

THE RELATIONSHIP OF CONCERN
FOR THE BODY AND THE
CLOTHING OF ADOLESCENTS

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ADDENDUM

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A recheck of the computer data output revealed a labeling error involving the variable Body Intensity. The specific tables involved are Tables 12, 15, and 16. Data, and corresponding discussions and conclusions using this variable are in error and should not be quoted.


Effie H. Hacklander

ABSTRACT

THE RELATIONSHIP OF BODY CONCERN AND THE CLOTHING OF ADOLESCENTS

by Effie Hewitt Hacklander

Each person is thought to have a physical self-image which is made up of physical characteristics, attitudes, and feelings about parts of the body as well as the image of himself he thinks he projects to others. The present investigation (which is part of a larger project) was undertaken to investigate the possible relationship between the adolescent's concern for his physical body and his uses of clothing.

Data analyzed in this study were obtained from questionnaires administered to 270 females and 251 males in grades ten, eleven, and twelve of a central high school in a small midwestern city. The data were separated by sex and by grade for all analyses.

Clothing scores were determined for eight different aspects: aesthetic, comfort, interest, management, modesty, psychological dependence, social approval, and special attention. Concern for the body was measured by the Body Characteristics instrument which contained 23 body parts on a seven interval satisfaction-dissatisfaction continuum. Over-all Body Satisfaction was obtained by subtracting the dissatisfaction score from the satisfaction score and adding 100. Intensity of feeling about the body was determined by transforming the satisfaction and dissatisfaction scores and summing the absolute values. The 23 body characteristics

were arbitrarily categorized into four groups to determine if concern for the body was concentrated in any particular area of the body.

Perceived Peer Self, or the subject's estimation of how his classmates saw him, was measured by summing scores of 20 traits on Brownfain's Self Rating Inventory, and Social Class Status was determined by Hollingshead's Two-Facotr Index of education and occupation of the main wage earner of the family.

Pearson product-moment correlation coefficients were determined between the eight aspects of clothing and Over-all Body Satisfaction, Body Intensity, Groups of Body Characteristics, Single Body Characteristics, Social Class, and Perceived Peer Self.

Results indicated that the subjects were generally more satisfied than dissatisfied with their physical bodies, but males revealed a higher mean score of Over-all Satisfaction with the body than did females, regardless of grade, while females revealed higher mean scores, regardless of grade, than did males for Intensity of feeling about the body. However, the differences were not significant between grades in either case.

Over-all Satisfaction with the body related positively for both males and females in all three grades with the Aesthetic aspect of clothing, and males were more consistent in the number of relationships between Body Intensity and clothing, regardless of grade, while for females the number decreased as grade increased.

When Groups of Body Characteristics were correlated with the various aspects of clothing, no specific pattern in relationships existed for either sex in any grade, but when single Body Characteristics were correlated with clothing, the number of significant relationships increased as grade increased. Both sexes revealed more significant relationships in grades ten and twelve than in grade eleven when the aspects of Clothing and Perceived Peer Self were correlated. However, a different pattern emerged when Groups of Body Characteristics and Single Body Characteristics were correlated with Perceived Peer Self, since a larger number of significant relationships occurred a year earlier for males than for females.

Some general implications of this research are that certain clothing uses do have significant linear relationships with an individual's concern for his physical body, and how he believes others view him; boys are interested in clothing, possibly to a greater extent than has previously been investigated; and that the Aesthetic qualities of clothing, or the striving to achieve a beautiful or pleasing appearance through clothing, is possibly an important factor in satisfaction or dissatisfaction with the body.

THE RELATIONSHIP OF CONCERN FOR THE BODY
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By

Effie Hewitt Hacklander

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CHAPTER I

INTRODUCTION

Adolescence is often described as a very emotional, unstable time in a person's life, it is a time of extensive body change where the young take on characteristics of physical maturity which are largely determined by heredity.¹ Each person is thought to have a physical self-image which is made up of physical characteristics, attitudes, and feelings about parts of the body as well as the image of himself he thinks he projects to others.² The physical changes taking place during the period of adolescence have an important bearing on the satisfaction or dissatisfaction he has with his self-image. Others often remind the adolescent of the social significance of physical size, appearance, and physical ability. Consequently, adolescents are very aware of their physical bodies and the new profile that emerges with extended growth.

Physical development is thought to have a psychological effect on attitudes regarding self. These attitudes may

¹Arthur T. Jersild, The Psychology of Adolescence (2nd ed.; New York: Macmillan Co., 1964), p. 58.

²Camille Anderson, "The Self-Image: A Theory of the Dynamics of Behavior." Mental Hygiene, Vol. 36, (1952), pp. 227-244.

lead the adolescent to try to alter his physical appearance and to change his body-image which is "...believed to be integrally related to the self-concept, although identifiable as a separate aspect."¹ The body has special significance since it is the medium for expressing oneself "...in all of its aspects, not only physical, but also emotional, intellectual, and social."²

One of the developmental tasks of adolescence is acceptance of a body that is in transition from childhood to adult. Appearance is an important factor for the adolescent, particularly if a feature is more than a little different from that which his peer group regards as usual.³ Clothing and personal appearance are possible elements for manipulation for the adolescent who seeks approval or seeks to cover-up the body. As the adolescent becomes older, clothing can reflect more mature feelings about the self as a more mature body demands a more mature style of clothing.⁴

¹Paul F. Secord and Sidney M. Jourard, "The Appraisal of Body-Cathexis--Body Cathexis and the Self," Journal of Consulting Psychology, Vol. 17, (1953), p. 343.

Jersild, op. cit., p. 62-63.

³Ibid., p. 34.

⁴Elizabeth B. Hurlock, Adolescent Development, (2nd ed., New York: McGraw-Hill Book Company, Inc., 1955), p. 65.

Physical defects, imagined or real, can be disturbing to an adolescent, and can influence feelings about his self-image. It is more difficult to change physical characteristics such as height and size and shape of the different parts of the body, than to manipulate clothing and personal appearance to gain psychological stability. Langer says,

Man was not happy with nature's handiwork so far as his body was concerned. He set out to improve it from his early beginnings by inventing clothing not only to alter his appearance, but also to supply what he felt to be missing in order to overcome his physical deficiencies.

If the adolescent is dissatisfied with his body, he can use clothing to help alter his total self-image.

Self-image, of which the body image is a part, is thought to be formed by social interaction and thus cannot be observed directly, but must be inferred from behavior of the adolescent himself, as well as the responses he receives from his peers.^{2,3,4}

*¹Lawrence Langer, The Importance of Wearing Clothes (New York: Hastings House, 1959), p. 203.

²Erving Goffman, The Presentation of Self in Everyday Life, (Garden City, New York: Doubleday and Co., 1959).

³Tamotsu Shibutani, Society and Personality, An Interactionist Approach to Social Psychology (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 213-248.

⁴Gregory P. Stone, "Appearance and the Self," Human Behavior and Social Processes: An Interactionist Approach, ed. Arnold M. Rose (New York: Houghton Mifflin Co., 1961), pp. 86-117.

Silverman summarizes the relationship between self, body, and clothing in the following manner:

It would appear then, that in adolescence the self, the body, and the clothes are interrelated in symbolic fashion, the body representing the self and acquiring the attitudes and feelings held toward the self, and the clothes in turn acquiring the emotional reactions previously reserved for the attitude toward or feelings about the body.¹

It is the purpose of this study to determine if any relationships exist between the adolescent's concern for his body and his clothing. This study is one part of a larger project investigating the relationship between clothing of adolescents and their self-concepts and attitudes.²

¹Sylvia S. Silverman, Clothing and Appearance, Their Psychological Implications for Teen-age Girls (New York: Teachers College, Columbia University, 1945), p. 26.

²Anna Mary Creekmore, "The Relationship of Clothing to Self Concept and to Attitudes Toward Clothing," Michigan Agricultural Experiment Station Project 784, 1967.

CHAPTER II

REVIEW OF LITERATURE

The review of literature pertaining to concern about the body and clothing will be presented as follows:

1) theories and studies related to body image, 2) use of clothing and appearance as a symbol of the body in social interaction, 3) clothing and perceived peer self as aspects of body image, and 4) clothing and concern for the physical body.

Body Image

Social psychologists of interactionist orientation subscribe to a general theory of self concept as follows: "The individual's conception of himself emerges from social interaction and, in turn guides or influences the behavior of that individual."¹ Historically, researchers have been interested in the body from various viewpoints, but few have investigated feelings about the body.

Using a homonym word-association test, Secord counted the number of body-related responses to determine the frequency and depth of concern for the body. Subjects obtaining a high score on the H-test were regarded as being more anxious about their bodies than those obtaining a low

¹John W. Kinch, "A Formalized Theory of the Self-Concept," Symbolic Interaction: A Reader in Social Psychology, Manis and Meltzer, ed. (Boston: Allyn and Baron, 1967), p. 233.

score.¹

A more direct method of appraising concern about the body, the Body Cathexis Scale, was developed by Secord and Jourard. Parts and functions of the body were listed, with possible responses to be chosen from a five-point scale, ranging from positive feelings of satisfaction about the body to very negative or dissatisfaction with the body. Self-cathexis was also measured at the same time. Sex differences in responses were noted--females cathected their bodies to a greater degree than did males.²

To determine why a subject responded that he liked or disliked a given body part, Jourard and Secord administered Body Cathexis and Self Cathexis scales to 62 college males. Physical measurements were taken and correlated with five of the relevant Body Cathexis ratings. The study was repeated a year later using 60 college females. The findings revealed, when compared, that for males the "...large size of the relevant body parts is associated with positive cathexis, while the reverse is true for small size."³ However, the reverse was true for the females as

¹Paul F. Secord, "Objectification of Word Association Procedures by the Use of Homonyms: A Measure of Body-Cathexis," Journal of Personality, Vol. 21 (1953), pp. 479-495.

²Secord and Jourard, "The Appraisal of..." op. cit., pp. 343-347.

³Sidney M. Jourard and Paul F. Secord, "Body-Cathexis and Personality," British Journal of Psychology, 1955, Vol. 46, p. 134.

a small size was thought most desirable, except for the bust. Jourard and Secord hypothesize this may be an indication of our cultural ideals concerning masculinity and femininity.

During the study reported above, each girl was asked what measurements would be ideal for her. This was done to determine if the "concept of ideal figure" was shared by all girls participating in the study. The "ideal" measurements were then compared with actual measurements. More variance was observed in the group in actual measurements than with "ideal" measurements, indicating a shared or common view of "ideal" measurements.¹

When asked to write compositions entitled "What I Like About Myself," and "What I Dislike About Myself," Jersild found that girls at all grade levels mentioned "disliking" more physical characteristics of themselves than they mentioned "liking." Size, weight, and head and face features were most often mentioned by both sexes.²

¹Sidney M. Jourard and Paul F. Secord, "Body-Cathexis and the Ideal Female Figure," Journal of Abnormal and Social Psychology, 1955, pp. 243-246.

²Jersild, loc. cit., pp. 66-67.

Zion conducted a study in 1963 to determine how attitudes about the body influence other aspects of life. She developed a measure based on a five-point Guttman scale to collect data on body description, body acceptance, and ideal body, as well as self concept. Discrepancy scores were determined between body description and ideal body facets. Body concept criteria established were:

- 1) Attitudes as affected by the opposite sex
- 2) Attitudes regarding movement of the body
- 3) Attitudes regarding grooming
- 4) Attitudes regarding expressiveness
- 5) Attitudes regarding masculinity and femininity¹

Results indicated a significant relationship between self concept and two of the different dimensions of body concept. The grooming and expressiveness facets were positively correlated while masculinity-femininity scales were found to be insignificantly negative. As a result of these relationships Zion concluded, "It appears that the security one has in one's own body is related to the security one faces one's self and the world."²

¹Leela C. Zion, "Body Concept as it Relates to Self-Concept," Research Quarterly, 1965, Vol. 36, pp. 490-495.

