper and Brothers, 1961), p. 51.

<sup>3</sup>Dillon, "The Modal Pattern of Dress," pp. 123-24.
over-all female dress mode) than will those who are mutual pairs.

- 6. Boys who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all male dress mode) than will those who are mutual pairs.
- 7. Girls who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all female dress mode) than will those who are isolates.
- 8. Boys who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all male dress mode) than will those who are isolates.

In the literature many references were made to the fact that being accepted by the peer group is of primary importance to the adolescent. Another characteristic of adolescents is rigid conformity to group norms. Coupling these two concepts it might be expected that isolates would conform to a great extent in an attempt to be accepted in a group. In Dillon's study, 38.1 per cent of the isolates conformed completely to the modal pattern of dress. Mutual pairs showed the lowest percentage, 16.7 per cent, of complete conformity to the pattern.<sup>1</sup> Homans contends that one

<sup>1</sup>Dillon, "The Modal Pattern of Dress," pp. 78, 80.

person with whom to share his values may be reward enough for the mutual pair to forego the approval of the group.<sup>1</sup> The hypotheses for the present study are:

- 9. Girls who are isolates will have a higher mean conformity score (based on the over-all female dress mode) than will those who are mutual pairs.
- 10. Boys who are isolates will have a higher mean conformity score (based on the over-all male dress mode) than will those who are mutual pairs.
- B. HYPOTHESES CONCERNING GROUP DRESS MODES:

In studying the clothing and appearance opinions of isolates, Littrell found that "definite general social acceptance content patterns and self satisfaction content patterns existed for the class and the RFS's with the RFS patterns being different from the class patterns and from each other. However, in all cases there was some agreement between RFS patterns and class patterns."<sup>2</sup> Based on this finding it was hypothesized:

- 11. The mean of the dress mode score of each female reciprocal friendship structure will be significantly different than the others.
- 12. The mean of the dress mode score of each male reciprocal

<sup>1</sup>Homans, <u>Social Behavior</u>, p. 118.

<sup>2</sup>Mary Bishop Littrell, "Reference Groups and Isolates: A Study of Clothing and Appearance Opinions" (Unpublished Master's thesis, Michigan State University, 1968), p. 137.

friendship structure will be significantly different than the others.

- 13. The mean of the dress mode score of each female reciprocal friendship structure will be significantly different than the mean of the over-all female dress mode score.
- 14. The dress mode score of each male reciprocal friendship structure will be significantly different than the mean of the over-all male dress mode score.
- C. HYPOTHESES PERTAINING TO CONFORMITY TO GROUP DRESS MODES:

As stated previously, Dillon found a positive relationship between conformity to the modal pattern and the size of the RFS,<sup>1</sup> and consequently it was hypothesized for the present study that:

- 15. The conformity scores of female reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure) will be positively related to the size of the reciprocal friendship structure.
- 16. The conformity scores of male reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure) will be positively related to the size of the reciprocal friendship structure.

Hendricks, studying the opinions on clothing and appearance as related to group and non-group membership of

## <sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 87.

twelfth grade girls, found that "the extent to which members of individual reciprocal friendship structures have similar opinions regarding clothing, appearance and group acceptance is positively related to the cohesion of the group."<sup>1</sup> Hence, it might also be hypothesized that conformity in dress is positively related to cohesion. Dillon found that as the number of reciprocated choices increased, the percentage conforming to the modal pattern of dress increased.<sup>2</sup> From these findings it was hypothesized that:

- 17. The conformity scores of female reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure) will be positively related to the cohesion of the reciprocal friendship structure.
- 18. The conformity scores of male reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure) will be positively related to the cohesion of the reciprocal friendship structure.

In <u>The Human Group</u>, Homans hypothesized that, "... persons who interact with one another frequently are more like one another in their activities than they are like other persons with whom they interact less frequently. According to this hypothesis similarities in the behavior of

<sup>2</sup>Dillon, "The Modal Pattern of Dress," p. 124.

<sup>&</sup>lt;sup>1</sup>Suzanne H. Hendricks, "Opinions on Clothing and Appearance as Related to Group and Non-group Membership of Twelfth Grade Girls" (Unpublished Master's thesis, Michigan State University, 1965).

members of a single subgroup and differences in the behavior of two subgroups are two sides of the same coin."<sup>1</sup> Homans goes on to cite empirical evidence in support of the hypothesis. "The behavior of cliques was different not only because each enjoyed its own style but also because each wanted to be different from the other . . . the activities of a subgroup may become increasingly differentiated from those of other subgroups up to some limit imposed by the controls of the larger group to which all the subgroups belong."<sup>2</sup> The following hypotheses pertain to the current study: 19. Girls who are members of reciprocal friendship structures will have a higher mean conformity score based on the dress mode of their reciprocal friendship struc-

ture than their mean conformity score based on the overall female dress mode.

- 20. Boys who are members of reciprocal friendship structures will have a higher mean conformity score based on the dress mode of their reciprocal friendship structure than their mean conformity score based on the over-all male dress mode.
- 21. Girls who are mutual pairs will have a higher mean conformity score based on the partner's dress score than

<sup>1</sup>George C. Homans, <u>The Human Group</u> (New York: Harcourt, Brace and Company, 1950), p. 135. <sup>2</sup><u>Ibid</u>., p. 136.

their mean conformity score based on the over-all female dress mode.

22. Boys who are mutual pairs will have a higher mean conformity score based on the partner's dress score than their mean conformity score based on the over-all male dress mode.

When comparing the appearance and discourse scores of isolates to the appearance and discourse scores of their chosen RFS's, Littrell found that the majority of all isolates had appearance and discourse scores within the ranges (within three points) for the appearance and discourse scores of members of their chosen RFS's.<sup>1</sup> On this basis it was hypothesized that:

- 23. Girls who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the over-all female dress mode.
- 24. Boys who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the over-all male dress mode.
- 25. Girls who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the

<sup>1</sup>Littrell, "Reference Groups and Isolates," pp. 112-13.

dress mode of other reciprocal friendship structures. 26. Boys who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the dress mode of other reciprocal friendship structures.

Bales and Borgatta found that groups of only two members have low rates of showing disagreement and antagonism. In a group of two it is impossible to form a majority except by unanimity. Either person in the dyad possesses power to influence the other by bringing a majority to bear against him. In this sense there is no public opinion or group sanction to which either can appeal. Similarly, there is no good office, mediator, or arbitrator for the differences. Consequently, each person is under pressure to behave in such a way that the other will not withdraw and will continue to cooperate even though he may have to yield a point at a given time.<sup>1</sup> Hence, it was hypothesized: 27. The mean conformity score of girls who are mutual

pairs (based on the partner's dress score) will be higher than the mean conformity score of girls who are members of reciprocal friendship structures (based on the dress mode of their reciprocal friendship

<sup>&</sup>lt;sup>1</sup>Robert F. Bales and Edgar F. Borgatta, "Size of Group as a Factor in the Interaction Profile," <u>Small Groups;</u> <u>Studies in Social Interaction</u>, ed. by A. Paul Hare, Edgar F. Borgatta, and Robert F. Bales (New York: Alfred A. Knopf, 1965), pp. 501-502.

structure).

- 28. The mean conformity score of boys who are mutual pairs (based on the partner's dress score) will be higher than the mean conformity score of boys who are members of reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure).
- D. HYPOTHESIS RELATING THE CONFORMITY OF GIRLS TO THE CONFORMITY OF BOYS

Although there are no studies comparing the conformity of adolescent girls to that of adolescent boys, it is commonly believed that girls are more interested in clothing and conform to a greater extent. Consequently, the following hypotheses were formed to determine this: 29. Girls who are members of reciprocal friendship struc-

- tures will have a higher mean conformity score than will boys who are members of reciprocal friendship structures (based on the over-all dress modes).
- 30. Girls who are members of reciprocal friendship structures will have a higher mean conformity score than will boys who are members of reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure).
- 31. Girls who are mutual pairs will have a higher mean conformity score than will boys who are mutual pairs (based on the over-all dress modes).

- 32. Girls who are mutual pairs will have a higher mean conformity score than will boys who are mutual pairs (based on the partner's dress score).
- 33. Girls who are isolates will have a higher mean conformity score than will boys who are isolates (based on the over-all dress modes).
- 34. Girls who are isolates will have a higher mean conformity score than will boys who are isolates (based on the dress mode of their reference group).

#### CHAPTER III

## PROCEDURES

The data used for this study were taken from the data collected for a regional project titled "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents."<sup>1</sup> The objectives of the project are as follows:

- To identify group norms for dress prevalent in adolescent society.
- To determine the degree to which disadvantaged adolescents exhibit conformity to and awareness of the dress norms of adolescent society.
- 3. To determine whether relationships exist between the social acceptance of adolescents and (a) their conformity to dress norms and (b) their awareness of dress norms.

This larger project is being conducted by the University of Hawaii, Michigan State University,<sup>2</sup> The University of Minnesota, the University of Missouri, the University of Nevada, Utah State University, Washington State University,

<sup>L</sup>Creekmore, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents."

<sup>2</sup>Ibid.

and the University of Wisconsin. Consequently, the discussion of methodology will include data collection and analysis methods determined by the initiators of the project as well as those specific to this study. This section on methodology includes (1) the community setting, (2) description of the population, (3) collection of the data, and (4) methods of data analysis.

## The Community Setting

The community selected for this study was a rural Midwestern community with a population of 6,754 in 1960 in the city proper. The median educational level for persons in the county was 11.3 years and 12.0 years for the city population. This compared with 10.8 years of schooling for the whole state. Residents of the county and the city had median family incomes of \$4742 and \$5681, respectively, as compared with \$6256 for the state. The population is primarily composed of semi-skilled and farm workers.<sup>1</sup> Two high schools were located in the community--a four year co-educational public school with an enrollment of 1101 in grades 9-12 and a parochial school with a total enrollment of 283.<sup>2</sup> The community was selected randomly from four communities

<sup>1</sup>U.S. Bureau of the Census, <u>Michigan General Social</u> <u>and Economic Characteristics: 1960</u> (Washington, D.C.: U.S. Department of Commerce, 1961).

<sup>2</sup>Michigan Education Directory and Buyers Guide.

meeting the project criteria of having only one public high school, at least one hundred subjects of each sex in the grade selected, and various socio-economic classes with a rural-urban mix.

The school had some standards regarding student dress as set forth on page six of the high school student handbook:

Girls should use their own judgment in being neat in appearance at all times. They should refrain from coming to school with their hair in pin curls or wrapped in a scarf. Burmudas, shorts, toreadors, pert skirts, blue jeans, or slacks of any kind will not be accepted as appropriate attire for girls during any school day. Slacks with proper fit may be worn to school during extremely cold weather, but girls must change into proper attire before attending classes.

Boys shall wear sport shirts and clean blue jeans with proper fit. Sweat shirts are not acceptable. If a T-shirt is worn, another shirt should be worn over it. Shirts should be buttoned from the second button down and worn inside the trousers. Belts should be worn with trousers, the beltline above the hips.

## The Population

The tenth grade class was chosen as the population for the study because the members have been together as a group long enough to have formed friendships, yet most of the potential high school dropouts of the class are still in school at this age. The subjects for the study were the 241 students who attended school on the day the data were collected--129 boys and 112 girls.

#### Data Collection

Data were collected by a self-administered questionnaire answered by the subjects in the high school auditorium during a two hour period in May, 1968. Each questionnaire was numbered consecutively as the subject completed it. As the subjects left the auditorium after completing the questionnaire, each was photographed in color (to determine the clothing they were wearing and judge their personal appearance). Every tenth person wore a number pinned on him which corresponded with the number of his completed questionnaire. This enabled the researchers to match the questionnaire and the student correctly.

The questionnaire obtained information on various demographic factors, formal and informal social acceptance, friendship choices, and awareness of the clothing mode. Information concerning the dress modes and conformity were obtained from the film. The present study focused on the friendship choices and conformity to the dress modes.

## Methods of Data Analysis

## Sociometric Technique

The sociometric technique is a widely used tool for discovering the patterns of interrelations among individuals. It is a "means for determining the degree to which individuals are accepted in a group, for discovering the relationships which exist between these individuals, and for

disclosing the structure of the group itself."<sup>1</sup> Each member of a group is asked to name the individuals with whom he would like to associate in various activities. The following are the basic requirements for a sociometric test: The group should be small enough to permit interaction of members and should have been in existence long enough to permit the formation of affective ties and repulsions. The limits of the group should be defined for the subjects. An unlimited number of choices should be allowed. The particular activity used as the criterion for choice should be meaningful to the subjects and the results should be used to restructure the group. The questions should be gauged to the level of understanding of group members and the choices and rejections should be made privately.<sup>2</sup> Few studies meet all these requirements. Modified sociometric tests are termed "near-sociometric" or "quasi-sociometric."<sup>3</sup>

The results of the sociometric test can be presented graphically, quantitatively, and statistically. The sociogram is a diagrammatic device for summarizing the choices and rejections among members of a group, using geometric

<sup>1</sup>Mary L. Northway, <u>A Primer of Sociometry</u> (Toronto: University of Toronto Press, 1952), p. 1.

<sup>2</sup>Gardner Lindzey and Edgar F. Borgatta, "Sociometric Measurement," in <u>Handbook of Social Psychology</u>, Vol. I, ed. by Gardner Lindzey (Cambridge, Massachusetts: Addison-Wesley Publishing Company, Inc., 1954), pp. 407-408.

34

<sup>3</sup>Ibid.

figures to represent members and various kinds of lines joining the figures to represent choices and rejections. Patterns of relationship which are frequently encountered are stars (overchosen), isolates, rejectees, mutual pairs, triangles, chains, and cliques.<sup>1</sup>

The matrix, a simple quantitative device, is an N x N table used to summarize all choices and rejections made within the group.

Statistical methods of analysis can be used to test the significance of choices made and to provide derived scores or indices which summarize important aspects of the choices and rejections in terms of simple ratios. Group self-preference, group coherence, group cohesion, and compatibility are a few of these indices.<sup>2</sup>

The reliability (degree to which scores on a particular test can be shown to be constant for the same individuals over time) of the sociometric test can be measured in three ways. The internal consistency of sociometric results can be measured by the split-half method, which consists of comparing the results of two halves of the test to indicate the degree to which different parts of the test are consistent in measuring the same thing.<sup>3</sup> In this case

> <sup>1</sup><u>Ibid</u>. <sup>2</sup>Ibid.

<sup>3</sup>Norman E. Gronlund, <u>Sociometry in the Classroom</u> (New York: Harper and Brothers, 1959).

reliability becomes a measure of how consistently the individual is reacted to by various group members. Since not all group members react to an individual the same way, differences in the halves are to be expected.<sup>1</sup>

The stability of sociometric results are determined by two administrations of the test, known as the test-retest method. Stability indicates the degree to which test results are stable over a period of time.<sup>2</sup> The capacity to produce consistent results over a period of time is affected by the subject's memory of the original responses and changes which the group undergoes.<sup>3</sup> Retesting results in different scores because the trait measured changes, not because of inadequacies of the test. The dynamic nature of social relations makes consistency from one test to another unexpected.