²Ibid., p. 494.

Coleman studied 6,289 students, in ten Illinois schools of various sizes and types of communities, as an extensive investigation of the adolescent culture in high school. Responses to the open-ended question, "What does it take to get into the leading crowd in this school?" were "personality," "good looks," and "being well-dressed" in that order.¹ Another question of this type was, "I worry most about..." Responses involving personal attributes such as weight, hair, figure, etc., accounted for 8.6 per cent of the total responses.² The responses to these questions suggest that in the adolescent subculture clothing and good looks are important.

A study conducted at Tohoku University, a Japanese researcher used a questionnaire as the instrument to measure self-satisfaction and/or dissatisfaction feelings with appearance and disposition.³ The study included a total of 407 boys from age twelve to twenty, the equivalent of junior high through college. Students used a seven-point scale to respond to

¹James W. Coleman, The Adolescent Society (Glencoe, Ill.: The Free Press, 1962), p. 37.

²Ibid., Table 12, p. 53.

³The term "personal appearance" as used by Kitamura is interpreted by this writer, from the content of the report, to mean "physical appearance," not including clothing.

questions such as: "What features do you concern yourself with?," "How do you feel about the looks of your face?," or "What features do you feel satisfied with, and what features do you feel dissatisfied with?" Scale intervals used were: greatly satisfied, fairly satisfied, somewhat satisfied, indifferent, somewhat dissatisfied, fairly dissatisfied, and greatly dissatisfied.¹ Methods of attaining reliability and validity were not discussed; therefore, implications can be made only from the data as was included in the report: 1) the frequency of dissatisfied cases was greater than that of satisfied respondents, and 2) the frequency of satisfied respondents increased with age.²

The literature reviewed in this section indicates that through the socialization process, everyone acquires an image or concept of himself that is composed of many parts, both physical and psychological. Part of the total self concept is that of the image one has of his body which is composed of physical properties and characteristics of the body, as well as attitudes and feelings.^{3,4}

¹S. Kitamura, "On the Feelings of Satisfaction and Dissatisfaction With One's Own Appearance and Disposition," Tohoku Psychological Folia, XII, 1951, pp. 67-81.

²Ibid.

³Anderson, loc. cit.

⁴Arthur T. Jersild, "Social and Individual Origins of the Self," The Self in Growth, Teaching, and Learning, Don E. Hamachek, ed., (Englewood Cliffs, New York: Prentice-Hall, 1965, pp. 196-208.

★ Use of Clothing and Appearance as a Symbol
of the Body in Social Interaction

Goffman defined "interaction" as "...the reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence."¹ Interaction can take place verbally, non-verbally, or as in most instances, a combination of the two, for each person presents definitions or impressions of himself to others by his appearance, as well as by his conversation.² The partners of interactions serve as a means of reflecting one's own image back to himself in the form of varying responses from others, as "ordinarily appearance is communicated by such non-verbal symbols as gestures, grooming, clothing, location and the like..."³ Interpretation of symbols during social interaction is the important factor since "...appearance provides the identities, values, moods, and attitudes of the person-in-communication, since it arouses in others the assignment of words embodying these dimensions to the one who appears."⁴ Murray Wax suggests that one of the

¹Goffman, op. cit., p. 15.

²Goffman, loc. cit.

³Stone, loc. cit.

⁴Stone, op. cit., p. 120.

"social functions" of cosmetics and clothing is a means for the adolescent to "try out" roles or personalities to see what response they will bring in social situations. He states that one of the reasons for experimentation with clothing and cosmetics is that the adolescent "...has not yet developed a self-image with which she can be comfortable.¹ Shibutani indicates, "...the manner in which a man personifies himself is largely limited by the symbols that are available to him for describing and ordering his experiences."² Thus manipulation of clothing and appearance in social interaction could symbolically convey identity, values, moods, attitudes, and feelings of the adolescent about himself and his body.

CLOTHING

The use of clothing is assumed to be consistent with basic values and attitudes acquired in the socialization process as clothing is used by individuals in varying ways based on experiences and basic cultural structure.³

¹Murray Wax, "Themes in Cosmetics and Grooming," Dress, Adornment, and the Social Order, ed. by Mary Ellen Roach and Joanne Bubolz Eicher (New York: John Wiley & Sons, Inc., 1965), p. 42.

²Shibutani, op. cit., p. 240.

³Mary S. Ryan, Clothing: A Study in Human Behavior (New York: Holt, Rinehart & Winston Inc., 1966), p. 103.

The findings from related research on the uses of clothing are discussed under the following specific aspects of clothing (as they applied to this study): aesthetic, comfort, interest, management, modesty, psychological dependence, social approval, and special attention.¹

Aesthetic

Studies measuring "aesthetic" aspects of clothing are not easily compared since definitions and instruments used vary considerably.

¹⁹⁶¹ Lapitsky, Using a clothing values measure developed to parallel the Allport-Vernon-Lindzey measure of general values, reported the aesthetic value higher than other clothing values tested.²

"Good looks" and "being well-dressed" were the second and third items most frequently mentioned to the question posed by Coleman: "What does it take to get into the leading crowd in this school?"³ Although the terms "good looks" and "being well-dressed" were not defined by Coleman, neatness might well have been part of the criteria used by the students in judging their peers.

¹See Chapter III, p. 30 for definitions of clothing aspects.

²Mary Lapitsky, "Clothing Values and their Relation to General Values and to Social Security and Insecurity." (Unpublished Ph. D. Dissertation, Pennsylvania State University, 1961).

³Coleman, loc. cit., p. 37.

In an exploratory study of college females, Creekmore sought possible relationships between clothing behaviors, general values, and basic needs. She hypothesized that the emphasis the individual placed on clothing appearance, in terms of beauty, fit, and neatness, would be related to the general aesthetic value. The data showed that aesthetic emphasis was the highest and most important specific clothing behavior of the eight investigated.¹

Comfort

Many clothing studies have included the comfort aspect of clothing, however, only a few designate between physical comfort and psychological comfort. Two relatively recent studies found physical comfort to be the most important factor in complete satisfaction with an article of clothing. Included were characteristics related to fit, texture, and temperature.^{2,3}

¹Anna Mary Creekmore, "Clothing Behaviors and Their Relation to General Values and to the Striving for Basic Needs." (Unpublished Ph.D. dissertation, Pennsylvania State University, 1963), pp. 125-126.

²Mary Whitlock, et. al., "Satisfaction with Women's Blouses. Part I: Field Study in Four Communities in the Northeast," University of Rhode Island Agriculture Experiment Station Bulletin 349, June, 1959.

³Mary S. Ryan, et. al., "Consumer Satisfaction with Men's Shirts and with Women's Slips and Casual Street Dresses, Part I: Field Study in Four Communities in the Northeast," Cornell University Agriculture Experiment Station Bulletin 984, 1963.

Silverman reported 71% of the girls questioned considered physical comfort in their clothing, but only 10% over-looked discomfort in favor of becomingness of the article of clothing.¹ In contrast to the above, Warden found that college students would sacrifice both physical comfort and serviceability, if necessary, to have their clothing look fashionable and expensive.²

Interest

Individual interest in clothing and appearance can be shown in various ways. Silverman's questionnaire had several questions concerning qualittites that make a girl attractive-- interest in improving personal appearance, acquiring "fad" articles, use of cosmetics, and use of the beauty parlor for special occasions.³

Rosencranz developed an objective test to measure the depth of interest one has in clothes for himself. From a list of 20 names, ten of which were dress designers and ten were from other professions, the respondent was to pick out all the names she recognized as clothing designers.⁴

¹Silverman, loc. cit., p. 54.

²Jessie Warden, "Some Desires or Goals for Clothing of College Women," Journal of Home Economics, Vol. 49, (1957), p. 795.

³Silverman, loc. cit., p. 57-59.

⁴Mary Lou Rosencranz, "A Study of Women's Interest in Clothing," Journal of Home Economics, Vol. 41, (1949), pp. 460-462.

However, as Ryan pointed out, it is possible to obtain a high score on this test with little interest in clothing.¹ Other questions were aimed at the amount of time, money, and energy devoted to clothing, as indicated by reading of fashion columns, fashion periodicals, and helping friends to select clothing. Although adolescents were not questioned, Rosencranz found that age was significant since younger women showed more interest in clothing than did older women. Two other factors were found to be significant; women from urban areas showed more clothing interest than those from rural areas, and those with higher income showed more interest than women with the smaller income.²

In another study, Rosencranz measured "clothing awareness" with a modified Thematic Apperception Test. Socio-economic status, amount of education, verbal intelligence, and membership in social organizations were found to be related to clothing awareness. In contrast to her previous study, differences were not found due to age or to rural-urban background.³

¹Ryan, Clothing..., p. 111-112.

²Rosencranz, "A Study of Women's Interest...", "p. 462.

³Mary Lou Rosencranz, "The Application of a Projective Technique for Analyzing Clothing Awareness, Clothing Symbols, and the Range of Themes Associated with Clothing Behavior." (Unpublished Ph.D. thesis, Department of Sociology and Anthropology, Michigan State University, 1960).

Creekmore's definition for clothing interest is similar to the definition of interest used for this study.¹ Her findings show interest positively related to a high need for self-esteem.²

Management

As defined for this study, the Management aspect of clothing includes economic factors of planning, buying, and caring for clothing. Several studies have indicated that responsibility for choosing one's clothing increases with age, with 82-92% of college age girls choosing all of their own clothing.³ Although Warning's study was concerned with younger subjects, she reported that as income and Social Class increased, girls were more likely to participate in decisions about their clothing,⁴ and Creekmore found management of clothing related to the economic value as she had hypothesized.⁵

¹See Chapter III, p.30 for definitions of aspects of clothing.

²Creekmore, "Clothing Behaviors....," p. 121, 149.

³Ryan, Clothing...., p. 276.

⁴Warning, Margaret C. "The Implications of Social Class for Clothing Behavior: The Acquisition and Use of Apparel for Girls 7, 8, and 9 Years of Age in 3 Social Classes in Des Moines, Iowa. Ph.D. Thesis, Michigan State University, 1957.

⁵Creekmore, "Clothing Behaviors....," loc. cit., p. 153.

Modesty

As Silverman emphasized, modesty was related to age, peer group, specific clothing items and to what was currently being worn. For example, in her study of adolescent girls she reported data for low necklines (22% liked), scanty bathing suits (78% liked), and sweaters (70% liked).¹ This study was conducted in 1945, and if it were to be repeated now, most likely "scanty bathing suits" would be accepted by a larger percentage, as can be demonstrated by informal observation of any public beach.

Creekmore hypothesized a relationship between modesty in clothing and the striving for belongingness, safety, action, and physiological needs--these relationships were partially confirmed.² Barr also found modesty to be a factor in some instances, possibly indicating that the desire to conform may also be a part of modesty.³

¹Silverman, loc. cit., pp. 57-59.

²Creekmore, "Clothing Behaviors...", loc. cit., p. 158

³Estelle DeYoung Barr, "A Psychological Analysis of Fashion Motivation," Archives of Psychology, CLXXI (1934), p. 100.

Psychological Dependence

Feelings of ease and self-confidence were thought by 76% of the respondents in Silverman's study to be part of having a good appearance. She states, in discussing adolescent girls, "It would seem that wearing clothes which they considered adequate was one means by which the girls achieved feelings of security in social situations or relieved themselves of fear in such situations."¹

Studies by Ryan show that when students were asked to describe moods attributed to feeling well-dressed at a particular time, they recall they felt "...more confident and so they were relaxed, comfortable and at ease." When they felt poorly dressed at a particular time they recall feeling self-conscious, worried, bothered, uncomfortable, uneasy, or irritable.² The category "Personal Satisfaction" was used for varying responses in Alexander's study of motives for being well-dressed. "Self-confidence" and "well-being," as well as, "boosts my moral" and "makes me feel good" were some of the most common replies.³ In the

¹Silverman, loc. cit., pp. 54, 56-57.

²Mary S. Ryan, "Effect on College Girls of Feeling Well-Dressed," *Journal of Home Economics*, Vol. 43 (1951), p. 799.

³Olive Ness Alexander, "A Pilot Investigation of the Motives Underlying the Desire to Feel Well-Dressed at Various Age Levels," (Unpublished Master's thesis, Cornell University, 1961), p. 27.

cases studied, 50% of the high school girls and boys, 71% of the adult women, and 3% of the adult men mentioned "self-confidence and well-being."¹

Studies reviewed concerning psychological dependence seem to substantiate the view that people use clothing, either consciously or unconsciously, as a means of creating a mood of well-being, as well as a feeling of security or self-confidence in social situations.

Social Approval

Adolescents may be influenced towards conformity in dress by their peer group. They are very likely to choose clothing that will be acceptable to the rest of the peer group, especially if they feel unsure of their position in the group.

Alexander found that high school respondents frequently give "acceptance" as a reason for being well-dressed, but as age increases, the number of responses in the category decreases.² All but three respondents, of 118 who answered Warden's questionnaire, responded that they wanted clothes which would conform to those of their friends as well as help them make new friends.³

¹Ibid., p. 45.

²Ibid., p. 27.

³Warden, loc. cit., p. 795.

Lott found differences by race in dress referents: Negro adolescents chose peers in preference to celebrities, while white adolescents chose celebrities before peers. But as Lott points out, her "...findings do not designate whether or not the Negro's referent for appearance is white."¹

Special Attention

Although it appears that conformity is of a prime consideration for clothing of many adolescents, some may also seek attention from others by their choice of clothing. Such attention is often sought by those who are known as "fad" or "fashion" leaders. Janney found those college girls who originated fads were generally those who were also leaders in other activities, and were often members of prestige groups.² A study of fashion leadership of college men by Sohn³ supports Janney's findings as does Silverman's

¹Isabelle Mushka Lott, "Self-Concept of Appearance and Related Adornment Behavior of Negro and White Adolescent Girls" (Unpublished Master's thesis, Michigan State University, 1966), pp. 70-71.

²J.E. Janney, "Fad and Fashion Leadership Among Undergraduate Women," Journal of Abnormal Psychology, Vol. 36, (1941), pp. 275-278.

³Marjorie Ann Sohn, "Personal and Social Characteristics of Clothing Fashion Leaders Among Fraternity Men" (Unpublished Master's Thesis, Pennsylvania State University), 1959.

study where 77% of the group stated they liked to "invite comment and attention to their clothing."¹

The definition of clothing "used as a tool" as investigated by Creekmore is somewhat similar to "special attention" as defined for use in this study.² She found that tool use of clothing was a "coping type" of behavior and was closely related to striving for self-esteem.³

In the studies reviewed, use of clothing can be interpreted as being of two general types: (1) use of clothing to reveal feelings or as a means of expression, and (2) use of clothing as a means of coping with a social situation.

¹Silverman, loc. cit., p. 57.

²See Chapter III, p. 30 for definitions of clothing aspects.

³Creekmore, loc. cit., pp. 12, 132, 133.

CLOTHING AND PERCEIVED PEER SELF

AS ASPECTS OF BODY IMAGE

Social awareness is high during adolescence making the importance of conforming to the group increase with an increased desire to be accepted. Anything that makes the adolescent different is likely to become an object for ridicule, embarrassment, and will make the individual feel insecure.

The adolescent still thinks in concrete rather than abstract terms. It is easier for him to understand and to assign causation to something he can feel or see. Therefore, he tends to think of the reasons for social approval in terms of clothing and appearance, specific manners, or possessions rather than in the more abstract terms of friendliness, loyalty, maturity, and so on. This leads to a heightened interest in clothes and makes concern about physical appearance one of the dominating factors in his life.¹

Although the presence of physical appeal, or lack of it, cannot be entirely explained, it is evident throughout life. To test this truism, Perrin asked advanced students to list the names of 25 girls and 25 boys who were physically attractive and a corresponding number who were considered to have negative appeal. The judges were then asked to list the physical characteristics which aroused either affective reaction. Each characteristic was then

¹Ryan, "Clothing...", p. 270.

rated for "pleasing appearance" on a seven-point scale from "very low" to "very high." Groups of characteristics included: head and face, arms and hands, legs and feet, trunk, personal habits, expressive behavior, voice, and dress.¹ One of the several investigations using these group characteristics was conducted with four groups: 1) physically attractive females, 2) physically attractive males, 3) physically unattractive females, and 4) physically unattractive males. Following essentially the procedure as described above, Perrin used a median judgment to determine the amount and degree of each trait. Because of the nature of the study, only general tendencies were indicated for each group:

- (1) [perceived] physical measurements of attractive males and females conform to the mode of the group studied.
- (2) [perceived] physical measurements of unattractive males and females deviate from the mode; the greater the deviation, the greater the negative affect reaction.
- (3) physically unattractive females were rated low in the areas of face and head and legs and feet. Physically unattractive males were rated low on arms and feet.²

¹F.A.C. Perrin, "Physical Attractiveness and Repulsiveness," Journal of Experimental Psychology, Vol. IV, 1921, pp. 206-207.

²Ibid., p. 214.

A model image of the traditional white Anglo-Saxon Protestant in American society was used by Lott as a basis for her study of differences between Negro and white teenage girls and their concerns about their appearance as compared to their peers. Twenty-six race-related physical characteristics were self-rated by the subjects. They were told to rate themselves on a five-point scale by comparing themselves to peers. A greater number of Negroes rated themselves higher for all attributes than did the whites, opposing Lott's hypothesis.¹

The differences in methodology and procedure in the two studies reported above may be the basis for the somewhat contrasting conclusions. In Perrin's study those subjects considered physically attractive by the judges conformed to the mode of the entire group. In Lott's study where subjects rated themselves by comparison to peers, they did not necessarily use traditional standards of physical attractiveness.

¹Lott, loc. cit.

CLOTHING AND CONCERN FOR THE PHYSICAL BODY

All adolescents have a physical self image, and as growth and maturity cause changes in their bodies it becomes necessary to revise the body image. Schilder pointed out that whenever an article of clothing is put on, it immediately becomes part of the body image, and in fact, attitudes can be changed simply by changing clothes. "Since clothes are a part of the body schema, they gain the same significance as parts of the body and can have the same symbolic significance as parts of the body."¹ Manipulation of clothing and appearance can become a means of changing one's body image as well as one's physical appearance.

Wax discusses the "function of grooming" in terms of conscious sociability; we identify ourselves, as well as others, by clothing, using the "...manipulation of one's superficial physical structure so as to make a desired impression upon others."² The body is plastic and can be supplemented by clothing, cosmetic, and grooming to obtain the desired body image.

¹Paul Schilder, The Image and Appearance of the Human Body (New York: John Wiley & Sons, Inc., 1964) p. 205.

²Wax, loc. cit., p. 36.

That feelings about the body are part of the general feelings of satisfaction and/or dissatisfaction about one's self is borne out by research,¹ however, studies of the relationship of clothing and body image are almost nonexistent.

Two aspects of body image were defined and categorized by Fischer and Cleveland using a Rorschach test as a base. The "Barrier Score" was defined as "...an index of the degree to which the individual regards his body exterior as a defensive barrier."² "Penetration of Boundary Score" was defined as "...an index of the degree to which the individual regards his boundaries as readily penetrated."³ After a series of tests, Fischer and Cleveland determined that "body-image boundaries" are more likely to be the result of forces from inside the body rather than by actual physical characteristics of the body."⁴

¹See sections 1 and 4 of Chapter II.

²S. Fischer and S. Cleveland, "Body-Image Boundaries and Style of Life," Journal of Abnormal and Social Psychology, Vol. 52 (1956), p. 374.

³Ibid.

⁴Ibid.

Using Fischer and Cleveland's studies as background, Compton investigated the possible relationship between psychotic hospitalized female patients' preference in clothing fabrics and design, to aspects of the body image boundaries.¹ The Rorschach was individually administered, scored, and then evaluated according to Fischer and Cleveland's method of content analysis. A clothing fabric and design preference test, designed by Compton, was also administered.² A weight/height ratio of the women was determined. Conclusions reached from these tests were:

- (1) Subjects with weak body boundaries to reinforce body limits through clothing choices.
- (2) Women with large body size are already provided with a "defense" in body image terms.³

Thus, it seems that limits of the body can be extended, or conversely contracted, by clothing choices of the individual. However, it would seem that the appearance of the physical body, and the satisfaction or dissatisfaction one has with his body image would be more dependent upon clothing than are body limits per se; it is to the former that the present study has been directed.

¹Norma H. Compton, "Body-Image Boundaries in Relation to Clothing Fabric and Design Preferences of a Group of Hospitalized Psychotic Women," Journal of Home Economics, Vol. 56, (1964), p. 40.

²See Compton, p. 42 for further information on the clothing fabric and design preference test.

³Compton, op. cit., p. 44.

The literature reviewed concerning the relationship of clothing to body image indicated that: (1) an individual's self-concept is acquired through interaction with others, (2) the image he has of his body is composed of attitudes and feelings about his physical characteristics as well as how he thinks others see him, (3) clothing and personal appearance can be manipulated to alter an individual's self-image, and (4) clothing can be used by an individual as a means of changing the impression one gives to others or coping with a social situation.

CHAPTER III

STATEMENT OF THE PROBLEM

The specific purpose of this study was to determine whether the adolescents' satisfaction and/or dissatisfaction with his body was related to his use of clothing.

Definitions of Terms Used

The investigators of the larger project, under the direction of Anna M. Creekmore, co-operatively devised the following definitions for the clothing terms.¹ The definition for Perceived Peer Self is that used by Klaasen, one of the researchers of the larger project.² This writer helped formulate the definitions for Body Image, Body Intensity, and Over-all Body Satisfaction.

Clothing refers to the use of clothing and includes the following specific aspects:

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

Comfort means the use of clothing to achieve comfort whether this relates to temperature, physical response to certain textures, or the acceptance of tightness or looseness in garments.

¹Carolyn Andree Humphrey, Sue Hundley, Mary Green Klaasen, and Mary Jane Young.

²Mary Green Klaasen, "Self Esteem and Its Relationship to Clothing" (Unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1967), p. 31.

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

Management refers to the thoughtful and careful use of resources, including the use of time, money, and energy in planning, buying, and using clothing; thus, it can be an economic aspect of clothing usage.

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

Psychological Dependence refers to the use of clothing to influence moods, emotions, and feelings.

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

Special Attention is the seeking of prestige and status through the use of clothing. The attention that is sought may be either socially approved or not approved depending on the reference group.

Concern for the physical body (Body Concern) refers to feelings of satisfaction or dissatisfaction an individual expresses for his physical characteristics and includes the following aspects as measured in this study:

Body Image is the general term used to cover the impression an individual has of the physical characteristics of his body, his appearance, and includes how he thinks others see him.

Body Intensity refers to the strength of satisfaction or dissatisfaction with the physical parts of the body.

Over-all Body Satisfaction refers to the difference between satisfaction and dissatisfaction which indicates whether a subject is relatively more satisfied or dissatisfied with his body.