The consistency of sociometric results in different situations is measured by administering two equivalent forms of the test at approximately the same time to indicate the degree to which both forms measure the same thing.<sup>4</sup> Particular activities have different emphases; therefore, it is difficult to equate the reliability of tests to the relation between different sociometric questions. Here, unreliability

> <sup>1</sup>Lindzey and Borgatta, "Sociometric Measurement." <sup>2</sup>Gronlund, <u>Sociometry in the Classroom</u>. <sup>3</sup>Lindzey and Borgatta, "Sociometric Measurement." <sup>4</sup>Gronlund, <u>Sociometry in the Classroom</u>.

may be a function of variance in personal choice patterns in terms of activities rather than the test's fallibility.<sup>1</sup>

As shown, the reliability of the sociometric technique is difficult to determine. The methods discussed above actually measure the reliability of responses rather than the reliability of the test instruments themselves. Northway contends that the tests are reliable if the subjects disclose their preferences honestly.<sup>2</sup> Most investigators report a relatively high degree of consistency in the sociometric patterns over time, even though individual choices and rejections may fluctuate. The least important choices show the largest amount of change. The stability of sociometric choices is directly related to the amount of time the group has been in existence.

The validity (whether it measures what it purports to measure) of the sociometric test, like the reliability, is difficult to determine. The validity depends on what the test is supposed to measure; however, there is little agreement as to what it is intended to measure. If the test purports to measure verbal choice behavior, no further demonstration of validity is needed if the test is properly constructed and administered.<sup>3</sup> Some researchers have attempted

> <sup>1</sup>Lindzey and Borgatta, "Sociometric Measurement." <sup>2</sup>Northway, <u>A Primer of Sociometry</u>. <sup>3</sup>Gronlund, <u>Sociometry in the Classroom</u>.

to evaluate the validity by comparing the results of the sociometric test to other psychological and social variables which appear to have logical relevance such as observed behavior, the teacher's judgment of pupils' social acceptance, and other measures of social and personal adjustment.<sup>1</sup> However, what happens in reality does not invalidate the test since the question asks who a person would <u>like</u> to be with. Overt behavior is affected by physical constructs, social obligations, and perceived likelihood of reciprocation. In general, studies have shown that sociometric results are significantly related to other relevant variables, especially social adjustment.

Lindzey and Borgatta consider research utility more important than validity. The extent to which a test controls or relates to significant independent measures that are of interest to the investigator is most important. If the test relates successfully to a large number of pertinent, independent measures, the findings will be of value and interest.<sup>2</sup>

Although the sociometric technique is among the most widely used measures of social acceptance, it has many weaknesses as well as advantages. One of the weaknesses of the sociometric test is that it does not adequately reflect the

# 1 Ibid.

<sup>2</sup>Lindzey and Borgatta, "Sociometric Measurement."

intensity of choices.<sup>1</sup> Sociometric tests present information with respect to a certain selected criterion of choice for a given point in time but do not indicate reasons for the particular group structure. The relative position of individuals, e.g., stars, isolates, etc., does not necessarily reflect social adjustment or personality characteristics.<sup>2</sup> Another limitation in the use of sociometry is that data analysis may become too detailed with a tendency to treat chance variations as significant.<sup>3</sup>

Among the strengths of sociometry are its relationship to many other significant measures which are of interest to researchers. Also, the sociometric test is relatively easy and inexpensive to design and administer and the results can be applied to many areas of research.

In the present study the "near" sociometric technique was used to determine the friendship choices in the class. One question in the instrument (Appendix B, p. 5) asked the subjects to name the class members who were their best friends. Five blanks followed the question but the students were not limited in the number they could specify.

In determining the friendship structures within the

<sup>1</sup>Northway, <u>A Primer of Sociometry</u>.

<sup>2</sup>Center for Intergroup Education, The University of Chicago, <u>Diagnosing Human Relations Needs</u> (Washington, D.C.: American Council on Education, 1951).

<sup>3</sup>Lindzey and Borgatta, "Sociometric Measurement."

class, the raw data obtained from the sociometric question were first organized into a matrix which summarized all choices made within the class. In developing the matrix an N x N table was constructed to cross tabulate the chooser and the chosen. Each student was listed in the left column and in the top row with the girls first, followed by the boys. The vertical column indicated the choosers and the horizontal row denoted the chosen. The vertical and horizontal lines separating the girls from the boys divided the matrix into four quadrants.

If subject number 2 chose number 4 an X was placed in row 2 under column 4. If number 4 also chose number 2 an X was placed in row 4 under column 2. When choices were reciprocated, as in this example, the X's were joined by a line. When choices were not reciprocated the X's were left standing. This procedure was repeated for all choices made by the subjects. Any X's appearing in the upper right quadrant indicated that a girl had chosen a boy. X's appearing in the lower left quadrant indicated a girl chosen by a boy. Lines connecting X's in these two quadrants denoted reciprocated boy-girl choices. The number of X's in each row and column were summed in the right column and bottom row to show the number of choices made and received by each individual. This matrix served as a visual presentation of all choices made, received, and reciprocated.

	Chosen										Total Choices Made	
Chooser		1	2	3	4						241	
	1							Х				1
	2				X					х		2
	3			$\square$								
	4		X									1
					x						x	2
	241											
	Total Choices Received		1		2			1		1	1	

Figure 3.1. Matrix

The information available from the matrix was used to develop the sociograms which portray the structure of the friendship groups. Each girl is represented on the sociogram by a circle containing her code number and each boy is similarly represented by a square. Reciprocated choices are indicated by lines connecting two figures.

Three distinct friendship patterns emerged from the sociograms--reciprocal friendship structures, mutual pairs, and isolates. The term reciprocal friendship structure (abbreviated to RFS) was used by previous researchers<sup>1</sup> in

<sup>&</sup>lt;sup>1</sup>Dillon, "The Modal Pattern of Dress"; Hendricks, "Opinions on Clothing and Appearance"; Kelley, "Peer Group Friendships"; Littrell, "Reference Groups and Isolates."







lieu of clique since some of the structures are more complex than cliques, defined as ". . . small, exclusive, non-kin, informal, face-to-face social groups."<sup>1</sup>

Reciprocal friendship structures are a sociometric diagram of three or more individuals whose choices of friendship were returned. Within this category several distinctive patterns appeared. RFS 5 which is an open series of mutual choices is known as a chain. A wheel consists of more than one chain with a common central member. RFS 10 satisfies this criterion. RFS 1 and RFS 2 are triangles which are three individuals each of whom chose each other. Similarly, four man units such as RFS 3 and RFS 4 are known as quadrangles. Reciprocal choices between only two members of the class are termed mutual pairs.

Those individuals who had no reciprocated choices are isolates. Four types of isolates are true isolates  $(I_1)$ , ignored isolates  $(I_2)$ , self isolates  $(I_3)$ , and confused isolates  $(I_4)$ . True isolates are those individuals who made no choices and received none. Ignored isolates are those who made choices but received none, while self isolates are those who received choices but made none. Individuals who made choices and also received some but none were reciprocal are designated as confused isolates. This terminology was used to coincide with previous research but was not used

<sup>&</sup>lt;sup>1</sup>Elizabeth B. Hurlock, <u>Adolescent Development</u> (3rd ed.; New York: McGraw-Hill, Inc., 1967), p. 123.

in the present analysis.

The number and percentage of boys and girls belonging to each friendship category are summarized in Table 3.1 and Table 3.2.

The sociograms revealed sixteen reciprocal friendship structures ranging from three to forty-five members Eight of these groups were composed entirely of males each. and five were completely females. Three of the groups, including the largest, were heterosexual. For analytical purposes the two largest reciprocal friendship structures were divided into segments by a method used by Hendricks.<sup> $\perp$ </sup> The breaks were made where single ties connected the segments containing a number of choices. The unreciprocated choices of connectors, i.e., individuals with single ties to each segment, were scrutinized to determine in which segment to place the connector. These six segments are RFS 6, 11, 12, 15, 18, and 19. The reciprocal friendship categories were also divided by sex for purposes of determining the modal pattern of dress for the group.

Eight mutual pairs were contained in the class, five composed of males and three of females.

The unreciprocated choices of the confused and ignored isolates were examined to determine the membership

<sup>&</sup>lt;sup>1</sup>Hendricks, "Opinions on Clothing and Appearance as Related to Group and Non-Group Membership of Twelfth Grade Girls," p. 45.

Reciprocal	Вс	Giı	rls	Total		
Category	No.	(%)	No.	(%)	No.	(%)
Reciprocal Friendship						
Structure	95	(74)	97	(87)	192	(80)
Mutual Pairs	10	(8)	6	(5)	16	(7)
Isolates	24	(19)	9	(8)	33	(14)
Total	129	(101)•	112	(100)	241	(101)•
•error due to ro	unding					

Table 3.1. Numerical and percentage distribution of boys and girls according to reciprocal friendship category

Table 3.2. Numerical and percentage distribution of boys and girls according to isolate category

Teelete	Bo	oys	Gi	rls	Total			
Category	No.	(%)	No.	(%)	No.	(%)		
True Isolates	8	(33)	0	(0)	8	(24)		
Ignored Isolates	7	(29)	5	(56)	12	(37)		
Self Isolates	1	(4)	1	(11)	2	(6)		
Confused Isolates	8	(33)	3	(33)	11	(33)		
Total	24	(99)•	9	(100)	33	(100)		
*error due to rounding								

of the reference groups of these individuals. The reciprocal friendship structure into which an isolate made an unreciprocated choice was considered to be his reference group. In the case where an isolate made choices into more than one RFS, such as subject number 175, 148, 186, 196, 205, and 193, the RFS receiving the most choices was established as the reference group. If an isolate made an equal number of choices into two or more reciprocal friendship structures, individuals who chose the isolate were checked to determine which RFS was to serve as the reference group. In the case where an isolate made an equal number of choices into each of the reference groups into which he chose or made no choices, such as true isolates and self isolates, no reference group could be determined. Consequently, when a hypothesis included conformity to the reference group seven of the nine female isolates and eleven of the twenty-four male isolates were used.

## Clothing Conformity

To determine the clothing worn by the students the researcher and two others working on the larger project viewed the movie film of the subjects which showed back, front, and side views as they walked. A check list was used to record the item of dress in each category that each subject was wearing. The various dress categories (e.g., trouser length, skirt length, hair style, etc.) and the particular items within each category were established by prior

observation of the dress of adolescents in the school and from the items currently being shown in mail order catalogs and teenage magazines. The names and styles of boys' hair cuts were determined from discussions with local barbers. Figures 3.3 and 3.4 contain the original lists used for recording each student's dress to determine clothing scores.

During the viewing of the film, items of dress not on the list were added as deemed necessary by the researchers. Those items worn by none of the subjects were omitted in the final analysis. Boys' trouser cuff and trouser type categories were deleted since it was not always possible to discern these from the film. The category labeled "Boys Shirt Tails--In or Out" was changed to "Way Shirt Was Worn" since the researcher did not feel that the items in the former category were exhaustive. The new items in this category became:

> Shirt made to be worn in--IN Shirt made to be worn in--OUT Shirt made to be worn out--IN Shirt made to be worn out--OUT

The categories of boys' trouser color, fabric pattern of trousers, boys' hair cuts, shirt type, dominant color of girls' costume, and girls' hair styles were categories added by the researcher and were not used in the larger project.

To determine which dress categories to use in the study, the chi square test of significance was used. All boys and girls dress categories were found to be significant beyond the .0001 level; however, "Fabric Pattern of Boys

## GIRLS SKIRT LENGTH

6" above knee 4" above knee 1-2" above knee At knee cap Just below knee 2" below knee

#### LEG COVERING

Cl. Text Knit Hose Fish Net Hosiery Colored Hosiery Plain Nylon Hosiery Knee Socks B. Socks-Anklets No covering

#### TYPE OF CLOTHING

Dress Skt. & Shell or Swt. Skirt & Blouse Skirt, Bl. & Swt. Jumper & Blouse Suit Culottes & Blouse Pants Dress Sh. Shift-with Pants

#### SILHOUETTE

A-line Shift Tent Drop Waist, Flare or Pleated Skirt Straight, Nat. Waist Nat. Waist, Gathers Nat. Waist, Pleats Empire Waist, Gathers

FABRIC DESIGN ON DRESS OR SKIRT

Solid Color Small Print Medium Print Large Print Psych. Print Polka Dot Small Stripe Medium Stripe Large Stripe Plaid Sm. Stripe Plaid Gingham Check

#### GIRLS SHOES

Penny Loafer Plain Loafer Tassal Loafer Buckle Loafer High Top Moccasin Tie Oxford White Tennis Shoe Colored Tennis Shoe Plain Flats Flats with Open Work Sandal Patent Block Heels Stack Heels

Figure 3.3. Original list of girls' dress categories and items

## DOMINANT COLOR OF COSTUME

Black Brown Navy Gray Med. Blue Lt. Blue Turquoise Green Lime Orange Yellow Gold Pink Cranberry Red Beige Tan Purple Lavender White

#### HAIR STYLE

Sh, Straight, Sculp. Short, Very Curly Short, Curled Sh. Slightly Teased, Smooth Med. Smooth, Curved Med. Sides, Sh. Back Lg, Straight, Smooth Long, Flip Long, Tied in Back Long, Smooth, Curved Long, Up on Head Highly Teased Frizzy Long, Straggly

Figure 3.3 (continued)

## BOYS TROUSER LENGTH

Long with Wrinkle Top of shoe Ankle 2" Above Ankle 4" Above Ankle

#### BOYS TROUSERS FIT

Very tight Tight Medium Loose Baggy

#### BOYS TROUSERS CUFF

No Cuff Cuff Frayed Cuff

## BOYS TROUSERS TYPE

Jeans Casual Slacks Dress Slacks

#### BOYS SHIRT COLLARS

Button-down Convertible Collarless Knit shirt, plain collar Turtle Neck Jersey or Sweatshirt Mock Turtle Neck

#### BOYS SHIRT FABRIC DESIGN

Solid Color Small Stripe Plaid Large Print Small Print Horizontal Stripe Polka Dot

#### BOYS SHIRT TAILS IN OR OUT

Dress Shirt IN Dress Shirt OUT Púllover OUT Pullover IN Jac Shirt OUT

## BOYS SHIRT COLORS

Black Blue, light Blue, Dark Brown Cranberry Gold Green Green, olive Grey Orange Purple Red Tan Yellow

Figure 3.4. Original list of boys' dress categories and items

## BOYS SHOES

Slip on with buckle Slip on Penny Loafer Tassal Loafer High Top Loafer Moccasin Dark Blue Tennis Other Color Tennis Low Sided, White Sport Tennis Open Weave Fabric Tie Oxford Wing Tip High Cut, Pointed Toe, Dress Shoe Desert Boot Cowboy Boot Military or work Boot

## BOYS SOCKS COLOR

White Dark Patterned Light No Socks

## BOYS TROUSERS COLOR

Black Brown Navy Loden Green Gold Rust Light Blue Beige Tan Gray Mallard blue

Figure 3.4 (continued)

FABRIC PATTERN OF BOYS TROUSERS Plaid Check Stripe Solid BOYS HAIR CUTS Collegiate-Prep cut Princeton Ivy Executive Teen Continental Surfer Modern Caesar Hamlet Western Metropolitan Mod Prince Valiant Flat Top Butch Crew Cut

Trousers" was deleted since all but one subject wore solid colored trousers. All girls dress categories were used. The frequencies and scores for the items in all dress categories for both the boys and girls may be found in Appendix A, Tables A.1 and A.2.

After each subject's dress was categorized, the conformity scores were determined by the methods described in Chapter II. The method of measuring conformity was a modification of that used in the larger project. The validity of the procedure for the larger project was tested by Horn and found to discriminate between conformers and deviates at the 1 per cent level or above.<sup>1</sup>

#### Hypothesis Testing

To determine the relationships between variables as stated in the hypotheses the data were statistically treated in several ways. The product-moment correlation coefficients were determined among RFS size, RFS conformity to their own group, RFS conformity to the over-all mode, cohesion, and choice status.