Groups of Body Characteristics refers to the categorization of the twenty-three physical characteristics into the following four groups:

Plastic
 hair
 face shape
 complexion
 eyes
 ears
 nose
 teeth
 lips

Build
 height
 weight
 posture
 muscular coordination
 muscular development

Cultural
 bust/chest
 waist
 hips
 legs
 hands
 feet

Peripheral
 voice
 body hair
 moles, birthmarks, etc.
 other, specified

A picture of how an individual thinks others see him is included in this total self concept. This estimation as defined for this study is given below.

Perceived Peer Self is the subject's favorable or unfavorable estimation of how his peers see him, and refers to the score obtained on the self rating inventory.

Assumptions

1. That individual's responses to questions on clothing will reflect the emphasis placed on certain clothing aspects.
2. The Perceived Peer Self score will be a measure of an individual's estimate of his acceptance by peers.
3. Adolescents are motivated to achieve a body image acceptable to their peers.

Hypotheses

- I. Over-all Body Satisfaction will be positively related to grade.
- II. Body Intensity will be related negatively to grade.
- III. Females will reveal more significant relationships between concern for the physical body and clothing than will males.
- IV.A. Over-all Body Satisfaction will be positively related to the following aspects of clothing:
 1. Aesthetic
 2. Comfort
 3. Interest
 4. Special Attention
- B. Over-all Body Satisfaction will be negatively related to the following aspects of clothing:
 1. Modesty
 2. Psychological Dependence
 3. Social Approval
- C. There will be no relationship between Over-all Body Satisfaction and the Management aspect of clothing.
- V.A. Body Intensity will be positively related to the following aspects of clothing:
 1. Aesthetic
 2. Comfort
 3. Interest
 4. Modesty
 5. Psychological Dependence
 6. Social Approval
 7. Special Attention
- B. There will be no relationship between Body Intensity and the Management aspect of clothing.
- VIA. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the following aspects of clothing:
 1. Aesthetic
 2. Comfort
 3. Interest
 4. Modesty
 5. Psychological Dependence
 6. Social Approval
 7. Special Attention

- B. There will be no relationship between Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics and the Management aspect of clothing.
- VII. Perceived Peer Self will be positively related to the following aspects of clothing:
1. Aesthetic
 2. Comfort
 3. Interest
 4. Management
 5. Modesty
 6. Psychological Dependence
 7. Social Approval
 8. Special Attention

Limitations

1. A random sample was not used, therefore the conclusions do not necessarily apply to the whole adolescent population.
2. The Psychological Dependence aspect of the clothing measure was not pretested, but because of this writer's view that it is important in the concept of body image, results are included and discussed.
3. The measures used depend upon the respondent to reveal feelings about himself, hence respondents may have deliberately concealed or misrepresented their feelings in some cases.

CHAPTER IV

PROCEDURE AND METHODOLOGY

The objectives of this study were to test for relationships existing between concern for the body, Perceived Peer Self, and an individual's use of his clothing. This study is one part of a larger project, conducted by Creekmore,¹ concerning the relationship of several aspects of clothing to self concept,² socio-economic status and status inconsistency,³ self-esteem,⁴ and peer acceptance.⁵ The discussion of the procedure includes the following sections: (1) development and selection of measuring instruments, (2) selection of the sample, (3) administration of the measures, and (4) statistical analysis of the data.

¹Anna Mary Creekmore, "The Relationship of Clothing to Self Concept and to Attitudes Toward Clothing," Michigan Agricultural Experiment Station Project 784, 1967.

²Carolyn Andree Humphrey, "The Relationship of Stability of Self Concept to Clothing of Adolescents" (Unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1968).

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

⁴Klaasen, op. cit.

⁵Mary Jane Young, "The Relationship of Social Acceptance to Clothing and to Personal Appearance of Adolescents" (Unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1967).

Development and Selection of Measuring Instruments
Clothing

The Clothing Importance questionnaire (Appendix, p.117) was used to determine clothing scores. The rating scales consisted of ideas adapted by Humphrey, Hundley, Klaasen, Young, and Engel, from scales by Creekmore,¹ Sharpe,² and Brady.³ One-hundred-seventy questions were pretested by 28 female college students. Likert item analysis was done to determine the ability of each question to discriminate between the high and low scoring groups. One-hundred-twenty-three statements were administered to 21 adolescents in the Lansing school system and to 68 students at Pennsylvania State University. After each pretest items were revised, and some dropped, until eleven statements which were believed to represent various levels of intensity of importance remained in each of the eight categories. The first statement was introductory and was not computed in the analysis of any clothing score (see pages 30 and 31 for definitions of the clothing categories). Face validity was

¹Creekmore, "Clothing Behaviors..." op. cit.

²Elizabeth Susan Sharpe, "Development of a Clothing Interest and Importance Scale" (Unpublished Master's thesis, Ohio State University, 1963).

³Betty L. Brady, "Clothing Behavior: Refinement of a Measure and Relationships with Social Security and Insecurity for a Group of College Women" (Unpublished Master's thesis, Department of Clothing and Textiles, Pennsylvania State University, 1963).

determined from thorough evaluation by eight authorities in the area.¹

Body Characteristics

Concern for the body was measured by the Body Characteristics instrument (Appendix, p. 125) which determined the amount of satisfaction and/or dissatisfaction with certain parts of the body. Items for the Body Characteristics instrument were taken from Secord and Jourard's Body Cathexis Scale² which originally listed 46 body parts and functions. All items listing processes of the body were dropped, since they were not directly related to the adolescents' concern for outer clothing. A seven interval satisfaction to dissatisfaction continuum was devised, modeled after that developed by Secord and Jourard.³

A twenty-two item measure was pretested by fifteen women graduate students in the College of Home Economics at Michigan State University during the spring of 1966. The students were asked to check themselves on a seven-point scale as they remembered feeling in high school. Space for

¹See theses by Humphrey, Hundley, Klaasen, and Young for detailed information on development of the Clothing Importance Measure.

²Secord and Jourard, "The Appraisal of Body Cathexis..." op. cit.

³Jourard and Secord, "Body Cathexis and the Ideal..." op. cit.

additional items not covered in the scale was provided. After the pre-test, the items of the scale were rearranged so that parts of the body were grouped together in a logical sequence. The measure was then given to the pre-test sample of 21 high school boys and girls.

The final instrument consisted of 23 items which were self-rated by the respondents according to the following value scale. Statements 1, 2, and 3 made up the satisfaction scale and 5, 6, and 7 the dissatisfaction scale. To obtain the satisfaction score, the body

<u>Respondent's Rating</u>	<u>Transformed Scale Value</u>	
	<u>Satisfaction Scale</u>	<u>Dissatisfaction Scale</u>
1) Think that others would like to be just like me	3	0
2) Consider myself rather fortunate	2	0
3) Am satisfied	1	0
4) Have no particular feelings one way or the other	0	0
5) Don't like, but can put up with	0	-1
6) Have strong feelings about, and would change if I could (or am changing)	0	-2
7) Find it unbearable, and would do almost anything to change	0	-3

characteristic scores were transformed as indicated above, and added together. The dissatisfaction score was obtained in a similar manner using the transformation shown above. The satisfaction and dissatisfaction scores were then added without regard

for the sign to determine intensity of feeling about the body (Body Intensity). The Over-all Body Satisfaction score, obtained by subtracting the dissatisfaction score from the satisfaction score and adding a constant of 100 to keep the score positive, was used to determine whether the respondent was generally more satisfied or dissatisfied with his body.

Groups of Body Characteristics

The twenty-three body characteristics were arbitrarily categorized in four groups to determine if concern for the body was concentrated in any particular area of the body. The first category, the Plastic Group of Body Characteristics, was based on discussion by Wax concerning the "plasticity" of the body and the possibilities for manipulation or modification through use of cosmetics.¹ In addition, in extreme cases of personal dissatisfaction, changes could be effected by plastic surgery. Body characteristics included in this category were: hair, face shape, complexion, eyes, ears, nose, teeth, and lips.

Since Jersild found size and weight most frequently mentioned by adolescents as physical characteristics most often disliked,² and Coleman reported athletic ability in

¹Wax, loc. cit., pp. 36-42.

²Jersild, loc. cit., pp. 66-67.

the schools he studied to be important,¹ these Body Characteristics mainly concerned with the form of the body were categorized under Build: height, weight, posture, muscular coordination, and muscular development.

Cultural ideals of femininity and masculinity play a part in determining satisfaction or dissatisfaction with one's body, as well as the more shortlived fashion ideals.² Body characteristics included in the Cultural Group of Body Characteristics were: bust or chest, waist, hips, legs, hands, and feet.

Four items remained which did not seem to fit any of the other categories and were not themselves related except that they were characteristics to some extent common to all individuals. This Peripheral Group of Body Characteristics included: voice, body hair, birthmarks or moles, and the item "other," which was left as a write-in for the respondent to specify.

It should be noted that no effort was made to balance the number of items in each category, but each item was placed where it seemed most logically to belong.

¹Coleman, loc. cit., p. 37.

²Jourard and Secord, "Body Cathexis and the Ideal Female Figure..." op. cit.

The raw scores on the Satisfaction-Dissatisfaction continuum for each item of a group of body characteristics were summed and averaged yielding a particular Group Body Characteristics score. Each of the group scores, as well as single Body Characteristics, were then correlated with the eight aspects of clothing. Prior to calculating correlations, the signs on the Satisfaction scale were reversed in order to make increasing scale values correspond with increasing satisfaction.

Perceived Peer Self

Since this study is part of a larger study, the data on Perceived Peer Self were collected by another researcher,¹ and were included in this study because the writer felt that it would be relevant to the respondent's total body image and concern for his body.

A modified Brownfain Inventory, consisting of twenty traits thought to be descriptive of the self, was administered for self-evaluation at two different times. The second time the inventory was completed, the respondent was asked to estimate how the other students in his class would rate him on a ten-interval scale. This score composed the Perceived Peer Self. (See Appendix B, p. 126 for instrument.)

¹See thesis by Klaasen.

²See thesis by Hundley for detailed information concerning the background of the subjects.

Biographical Data

Background information (Appendix B, p. 133) obtained from the respondents included: age, grade, sex, the main wage earner, his occupation, educational level, and estimated yearly income. This study used data concerning sex, grade, and social class.²

Social class was determined by Hollingshead's two factor index of the occupational role of the head of the household and the amount of education of that person.¹ Both indices were divided into a seven point scale with one indicating a high position and seven a low position. The two scores were weighted according to Hollingshead's multiple correlation techniques. The composite score of these two factors gives an Index of Social Position where a low score indicates a high social position.

Selection of the Sample

Subjects for the study were students attending a central high school in a midwestern city with a population of approximately 15,000.² A range of family socio-economic positions, both rural and urban backgrounds was available with representation from all social classes. An effort was made to balance the representation from each grade.

¹August B. Hollingshead, Two Factor Index of Social Position (New Haven, Connecticut: c-1957).

²U.S. Bureau of Census, U.S. Summary, General Social and Economic Characteristics: 1960. U.S. Department of Commerce.

U.S. Bureau of Census, Michigan General Social and Economic Characteristics: 1960 U.S. Department of Commerce.

A non-random sample of 521 students taken from the tenth, eleventh, and twelfth grades, consisted of 270 females and 251 males. Six study hall classes were utilized; therefore those students carrying a full subject load were not included in the sample.

Administration of the Measures

The research data were collected on two different days during fifty minute class periods, one week apart, in the fall of 1966. The Clothing Measure was administered the first session and the Body Characteristics ratings, background information, and Perceived Peer Self scores were obtained during the second session. Questionnaires from the two sessions were matched for each subject by a cover sheet incorporating initials, sex, and birthdate.

Statistical Analysis of the Data

To separate sex differences, the data for males and females was studied independently. The data were further separated by grade to investigate any differences attributable to age/grade. Frequency distributions, means, and standard deviations were computed for descriptive purposes for the aspects of clothing, body concern and Perceived Peer Self.

Pearson product-moment correlation coefficients were determined among the main variables. The test of significance for the correlations was a two-tail test to reject the null hypotheses at the .05 level of significance.¹

¹N.M. Downie and R.W. Heath, Basic Statistical Methods (New York: Harper and Row, 1965), p. 130.

Simple correlations were computed to determine whether a relationship existed between the eight clothing aspects, and body characteristics, grade and Perceived Peer Self. Each Body Characteristic and Groups of Body Characteristics were correlated with both the clothing variables and background information to determine whether concern for the body was stronger in any one area. Simple correlations were used to determine relationships between the aspects of clothing and social class after the signs on the Social Class scale were reversed.

Differences between means of Over-all Body Satisfaction and Body Intensity among grades and between sexes were tested by the use of the standard score z test between sample means to reject the null hypothesis at the .05 level of significance.¹

Statistical tests of significance used in this study are based on the assumptions of random sampling and a normal population distribution.² Although the sample used in the present study was not randomly selected, the distribution of raw scores on Body Intensity, Over-all Body Satisfaction, and Clothing, as well as background data concerning the distribution of age, grade, and social class would indicate that the sample would appear to approach the normal distribution.

¹Ibid., 132-133.

²Ibid., p. 122-135.

CHAPTER V

RESULTS AND DISCUSSION

The discussion of the results includes descriptions of the subject's background as well as descriptions of and relationships between the following major variables of the study: eight aspects of clothing, Over-all Body Satisfaction, Body Intensity, and Perceived Peer Self.

Biographical Data

Background information obtained from the respondents included the subject's age, grade, sex, and the identity of the main wage earner of the family, as well as his occupation, educational level and estimated yearly income. This particular study utilized sex, age, grade, and social class.

Sex and Age

The questionnaire was administered to 521 students (251 males and 270 females) in the tenth, eleventh, and twelfth grades of a Midwestern high school. The data for each sex were separated for all statistical treatments because it was felt males and females hold different attitudes towards clothing.

The possible effect of age on responses to the questionnaire was investigated. The age of the respondents ranged from thirteen to nineteen years (Table 1), with only a small number of subjects in the extreme age levels. Eighty-four per cent of the males and 90% of the females were concentrated in the fifteen to seventeen age group.

Table 1. Distribution of students by age

Age in Years	No.	%	Total Number
13			
Males	4	1.6	5
Females	1	.4	
14			
Males	18	7.2	40
Females	22	8.2	
15			
Males	76	30.3	182
Females	106	39.3	
16			
Males	71	28.3	143
Females	72	26.7	
17			
Males	64	25.5	128
Females	64	23.7	
18			
Males	11	4.4	15
Females	4	1.5	
19			
Males	2	.8	2
Females	0	0.0	
Unkown			
Males	5	2.0	6
Females	1	.4	
TOTAL			
Males	251		521
Females	270		

Grade Distribution

The distribution of males and females by grade is given in Table 2. The largest percentage of students in the sample (37.8) was in the tenth grade.

Table 2. Distribtuion of students by grade

	Total Number	% Grade 10	% Grade 11	% Grade 12	% Unknown
Males	251	36.3	23.9	22.3	17.5
Females	270	39.2	24.8	22.2	13.7
Total	521	37.8	22.3	22.3	15.5

Social Class

Social class position was determined for each subject according to Hollingshead's two factor index using occupation and level of education of the main wage earner of the family. Five categories were utilized, with Class I being the highest social class. Sixty per cent of the students in the sample were in Social Classes IV and V. The breakdown of educational level of the main wage earners of the entire sample is given below:

Completed grade school only	27%
Completed high school	25%
Completed 4 or more years of college	12%
Unknown	36%

Occupations of the main wage earner of the families in Social Classes IV and V consisted of owners of small businesses, clerical workers and technicians, skilled, semi-skilled, and unskilled workers.

Table 3. Distribution of students by social class

Social Class	% Males	% Females	% Total
I	3.2	2.6	2.9
II	4.0	2.2	3.1
III	12.8	14.4	13.6
IV	40.6	50.4	45.7
V	17.5	16.3	15.0
Unknown	21.9	14.1	17.9
Total n	251	270	521

Social Class and Its Relationship to Grade

The highest percentage of both males and females were found to be in Social Class IV (see Table 3). The distribution of students by grade in each of the five social class categories is given in Table 4.

Clothing

Distribution of the Clothing Scores

Tables 5 and 6 show the mean and standard deviations for the scores of each of the eight aspects of clothing. When means of the various uses of clothing were compared, the findings indicated that males and females placed different emphasis upon each of the eight different aspects of clothing.

Aesthetic emphasis on clothing, or a pleasing or beautiful appearance, was ranked first by both males and females. Females ranked Interest in clothing, defined as giving attention, investigating, manipulating, or experi-

Table 4. Distribution of students in each social class by grade

Social Class	Grade 10		Grade 11		Grade 12		Grade Unknown		Total in each Social Class	
	No.	%	No.	%	No.	%	No.	%	No.	%
I. ¹ Males	4	4.4	2	3.3	2	3.6	0	0	8	3.2
Females	5	4.7	1	1.5	1	1.7	0	0	7	2.6
II. Males	3	3.3	4	6.7	3	5.4	0	0	10	4.0
Females	3	2.8	2	3.0	1	1.7	0	0	6	2.2
III. Males	12	13.2	13	20.0	6	10.7	2	4.7	32	12.7
Females	16	15.1	10	14.9	10	16.7	3	8.1	39	14.4
IV. Males	47	51.7	24	40.0	27	48.2	4	9.3	102	40.6
Females	60	56.6	35	52.2	39	65.0	2	5.6	136	50.4
V. Males	14	15.4	14	23.3	14	25.0	2	4.7	44	17.5
Females	19	17.9	15	23.4	8	13.3	2	5.6	44	16.3
Social Class Unknown Males	11	12.2	4	6.7	4	7.1	36	81.8	55	21.9
Females	3	2.8	4	6.0	1	1.7	30	83.3	38	14.1
Total in each grade	91		60		56		44		251	
Males	106		67		60		37		270	
Females										

highest social class category

Table 5. Distribution of scores for males on the eight aspects of clothing

Clothing Aspect	Mean	Standard Deviation
Aesthetic		
Grade 10	35.6	4.8
Grade 11	36.8	7.5
Grade 12	36.6	5.9
Comfort		
Grade 10	32.1	6.2
Grade 11	31.2	5.2
Grade 12	32.9	4.8
Interest		
Grade 10	26.6	7.7
Grade 11	23.9	6.6
Grade 12	23.8	8.0
Management		
Grade 10	32.8	5.8
Grade 11	32.0	6.3
Grade 12	33.0	5.4
Modesty		
Grade 10	29.1	6.5
Grade 11	28.8	5.8
Grade 12	29.1	5.2
Psychological Dependence		
Grade 10	31.1	7.2
Grade 11	30.9	5.8
Grade 12	29.8	6.8
Social Approval		
Grade 10	31.3	6.5
Grade 11	31.1	6.1
Grade 12	30.5	5.5
Special Attention		
Grade 10	27.6	6.9
Grade 11	27.8	6.3
Grade 12	26.4	7.5

Grade 10 N = 91
 Grade 11 N = 60
 Grade 12 N = 56
 Unknown = 44

Table 6. Distribution of scores for females on the eight aspects of clothing

Clothing Aspect	Mean	Standard Deviation
Aesthetic		
Grade 10	41.8	4.4
Grade 11	42.3	4.4
Grade 12	42.9	3.6
Comfort		
Grade 10	35.1	4.7
Grade 11	35.9	5.3
Grade 12	36.8	5.4
Interest		
Grade 10	38.7	6.5
Grade 11	37.9	6.8
Grade 12	40.8	6.2
Management		
Grade 10	38.8	5.4
Grade 11	38.5	6.0
Grade 12	38.7	5.1
Modesty		
Grade 10	37.5	6.8
Grade 11	37.4	6.2
Grade 12	38.3	6.4
Psychological Dependence		
Grade 10	36.9	5.5
Grade 11	35.9	5.9
Grade 12	36.1	6.7
Social Approval		
Grade 10	34.2	5.2
Grade 11	34.0	6.0
Grade 12	33.7	6.2
Special Attention		
Grade 10	30.7	5.3
Grade 11	31.0	7.2
Grade 12	31.1	6.1

Grade 10 N = 106

Grade 11 N = 67

Grade 12 N = 60

Unkown = 37

menting with clothing, second in importance; and Management or the economic aspect of clothing third. Males ranked Management second and Comfort third. A complete ranking of the means by sex is given below:

<u>Males</u>	<u>Females</u>
Aesthetic	Aesthetic
Management	Interest
Comfort	Management
Social Approval	Modesty
Psychological Dependence	Psychological Dependence
Modesty	Comfort
Special Attention	Social Approval
Interest	Special Attention

Relationships Between the Aspects of Clothing By Grade

The relationships between clothing aspects for females and males generally followed the same pattern--the number of significant correlation coefficients decreased as age increased.

As shown in Table 7, the correlation coefficient for tenth grade males between the Special Attention aspect, (use of clothing to gain prestige), and the Social Approval aspect, (use of clothing to conform to group standards), was significant at the .01 level. This relationship is anomalous, as the two uses of clothing are generally thought to be in opposition. The relationship was, however, present in the earlier analyses of these data,¹

¹Humphrey, Hundley, Klaasen, and Young, op. cit.

Table 7. Simple correlations between aspects of clothing for males

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval
Comfort							
Grade 10	.23*						
Grade 11	.45**						
Grade 12	.26*						
Interest							
Grade 10	.44**	.03					
Grade 11	.50**	.65**					
Grade 12	.34**	.22*					
Management							
Grade 10	.55**	.42**	.43**				
Grade 11	.46**	.46**	.57**				
Grade 12	.59**	.38**	.40**				
Modesty							
Grade 10	.02	.14	-.05	.08			
Grade 11	.30**	.52**	.26*	.24			
Grade 12	.54**	.31*	.47**	.49**			
Psychological Dependence							
Grade 10	.38**	.12	.49**	.18	-.05		
Grade 11	.38**	.31*	.57**	.44**	.11		
Grade 12	.15	.24*	.52**	.20	.36**		
Social Approval							
Grade 10	.20	.01	.42**	.22*	.11	.42**	
Grade 11	.47**	.43**	.20	.34**	.23	.51**	
Grade 12	.25*	.17	.40**	.26*	.30**	.55**	
Special Attention							
Grade 10	.44**	-.04	.76**	.28**	-.10	.51**	.43**
Grade 11	.49**	.34**	.65**	.47**	.24	.56**	.25
Grade 12	.14	.14	.62**	.21*	.34**	.59**	.56**

*Significant at the .05 level

**Significant at the .01 level

Grade 10 N = 91

Grade 11 N = 60

Grade 12 N = 56

and was also present for the twelfth grade males in this study.

Another interesting relationship was found between the Interest aspect of clothing and the use of clothing for Physical Comfort. The relationship was significant at the .05 level for both sexes in twelfth grade, and at the .01 level for both sexes in the eleventh grade. This relationship was significant for females in the tenth grade (see Table 8) but not for males.

The significant relationship at the .01 level, between the Modesty and Psychological Dependence aspects of clothing for both sexes in the twelfth grade seems logical. Ryan found that feeling at ease and having self-confidence were attributable to a feeling of being well-dressed,¹ while Silverman found being well-dressed influenced security or stability in social situations.² A possible explanation for this population may be that Modesty is related to self-confidence because of the individual's knowledge of conservative custom as to dress; thus, if an individual conforms to his group's standards of dress he is using clothing as an aid to security and self-confidence. The

¹Ryan, "Effect on College Girls...", loc. cit., p. 56-57.