Means and standard deviations were computed for RFS members', mutual pairs', and isolates' conformity scores based on the over-all mode, RFS members' conformity scores

<sup>&</sup>lt;sup>1</sup>Marilyn J. Horn, "A Method for Determining Normative Patterns of Dress," <u>Proceedings, National Textiles and</u> <u>Clothing Meeting</u> (Minneapolis, Minnesota, June, 1968), p. 53.

based on their own group, mutual pairs' conformity scores based on their partner's dress score, isolates' conformity scores based on their reference group, and the over-all and group dress mode scores. T-tests for the significance of difference between means were calculated to test the hypotheses.

To eliminate any difference due to sex, all data were processed separately for males and females.

The test of significance for the correlations was a one-tailed test to reject the hypotheses at the .05 level of significance. From the statistical analysis significant relationships were determined and conclusions drawn.

#### CHAPTER IV

## FINDINGS AND DISCUSSION

This research sought to discover the relationships that exist between conformity to the modal pattern of dress and friendship patterns in a group of adolescents. The objective was dependent upon determining the modal pattern of dress and ascertaining the friendship patterns existing within the class. The techniques for determining these variables were described in Chapter III.

With the objectives of the study in mind, the hypotheses were developed which guided the research. Analysis of the data was performed separately for boys and girls to exclude any differences due to sex. In this chapter the findings will be discussed in the order of: (1) descriptive data, (2) conformity to the over-all dress mode, (3) group dress modes, (4) conformity to group dress modes, and (5) relationships between girls' and boys' conformity.

## Descriptive Data

Although the biographical information obtained from the questionnaire (Appendix B, pp. 3-4) was not used in the hypothesis tests it provides a description of the subjects which enables one to better understand them.

The questionnaire was administered to 241 tenth

grade students--110 girls and 129 boys. Ninety-three per cent (223) of the subjects were fifteen or sixteen. Seven per cent (17) were seventeen and one girl was eighteen. Fifty per cent (120) of the students lived in town, while 7 per cent (17) lived in the suburbs, and 43 per cent (104) resided in rural areas.

In 90 per cent (217) of the families the father was the main wage earner and in 44 per cent (105) he was the only financial contributor. Mothers contributed to the families' support for 51 per cent (122) of the subjects and she was the main wage earner in an additional 9 per cent (22) of the cases. The financial support of 1 per cent (2) of the families came from a close relative.

The main wage earner had only attended elementary school in 2 per cent (4) of the families. Thirty-nine per cent (94) had completed eighth grade or had attended high school. In 36 per cent (86) of the cases the family's main wage earner was a high school graduate. Fifteen per cent (36) had attained some education beyond high school, 6 per cent (14) were college graduates, and 3 per cent (7) had completed graduate work for their profession.

Using the McGuire-White Index of Social Status,<sup>1</sup>

<sup>&</sup>lt;sup>1</sup>Carson McGuire and George D. White, "The Measurement of Social Status," Research Paper in Human Development No. 3 (revised), Department of Educational Psychology, The University of Texas, March, 1955. (Mimeographed.)
it was found that 2 per cent (4) of the families were considered to be upper class. Eight per cent (19) were uppermiddle class, 30 per cent (73) were lower-middle class, 50 per cent (120) were upper-lower class, and 10 per cent (25) were lower-lower class. The mean fell on the lower boundary between lower-middle and upper-lower social status. Since it was a rural community this result was expected.

According to friendship category, 2 per cent (3) of the 192 reciprocal friendship structure members were from upper class families, 9 per cent (17) were upper-middle class, 31 per cent (59) were lower-middle class, 51 per cent (97) were upper-lower class, and 8 per cent (16) were lower-lower class. There were sixteen individuals in the class who were mutual pairs. Of these, 6 per cent (1) were upper class, 6 per cent (1) were upper-middle class, 19 per cent (3) were lower-middle class, 50 per cent (8) were upper-lower class, and 19 per cent (3) were lower-lower class. None of the isolates were from upper class families. Three per cent (1) were upper-middle class, 33 per cent (11) were lowermiddle class, 45 per cent (15) were upper-lower class, and 18 per cent (6) were lower-lower class.

A more detailed analysis of age, residence, main wage earner, main wage earner's education, and social class can be found in Tables A.2-8, Appendix A.

To describe the data the clothing conformity scores were divided into four categories--very high, above average,

below average, and very low. The mean score separated above average from below average conformity. Very high conformity was indicated when scores were higher than one standard deviation above the mean and, likewise, very low conformity was determined by scores which were lower than one standard deviation below the mean.

Table 4.1 shows the means, standard deviations, and ranges of conformity scores of the RFS's. The relative scores and distribution of these scores are shown in Table 4.2, and Figures 4.1 and 4.2 depict the conformity of each group. Three of the 21 reciprocal friendship structures were very high in conformity, 7 were above average, 8 were below average, and 3 were very low. When comparing RFS conformity to the mode of their own group, it was found that 5 of the reciprocal friendship structures were very high, 5 were above average, 7 were below average, and 4 were very low.

The score ranges and statistics for individual class members' conformity to the over-all dress modes are presented in Table 4.3. Each individual's conformity is illustrated in Figure 4.3. The distribution of these conformity scores is shown in Table 4.4. In this table the data indicate that proportionately more RFS members conform highly to the overall dress mode than mutual pairs or isolates. A relatively greater proportion of mutual pairs than RFS members or isolates have very low conformity.

Group and Mode	Mean	Standard Deviation	Range
Male RFS's			
Over-all mode	70.36	7.84	56 <b>-</b> 82
Own RFS mode	79.27	6.26	70-91
Fomalo PESIS			
remare RF5 5			
Over-all mode	68.50	4.67	62-77
Own RFS mode	77.00	7.92	66–89

Table 4.1.	Means, standard deviations, and ranges of
	reciprocal friendship structures' conformity
	scores according to mode

Table 4.2. h f	lumerica. riendsh.	l and p ip stru	ercent	cage di s' conf	stribu ormity	ition o / score	f mal s	e and f	emale	recipro	ocal	
		Male	RFS's			Female	RFS'	S		Toti	al	
Relative Conformity <sup>a</sup>	Ove M	r-all ode	Own	Mode	Over Mc	r-all ode	Own.	Mode	Over Mc	r-all ode	Own	Mode
	NO.	(%)	.ov	(%)	.ov		No.	(&)	.0N	(%)	. NO.	(%)
Very high	Ч	(6)	2	(18)	2	( 20 )	с	(30)	'n	(14)	S	( 24 )
Above average	2	(45)	0	(18)	2	(20)	ю	(30)	7	(33)	S	(24)
Below average	4	(36)	9	(22)	4	(40)	Ч	(01)	8	(38)	7	(33)
Very low	Ч	(6)	Ч	(6)	2	(20)	ĸ	(30)	m	(14)	4	(61)
Total	11	•(66)	11	(100)	10	(100)	10	(001)	21	•(66)	21	(100)
*error due to	roundi	бu										
<sup>a</sup> Relative Con	ıformity	Scores	••									
Male RFS' Male RFS' Female RF Female RF	s0ver s0wn s's0w 's's0v 's's0w	-all mo RFS mod er-all n RFS m	ode Jode	Very 79 74 85 85	High -100 -100 -100 -100	Abov	e Ave 71-78 80-85 69-73 77-84	rage	Below 63 74 64	Averag 3-70 1-79 1-68 1-76	a) >	ery Low 0-62 0-73 0-63 0-69



Figure 4.1. Conformity of reciprocal friendship structures to the over-all dress modes.



Table 4.3. Means, standard deviations, and ranges of all boys' and girls' conformity scores based on the over-all dress modes

Group	Mean	Standard Deviation	Range	
All boys	64.46	17.35	23-98	
All girls	65.89	16.98	31-98	

Table 4.4	z 0	umeri( ver-aj	cal Ll di	and pe ress I	ercer node:	ntage s acco	dis ordi	tribut ng to	ion fri	of b endsh	oys ip	' and catego	girl ry	s' co	nfor	mity	to	he
Relative			м	syc					5	rls					0 EI	tal		
Con- formity <sup>a</sup>	Mem	FS bers	Mut	tual irs	Iso]	lates	Mei	RFS mbers	Mu Pa	tual irs	I so.	lates	Ren Men	LFS Ibers	Mu Pa	tual irs	Iso	lates
	No.	(%) )	NO	. (%)	NO	(%)	No	(%) .	No	(%).	N0 N	(%)	No.	(%)	.ov	(%)	No.	(%)
Very high	19	(20)	0	(0)	2	(8)	18	(19)	0	(0)	Ч	(11)	37	(16)	0	(0)	ო	(6)
Above average	39	(11)	Ч	(01)	7	(50)	31	(32)	с	(20)	ъ	(26)	70	(36)	4	(22)	12	(36)
Below average	22	(23)	m	(30)	11	(46)	38	(39)	2	(33)	2	(22)	60	(31)	S	(31)	13	(39)
Very low	15	(16)	9	(09)	4	(11)	IO	(01)	Ч	(11)	Ч	(11)	25	(13)	7	(44)	Ŋ	(15)
Total	95	(100)	10	(001)	24	(100)	97	(100)	9	(100)	6	(100)	192	•(66)	. 16	(100)	33	•(66)
*error du	e to	round	ding															
<sup>a</sup> Relative	Con	formi	τy S	cores		Very I	High	Abo	ve	Avera	ge	Belc	W AV	erage	>	ery L	MO	
		All b	s¥c			82-	100		65.	-81			48-6	54		0-47		
	-	All g:	irls			83-1	100		66.	-82			49-6	55		0-48		



Tenth grade boys' and girls' conformity to the over-all male and female diess modes. Figure 4.3.



Tables 4.5 and 4.6 present the conformity score ranges and distribution of boys' and girls' conformity to their own group. These were based on the statistics in Table 4.7. Each individual's conformity to the dress mode of his own group (reference group for isolates) is portrayed in Figure 4.4. This illustration is intended to show how individuals within each group conformed relative to the other members. By comparing the relative conformity of RFS members to the number of lines connecting them to the group, a general impression of the relationship of conformity and personal acceptability is created.

Table 4.7 shows the means, standard deviations, and ranges of the boys' and girls' conformity scores according to friendship category. These statistics were used to test the hypotheses presented in the following sections of this chapter.

## Conformity to the Over-all Dress Mode

- Hypothesis 1: The conformity scores of female reciprocal friendship structures (based on the over-all female dress mode) will be positively related to the size of the reciprocal friendship structure.
- Hypothesis 2: The conformity scores of male reciprocal friendship structures (based on the over-all male dress mode) will be positively related to the size of the reciprocal friendship structure.

Table 4.5.	Score their	ranges fo own group	r boys' and according	d girls' co g to friend	nformity to ship catego	the dress cy	mode of
				Dress Confo	rmity Score:	Ø	
0.1.1.1.1.0			Boys			Girls	
Conformity		RFS Members	Mutual Pairs	Isolates	RFS Members	Mutual Pairs	Isolates
Very high		91-100	00 <b>1-</b> 66	69-100	89-100	01-100	68-100
Above avera	ge	77-90	80-98	52-68	72-88	72-90	55-67
Below avera	ge	63-76	62-79	34-51	56-71	52-71	41-54
Very low		0-62	0-61	0-33	0-55	0-51	0-40

		mode
mode		group's
RFS members conformity to their own RFS	Mutual pairs conformity to each other	Isolates conformity to their reference

Table	4.6.	Num the	eric: ir o	al an wn gr	d pe oup	accor	age ding	distr to f	ibu rie	tion c ndship	μ C C C C	oys' a tegory	and g	irls'	con	formit	Y to	
			BO	Υs					Gi	rls					To t	al		
tive Con-	Mem	FS bers	Muti Paiu	ual rs	Isol	ates	R Mem	FS bers	Mut Pai	ual rs Is	016	tes	R Mem	FS bers	Mut Pai	ual rs	Isol	ates
ity	No.	(%) (%)	No.	(%) )	NO.	(%)	No.	(%)	No.	N (%)	<u>.</u>	(%)	No.	(%)	NO.	(%)	NO.	(%)
Very High	18	(19)	0	(0)	2	(18)	13	(13)	2	(33)	$\sim$	(29)	31	(16)	2	(13)	4	(22)
Above averaç	je 36	(39)	9	( 60 )	m	(27)	41	(42)	0	(0)	2	(29)	77	(41)	9	(38)	Ŋ	( 28 )
Below averaç	<b>je</b> 21	(23)	2	(20)	4	(36)	31	(32)	4	(67)	N	(29)	52	(27)	9	(38)	9	(33)
Very low	18	(19)	2	(20)	2	(18)	12	(12)	0	(0)	н	(14)	30	(16)	2	(13)	б	(11)
Total	93	(100)	10	(100)	11	•(66)	97	•(66)	و	(100)	2	+(101)	190	(100)	16	(102)•	18	(001)
*erroi	due	to L	:puno:	ing														

Table 4.	7. Me. fr	ans, sta iendship	ndard ( catego	deviati ory and	ons, al dress	nd range mode	es of c	onformit	Y scor	es acc	ording	to
					Dres	s Confor	mity S	cores				
			Boj	{ s					Gir	ls		
Group	У О О	er-all M ress Mod	lale le	DĽ.	n Groul ess Moo	p s de s	Over Dr	-all Fem ess Mode	ale	Dr. Dr.	n Group ess Mod	- ຄ ດ•
		Standard Devia-		N N N	tandar( Devia-		N N N	tandard Devia-		ی م لا	tandard Devia-	ט ג ב
	Mean	uota	kange	Mean	LION	kange	Mean	UOT1	kange	Mean	UOTA	kange
RFS Members	67.82	16.25	33-98	76.45	14.18	39-100	66.07	17.24	31-98	71.78	16.63	40-100
Mutual Pairs	44.10	14.69	23-70	80.00	18.41	49-96	61.17	14.23	38-77	71.33	19.52	52-95
Iso- lates	60.08	16.41	30-92	51.18	17.59	22-84	67.11	16.97	34-95	54.14	13.35	32-69
*RFS mem Mutual Isolate	bers c pairs s confi	onformit conformi ormity t	Y to th ty to e to their	heir ow aach oti rrefer	n RFS I her ence gi	node roup moc	a					

Table 4.7.

70  $\sim$ 



Tenth grade boys' and girls' conformity to the dress mode of their own group. Figure 4.4.



Subjects	Degrees of Freedom	Correlation Coefficient
Female RFS's	8	-0.57*
Male RFS's	9	-0.33
*significant at the	.05 level	

Table 4.8. Correlations between RFS conformity scores and group size

The conformity scores based on the over-all dress modes for reciprocal friendship structures were hypothesized to be positively related to the size of the RFS for both girls and boys. The method for determining conformity to the modal pattern of dress was described in Chapter II. The conformity score for a reciprocal friendship structure was the mean of the conformity scores of the members of the particular RFS. To test for the relationship, the product-moment correlation was calculated.

As shown in Table 4.8, the correlation coefficient for female RFS's was -0.57 which was significant at the .05 level. The magnitude of the correlation coefficient indicates that there is a relationship between the variables. However, the correlation does not support the hypothesis but rather indicates a negative relationship--conformity increased as group size decreased. This relationship seems to indicate that conformity is more likely to occur in small groups of girls where more interaction among all members

.

D,

is possible. Members of small groups are likely to have more face-to-face interaction with each of the other members of the group and consequently, there is greater knowledge of what is being worn and possibly greater pressure to conform.

For the male reciprocal friendship structures, the coefficient of the product-moment correlation was -0.33, which was not statistically significant. The negative value is in accord with the finding of the first hypothesis for the girls. The lower absolute value of the correlation coefficient indicates that there is less variation in conformity with changes in group size than for the girls. This may be a result of the fact that there is less variation in the clothing available for boys than for girls. For example, all boys wear shirts and trousers while girls wear dresses, jumpers and blouses, skirts and blouses and/or sweaters, suits, etc. Consequently, more conformity is imposed on boys and there is less room for variation with changes in group size.

These findings are contrary to what Dillon found for eighth grade boys. However, Dillon's finding was not tested statistically and the fact that her method for measuring conformity was different from the one used in the present study may account for this contradiction. In Dillon's study more subjects conformed completely in the larger groups but the average conformity of the group was

not reported.1

However, the findings indicated by the present data are not without support. Bass states that "interaction potential, and therefore conformity, is likely to be greater . . among members of small rather than large groups. . . ."<sup>2</sup> Individuals with more face-to-face interaction are likely to conform more.

- Hypothesis 3: The conformity scores of female reciprocal friendship structures (based on the over-all female dress mode) will be positively related to the choice status of the reciprocal friendship structure.
- Hypothesis 4: The conformity scores of male reciprocal friendship structures (based on the over-all male dress mode) will be positively related to the choice status of the reciprocal friendship structure.

Table 4.9. Correlations between RFS conformity scores and group choice status

Subjects	Degrees of Freedom	Correlation Coefficient
Female RFS's	8	0.49
Male RFS's	9	0.47

<sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 87. <sup>2</sup>Bass, "Conformity, Deviation, and a General Theory of Interpersonal Behavior," p. 86. The choice status of the reciprocal friendship structure was determined by the mean number of choices received by the group members on the sociometric question. The relationship of choice status and group conformity was determined by the product-moment correlation. For the girls the correlation coefficient was 0.49. Considering the .05 level necessary for significance, this correlation was not significant, as shown in Table 4.9. Since there were only ten reciprocal friendship structures, the small number of groups may account in part for the insignificance of the finding. The absolute value of the correlation coefficient (0.49) is relatively high and indicates that a relationship exists between the variables used but that it might be due to chance.

For the boys the correlation coefficient was 0.47. Although the correlation was not statistically significant at the .05 probability level, the correlation was relatively high, indicating a positive relationship between the variables. The small number of groups (eleven) may account for the insignificance of the relationship. A larger population with more groups within it is needed to test these hypotheses.

Dillon found a positive relationship between these variables in her research.<sup>1</sup> Since the correlation showed some relationship in the direction of the hypothesis, the findings are not contradictory.

<sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 98.

The fact that hypotheses 3 and 4 were not high enough to be statistically significant suggests that either the subjects are not aware of all the other students who consider them their best friends or that the number of choices a group receives does not greatly affect conformity. It may also indicate that the sociometric choices do not reflect the actual behavior of the subjects.

Scatter plots of the variables used in hypotheses 1-4 can be found in Appendix A.

Hypothesis 5: Girls who are members of reciprocal friend-

ship structures will have a higher mean conformity score (based on the over-all female dress mode) than will those who are mutual pairs.

Hypothesis 6: Boys who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all male dress mode) than will those who are mutual pairs.

The t-test for the difference between two means was used to test the relationship of RFS members' conformity scores and mutual pairs' conformity scores. For the girls, t=0.81, as shown in Table 4.10. This value was not significant. Although the value of the RFS members' mean conformity score was higher than the mean conformity score of the mutual pairs, which seems to indicate that RFS members display more conformity in dress than mutual pairs, neither of the scores showed high conformity when there were 100 possible points.

Subjects	Number of Subjects	Mean Con- formity Score	Standard Deviation	t Value
Female RFS Members	97	66.07	17.24	
Male RFS Members	6	61.17	14.23	0.81
Male RFS Members	93	67.82	16.25	4 00
Male Mutual Pairs	10	44.10	14.69	4.80**

Table 4.10. T-tests for the difference between the means of RFS members' conformity scores and mutual pairs' conformity scores

If membership in reciprocal friendship structures is indicative of greater social acceptance, the data suggest that for girls, conformity is not significantly related to social acceptability. This is contrary to Dillon's finding.<sup>1</sup> However, membership in reciprocal friendship structures as determined by the sociometric technique may not truly reflect the subjects' best friends but rather those they would like to have. Referring to Table 4.7, the range of scores is less for mutual pairs than for RFS members indicating that there is less variation in dress among the girls who are mutual pairs. This suggests that girls are not as concerned with the modal pattern of the entire class as with some other mode.

<sup>1</sup><u>Ibid</u>., pp. 123-24.

In testing the hypothesis for the boys, t=4.80 which was highly significant. In this case the difference was twenty-three points out of a seventy-five point range. This finding reveals that boys who are reciprocal friendship structure members have greater conformity in dress to the over-all male dress mode than boys who are mutual pairs. This relationship agrees with Dillon's for eighth grade boys.<sup>1</sup> Boys who are more accepted conform more than those with less social acceptability. This seems to indicate that reciprocal friendship structure members, who have more interaction with other class members than mutual pairs, have more knowledge of and/or concern with what the larger group is wearing and probably feel greater pressure from others with whom they interact or from within themselves, to conform. However, since no causal relationship has been determined, more conformity in dress may lead to greater social acceptance. There is also the possibility that the personality of the individual or some other unknown factor may cause an individual to be more acceptable and at the same time conform moire to the dress of the aggregate.

Hypothesis 7: Girls who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all female dress mode) than will those who are isolates.

1 Ibid.

Hypothesis 8: Boys who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all male dress mode) than will those who are isolates.

Table 4.11. T-tests for the difference between the means of RFS members' conformity scores and isolates' conformity scores

Subjects	Number of Subjects	Mean Con- formity Score	Standard Deviation	t Value
Female RFS Members	97	66.07	17.24	0.10
Female Isolates	9	67.11	16.97	-0.18
Male RFS Members	93	67.82	16.25	
Male Isolates	24	60.08	16.41	2.06*
<pre>*significant at the</pre>	e .05 level	L		

To test the difference between female RFS members' mean conformity score and female isolates' mean conformity score based on the over-all female dress mode, the t-test was employed. The mean for the isolates was higher than that for the reciprocal friendship structure members, thus the hypothesis was not supported. The mean conformity score of the isolates was not significantly higher than the mean conformity score of the RFS members. The value of the t-test was -0.18. The difference between the means was only one point out of a possible sixty-seven point range. Since there was no significant difference between the means, the data indicate that social acceptability, as measured by reciprocal friendships, is not related to conformity.

Although the relationship found was not significant, the negative direction is contrary to Dillon's research which showed that more RFS members of large groups conformed than small group members, mutual pairs, or isolates.<sup>1</sup> However, Dillon used the percentage conforming which meant total conformity rather than the average conformity of the group, which may account for the difference.

When testing the difference between male reciprocal friendship structure members' mean conformity score and male isolates' mean conformity score using the t-test, t=2.06 which was significant at the .05 level. This indicates that male RFS members conformed to a greater extent to the overall male dress mode than male isolates. Although the difference was statistically significant in regard to its probability of occurring by chance alone, the difference was only eight points out of a sixty-eight point range and neither score indicated high conformity. A difference of this amount would probably not be noticeable between the two groups' dress.

The literature indicates that isolates may conform to show that they want to be accepted by the group. The

<sup>1</sup>Ibid.

findings for this study suggest that isolates are not accepted by other class members because of variables other than unacceptable clothing.

Hypothesis 9: Girls who are isolates will have a higher mean conformity score (based on the over-all female dress mode) than will those who are mutual pairs. Hypothesis 10: Boys who are isolates will have a higher mean conformity score (based on the over-all male dress mode) than will those who are mutual pairs.

Table 4.12. T-tests for the difference between the means of isolates' conformity scores and mutual pairs' conformity scores

Subject	Number of Subjects	Mean Con- formity Score	Standard Deviation	t Value
Female Isolates	9	67.11	16.97	0.00
Female Mutual Pairs	5 6	61.17	14.23	0.62
Male Isolates	24	60.08	16.41	0.7044
Male Mutual Pairs	10	44.10	14.69	2.79**
**significant at th	ne .01 leve	21	······	

Using the t-test to find the significance of difference between means, it was found that there was no significant difference between the mean conformity score of female isolates and the mean conformity score of female mutual pairs, when the conformity scores were based on the over-all female

dress mode. The mean conformity score of isolates was higher than that of mutual pairs, but the difference was only six points out of a sixty-one point range. The results of this test are shown in Table 4.12.

This finding, together with the data for hypotheses 5 and 7, shows that the conformity of girls to the over-all female dress mode does not vary significantly with friendship category. This may be the result of girls not considering the class as a whole as their reference group.

Testing the hypothesis that the mean conformity score of boys who are isolates was higher than the mean conformity score of boys who were mutual pairs using the t-test, t=2.79 which was significant at the .01 level. Thus, the hypothesis was supported. The mean conformity score of the isolates was sixteen points higher than the mean conformity score of the mutual pairs. The range of scores was twenty-three to ninety-two, as shown in Table 4.7. Although the isolates did not conform highly to the over-all dress mode, the mutual pairs' conformity was very low.

The data for this hypothesis show that isolates conform more than mutual pairs which indicates that the isolates may be using clothing as an adaptive device to promote their personal acceptance by their peers. This supports Homans' assertion that isolates will seek the social approval of the peer group by conforming. If an individual has one other person to support him, such as mutual pairs, the

individual has a source of social approval alternative to that of the group and can forego conformity.<sup>1</sup>

## Group Dress Modes

- Hypothesis ll: The mean of the dress mode score of each female reciprocal friendship structure will be significantly different than the others.
- Hypothesis 12: The mean of the dress mode score of each male reciprocal friendship structure will be significantly different than the others.

To test the hypothesis for female dress mode scores, t-tests for the difference between means were performed between all the groups' mean dress mode scores. The scores are shown in Table A.9, Appendix A. The values of the tests are reported in Table 4.13. Of the 45 tests, 27 were significant at the .05 level and 18 were not. Since only 2 of these 18 could have been expected to occur by chance alone, the hypothesis was not supported.

When testing the hypothesis for the scores of the boys' reciprocal friendship structures, 55 t-tests for the difference between the means were calculated. Of these, 38 were significant at the .05 level and the other 17 were not. The hypothesis in this case was not supported because only 3 of the 17 could be attributable to chance alone if

<sup>1</sup>Homans, <u>Social Behavior</u>, pp. 117-19.

Table	4.13. 1 s	-tests fo cores of	or the di the fema	fferenc le reci	e betwee procal f	n the me riendshi	ans of t p struct	he dress ures	mode
					t Value	S			
Group	RFS 1	RFS 5	RFS 7	RFS 9	RFS 11	<b>RFS 12</b>	RFS 14	<b>RFS 15</b>	<b>RFS 18</b>
RFS 5	1.85								
RFS 7	06.0	-0.82							
RFS 9	2.91**	1.07	1.84						
RFS 1	1 3.03**	1.66	2.25*	0.81					
RFS 1	2 3.66**	1.39	2.26*	0.15	-0.76				
RFS 1	4 4.74***	3.58**	4.05***	2.84*	1.94	2.90*			
RFS 1	5 5.58***	3.97***	4.57***	3.00**	1.81	3.14**	-0.43		
RFS 1	8 5.51***	4.15***	4.68***	3.31**	2.23*	3.42**	11.0	0.60	
RFS 2	0 5.01***	3.83**	4.31***	3.09**	2.15*	3.15**	0.18	0.63	0.08
		- 44 - 4 -							

\*significant at the .05 level
\*\*significant at the .01 level
\*\*\*significant at the .001 level

..... 3 . De 01 ¥ê SU ٨. ż **1**0( -36 Ĵê g ));  there was a significant difference between all means. The dress mode scores and means are shown in Table A.10, Appendix A. The results of the t-tests are shown in Table 4.14. Hypothesis 13: The mean of the dress mode score of each

> female reciprocal friendship structure will be significantly different than the mean of the over-all female dress mode score.

Hypothesis 14: The mean of the dress mode score of each male reciprocal friendship structure will be significantly different than the mean of the over-all male dress mode score.

To test hypothesis 13 the t-test for the difference between means was used. It was calculated between the mean of the over-all female dress mode score and the mean of the dress mode score of each reciprocal friendship structure. These tests are shown in Table 4.15. All the values of t were significant at the .05 level, thus the hypothesis was supported. The mode scores for each group are found in Table A.9, Appendix A. The findings show that the over-all female dress mode score was significantly higher than the dress mode scores of the female reciprocal friendship structures.

T-tests for the difference between means were also used for hypothesis 14, as shown in Table 4.16. All the tests were significant at the .05 level, supporting the hypothesis. The over-all male dress mode score was significantly higher than the dress mode score of each male reciprocal friendship structure.

Table	4.14.	r-tests f of the ma	or the di le recipi	tfierence cocal fr:	e betweer iendship	the measures the structures of the second stru	ins of tr es	e dress	mode so	ores
					t Val	ues				
dnoa	RFS 2	RFS 3	RFS 4	RFS 6	RFS 8	RFS 10	<b>RFS 12</b>	<b>RFS 13</b>	<b>RFS 16</b>	RFS 17
RFS 3	0.03									
RFS 4	0.03	0.00								
RFS 6	2.31*	1.86	1.86							
RFS 8	2.21*	1.79	1.79	-0.04						
RFS 1	0 2.90**	2.20*	2.20*	0.12	0.17					
RFS 1	2 -1.02	-0.83	-0.83	-2.68•	-2.60* -	-3.12**				
RFS 1	3 5.83**	• 4.92***	4.92***	3.09**	3.10**	3.24**	5.71***			
RFS 1	6 4.69**	• 4.30***	4.30***	2.97***	2.98**	3.02**	4.86***	0.61		
RFS 1	7 4.94**	• 4.74***	4.74***	3.81***	3.82***	3.84***	5.12***	2.12*	1.52	
RFS 1	9 7.63**	• 6.86•••	6.86***	5.33***	5.33***	5 • 53 • • •	7.51***	2.66*	1.64	-0.33
* * * * * * * * *	gnifican gnifican gnifican	t at the t at the t at the	.05 leve .01 leve .001 leve							

Grou Mode	ib 1	Mean Score	Standard Deviation	t Value
Over	-all	378.75	117.83	
RFS	1	116.63	25.23	6.15***
RFS	5	143.75	32.92	5.43***
RFS	7	130.00	33.81	5.74***
RFS	9	162.38	36.60	4.96***
RFS	11	181.25	54.69	4.30***
RFS	12	164.75	27.30	5.00***
RFS	14	242.50	70.83	2.80*
RFS	15	229.25	51.25	3.29**
RFS	18	246.13	61.50	2.82*
RFS	20	248.75	70.21	2.68*
ء * ء * * ء * * •	significan significan significan	t at the .05 le t at the .01 le t at the .001 l	vel vel evel	

Table 4.15. T-tests for the difference between the mean of the over-all female dress mode score and the mean of the dress mode score of each female reciprocal friendship structure

Grou Mode	up e	Mean Score	Standard Deviation	t Value
0ve	r-all	406.00	153.26	
RFS	2	127.00	13.35	6.01***
RFS	3	127.27	26.11	5.95***
RFS	4	127.27	26.11	5.95***
RFS	6	149.09	28.79	5.46***
RFS	8	148.55	29.38	5.47***
RFS	10	150.45	23.20	5.46***
RFS	12	118.18	25.23	6.15***
RFS	13	190.09	33.30	4.57***
RFS	16	201.36	50.87	4.20***
RFS	17	243.91	77.39	3.13**
RFS	19	234.91	44.99	3.55**
• • • •	significant significant significant	at the .05 level at the .01 level at the .001 leve	21	

Table 4.16. T-tests for the difference between the mean of the over-all male dress mode score and the mean of the dress mode score of each male reciprocal friendship structure

- Hypothesis 15: The conformity scores of female reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure) will be positively related to the size of the reciprocal friendship structure.
- Hypothesis 16: The conformity scores of male reciprocal friendship structures (based on the dress mode of the reciprocal friendship structure) will be positively related to the size of the reciprocal friendship structure.