²Silverman, loc. cit., p. 54.

Table 8. Simple correlations between aspects of clothing for females

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval
Comfort							
Grade 10	.24**						
Grade 11	.42**						
Grade 12	.41**						
Interest							
Grade 10	.31*	.25**					
Grade 11	.49**	.32**					
Grade 12	.34**	.20*					
Management							
Grade 10	.35**	.30**	.33**				
Grade 11	.56**	.34**	.30*				
Grade 12	.42**	.34**	.33*				
Modesty							
Grade 10	.42**	.45**	.25**	.05			
Grade 11	.31**	.46**	.25*	.22			
Grade 12	.38**	.34**	.37**	.27**			
Psychological Dependence							
Grade 10	.17	.06	.15	-.02	.24**		
Grade 11	.30*	.29*	.26*	.15	.36**		
Grade 12	.42**	.32**	.37**	.28**	.41**		
Social Approval							
Grade 10	.11	.12	.13	-.15	.15	.49**	
Grade 11	.14	.25*	.16	.03	.51**	.51**	
Grade 12	-.06	.12	.05	-.03	.23**	.28**	
Special Attention							
Grade 10	.27*	.11	.34**	.26*	.38**	.42**	.26*
Grade 11	.19	.09	.41**	.15	.04	.45**	.16
Grade 12	.33*	.00	.53**	.31**	.21*	.30**	.04

*Significant at the .05 level

**Significant at the .01 level

Grade 10 N = 106

Grade 11 N = 67

Grade 12 N = 60

same significant relationship between Modesty and Psychological Dependence upon clothing was found for grade eleven females. However, this relationship was non-significant for grade eleven males and for both sexes in the tenth grade.

Clothing and Its Relationship to Social Class

Simple correlations were used to determine if there were relationships between the aspects of clothing and Social Class. As shown in Table 9, Social Class was found to be related slightly to the Management aspect of clothing for females, although the size of the coefficient indicated little real strength to any relationship. In other words, females in the lower social classes placed a bit more emphasis on planning, buying, and caring for clothing than did those females in the higher social classes. (Note: The signs on the social class scale were reversed before the correlations were computed in order to make increases in scale values correspond to increases in clothing scores.)

Concern for the Body

Since an individual's physical characteristics provide a foundation for how he views himself as well as how he believes others view him, the reactions he receives from others can in turn influence how he feels about his body.¹

¹Goffman, Jersild, Schilder, Shibutani.

Table 9. Simple correlations between the aspects of clothing and social class

Clothing Aspect	Social Class	
	Males n=251	Females n=270
Aesthetic	-.01	-.02
Comfort	.07	.01
Interest	.03	.02
Management	.01	-.13*
Modesty	.11	-.07
Psychological Dependence	-.06	-.04
Social Approval	.01	.02
Special Attention	-.01	-.06

*Significant at the .05 level

Concern for the body, as measured for this study had two aspects: 1) the measure of Over-all Body Satisfaction which indicated whether a person was generally satisfied or dissatisfied with his physical body, and 2) Body Intensity which indicated the strength, but not the direction, of concern about the body.

Distribution of Over-all Body Satisfaction Scores

Concern for the body was measured by the Body Characteristics measure, which consisted of 23 body related items such as "legs," "hair," and "muscular co-ordination." Each of these items were rated by the subject on a seven-point scale of satisfaction to dissatisfaction. The

Over-all Body Satisfaction scores were determined, using the transformed scale value, by adding the summed dissatisfaction ratings to the satisfaction ratings. A constant of 100 was then added to keep all scores positive. Table 10 shows the means and standard deviations of Over-all Body Satisfaction scores by grade, and indicates that males were generally more satisfied with their bodies than were the females.

Table 10. Distribution of scores for Over-all Body Satisfaction

	<u>Mean</u>	<u>Standard Deviation</u>
<u>Grade 10</u>		
Males	116.2	12.0
Females	113.4	11.2
<u>Grade 11</u>		
Males	115.5	10.9
Females	111.8	11.9
<u>Grade 12</u>		
Males	116.2	11.2
Females	112.9	12.1

The percentage of responses at each scale interval for each of the Body Characteristics items for males and females are shown in Tables I and II Appendix A, p. 108, 109.¹ Interval 4, "have no particular feelings one way or the other," was the neutral point of the scale. Interval 3, "am satisfied," was most frequently used by both males and females in rating the body characteristics. Interval 7, indicating the most dissatisfaction, was used less by

¹All tables located in appendix A will be referred to in the text by Roman numerals I, II...etc.

all males and was not used by them at all in rating three characteristics--"face shape," "ears," and nose." The most frequently rated Body Characteristic in each scale interval is given in Table 11.

Table 11. The most frequently rated Body Characteristic in each scale interval

<u>Scale Interval</u>	<u>Males</u>	<u>Females</u>
1-very satisfied	Muscular Develop.	Teeth
2-satisfied	Muscular Coordin.	Eyes
3-somewhat satisfied	Hands	Voice
4-neutral	Other (specified)	Other (specified)
5-somewhat dissatisfied	Complexion	Complexion
6-dissatisfied	Complexion	Weight
7-very dissatisfied	Height	Hips

It is interesting that both males (74%) and females (81%) felt the "other" scale item important enough to write in a specific body characteristic, and yet gave the characteristic a "4" rating or "neutral." Two characteristics most frequently written in by subjects were "fingernails" and "freckles." The other write-in responses were all dissimilar, and in most cases were repetitions or variations of items included in the questionnaire.

Distribution of Body Intensity Scores

Intensity of concern for the body was obtained by summing the absolute transformed scale values for the 23 body characteristic items. This score indicated the strength, or intensity, or an individual's feeling about his body. The distribution of scores for Body Intensity is given in Table 12.

Table 12. ^{Computer error} Distribution of Scores for Body Intensity by Grade

	<u>Mean</u>	<u>Standard Deviation</u>
<u>Grade 10</u>		
Males	31.1	7.2
Females	36.8	5.5
<u>Grade 11</u>		
Males	30.9	5.8
Females	35.9	5.9
<u>Grade 12</u>		
Males	29.8	6.3
Females	36.1	6.7

The Relationship Between Clothing and Over-all Body Satisfaction

That feelings about the body are part of the general feelings of satisfaction or dissatisfaction about one's self seems apparent. The cultural emphasis on physical size, athletic ability, and appearance is enough to make the adolescent very aware of his body. Clothing could be an acceptable and available medium open to the adolescent for manipulation of the appearance of his body to obtain more satisfaction with his body. Therefore, it seems reasonable that the attitudes and feelings an individual

has toward his body might be closely related to the way in which he uses his clothing.

Simple correlations between Over-all Body Satisfaction and the eight aspects of clothing were computed and are given in Tables 13 and 14. Positive significant relationships were noted for males in all three grades between the Aesthetic aspect of clothing and positive body concern, meaning that the greater the Over-all Satisfaction with the body, the greater the concern for beauty in clothes. Correlation coefficients were noticeably higher for the males than the females (grade ten, .54, grade eleven, .73, and grade twelve, .67). All other significant relationships for males were confined to grade twelve--concern for Physical Comfort in clothing, the Management or economic aspect of clothing, conservative and inconspicuous clothing (Modesty), use of clothing for self-confidence and stability, and use of clothing for conforming to group norms and gaining Social Approval.

Females in all three grades also had positive significant relationships between Over-all Body Satisfaction and Aesthetic emphasis, or beauty in clothes (Table 14). The only other significant relationship for this variable for females was found with Physical Comfort in clothing, in the twelfth grade.

Table 13. Simple correlations relating the eight aspects of clothing to Overall Body Satisfaction for males

Clothing Aspect	<u>Over-all Body Satisfaction</u>		
	Grade 10 n=91	Grade 11 n=60	Grade 12 n=56
Aesthetic	.54**	.73**	.67**
Comfort	.14	.23	.42**
Interest	-.02	-.04	-.14
Management	.12	.21	.29*
Modesty	.13	.21	.30*
Psychological Dependence	.01	.16	.35**
Social Approval	.10	.10	.30*
Special Attention	.11	.20	.13

*Significant at the .05 level

**Significant at the .01 level

The Relationship Between Clothing and Body Intensity

Body Intensity refers to the strength of feelings of both satisfaction and dissatisfaction an individual has with parts of his body. No research was available in which satisfaction or dissatisfaction with the body was correlated with clothing as a variable. After reviewing literature related to concern for the body, as well as clothing studies, it seemed reasonable that clothing could be used either as a means of expressing satisfaction with the body, or as a

Table 14. Simple correlations relating the eight aspects of clothing to Over-all Body Satisfaction for females

Clothing Aspect	<u>Over-all Body Satisfaction</u>		
	Grade 10	Grade 11	Grade 12
	n=106	n=67	n=60
Aesthetic	.35**	.24*	.31*
Comfort	.06	.16	.32*
Interest	-.02	.15	-.02
Management	.01	.06	.04
Modesty	-.04	.23	-.01
Psychological Dependence	.00	.20	.13
Social Approval	.12	.05	.23
Special Attention	-.03	.21	-.02

*Significant at the .05 level

**Significant at the .01 level

way of camouflaging parts of the body the individual was dissatisfied with to make them more acceptable. When Body Intensity was correlated with eight aspects of clothing the direction of the significant relationships was similar for both sexes. Differences in number of significant relationships between Body Intensity and Clothing by age/grade were apparent for females; the males were more consistent regardless of grade (Table 15), while for females the number decreased as age increased (Table 16).

In error
 Table 15. Simple correlations relating the eight aspects of clothing to Body Intensity for males

Clothing Aspect	<u>Body Intensity</u>		
	Grade 10 n=91	Grade 11 n=60	Grade 12 n=56
Aesthetic	-.07	.10	.31*
Comfort	.52**	.57**	.49**
Interest	.36**	.11	-.05
Management	.59**	.56**	.51**
Modesty	.15	.38**	.39**
Psychological Dependence	.55**	.51**	.42**
Social Approval	.20	.44**	.18
Special Attention	.24*	.31**	.12

*Significant at the .05 level
 **Significant at the .01 level

The Relationship Between Clothing Aspects
 and Satisfaction with Groups of Body Characteristics

The 23 body characteristics were categorized in four groups--Plastic, Build, Cultural, and Peripheral. Relationships between clothing aspects and Groups of Body Characteristics were expected to be in the same direction as relationships between Clothing aspects and Body Intensity.

Table 16. ^{for error} Simple correlations relating the eight aspects of clothing to Body Intensity for females

Clothing Aspect	<u>Body Intensity</u>		
	Grade 10 n=106	Grade 11 n=67	Grade 12 n=60
Aesthetic	.14	.11	.05
Comfort	.37**	.26*	.15
Interest	.41**	.36**	.24
Management	.30**	.45**	.42**
Modesty	.42**	.30*	.17
Psychological Dependence	.28**	.51**	.48**
Social Approval	.28**	.15	-.02
Special Attention	.32**	.29*	.19

*Significant at the .05 level

**Significant at the .01 level

Out of the total of the 96 relationships between the aspects of Clothing and Groups of Body Characteristics, males revealed a total of eight significant relationships, while 10 occurred for females. The only significant relationships for grade ten males were between the Peripheral Group of Body Characteristics and use of clothing for

Psychological Dependence and for Social Approval (Table 17).

Females in grade ten showed only one significant relationship (Table 18). A negative correlation was found between the Cultural Group of Body Characteristics and use of clothing for Modesty.

There were no significant relationships for any Group of Body Characteristics for grade eleven males. A positive correlation (significant at the .01 level) was obtained when General Interest in clothing and the Plastic Group of Body Characteristics were correlated for females in grade eleven. Also in grade eleven, females had significant negative relationships between the Social Approval aspect of clothing and a positive relationship between the Special Attention aspect of clothing, and the Build Group of Body Characteristics. The items in the Build Group usually are not as easily or as quickly manipulated, thus an eleventh grade female who was pleased with Build aspects of her body for meeting the "ideal" criteria might attempt to draw attention to herself through her use of clothing.