Table 4.17. Correlations between RFS conformity scores and group size

Subjects	Degrees of Freedom	Correlation Coefficient
Female RFS's	8	-0.88*
Male RFS's	9	-0.59*
<pre>*significant at the **significant at the</pre>	.05 level .01 level	

To test the relationship between the conformity scores of female reciprocal friendship structures based on the group's dress mode and group size, the product-moment correlation was used. The correlation coefficient was -0.88 which was significant at the .01 level. However, the data do not support the hypothesis. The negative correlation indicates
that conformity increases with decreases in group size.

This finding does not agree with Dillon's finding<sup>1</sup> but is compatible with the results of the first hypothesis of the present study. Comparing the results of hypotheses 1 and 15, it can be seen that conformity to the dress mode of the group has a greater relationship to group size than conformity to the over-all dress mode.

For hypothesis 16 the correlation coefficient was -0.59 which was significant at the .05 level, indicating that the conformity of male reciprocal friendship structures, based on the group modes, was negatively related to the size of the group. This negative relationship does not support the hypothesis, but the finding agrees with the results of the previous hypothesis and hypothesis 2. The fact that conformity by RFS members to the dress mode of their RFS showed a significant negative relationship to group size for both boys and girls in this study indicates that conformity is higher in small groups where there is greater interaction potential among all members. Increased interaction is likely to produce more influence toward conformity. Hypothesis 17: The conformity scores of female reciprocal

> friendship structures (based on the dress mode of the reciprocal friendship structure) will be positively related to the cohesion of the reciprocal friendship structure

<sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 87.

Hypothesis 18: The conformity scores of male reciprocal friendship structures (based on the dress mode of the reciprocal friendship structure) will be positively related to the cohesion of the reciprocal friendship structure.

Table 4.18. Correlations between RFS conformity scores and group cohesion

Subjects	Degrees of Freedom	Correlation Coefficient
Female RFS's	8	0.80**
Male RFS's	9	0.50*
<pre>*significant at the **significant at the</pre>	.05 level .01 level	

The cohesion of the reciprocal friendship structures was determined by the ratio of the number of reciprocal choices made within the group to the number of possible reciprocal in-group choices. The product-moment correlation was used to test the relationship between conformity and cohesion. The correlation coefficient was 0.80, which was significant at the .01 level for female reciprocal friendship structures. This is depicted in Table 4.18. Thus, the data support the hypothesis that RFS conformity and cohesion are positively related.

For male reciprocal friendship structures the productmoment correlation coefficient was 0.50. This value was significant at the .05 level, supporting the hypothesis.

The conformity of male and female reciprocal friendship structures (based on the dress mode of the RFS) was found to be positively related to the cohesion of the group. More tightly knit groups are likely to conform more because they place a high value on the friendship of other members and fear a loss of friendship if they do not conform. High cohesion indicates that the group has much interaction among its members. With increased interaction there is increased influence among members for conformity.

The data for the previous two hypotheses are in accordance with Dillon's finding for eighth grade boys.<sup>1</sup> This is also in agreement with Festinger, Schacter, and Back who assert that,

The more cohesive the group, that is, the more friendship ties there are within the group, and the more active the process of communication within the group, the greater will be the effect of the process of communication in producing uniformity of attitudes, opinions, and behavior, and the stronger will be the resulting group standard, as indicated by the degree of uniformity among members of the group and the amount of deviation from the group standards allowed in members.<sup>2</sup>

Hypothesis 19: Girls who are members of reciprocal friendship structures will have a higher mean conformity score based on the dress mode of their reciprocal

<sup>1</sup>Dillon, "The Modal Pattern of Dress," p. 124.

<sup>2</sup>Leon Festinger, Stanley Schachter and Kurt Back, <u>Social Pressures in Informal Groups</u> (New York: Harper and Brothers, 1950), p. 3.

friendship structure than their mean conformity score based on the over-all female dress mode.

Hypothesis 20: Boys who are members of reciprocal friendship structures will have a higher mean conformity score based on the dress mode of their reciprocal friendship structure than their mean conformity score based on the over-all male dress mode.

Table 4.19. T-tests for the difference between the means of RFS members' conformity scores based on the dress mode of the RFS and their conformity scores based on the over-all dress modes

Dress Mode	Mean Conformity Score	Standard Deviation	Degrees of Freedom	t Value
Female RFS Dress Mode	71.78	16.63	1.92	2.35*
Over-all Female Dress Mode	66.07	17.24	1.72	2.35
Male RFS Dress Mode	76.45	16.25	1.84	3 86***
Over-all Male Dress Mode	67.82	14.18	1.04	3.00
<pre>*significant a ***significant a</pre>	t the .05 le t the .001 l	vel evel		

To test hypothesis 19 the t-test for the difference between means was used. The result of the t-test was 2.35 which was significant. This result indicates that girls who are members of reciprocal friendship structures conform more to the dress mode of their own group than the over-all female dress mode. However, the mean conformity score based on the RFS dress modes was less than six points higher than the mean conformity score based on the over-all female dress mode. Consequently, this difference is not great enough to be of much importance when judging an individual's conformity.

For the male reciprocal friendship structure members, the value of the t-test was 3.86, which was highly significant, as shown in Table 4.19. The results of this test show that the boys conformed to a greater extent to the dress mode of their RFS. This suggests that the reciprocal friendship structure serves as the reference group for its members rather than the entire class. Girls may interact more with other class members outside the RFS than boys, and consequently are less likely to conform to a greater extent to the RFS.

If clothing serves as an adaptive device through use of which adolescents seek acceptance, they must conform more closely to the dress mode of the group into which they desire to be accepted. The results of the previous two hypotheses suggest that girls who are members of RFS's want to be accepted by the class as a whole, while for boys who are members of RFS's it is more important to be accepted by their own group.

These data support Homans' hypothesis that persons

who interact frequently are more alike than they are like other persons with whom they interact less frequently.<sup>1</sup> Hypothesis 21: Girls who are mutual pairs will have a higher

> mean conformity score based on the partner's dress score than their mean conformity score based on the over-all female dress mode.

Hypothesis 22: Boys who are mutual pairs will have a higher mean conformity score based on the partner's dress score than their mean conformity score based on the over-all male dress mode.

Table 4.20. T-tests for the difference between the means of mutual pairs' conformity scores based on the dress score of the partner and their conformity scores based on the over-all dress modes

Dress Mode	Mean Con- formity Score	Standard Deviation	Degrees of Freedom	t Value
Partner's Dress	71.33	19.52	10	1.03
Over-all Female Dress Mode	61.17	14.23		2
Partner's Dress	80.00	18.41	1.0	1 92***
Over-all Male Dress Mode	44.10	14.69	10	4.72
***significant at t	the .001 level			

<sup>1</sup>Homans, <u>The Human Group</u>, p. 135.

To test the hypothesis that female mutual pairs' mean conformity score would be higher when based on the partner's dress score than based on the over-all female dress mode, the former score was determined by the ratio of the mutual pair member's dress score to the partner's dress score. The results of the t-test for the difference between the means of the two scores showed that t=1.03 which was not significant. Thus, the hypothesis was not accepted. The small number of subjects may account in part for the low level of significance.

The data in this case, as well as in hypothesis 19, imply that girls are almost as concerned with conforming in dress to the class as a whole as to their best friends. Perhaps they are seeking to be more accepted and use dress to facilitate this.

For the boys, the result of the t-test was 4.82, which was highly significant. In this case the data support the hypothesis that boys who are mutual pairs will have a higher mean conformity score based on their partner's dress score than their mean conformity score based on the overall male dress mode. The difference was nearly thirty-six points out of a seventy-three point range. Boys who are mutual pairs conform more to each other than the class as a whole. From this it can be inferred that boys who are mutual pairs support each other in their choice of dress and, therefore, they are not as concerned with what is worn by other class members.

Hypothesis 23: Girls who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the over-all female dress mode.
Hypothesis 24: Boys who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the over-all mean conformity

Table 4.21. T-tests for the difference between the means of isolates' conformity scores based on the dress mode of their reference group and their conformity scores based on the over-all dress modes

Dress Mode	Mean Con- formity Score	Standard Deviation	Degrees of Freedom	t Value
Female Reference Group	54.14	13.35	5	_1 59
Over-all Female Dress Mode	67.86	18.56	5	-1.57
Male Reference Gro	oup 51.18	17.59	9	-0.64
Over-all Male Dress Mode	56.09	18.17	2	0.04

The t-test for the difference between means was used to analyze the data for hypotheses 23 and 24. The results show that girls who are isolates do not have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the over-all

female dress mode, thus the hypothesis was not supported. The difference between the two scores was not statistically significant, but the mean conformity score based on the overall female dress mode was over thirteen points higher than the conformity score based on the dress mode of the reference group. The range of scores was sixty-seven points. This relationship indicates that female isolates display greater conformity in dress to the class as a whole than to their reference group.

Analyzing the relationship of male isolates' mean conformity score based on the reference group and their mean conformity score based on the over-all male dress mode, it was found that t=-0.64, which was not significant. The hypothesis was not supported since the negative relationship indicates that boy isolates conformed more closely in dress to the class as a whole than to their reference group. However, the difference was less than five points which is not of great importance in terms of a possible sixty-two point variation.

The results of the previous two tests suggest the possibility that isolates are not accepted because they do not conform to the dress of the group into which they choose. It is also possible that isolates use dress to facilitate their acceptance generally, not just acceptance by their reference group, and therefore conform more to the over-all dress mode.

Hypothesis 25: Girls who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the dress mode of other reciprocal friendship structures.

Hypothesis 26: Boys who are isolates will have a higher mean conformity score based on the dress mode of their reference group than their mean conformity score based on the dress mode of other reciprocal friendship structures.

Table 4.22. T-tests for the difference between the means of female isolates' conformity score based on the dress mode of the reference group and the conformity scores based on the dress modes of each of the other RFS's

Dress Mode	Mean Con- formity Score	Standard Deviation	t Value
Reference Group	54.15	13.35	
RFS 1	34.28	19.66	2.21*
RFS 5	50.43	15.25	0.48
RFS 7	38.71	13.67	2.14
RFS 9	39.00	18.28	1.77
RFS 11	47.43	15.54	0.87
RFS 12	52.29	20.61	0.20
RFS 14	58.43	13.79	-0.58
RFS 15	52.00	17.52	0.26
RFS 18	56.43	14.62	-0.31
RFS 20	55.29	16.36	-0.14

\*significant at the .05 level

T-tests were computed between the means of the female isolates' conformity scores based on the dress modes of their reference groups and their conformity scores based on the dress modes of each of the other female reciprocal friendship structures. As shown in Table 4.22, the data failed to show that the mean conformity score based on the reference groups' dress modes was higher than the mean conformity scores based on the dress mode of the other RFS's. Of the ten reciprocal friendship structures, only the mean conformity score based on RFS 1 was significantly lower than the mean conformity score based on the reference groups' dress.

As shown in Table 4.23, the data fail to support hypothesis 26. Male isolates' mean conformity score based on the dress mode of their reference groups was not significantly higher than their mean conformity scores based on the dress modes of the other male reciprocal friendship structures.

The data indicate that neither girls nor boys who were isolates dressed more like the members of their reference group than members of other RFS's. Since there was not a great amount of variation in the clothing worn by the students, the score an article of dress received in one RFS may not have been greatly different from the score received in another RFS and consequently, conformity to one group was not significantly higher than conformity to others. This

finding was expected since the results of hypotheses 11 and 12 showed that the mode scores of the RFS's did not differ significantly from one another. These hypotheses need to be tested in a group with greater variation in dress.

Table 4.23. T-tests for the difference between the means of male isolates' conformity score based on the dress mode of the reference group and the conformity scores based on the dress modes of each of the other RFS's

Dress Mode	Mean Con- formity Score	Standard Deviation	t Value
Reference Group	51.18	17.59	
RFS 2	45.18	11.16	0.96
RFS 3	51.45	16.72	-0.04
RFS 4	53.27	13.32	-0.31
RFS 6	44.27	14.33	1.01
RFS 8	60.00	17.13	-1.19
<b>RFS</b> 10	50.91	16.34	0.04
<b>RFS</b> 12	54.36	16.54	-0.44
<b>RFS</b> 13	55.18	19.26	-0.51
RFS 16	50.45	19.11	0.09
RFS 17	53.45	17.13	-0.31
RFS 19	52.00	15.00	-0.12

The findings for hypotheses 23, 24, 25, and 26 show that isolates do not dress more like members of their reference group than others in the class. This may have occurred because there is not a great deal of variation in dress among class members or because of the method used in determining reference groups. For the study the reference groups were determined by the isolates' unreciprocated choices. However, an isolate's choice of a friend in a particular RFS does not necessarily indicate that the isolate views that RFS as the reference group. Additional research is needed to determine the actual reference groups of the isolates. Hypothesis 27: The mean conformity score of girls who are

> mutual pairs (based on their partner's dress score) will be higher than the mean conformity score of girls who are members of reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure).

Hypothesis 28: The mean conformity score of boys who are mutual pairs (based on their partner's dress score) will be higher than the mean conformity score of boys who are members of reciprocal friendship structures (based on the dress mode of their reciprocal friendship structure).

The t-test for the difference between means was used again to test the relationship between female mutual pairs' mean conformity score based on the partner's dress score and female RFS members' mean conformity score based on the dress mode of their own group. No significant difference was found between the two means, thus hypothesis 27 was not supported. The results of the t-test are shown in Table 4.24.

Subjects	Number of Subjects	Mean Con- formity Score	Standard Deviation	t Value
Female Mutual Pairs	6	71.33	19.52	-0.05
Female RFS Members	97	71.78	16.63	
Male Mutual Pairs	10	80.00	18.41	0 59
Male RFS Members	93	76.45	14.18	0.39

Table 4.24. T-tests for the difference between the means of mutual pairs' conformity scores and RFS members' conformity scores

For the boys, the t-test between the means showed no significant difference again. Hypothesis 28 was not accepted.

Bales and Borgatta stated that dyads behave in such a way that neither will withdraw his friendship but will continue to cooperate.<sup>1</sup> The fact that mutual pairs did not display greater uniformity in dress than RFS members seems to indicate that clothing may not be as important as other factors to mutual pairs.

Relationship Between Girls' and Boys' Conformity Hypothesis 29: Girls who are members of reciprocal friendship structures will have a higher mean conformity score

<sup>&</sup>lt;sup>1</sup>Bales and Borgatta, "Size of Group as a Factor in the Interaction Profile," pp. 501-502.

(based on the over-all dress mode) than will boys who are members of reciprocal friendship structures. Hypothesis 30: Girls who are members of reciprocal friendship structures will have a higher mean conformity score (based on the dress mode of their reciprocal friendship structure) than will boys who are members of reciprocal friendship structures.

- Hypothesis 31: Girls who are mutual pairs will have a higher mean conformity score (based on the over-all dress mode) than will boys who are mutual pairs.
- Hypothesis 32: Girls who are mutual pairs will have a higher mean conformity score (based on their partner's dress score) than will boys who are mutual pairs.
- Hypothesis 33: Girls who are isolates will have a higher mean conformity score (based on the over-all dress mode) than will boys who are isolates.
- Hypothesis 34: Girls who are isolates will have a higher mean conformity score (based on the dress mode of their reference group) than will boys who are isolates.

To test the hypothesis that girls who are members of reciprocal friendship structures will have a higher mean conformity score (based on the over-all dress mode) than boys who are members of reciprocal friendship structures, the t-test for the difference between the means was used. In this test, t=-0.72 which was not high enough to be significant, thus hypothesis 29 was not supported. The mean conformity score of the boys was less than two points higher than the girls which was not great enough a difference to be important.

When testing the relationship between female RFS members' mean conformity score and male RFS members' mean conformity score (based on the dress modes of their RFS's), t=-2.08 which was significant at the .05 level. However, hypothesis 30 was not supported since the mean of the boys' conformity scores was higher than the mean of the girls' conformity scores. The difference was less than five points which is not great enough to be of much importance when assessing the adolescents' actual dress.

Comparing the mean conformity scores of girls and boys who were mutual pairs (based on the over-all dress modes), the girls' score was significantly higher than the boys'. The mean conformity score of the girls was nearly seventeen points higher than the mean conformity score of the boys. In this case t=2.29 and was significant at the .05 level, thus hypothesis 31 was supported.

Using the partners' dress score as the basis for determining the conformity scores, boys who were mutual pairs had a higher mean conformity score than girls who were mutual pairs. The results of the t-test for the difference between the means is shown in Table 4.25. Hypothesis 32 was not supported by the data.

N Subjects S	Number of Subjects	Mean Con- formity Score	Standard Deviation	t Value
Female RFS Members	97	66.07	17.24	-0 72
Male RFS Members	93	67.82	16.25	-0.72
Female RFS Members	97	71.78	16.63	_2 08*
Male RFS Members	93	76.45	14.18	-2.00
Female Mutual Pairs	6	61.17	14.23	2 29*
Male Mutual Pair	s 10	44.10	14.69	2.29*
Female Mutual Pairs	6	71.33	19.52	_0_94
Male Mutual Pair	s 10	80.00	18.41	-0.04
Female Isolates	9	67.11	16.97	1 07
Male Isolates	24	60.08	16.41	1.07
Female Isolates	7	54.14	13.35	0 40
Male Isolates	11	51.18	17.59	0.40

Table 4.25. T-tests for the difference between the means of boys' and girls' conformity scores for Hypotheses 29-34

\*significant at the .05 level

In hypothesis 33 it was predicted that girls who were isolates would have higher mean conformity score (based on the over-all dress mode) than boys who were isolates. The results of the t-test for the difference between means used to test the hypothesis showed that t=1.06 which was not significant. The difference between female isolates' mean conformity score and male isolates' mean conformity score was not great enough to indicate actual differences in the clothing conformity of the two groups.

There was no significant difference between female isolates' mean conformity score (based on their reference groups' dress modes) and male isolates' mean conformity score. In this test, t=0.40. Hypothesis 34 was not supported.

The data for hypotheses 29-34 indicated that girls who are mutual pairs are the only group who had higher mean conformity scores than the boys (hypothesis 31). One possible explanation for these findings is that boys have less latitude in available dress, as suggested earlier. Since there is less possibility for variation in boys' dress than girls', boys are forced to conform more.

### CHAPTER V

# SUMMARY AND CONCLUSIONS

### Summary

This study was part of a larger project exploring the relationship of social class, social participation, social acceptance, and conformity to and awareness of clothing norms.<sup>1</sup> The purpose of the present study was to investigate the relationships between adolescents' conformity to dress modes and the friendship patterns formed within the group.

Two instruments were used for data collection. First, a questionnaire consisting of questions to obtain social class, social participation, personal acceptance, awareness of clothing norms, and other demographic information was administered to 129 boys and 112 girls in the tenth grade of a Midwestern high school. The sociometric question concerning the choices of best friends was used to construct sociograms depicting the friendship patterns of the class. The friendship patterns were classified as reciprocal friendship structures (RFS), mutual pairs, or isolates. The cohesion and choice status of each reciprocal friendship structure were also calculated from the sociometric data.

<sup>&</sup>lt;sup>1</sup>Creekmore, "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents."

The second form of data consisted of a colored movie film taken on the day the questionnaire was administered, showing the dress of each student. From this film the modal patterns of dress and each student's conformity were determined.

To analyze the data and test the hypotheses, productmoment correlations and t-tests for the difference between means were employed. The findings are summarized in Table 5.1.

Analyzing the mean conformity scores based on the over-all modal patterns of dress for females and males, the findings indicated that the conformity of both female and male reciprocal friendship structures was negatively related to the size of the group. Since it was hypothesized that there would be a positive relationship between the mean conformity scores and group size, hypotheses 1 and 2 were not accepted.

Although the correlations were not high enough to be statistically significant, a relatively high positive relationship was found between the mean conformity scores of female and male reciprocal friendship structures and their choice status.

When the mean conformity scores of RFS members (based on the over-all dress modes) were compared to the mean conformity scores of mutual pairs, the results of t-tests for the difference between means indicated that although both girls and boys who were RFS members had higher mean conformity

Table 5.1. Condensed hypotheses and conclusions

Hypothesis	Hypothesis Accepted
<ol> <li>Based on the over-all mode, the conformity scores of female RFS's will be positively related to group size.</li> </ol>	-
<ol> <li>Based on the over-all mode, the conformity scores of male RFS's will be positively related to group size.</li> </ol>	_
<ol> <li>Based on the over-all mode, the conformity scores of female RFS's will be positively related to the group's choice status.</li> </ol>	+
<ol> <li>Based on the over-all mode, the conformity scores of male RFS's will be positively related to the group's choice status.</li> </ol>	+
<ol> <li>Based on the over-all mode, girls who are RI members will have a higher mean conformity score than girls who are mutual pairs.</li> </ol>	rs –
<ol> <li>Based on the over-all mode, boys who are RFS members will have a higher mean conformity score than boys who are mutual pairs.</li> </ol>	5 +
<ol> <li>Based on the over-all mode, girls who are RI members will have a higher mean conformity score than girls who are isolates.</li> </ol>	rs _
8. Based on the over-all mode, boys who are RFS members will have a higher mean conformity score than boys who are isolates.	5 +
9. Based on the over-all mode, girls who are isolates will have a higher mean conformity score than girls who are mutual pairs.	_
10. Based on the over-all mode, boys who are isolates will have a higher mean conformity score than boys who are mutual pairs.	+
11. The dress mode score of each female RFS will be significantly different than the others.	L _
12. The dress mode score of each male RFS will be significantly different than the others.	_
13. The dress mode score of each female RFS will be significantly different than the over-all female dress mode score.	L L +

Key: + yes - no Table 5.1 (continued)

Нурс	othesis	Hypothesis Accepted
14.	The dress mode score of each male RFS will be significantly different than the over-all male dress mode score.	+
15.	Based on the mode of their RFS, the conformit scores of female RFS's will be positively related to group size.	- -
16.	Based on the mode of their RFS, the conformit scores of male RFS's will be positively related to group size.	-Y -
17.	Based on the mode of their RFS, the conformit scores of female RFS's will be positively related to the group's cohesion.	-y +
18.	Based on the mode of their RFS, the conformit scores of male RFS's will be positively related to the group's cohesion.	-у +
19.	Female RFS members' mean conformity scores with be higher when based on the mode of their RFS than when based on the over-all mode.	111 5 +
20.	Male RFS members' mean conformity scores will be higher when based on the mode of their RFS than when based on the over-all mode.	L 5 +
21.	Female mutual pairs' mean conformity score will be higher when based on their partner's dress score than when based on the over-all mode.	-
22.	Male mutual pairs' mean conformity score will be higher when based on their partner's dress score than when based on the over-all mode.	- 5 +
23.	Female isolates' mean conformity score will h higher when based on the mode of their refere group than when based on the over-all mode.	e ence -
24.	Male isolates' mean conformity score will be higher when based on the mode of their refere group than when based on the over-all mode.	ence -
25.	Female isolates' mean conformity score will h higher when based on the mode of their refere group than when based on the modes of the oth RFS's.	be ence her -

Key: + yes - no

Table 5.1 (continued)

Нурс	othesis	Hypothesis Accepted
26.	Male isolates' mean conformity score will be higher when based on the mode of their reference group than when based on the modes of other RFS's.	-
27.	The mean conformity score of girls who are mutual pairs (based on the partner's dress score) will be higher than the mean conformit score of RFS members (based on their RFS mode	ty e)
28.	The mean conformity score of boys who are mutual pairs (based on the partner's dress score) will be higher than the mean conformit score of RFS members (based on their RFS mode	ty 2). –
29.	Based on the over-all modes, female RFS member will have a higher mean conformity score than male RFS members.	ers 1 -
30.	Based on their RFS modes, female RFS members will have a higher mean conformity score than male RFS members.	n _
31.	Based on the over-all modes, girls who are mutual pairs will have a higher mean conform score than boys who are mutual pairs.	Lty +
32.	Based on their partner's dress scores, girls who are mutual pairs will have a higher mean conformity score than boys who are mutual par	irs
33.	Based on the over-all modes, girls who are isolates will have a higher mean conformity score than boys who are isolates.	_
34.	Based on the mode of their reference groups, girls who are isolates will have a higher mea conformity score than boys who are isolates.	an —

Key: + yes - no scores than the mutual pairs, only the difference between the boys' scores was great enough to be important. The tests between RFS members' mean conformity scores and isolates' mean conformity scores showed that girls who were isolates had a higher mean conformity score than girls who were RFS members, while boys who were RFS members had a higher mean conformity score than boys who were isolates. However, the difference was significant only for the boys. Thus, the data supported hypothesis 8 but not hypothesis 7.

Comparing the mean conformity scores (based on the over-all dress modes) of mutual pairs and isolates, the data showed that the mean conformity score of the isolates was highest, although again the results were significant only for the boys.

When the dress mode scores of each reciprocal friendship structure and the entire class were analyzed, the results of t-tests for the difference between the means of the scores showed that for both girls and boys the over-all dress mode scores were significantly different than the dress mode scores of each RFS. The dress mode scores of each RFS were not significantly different than the others.

The product-moment correlations were used to determine the relationship of reciprocal friendship structure's mean conformity score (based on their own mode) and RFS size. Group size and the mean conformity scores were found to be negatively related at a significant level for both boys and

girls. This did not support hypotheses 15 and 16 which stated that the relationships would be positive. A further analysis of the mean conformity scores of reciprocal friendship structures disclosed the information that both female and male RFS's mean conformity scores (based on the dress mode of their RFS) were positively related to the cohesion of the reciprocal friendship structure. The correlations were significant for both sexes.

Analyzing the data concerning conformity to the group dress modes and over-all dress modes, the results showed that both girls and boys who were members of reciprocal friendship structures had higher mean conformity scores based on the dress mode of their RFS than their mean conformity scores based on the dress modes of the entire class. The data also revealed that boys who were mutual pairs had a significantly higher mean conformity score based on their partner's dress score than their mean conformity score based on the over-all male dress mode. For girls who were mutual pairs there was no significant difference.

The results of the tests using isolates indicated that the mean conformity scores for both male and female isolates were higher when based on the over-all male and female dress modes than when based on the dress modes of their reference groups, although the differences were not significant. Isolates did not always have higher mean conformity scores when they were based on the dress modes of

their reference groups than when they were based on the dress modes of other RFS's. Thus, hypotheses 25 and 26 were not accepted.

Comparing the mean conformity scores of mutual pairs (based on the partner's dress score) to the mean conformity scores of RFS members (based on the dress mode of their RFS), the results of the t-test for the difference between means indicated that for girls the mean conformity score of the RFS members was higher, while for boys, the mean conformity score of the mutual pairs was higher. However, neither test of the difference was high enough to be significant.

Finally, the mean conformity scores of the girls and of the boys were compared. The data showed that when the conformity scores were based on the over-all dress modes, boys who were RFS members had a higher mean conformity score than girls who were RFS members, although not significantly higher. The boys who were RFS members also had a higher mean conformity score than the girls when the conformity scores were based on the dress modes of the RFS's. These data do not lend support to hypotheses 29 and 30.

T-tests for the difference between the means of conformity scores revealed that girls who were mutual pairs had a significantly higher mean conformity score (based on the over-all dress mode) than boys who were mutual pairs. Based on the partner's dress score, the difference between the mean conformity scores of boys and girls who were mutual pairs was not significant.

The data also indicated that there was no significant difference between the mean conformity score of female isolates and the mean conformity score of male isolates. This was true when the scores were based on the over-all dress modes and when the scores were based on the dress modes of the reference groups.

## Conclusions

The results of this study indicated that the conformity in dress of adolescents was related to the method of measuring social acceptance, the sociometric classification (i.e., RFS members, mutual pairs, isolates), the group to which their dress was compared, and the sex of the subjects. When size of the RFS was used as a measure of social acceptance, it was found that conformity was negatively related. Conformity was positively related to status and cohesion.

When conformity was based on the dress of the class as a whole, male RFS members showed greater conformity in dress than mutual pairs or isolates, and male isolates showed greater conformity than mutual pairs. For girls there were no significant differences between any of the classifications.

RFS members and mutual pairs had higher conformity scores when their dress was compared to the dress of the group to which they belonged than when it was compared to the class as a whole. Isolates did not tend to conform more to one group than the others.

The data also showed that there were no consistent

differences between the conformity of girls and the conformity of boys. On the whole, boys tended to conform more to the small group to which they belonged while girls more often conformed to the class as a whole.

# Limitations

The limitations of the research are: 1. Each item of dress worn by the students was given equal weight in determining conformity when in actuality the students may not attribute equal importance to each. Further studies of conformity need to ascertain information from the students themselves as to which items they consider important. This could be achieved by having the students rank the items of dress in order of their importance or by having them name the items which they consider important and then ranking them by frequency.

2. The sociometric responses did not reflect the intensity of feeling in choices.

3. Friendship patterns depicted were not a complete measure of the friendship groups since the whole school did not answer the sociometric question.

4. A sociometric test does not give the actual social behavior of the respondents.

5. Using only one example of each student's dress to determine conformity assumes that on the average the dress of the class members on one day is typical of their whole wardrobes. Further research is needed to find out if this is actually true. 6. The small number of reciprocal friendship structures, mutual pairs, and isolates affected the significance of correlations computed. A comparable correlation with a larger number of subjects often would have been significant.

# Contributions of the Study

The main contribution of this study was the analysis and comparison of conformity by adolescents of both sexes from the same population. Previous researchers have dealt with either girls or boys when studying conformity but not both sexes.

Another contribution was the development of a method of making the measures of conformity comparable for different groups. The technique for measuring conformity was a major contribution of the larger project.

This research also showed that conformity differs according to the type of sociometric friendship classification (i.e., RFS's, mutual pairs, isolates) being analyzed.

By duplicating some of Dillon's research<sup>1</sup> using different measures for the variables, this research adds to a developing body of knowledge on adolescents' conformity in dress.