Significant positive relationships were found between the Plastic Group and two aspects of clothing, Interest and Social Approval, for twelfth grade males. A significant correlation coefficient of .27 was found between the Build Group and emphasis on Physical Comfort in clothing. If a twelfth grade male were satisfied about the impression he gave of his height, weight, posture or muscular ability, he was also likely to be concerned with physical comfort

Table 17. Simple correlations relating eight aspects of clothing to satisfaction with Groups of Body Characteristics for males

Clothing Aspect	<u>Groups of Body Characteristics</u>			
	<u>Plastic</u>	<u>Build</u>	<u>Cultural</u>	<u>Peripheral</u>
Aesthetic				
Grade 10	.11	.07	.09	-.03
Grade 11	.11	.12	-.11	.14
Grade 12	.11	-.23	.05	.02
Comfort				
Grade 10	-.06	-.16	-.15	.01
Grade 11	.05	.15	.16	-.16
Grade 12	.04	.27*	.16	.08
Interest				
Grade 10	.08	.03	-.06	-.11
Grade 11	-.04	-.11	.09	.07
Grade 12	.27*	.20	.29*	-.03
Management				
Grade 10	.11	.04	.11	.03
Grade 11	.07	.14	.03	.18
Grade 12	.08	.18	.07	-.04
Modesty				
Grade 10	-.13	-.20	-.17	-.06
Grade 11	-.09	-.07	-.10	-.09
Grade 12	-.06	-.01	-.09	.08
Psychological Dependence				
Grade 10	.02	.00	.08	-.26*
Grade 11	.08	-.02	-.02	-.10
Grade 12	.17	.38**	.38**	.12
Social Approval				
Grade 10	.12	.14	.06	-.31**
Grade 11	.00	-.01	-.03	-.06
Grade 12	.27*	.10	.11	.06
Special Attention				
Grade 10	.14	.01	-.05	-.07
Grade 11	.03	.07	.13	-.05
Grade 12	.19	.08	.09	-.09

*Significant at the .05 level

**Significant at the .01 level

Grade 10 N = 91

Grade 11 N = 60

Grade 12 N = 56

Table 18. Simple correlations relating eight aspects of clothing to Satisfaction with Groups of Body Characteristics for females

Clothing Aspect	Groups of Body Characteristics			
	Plastic	Build	Cultural	Peripheral
Aesthetic				
Grade 10	.06	.08	.03	-.04
Grade 11	.12	.12	.05	-.04
Grade 12	.24	.33**	.22	.22
Comfort				
Grade 10	-.06	.00	-.12	-.11
Grade 11	.01	-.19	-.10	-.08
Grade 12	-.06	.00	-.13	-.00
Interest				
Grade 10	-.05	-.17	.07	-.04
Grade 11	.33**	.15	.08	.17
Grade 12	.15	.19	.04	.30*
Management				
Grade 10	.12	.08	.10	.06
Grade 11	.17	.18	.18	-.03
Grade 12	.17	.15	.03	.31*
Modesty				
Grade 10	-.08	-.16	-.21*	-.08
Grade 11	-.00	-.23	-.14	-.07
Grade 12	-.02	.26*	-.06	.01
Psychological Dependence				
Grade 10	.13	.11	.16	-.01
Grade 11	.03	.02	.08	.01
Grade 12	.11	.01	.01	-.02
Social Approval				
Grade 10	-.01	.00	.08	-.02
Grade 11	-.15	-.27*	-.22	-.33**
Grade 12	.22	.00	-.07	.10
Special Attention				
Grade 10	.00	-.12	.13	.07
Grade 11	.22	.36**	.10	.16
Grade 12	.22	.11	-.02	.26*

*Significant at the .05 level

**Significant at the .01 level

Grade 10 N = 106

Grade 11 N = 67

Grade 12 N = 60

in his clothing. By the same line of reasoning, the significant relationship (.38) between the Build Group of Body Characteristics and the Psychological Dependence aspect of clothing indicated that if a male were pleased with his "build" he might use clothing to give himself self-confidence and stability.

Significant positive relationships were also found for twelfth grade males between culturally defined ideal characteristics and Interest in clothing, and Psychological Dependence on clothing. No significant relationships were found for twelfth grade males between Peripheral Group of Body Characteristics and the different aspects of clothing.

In grade twelve, 6 of the total of 8 significant relationships for males occurred between aspects of clothing and Groups of Body Characteristics, and all were in the positive direction--Comfort, Interest, Psychological Dependence, and Social Approval. To clarify, males in grade twelve who had feelings of satisfaction about the body also had a general interest in clothes, in having comfortable clothing, liked clothing comparable to their peers, and used clothing to build self-confidence.

Two or more groups of Body Characteristics related positively to Aesthetic, Modesty, Management, and Special Attention for twelfth grade females, and negatively for General Interest in clothing. To clarify, females in grade twelve who revealed feelings of dissatisfaction about

the body had a General Interest in clothing. The females students with feelings of satisfaction about the body placed emphasis upon becomingness and beauty in clothing (Aesthetic), as well as Modesty and Management aspects, and were willing to draw attention to themselves by use of clothing.

The Relationship Between Clothing and Satisfaction with Specific Body Characteristics

Using the raw score of each scale item as a score value, 23 separate Body Characteristics were correlated with the eight aspects of clothing to determine if specific characteristics of the body were of more concern than others for the adolescent.

It is interesting that out of a possible 184 relationships for the eleventh grade, only three positive significant relationships existed between clothing aspects and Body Characteristics for males, while 16 relationships (9 positive) existed for females. There appeared to be no congruence between sexes for these relationships.

As shown in Table III, tenth grade males were found to have significant relationships only between the Modesty aspect of clothing and the Body Characteristics of "hair" and "hands." The adolescent male's hands are body parts that frequently seem out of proportion and clumsy to him; hence they would also seem conspicuous.

Tenth grade females also had significant relationships, (at the .01 level), in the clothing aspect of Modesty, but

with different Body Characteristics than for males--"teeth" and "muscular development." These relationships are peculiar, but could be explained in terms of "conspicuousness." Twice as many significant relationships existed between a body part and clothing for tenth grade females as for tenth grade males, half for each sex linked with the Modesty aspect of clothing (see Table IV).

Table V shows a positive relationship, significant at the .01 level, for eleventh grade males between the Management, or economic aspect of clothing, and the Body Characteristic "chest." Females in grade eleven revealed significant negative relationships between the Social Approval aspect of clothing and the Body Characteristics of face shape, weight, waist, legs, and moles or birthmarks (see Table VI). Thus, if an individual expressed dissatisfaction with these Body Characteristics, he also used clothing to conform to his peers.

Two relationships, significant at the .01 level, between aspects of clothing and single Body Characteristics were found for twelfth grade males (see Table VII). Both were in the negative direction. A correlation coefficient of $-.38$ existed between Psychological Dependence on clothing and "muscular coordination." An adolescent's body image is composed of physical properties and characteristics as well as a psychological part, which includes attitudes and feelings toward the body. Skill in athletics is important to the adolescent male; thus if he were dissatisfied with

his "muscular coordination" he might be dependent on clothing for self-confidence. The correlation coefficient of $-.33$ between use of clothing for Special Attention or prestige and "chest," was also significant at the .01 level.

Significant positive relationships were found for twelfth grade females between the Aesthetic aspect of clothing and the single Body Characteristics of "hair," "lips," "weight," and posture. Thus if an individual were satisfied with these parts of the body, she was also interested in beauty and becomingness in clothing (see Table VIII).

When specific Body Characteristics and the various aspects of Clothing were correlated, the number of significant relationships increased as age increased. Although no specific pattern in relationships existed between specific aspects of clothing and Body Characteristics, tenth graders of both sexes more often revealed significant relationships regardless of direction, between the Modesty aspect of clothing and Body Characteristics.

Perceived Peer Self

An individual's self concept, of which body image and Perceived Peer Self are a part, is acquired through social interaction. Thus, what an individual believes his peers think of him could be related to his satisfaction or dissatisfaction with this body, and could also be reflected in his use of clothing.

A modified Brownfain Self Rating Inventory (see appendix B, p.126) was used to measure what an individual

believed his peers thought of him on 20 descriptive personality traits. However, no consideration was given to whether the estimation was actually correct. The 20 ratings were then summed to derive the Perceived Peer Self score.

Relationships Between Aspects of Clothing and Perceived Peer Self

The relationships between aspects of clothing and Perceived Peer Self are given in Tables 19 and 20. A positive significant relationship, at the .01 level, was found between the Aesthetic aspect of clothing and Perceived Peer Self for all grades and both sexes, except eleventh grade males.

Other positive significant relationships, at the .01 level, were found for tenth grade females between the clothing aspects of Interest and Special Attention and Perceived Peer Self, indicating that if tenth grade females believed their peers thought highly of them, they were also interested in clothing in terms of experimenting and manipulation as well as using clothing to draw attention to themselves, while eleventh grade females were concerned with planning, buying and caring for clothing. Twelfth grade females who believed their peers thought highly of them used their clothing to gain prestige and status for themselves.

Table 19. Simple correlations relating aspects of clothing and Perceived Peer Self for males

Clothing Aspect	<u>Perceived Peer Self</u>		
	Grade 10 n=91	Grade 11 n=60	Grade 12 n=56
Aesthetic	.31**	.18	.49**
Comfort	-.05	.13	.11
Interest	.18	.20	.15
Management	.21*	.18	.16
Modesty	.05	.19	-.02
Psychological Dependence	-.01	.10	.22
Social Approval	.14	.13	.11
Special Attention	.16	.30	.17

*Significant at the .05 level
 **Significant at the .01 level

Only one other significant relationship existed--tenth grade males who held a high estimation of Perceived Peer Self were also slightly interested in the planning and selection of their clothing.

Table 20. Simple correlations relating aspects of clothing and Perceived Peer Self for females

Clothing Aspect	<u>Perceived Peer Self</u>		
	Grade 10 n=106	Grade 11 n=67	Grade 12 n=60
Aesthetic	.29**	.44**	.40**
Comfort	.00	.08	.12
Interest	.36**	.22	.27*
Management	.13	.33**	.30*
Modesty	.22*	.02	.19
Psychological Dependence	.15	.00	.11
Social Approval	-.03	-.25*	-.05
Special Attention	.39**	.14	.37**

*Significant at the .05 level

**Significant at the .01 level

Relationships Between Perceived Peer Self and Groups of Body Characteristics

When Groups of Body Characteristics and Perceived Peer Self were correlated for males and for females, significant relationships were confined to the Plastic, Build, and Cultural Groups of Body Characteristics, and all were in the positive direction (see Tables 21 and 22). If either a grade ten male or grade eleven female were more satisfied with these Groups of Body Characteristics, he or she also revealed a higher estimation of the Perceived Peer Self.

Table 21. Simple correlations relating Groups of Body Characteristics and Perceived Peer Self for Males

Group of Body Characteristics	Perceived Peer Self		
	Grade 10 n=91	Grade 11 n=60	Grade 12 n=56
Plastic	.33**	.17	.17
Build	.35**	.35**	.04
Cultural	.33**	.10	-.03
Peripheral	.03	.13	-.07

*Significant at the .05 level

**Significant at the .01 level

Males satisfied with their bodies showed concern for clothing uses a year earlier than did females since three significant relationships out of four possibilities for males occurred in grade ten, with only one out of four in grade eleven, while three out of the four relationships for females occurred in grade eleven, and only one a year later in grade twelve.