This research may also aid parents and educators in gaining further insight into adolescent behavior in peer groups by adding to the knowledge of adolescents' clothing

<sup>1</sup>Dillon, "The Modal Pattern of Dress."

and appearance.

#### Recommendations for Further Research

For findings such as these to be of value more research is needed in this area. Additional studies using the same data could break down the sociometric classifications even farther and analyze them in terms of conformity. These data might also be related to social class or other variables of the project.

Many possibilities exist for further research using the data collected for the larger project. The deviants could be studied in relation to many of the other variables such as social class, social participation, social acceptance, or awareness of clothing norms. Conformity could also be related to leadership, popularity, cooperation, or date preferences as determined by the remaining "near sociometric" questions in the questionnaire.

Additional studies are also needed to supplement the findings of the present research. The study needs to be duplicated using a sample with wider variations in dress and with more subjects to obtain more reciprocal friendship structures, more mutual pairs, and more isolates. A technique needs to be developed for determining which items of dress the students consider important for finer discrimination between those who conform and those who deviate.

Since the sociometric choices of best friends do not necessarily coincide with the actual behavior, further

studies which compare sociometric choices with actual behavior would be beneficial in determining the validity of the sociometric choices. More research is also needed in determining the validity of the method used for measuring conformity.

When determining conformity, the dress worn on one day was assumed to be typical of the students' wardrobes on the average. This assumption needs empirical support if the conformity measure is to be accurate.

#### BIBLIOGRAPHY

- Austin, Mary C., and Thompson, George G. "Children's Friendships: A Study of the Basis of Which Children Select and Reject their Best Friends," <u>Journal of Educational</u> <u>Psychology</u>, XXXIX (1948), 101-16.
- Ausubel, David P. Theory and Problems of Adolescent Development. New York: Grune and Stratton, 1954.
- Bales, Robert F., and Borgatta, Edgar F. "Size of Group as a Factor in the Interaction Profile," <u>Small Groups;</u> <u>Studies in Social Interaction</u>. Rev. ed. Edited by A. Paul Hare, Edgar F. Borgatta, and Robert F. Bales. New York: Alfred A. Knopf, 1965.
- Bass, Bernard M. "Conformity, Deviation, and a General Theory of Interpersonal Behavior," <u>Conformity and Deviation</u>. Edited by Irwin A. Berg and Bernard M. Bass. New York: Harper and Brothers, 1961.
- Brush, Claudia Anne. "Exploration of Tolerance of Non-conformity to an Established Clothing Norm." Unpublished Master's thesis, Pennsylvania State University, 1964.
- Cannon, Kenneth L.; Staples, Ruth; and Carlson, Irene. "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, XLIV (October, 1952), 710-13.
- Center for Intergroup Education, The University of Chicago. <u>Diagnosing Human Relations Needs</u>. Washington, D.C.: American Council on Education, 1951.
- Cole, Luella. <u>Psychology of Adolescence</u>. 5th ed. New York: Rinehart and Company, 1959.
- Creekmore, Anna M. "The Relationship of Clothing to the Personal and Social Acceptability of Adolescents." Michigan State Agricultural Experiment Station project #1020, research in progress.
- Dillon, Mary Louise. "The Modal Pattern of Dress and Its Relationship to Peer Acceptance Among Eighth Grade Boys." Unpublished Master's thesis, Michigan State University, 1963.

- Eicher, J. B., and Dillon, M. L. "Boys Clothing Conformity and Acceptance," <u>Research Bulletin</u>: Michigan Agricultural Experiment Station, Michigan State University, East Lansing, No. 22 (April, 1969).
- Festinger, Leon; Schachter, Stanley; and Back, Kurt. Social <u>Pressures in Informal Groups</u>. New York: Harper and Brothers, 1950.
- Gesell, Arnold; Ilg, Frances L.; and Ames, Louise Bates. Youth: The Years from Ten to Sixteen. New York: Harper and Brothers, Inc., 1956.
- Gronlund, Norman E. <u>Sociometry in the Classroom</u>. New York: Harper and Brothers, 1959.
- Hendricks, Suzanne H. "Opinions on Clothing and Appearance as Related to Group and Non-Group Membership of Twelfth Grade Girls." Unpublished Master's thesis, Michigan State University, 1965.
- Hendricks, Suzanne H.; Kelley, Eleanor A.; and Eicher, Joanne B. "Senior Girls' Appearance and Social Acceptance," Journal of Home Economics, LX (March, 1968), 167-72.
- Hollingshead, August B. "Some Crucial Tasks Facing Youth: Problems of Adolescence, Peer Group, and Early Marriage," <u>Dilemmas of Youth: In America Today</u>. Edited by R. M. MacIver. New York: The Institute for Religious and Social Studies, 1961.
- Homans, George Caspar. <u>Social Behavior: Its Elementary</u> <u>Forms</u>. New York: Harcourt, Brace and World, Inc., 1961.
- Homans, George C. <u>The Human Group</u>. New York: Harcourt, Brace and Company, 1950.
- Horn, Marilyn J. "A Method for Determining Normative Patterns of Dress," <u>Proceedings, National Textiles and</u> <u>Clothing Meeting</u>. Minneapolis, Minnesota, 1968, pp. 49-55.
- Horrocks, John E. <u>The Psychology of Adolescence</u>. 2nd ed. Boston: Houghton Mifflin Company, 1962.
- Hurlock, Elizabeth B. <u>Adolescent Development</u>. New York: McGraw-Hill Book Co., Inc., 1955.
- Hurlock, Elizabeth B. Adolescent Development. 3rd ed. New York: McGraw-Hill, Inc., 1967.

- Kelley, Eleanor Ann. "Peer Group Friendships in One Class of High School Girls: Change and Stability." Unpublished Ph.D. dissertation, Michigan State University, 1966.
- Lindzey, Gardner, and Borgatta, Edgar F. "Sociometric Measurement," Vol. I of <u>Handbook of Social Psychology</u>. Edited by Gardner Lindzey. Cambridge, Massachusetts: Addison-Wesley Publishing Company, Inc., 1954.
- Littrell, Mary Bishop. "Reference Groups and Isolates: A Study of Clothing and Appearance Opinions." Unpublished Master's thesis, Michigan State University, 1968.
- McGuire, Carson, and White, George D. "The Measurement of Social Status." Research Paper in Human Development No. 3 (revised), Department of Educational Psychology, The University of Texas, March, 1955. (Mimeographed.)
- Maier, Henry W. "Adolescenthood," <u>Social Casework</u>, LXVI (January, 1965), 3-9.

Michigan Education Directory and Buyers Guide.

- Muus, Rolf E. <u>Theories of Adolescence</u>. New York: Random House, 1962.
- Northway, Mary L. <u>A Primer of Sociometry</u>. Toronto: University of Toronto Press, 1952.
- Remmers, H. H., and Radler, D. H. <u>The American Teenager</u>. Indianapolis: The Bobbs-Merrill Company, Inc., 1957.
- Sherif, Muzafer, and Sherif, Carolyn W. <u>Reference Groups;</u> <u>Exploration into Conformity and Deviation of Adoles</u>cents. New York: Harper and Row, 1964.
- Smith, Ernest A. <u>American Youth Culture</u>. New York: The Free Press, 1962.
- Smith, Mapheus. "Some Factors in Friendship Selections of High School Students," <u>Sociometry</u>, VII (1944), 303-10.
- Strang, Ruth. <u>The Adolescent Views Himself</u>. New York: McGraw-Hill Book Company, Inc., 1957.
- United States Bureau of the Census. <u>Michigan General Social</u> <u>and Economic Characteristics</u>, 1960. Washington, D.C.: U.S. Department of Commerce, 1961.

- Van Dyne, E. Virginia. "Personality Traits and Friendship Formation in Adolescent Girls," <u>Journal of Social</u> <u>Psychology</u>, XII (1940), 291-303.
- Walker, Edward L., and Heyns, Roger W. An Anatomy for Conformity. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

APPENDIX A

.

.
Dress												ł										
Category and Items	55	ar la	12-	~	5.0	5	2	5-	2,1	5	Z	2=	2	22	<b>"</b>	53	2	2 2 2	"	F5 18	<b>~</b>	28
	ź	E OS	ġ	Score	ź	Score	ź	Score	ġ	Score	ŝ	Score	ż	Score	ŝ	Score	ź	Score	ŝ	Score	ŝ	Score
SKIRT LENGTH	-	-																			-	<u>_</u>
4" above knee	5	8				9	~	8		-		38	-	2				22	,		- 00	122
1-2" above knee At knee cap	2 ×	*67 67	~	<b>.</b>	~ -	23	~	1204	~ ~	÷	- a	225 <b>*</b>	~ ~		•••	185	* ~	001 175	<del>م</del> م	159	~ 5	<u> </u>
Just below knee		12 4								:					. – -	5		1	~	2	•	:
	-	n													-	Ā						
Colored hosiery	6	2					~	8			2	20	~	100	~	62			-	18		
Piain ny lons Knee sortes	26 Y	*I *	ñ	100	5	100	~	120*	1	100	9	150	~-	150	<b>n</b> -	277*	2 -	250*	<u>-</u>	265* 18	8 -	257
Bobby socks, anklets	, <u> </u>	-											•	R	• •	. :		;	•	2		: :
No covering	•	20													-		-	2			~	62
TYPE OF CLOTHING	1	•1.76	-	-01		100					4	1604	•	1001	a	-804		5	r	1476	a	-925
Skirt and shell	7	-( 07	n	3	•						•	5	n	5	•	500	v	6	-	-/-7	0	-077
or sweater	22	6			-	â	7	120*		57	m	<b>E</b>	-	67	- (	<b>R</b> ;		1000	-	3	، ف	55
Skirt, blouse and	5	2			-	3			•	-677					•	:	Þ	5.	•		•	ì
sweater himmer and blower	=•	53			-	8	- •	9	-	22	-	8	-	53	-	8	-	901		£2	~ -	<b>%</b> %
Suit	<b>.</b>	22					•		-	57				66			•	3	•	: <b>:</b> :		26
Culottes and blouse	~	61			-	2									-	8	-	8				
S IL HOUETTE	3	4714			4	1604		•001		-	4	1004		1674		1074	a	26.74	œ	2364	=	24.8*
Shife	121	1	-	5	-	\$	•		•	2	· ~-	: Ea	•	Ī		2	-	2	- m-	-	-	76
lent Drop weist. flared or	7	5									-	٩							-	2		
pleated skirt	-	7							~	23												
straight, naturar waist	=	2													~	11			-	52	~	57
Natural weist, gathers	~•	20											-	:	-	91	~ -	62	ŕ	5	-	91
Empire weist, gathers	,												-	2		**	•	2	•	3	•	?
FABRIC DESIGN OF DRESS	OR SKI	RT.																				
Solid color	99	•6 <u>8</u> 5			~	180	4	160*	-	171*	<u>،</u> ،	50 <b>*</b>		200*	~-	11	<b>ه</b> -	ģ	<b>م</b> ر		<u>-</u>	00
Small print Medium print	• ~	12									-	2				1	-	2	• -	7		22
Large print	<b>.</b> ~	2	-	67												. ;				:		
Polks dot		% ;:									-	5				. :			-	Ŧ	-	2
Hedium stripe	<b>.</b>	3 %										88			-	1			-	7		2
Plaid 	2 '	107	7	ŝ		33	-	\$	~ -	83				83	••	2	-	S		<b>4</b> 8	~	8
smart stripe press	- 4	5×			-	3			-	2			-	2				::	•	;	ſ	63

Table A.I Frequency distributions and corresponding scores for items in girls dress categories according to group

succs Leafer Moccasin Mite acford Wite tennis shoe Colored tennis shoe Flats with open work Sandal	8-4042m	425 87 19 19 19	m	8	 60 120* 120*	-	* - 1	5 58 2	æ	1001	s -	33	5 7 <b>7</b>	208* #6	a ~ ~ ~	267*   67 33 33	<u> </u>	35 53		57 88 1 88 3 1 5 5 4 1 5 5 4 1 5 5 5 4 1 5 5 5 5 5 5
COLOR OF DRESS OR SKIR. 01104 Brown Nary Medium blue Hedium blue Turquoise Creen Urme Orange Orange Orange Orange Orange Orange		71 2152 541* 54 54 54 54 54 55 54 55 88 80	0.5	88 8	 150* 50	1 1 1 1 1 1 2 2 0.5	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		о — — »»	175* 175* 88 88 131	0.5	82 117 117 117 117 117 117		52 53 <u>154</u> 12		75 22 22 25 25 25 25 25		76 229 229 76 76 76	77 - 77 770 7 <del>1</del> 77	866 88 88 88 88 88 88 88 88 88 88 88 88
Pink Cranberry Red Maite Lavender Hait STVL Short, straight Short, very curly Short, very curly Short, stightly short, slightly	ພາບອະລະສາມ ທາງອີ່ພ	858 181 181 181 188 188 188 188 188 188	1 0.5	83 167*	 100		~ ~		· · · · · · · · · · · · · · · · · · ·	<b>4 4 8</b>	-	*[11	~	51 53 53 53 53 53 53 53 53 53 53 53 53 53		75 75 75	2	76 23 23 23 26 23	<b>2</b> 0 -5 2 2	& & & Z 2 2 X
Madium, smooth, madium sides, short back Long filp, smooth Long filp Short, curved Short, straight Figalls, Long, curled Long, curled	-2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2. 2	335* 27 214 54 54 54 54 54 54 54 54 54 54 54 54 54		100*	 100* 100* 100*	3 ]	80 20	12.25	•	250* 50	- 8	83 83 83 83 83	€ × ×	2084 69 69 69	N N	75 75 75 75 75 75	4 4-0	212* 533 533 533 533 533 533 533 533 533 53		4284

\* Mode score

i

Table A.2 Frequency distribution and corresponding scores for items in boys dress catagories according to group

													Gro	ę											
ress ategory nd items	55	1 3 1 3		RFS 2		RFS 3		RFS 4		RFS 6		RFS 8		RFS 10		RFS 12		RFS 13		RFS 16		RFS 17		8 -	56
	ź	Score	ŝ	Score	ŝ	. Score	¥	. Score	¥	. Scor	ž	o. Scor	ž,	. \$co	ž	o. Sco	# 2	۰. Sc	a X	6. Sc	e e e	0. Sco	z.	°.	ore
ROUSER LENGTH ong with wrinkle op of shoe nkie " above ankie " above ankie	=====	88 <sup>2</sup> 35		67	~-	20 20		150*	- ~-	838		<u>8</u> 8		°=	<u>۽ و</u>	2 -	•	- 04	82.2		29*	- 6 6	~~~~	62	3 =
ROUSER FIT ery tight edium bose	0.8 2 7	52 <sup>3</sup> 2	~ ~	133*	<b>~</b> -	150 <b>*</b>	- m	<u>5</u> 3		60 180 60		2882		= ®	* y	<u>د</u> - تري	- 5 0	× -	8 8	- -	21* -	2.2		- -	47 894
HIRT COLLAR utton-down onvertible of abirt olain	16	564* 105	~	8	- 7	150	~	1504	<u>~</u>	8		102 102 102		<b>4</b> 0	50	9 4	0	25	<u>د</u> م	-	86* 1	• • •	- 8.0	4	•56
collar urtle neck srsey or sweat- shirt band ock turtle neck neck	<u> 20-</u>	59 ¥596			-	75	-	8			-	8	_							-	1		~ ~		21 63 21
HRT FABRIC DESIG Sild color mail stripe and print and print orizontal stripe srge wertical stri	*******	396* 109 22 22 22 22 22 22	~ -	133*	-	100*	~- -	20	~~~	120 80	 • -	2 167		5=2 2		2 - 1	5 v v	202 -	e 239	8 ~ 2 -	86 86 29	<b>6</b> 7 6	- σ.ω.+	~~ -	582 2
V SHIRT MAS NORN If the de to be worn inIN if the de to be	"	298*	-	67	-	150*	<u> </u>	1504	-	160		<u>8</u>		1	5	*	5	~ •	- 8	~	** **	o 25		-	i.
worn InOUT worn outIN worn outIN irt made to be	≂ ° :	5 6 S	2	•661	~	8	-	5	-	2		5 S	•	~				~ -		~ - ~	9 R	• • •	م	~ ~	2 3
worn out-out HIRT COLOR requoise of um blue tite	* 22-	186 186 186			-	100*		R	-	3	_	8 8	-	~	5	e -	•		2 2 2 9	- ~	<b>19</b>	·0.	· · · · · · · · ·	· ~	: 2
harcooal Iack Ight blue ark blue roem	- ~ 2 ~ ~	≈=\$.58:			-	100			-	3	-	8	•	1		<u> </u>	55	5.10	33		64 57*	- ~	m & m		28.83
anberry old ean ay		585558 8		5 67	-		-	1004				8 888						······································		_	5	-	~	_	7
anga bi n nullow		55 2 2 3		133*		1001		100	<b>~</b>	180	•	3		= ~	• •	é r		5.5 2	99	- ~	5 22		-		27
ink Jeat	~ ~	==	•	5 67			-	100												_	5	-	-	_	2

1884 17 2684 1	94 1 16 94 1 16 63 1 16	63 25 100* 17 268* 25 1 16 25 1 16	235 5 211 56 5 211 56 5 211 56 5 211 235 2 84 56 3 126 56 1 42 56 1 42 11 42 11 42	1 32 48 4 126 44 2634 7 2214 44 3 95 175 3 95 44 1 32	150* 11 232* 113 3 65 38 4 84 1 21
و	~~~	~ - 2 ~ -	** N	N-9 - <b>4</b> -	<b>17 6 33</b>
236*	43 21	100*	134* 107 107 36	4.3 86 86 86 86 86	171* 107 21
=	~ -	4	4mm m -	n - n -e n -	es -
255*	* 5	8 5 <sup>4</sup> 5 <sup>4</sup> 8	*81 24 X 19	45 91 136 136	55 218* 27
~	- ~		~ ~ ~ ~	r N M-	~ ~ ~
150*		100*	\$2 \$	100*	100#
<b>~</b> -		-	m-		~ ~
1294	129# 4;3	157# 43 100	8-2888 8	114 171* 57 57	29 171*
~	m -	s		<b>2 6 -</b> -	- 0
<u>8</u>	150*	100*	83 83 83 83	83 83 83 83	8 822
7	m	و ـ			
160*	9	100*	8 <u>5</u> 8 8	160* *0	1664 40
-	-	5		* -	*-
100		*00 I	100* 100*	160*	150 <del>*</del> 75 75
4		-		•	~
1004	100+	150* 75 75	150 <b>*</b> 75 75	75 100* 75	100*
7	~	N	~	- 14 -	<b>N</b> N
133*	67	100*	133*	67 133*	67 133*
~	-	~		- 7	- ~
6 <u>6 6</u> 6	20323 02	46 316* 316*	<u> </u>	212 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	266 1320 5 15 15 15 15 15 15 15 15 15 15 15 15 15
- 12		ی م 10 و م	822222 <i>2222222</i>	~~ <u>~~</u> ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	64 65 5 7 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7
constant Carves with rubber Soles Englager boot Loafer Moccasin	Dark blue tennis Other colored tennis Mhite sport tennis Tie oxford Ving tip High cut, pointed dress shoe Silp-on Mush Puppy	Dress slip-on Sock CoLOR White Dark Light No socks Can't see	TROUSER COLOR Black Black Havy Lucken green Lucken green Lucken Lucken Lucken Larce Addiam blue Madiam blue Madiam blue Madiam blue Madiam blue Madiam blue Yellow	MAIR CUT []]][]]][]]][]]] []]]]]]]]]]]]]]]]]]]	SHIRT TYPE Dress shirt Sport shirt Lersey or sweat- shirt Kalt shirt T-shirt Jac shirt Jac shirt

	Воз	/s	Gi	rls	То	tal
Age	No.	(%)	No.	(%)	No.	(%)
15	46	(36)	62	(55)	108	(45)
16	70	(54)	45	(40)	115	(48)
17	13	(10)	4	(4)	17	(7)
18	0	(0)	l	(1)	1	(1)
Total	129	(100)	112	(100)	241	(101)*
•error due	to rounding					

Table A.3. Numerical and percentage distribution of boys and girls according to age

Table A.4. Numerical and percentage distribution of boys and girls according to area of residence

Воу	(s	Gi	rls	Tot	tal
No.	(%)	No.	(%)	No.	(%)
59	(46)	61	(54)	120	(50)
14	(11)	3	(3)	17	(7)
56	(43)	48	(43)	104	(43)
129	(100)	112	(100)	241	(100)
	Boy 2 No. 59 14 56 129	Boys No. (%) 59 (46) 14 (11) 56 (43) 129 (100)	Boys         Gi:           No.         (%)         No.           59         (46)         61           14         (11)         3           56         (43)         48           129         (100)         112	Boys         Girls           No.         (%)         No.         (%)           59         (46)         61         (54)           14         (11)         3         (3)           56         (43)         48         (43)           129         (100)         112         (100)	Boys         Girls         Tot           No.         (%)         No.         (%)         No.           59         (46)         61         (54)         120           14         (11)         3         (3)         17           56         (43)         48         (43)         104           129         (100)         112         (100)         241

and the second se

Main Wage	Boy Famil	/s' lies	Gi Fam	rls' ilies	То	tal
Earner	No.	(%)	No.	(%)	No.	(%)
Father	123	(95)	94	(84)	217	(90)
Mother	6	(5)	16	(14)	22	(9)
Other	0	(0)	2	(2)	2	(1)
Total	129	(100)	112	(100)	241	(100)

Table A.5. Numerical and percentage distribution of boys and girls according to main wage earner of their family

Table A.6. Numerical and percentage distribution of main wage earner's education among the boys' and girls' families

Education of Main	Bo Fami	ys' lies	Gi Fam	rls' ilies	Тс	otal
Wage Earner	No.	(%)	No.	(%)	No.	(%)
Graduate School	3	(2)	4	(4)	7	(3)
College Graduate	8	(6)	6	(5)	14	(6)
Some Education Beyond High School	16	(13)	20	(18)	36	(15)
High School Graduate	49	(38)	37	(33)	86	(36)
Attended High School	33	(26)	29	(26)	62	(26)
Completed Eighth Grade	18	(14)	14	(13)	32	(13)
Attended Ele- mentary School	2	(2)	2	(2)	4	(2)
Total	129	(101)•	112	(101)•	241	(101)•
•error due to round	ding					

Socio-economic	Воу	/S	Gi	rls	То	tal
<u>Status</u>	No.	(%)	No.	(%)	No.	(%)
Upper	l	(1)	3	(3)	4	(2)
Upper-Middle	11	(9)	8	(7)	19	(8)
Lower-Middle	40	(31)	33	(30)	73	(30)
Upper-Lower	63	(49)	57	(52)	120	(50)
Lower-Lower	14	(11)	11	(10)	25	(10)
Total	129	(101)•	112	(102)*	241	(100)
•error due to ro	unding					

Table A.7. Numerical and percentage distribution of boys and girls according to their families' socioeconomic status<sup>8</sup>

<sup>a</sup>McGuire-White Index

' socio-economic position	
families	
tribution of	gories
ercentage dis	iendship cate
il and p	lg to fr
Numerica	accordin
Table A.8.	

								ធ	riend	shi	p Cat	ego	ries						
				Boy	/S					ט	irls					Ê	tal		
Socio- Economic c+atus	~	RI Meml	FS Ders	Mut Pat	tual irs	Isol	lates	R] Mem]	FS bers	Mu Pa	tual irs	Iso	lates	RI Meml	rS Ders	Mu Pa	tual irs	Isol	ates
		No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)	No.	(%)	NO.	(%)	No	(%)
Upper (]	۲)	0	(0)	Ч	(01)	0	(0)	'n	(3)	0	(0)	0	(0)	m	(3)	Ч	(1)	0	(0)
Upper- Middle	(2)	თ	(6)	Ч	(10)	ч	(4)	ω	(8)	0	(0)	0	(0)	17	(6)	Ч	(9)	Ч	(3)
Lower- Middle	(3)	31	(33)	N	(20)	7	(29)	28	(29)	Ч	(11)	4	(44)	59	(31)	м	(19)	11	(33)
Upper- Lower ( <sup>,</sup>	4)	47	(49)	S	(20)	ΙI	(46)	50	(52)	n	(20)	4	(44)	97	(13)	ω	(20)	15	(45)
Lower- Lower (!	2)	ω	(8)	ч	(01)	S	(12)	ω	(8)	2	(33)	ч	(11)	16	(8)	б	(61)	9	(18)
Total		95	•(66)	10	(001)	24	(001)	97	(100)	و	(100)	σ	.•(66)	192	•(101)	16	(001)	33	(66)
*error (	jue	to	round	jng															

The over-all female dress mode score and the dress mode scores of each female reciprocal friendship structure Table A.9.

					0	iroup Mc	ode Scor	ces			
Dress Category	Over- all	RFS 1	RFS 5	RFS 7	RFS 9	RFS 11	RFS 12	RFS 14	RFS 15	RFS 18	RFS 20
Skirt Length	295	100	180	120	143	225	150	185	175	159	152
Leg Covering	411	100	100	120	100	150	150	277	250	265	257
Type of Clothing	263	100	160	120	229	150	200	308	200	247	228
Silhouette	471	133	160	100	143	150	167	192	267	235	248
Fabric Design	589	133	180	160	171	250	200	377	300	371	400
Shoes	425	100	120	100	171	100	167	208	267	212	229
Color of Dress or Skirt	t 241	167	150	200	171	175	117	185	225	268	262
Hair Style	335	100	100	120	171	250	167	208	150	212	214
Total Mode Score	3030	933	1150	1040	1299	1450	1318	1940	1834	1969	1990
Mean	378.75	116.63	143.75	130.00	162.38	181.25	164.75	242.50	229.25	246.13	248.75

• 41

The over-all male dress mode score and the dress mode scores of each reciprocal friendship structure Table A.10.

		4		4								
					Gr	poy dno.	e Score	S				
Dress Category	Over- all	RFS 2	RFS 3	RFS 4	RFS 6	RFS 8	RFS 10	RFS 12	RFS 13	RFS 16	RFS 17	RFS 19
Trouser Length	214	133	100	150	160	150	114	100	182	229	225	142
rrouser Fit rrit	251	133	150	150	180	133	114	150	182	171	225	189
snirt Collar Shirt	564	100	150	150	100	150	143	100	145	186	250	295
Fabric Design	396	133	100	150	120	167	171	150	182	229	169	253
Tails	298	133	150	150	160	150	143	100	218	236	250	221
Sock Cold Shirt Col	r 316 .543	100 133	150 100	100 1	100 180	100 1	157 171	100 100	191 200	100 257	300 <b>4</b> 38	268 284
Shoes	707	133	100	100	160	150	129	150	255	236	188	268
Trouser Color Hair Cut	353 50 <b>4</b>	133 133	150 150	100 100	160 160	167 167	171 171	150 100	136 182	143 257	225 263	211 221
Shirt Type	320	133	100	150	160	200	171	100	218	171	150	232
Total Mode Score	4466	1397	1400	1400	1640 -	1634	1655	1300	2091	2215	2683	2584
Mean	406 1	27.00	127.27	127.27	149.09	148.55	150.45	118.18	190.09	201.36	243.91	234.91



Figure A.10. Plot of female RFS size and conformity scores based on the over-all female dress mode.



Figure A.11 Plot of male RFS size and conformity scores based on the over-all male dress mode.



Figure A.12 Plot of female RFS choice status and conformity scores based on the over-all female dress mode.



Figure A.13 Plot of male RFS choice status and conformity scores based on the over-all male dress mode.



Figure A.14 Plot of female RFS size and conformity scores based on the group's dress mode.



Figure A.15 Plot of male RFS size and conformity scores based on the group's dress mode.

5 OWN MODE



Figure A.16 Plot of female RFS cohesion and conformity scores based on the group's dress mode.



Figure A.17 Plot of male RFS cohesion and conformity scores based on the group's dress mode.

APPENDIX B

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 Ar	•ea

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

of Chairman o Committee Committee Member Elected Officer President (other than Name of Organization Member president) Write name of position 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. Vrestling Other

32.

2

## Do Not Vrite 'In This Column

Please indicate the <u>main wage earner</u> in your family.
 <u>father</u>

y. Do Not Write in This Column.

	other (please specify) (example: stepfather, uncle, brother)
2.	Please indicate the source of income for the <u>major</u> wage <u>earner</u> in your family.
	<ul> <li>a) wages, hourly wages (weekly paycheck)</li> <li>b) profits and fees from a business or profession</li> </ul>
	<ul> <li>c) salary paid on a monthly basis</li> <li>d) social security or unemployment insurance</li> <li>e) odd jobs, irregular work, seasonal work</li> </ul>

- f) if other, please explain
- 3. Flease explain in detail what the <u>main wage earner</u> does at work. Please explain specifically <u>type of</u> <u>work</u>. 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.

	/ <sub>↓</sub>	
7.	Please indicate the source of income for the <u>second</u> <u>person</u> who contributes to your family's financial support.	Do Not ∀rite In This Column
	<ul> <li>a) wages, hourly wages (weekly paycheck)</li> <li>b) profits and fees from a business or profession</li> <li>c) salary paid on a monthly basis</li> <li>d) social security or unemployment insurance</li> <li>e) odd jobs, irregular work, seasonal work</li> <li>f) if other, please explain</li> </ul>	
8.	Please indicate <u>highest</u> level of education achieved by each of the following:	
	father	
	mother	
	main wage earner (if other than mother or father)	
	<ul> <li>a) finished 7th grade or lower</li> <li>b) finished 8th grade</li> <li>c) finished 9th grade</li> <li>d) finished 10th or 11th grade</li> <li>e) graduated from high school</li> <li>f) 1 to 3 years of college</li> <li>g) college graduate</li> <li>h) graduate school after college</li> <li>i) don't know</li> </ul>	
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

Students' Names	Circle Number here	Students' Names	Circle Number here
	0123		0123
	0123		0123
	0 1 2 3		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0 1 2 3
	0123		0123
č	0123		0123
	0 1 2 3		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0 1 2 3
	0 1 2 3		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123
	0123		0123

Pages 7-9 are missing from appendix B. These contained a list of subjects, and were omitted intentionally.

•

н С.,

.

- 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. <u>Circle one</u> item in each category which you think is <u>most commonly worn</u> by the majority of boys or girls in your class.
- A. Girls Shirt Length



B. Girls Leg Covering









10. Plaid



11. Small Stripe Plaid

٥

12. Gingham Check

F. Girls Shoes



1. Penny Loafer

2. Plain Loafer



3. Tassal 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)



I. Boys Trousers Cuff



- J. Boys Trousers Type
  - 1. Jeans
  - 2. Causal Slacks
  - 3. Dress Slacks


0. Boys Shoes & 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.