Table 22. Simple correlations relating Groups of Body Characteristics and Perceived Peer Self for females

Group of Body Characteristics	Perceived Peer Self		
	Grade 10 n=106	Grade 11 n=67	Grade 12 n=60
Plastic	.09	.34**	.34**
Build	.07	.36**	.15
Cultural	.12	.31**	-.10
Peripheral	.12	.20	.16

*Significant at the .05 level

**Significant at the .01 level

Relationships Between Perceived Peer Self
and Satisfaction with Specific Body Characteristics

When simple correlations were computed between single Body Characteristic scores and the Perceived Peer Self score, a positive significant relationship, at the .01 level, was found for tenth grade males (see Table IX). "Other" (specified) was a write in item, to which responses were varied, with "fingernails" and "freckles" being the most frequent replies. Other positive relationships, significant at the .01 level, were found between Perceived Peer Self and "ears," "nose," "posture," "muscle coordination," "waist," and "legs" for tenth grade males. Two significant relationships, out of 23 total possible relationships, were found for tenth grade females. Correlation coefficients of .18 were significant at the .05 level for "muscle coordination" and "feet."

Significant positive relationships, at the .05 level, were found for eleventh grade males between Perceived Peer Self and "nose" and "muscle coordination." Females had significant relationships, at the .01 level, in the positive direction between Perceived Peer Self and "face," "height," and "feet."

Two significant positive relationships, at the .01 level, were found for twelfth graders. If these males had a high estimate of Perceived Peer Self they also were satisfied with "teeth," and while if twelfth grade females believed their peers thought highly of them they showed satisfaction with their "speaking voice."

When clothing and concern for the body were related, males increased in number of significant relationships with age, while the frequency of significant relationships for females decreased with age. When clothing and Perceived Peer Self were correlated, both sexes revealed more significant relationships in grades ten and twelve than in grade eleven. However, when Perceived Peer Self and Groups of Body Characteristics were related, a different pattern emerged, since the larger number of significant relationships occurred in grade ten for males and in grade eleven for females. The relationships between single Body Characteristics and Perceived Peer Self followed the same pattern as that of the Groups of Body Characteristics.

CHAPTER VI

SUMMARY AND CONCLUSIONS

The major concern of this study was to investigate the relationship of eight aspects of clothing, the Over-all Body Satisfaction individuals have towards their bodies, the Intensity of feelings about the body, and Perceived Peer Self. Clothing and personal appearance are thought to be important to the adolescent since they allow him a means of expressing satisfaction with his body, or of coping with dissatisfaction with parts of the body, which in turn could affect how he thinks others see him.

A review of related literature showed varying definitions and instruments for measuring the use of clothing by individuals as well as the relationship of clothing and acceptance by the peer group. That an individual can use clothing as a symbol of identification in social interaction is generally accepted; that clothing can also convey satisfaction with the body, or be used in camouflaging or manipulation of the body to give a more pleasing effect, seemed reasonable.

A clothing questionnaire developed by the researchers of the larger project measured the following eight aspects of use of clothing: Aesthetic, Comfort, General Interest, Management, Modesty, Psychological Dependence, Social Approval, and Special Attention.¹ Each of the eight sections of the clothing measure contained eleven statements. A score was obtained for each of the eight aspects of clothing using a

¹Humphrey, Hundley, Klaasen, and Young, op. cit.

five point rating scale ranging from "almost always" to "almost never." Each score was then correlated separately with the other variables used in this study.

Concern for the body was measured by the Body Characteristics instrument consisting of 23 body related items. A seven point scale was used ranging from (1) "think that others would like to be just like me," to (7) "find it unbearable, and would do almost anything to change." The scores were transformed using scale item (4) as a neutral point to obtain the strength of feeling, or Body Intensity. Over-all Body Satisfaction was obtained by subtracting the dissatisfaction score from the satisfaction score, and adding 100 to eliminate negative numbers. The 23 body characteristics were categorized into four groups: Plastic, Build, Cultural, and Peripheral. The raw scores on the satisfaction to dissatisfaction continuum were summed and averaged for each group to yield a Group Body Characteristics score.

Perceived Peer Self, or an individual's estimate of how others see him, was measured by a modified Brownfain Self Rating Inventory, where the individual rated himself on 20 descriptive traits using a ten point scale.

The nonrandom sample obtained for this study consisted of 251 males and 270 females from grades ten, eleven, and twelve of a Midwestern city high school, representing all social classes and both urban and rural backgrounds. Background information obtained from the subjects included age, sex, and grade. Also included was identity of the main wage

earner in terms of his occupation, educational level, and estimated annual income.

The nonrandom sample used in this study necessarily limits predictions to other populations. In evaluating the results, this study should be considered a pretest situation for the Psychological Dependence aspect of the clothing measure. In addition, it should be emphasized that all of the measures used depend upon the subject's willingness to reveal feelings about himself, and thus a representative score might not have been given.

For all statistical analysis the data were separated by sex and by grade to investigate any differences attributable to these variables. Simple correlations were computed between the various aspects of clothing, as well as between clothing aspects and Over-all Body Satisfaction, Body Intensity, Body Characteristics, Groups of Body Characteristics and Perceived Peer Self. In addition, simple correlations were used between the various aspects of clothing and Social Class status. Social Class was found to be related slightly to the Management or economic aspect of clothing for females meaning that the lower the social class category, a little more planning, buying, and caring ^{class} for clothing by the individual was likely.

Previous research was used, whenever applicable, as a basis for the research hypotheses. In some cases, contradictory results have been reported by various researchers, and in other cases, no literature was available relating the

specific variables investigated in this study.

Hypothesis I. Over-all Body Satisfaction will be positively related to grade.

Kitamura,¹ Coleman,² and Jersild³ reported that adolescents were more likely to be satisfied with themselves as they increased in age and maturity. Thus hypothesis I was formulated.

When z tests were computed between means of Over-all Body Satisfaction there were no significant differences for either sex in any grade. Therefore, Hypothesis I was not confirmed.

Hypothesis II. Body Intensity will be related negatively to grade.

Hypothesis II was formulated concurrently with Hypothesis I as it was expected that the strength of feelings about the body would decrease with age as an individual became more accepting of his physical body.

When z tests were computed between means of Body Intensity, there were no significant differences for either sex in any grade, and Hypothesis II was not confirmed.

Males and Females

Hypothesis III. Females will reveal more significant relationships than will males between concern for the body and the aspects of clothing.

Secord and Jourard in developing the Body Cathexis scale, noted differences between males and females in feelings of

¹Kitamura, loc. cit., p. 77.

²Coleman, loc. cit.

³Jersild, loc. cit., pp. 65-67.

satisfaction or dissatisfaction with the body.¹ In their studies, females showed more concern for their bodies, thus it was hypothesized that females in the present study would reveal more significant relationships between concern for the body and the aspects of clothing, than would males.

Males as a group more often showed positive significant relationships than did females when the various aspects of clothing were correlated with Over-all Body Satisfaction and Body Intensity. Hypothesis III was not confirmed.

Over-all Body Satisfaction

Hypothesis IV A 1. Over-all Body Satisfaction will be positively related to the Aesthetic aspect of clothing.

Compton studied "body boundaries" and preferences in fabrics for clothing,² but no literature was available in which use of clothing and concern for the body (as measured for this study) were variables. Thus the following hypotheses were formed using logical deduction from results of previous studies of clothing and studies of various aspects of concern about the body.

Various studies have reported the importance of beauty in clothing to the individual. An individual generally satisfied with his body would feel he presents an acceptable or pleasing image to others, while a person who was less satisfied would rate Aesthetic emphasis important as he

¹Secord and Jourard, "The Appraisal of...", loc. cit., p.400.

²Compton, loc. cit.

attempted to achieve a pleasing body image. Positive significant relationships were obtained for both sexes in all grades. Females are often felt to place more emphasis on beauty in clothing than are males, however, correlation coefficients for males were noticeably higher in all grades in relationships between Over-all Body Satisfaction and Aesthetic use of clothing. The hypothesis was confirmed for both sexes in all grades.

Hypothesis IV A 2. Over-all Body Satisfaction will be positively related to the Comfort aspect of clothing.

Both grade twelve males and grade twelve females showed significant positive relationships between the Comfort aspect of clothing and Over-all Body Satisfaction. Since no significant relationships were found for grades ten and eleven, but all correlation coefficients were in the positive direction, the hypothesis was partially confirmed.

Hypothesis IV A 3. Over-all Body Satisfaction will be positively related to the Interest aspect of clothing.

General Interest in clothing and appearance might be shown by manipulation and experimentation with clothing. Thus, if an individual is not satisfied with his body he might be interested in clothing as a way to camouflage less than perfect physical characteristics, and perhaps also with the result of gaining general Over-all Body Satisfaction.

No significant relationships were obtained relating Interest in clothing and Over-all Body Satisfaction. Although the hypothesis was not confirmed it is possible that those subjects who were less pleased with their bodies

might not be "sophisticated" enough to utilize clothing to conceal or disguise parts of the body with which they were dissatisfied.

Hypothesis IV A 4. Over-all Body Satisfaction will be positively related to the Special Attention aspect of clothing.

Some individuals like to invite comment upon or draw attention to their clothing. Use of clothing in this manner can also be a medium for gaining prestige and status. If an individual is willing to attract attention to himself through his clothing, it would seem he would also be satisfied with his body characteristics. With this reasoning as a basis, the hypothesis was written.

The Special Attention aspect of clothing did not relate significantly to Over-all Body Satisfaction for either sex in any grade. Thus, the hypothesis was not confirmed.

Hypothesis IV B 1. Over-all Body Satisfaction will be negatively related to the Modesty aspect of clothing.

Although Modesty in clothing is often equated with body exposure, for this study Modesty was defined as the use of inconspicuous clothing which was very conservative in design, color, fit, and body exposure. The definition then covers startling designs and tight garments, as well as uncovering parts of the body. The hypotheses dealing with the Modesty aspect of clothing were based on the idea that an individual who was less satisfied with his body might use clothing to cover-up or hide himself.

The correlation coefficient between the Modesty aspect of clothing and Over-all Satisfaction with the body was significant for males in grade twelve, but not in the predicted direction. No other significant relationships existed for males, nor were significant relationships present for females in any grades. Thus, the hypothesis was not confirmed.

Hypothesis IV B 2. Over-all Body Satisfaction will be negatively related to the Psychological Dependence aspect of clothing.

The use of clothing to influence moods, feelings, and emotions was investigated by several researchers. Various aspects of dressing for "Personal Satisfaction" were considered by Alexander,¹ while feelings of security or self-confidence in social situations attributable to clothing were considered by Silverman² and Ryan.³ Being psychologically dependent on clothing may not be a conscious effort, but simply a matter of seeking to create a mood of self-confidence and well-being. An individual, by wearing garments he felt "sure of," might achieve an acceptable body image and hence use clothing as a means of coping with body dissatisfaction.

A significant relationship existed for twelfth grade males between Psychological Dependence on clothing and Over-all Body Satisfaction, but not in the predicted

¹Alexander, loc. cit., p. 42.

²Silverman, loc. cit., p. 56-57.

³Ryan, "Effect on College Girls....," loc. cit., p. 799.

direction. Over-all Body Satisfaction did not relate with the Psychological Dependence aspect of clothing for females in any grade. Thus, the hypothesis was not confirmed.

Hypothesis IV B 3. Over-all Body Satisfaction will be negatively related to the Social Approval aspect of clothing.

Use of clothing by an individual for Social Approval or acceptance, implies conformity to a group norm, thus an individual less satisfied with his body characteristics could use clothing or cosmetics as an aid in presenting an appearance similar to his peers. With this reasoning, the hypothesis was formulated.

One significant relationship for males between Over-all Body Satisfaction and use of clothing to gain Social Approval resulted, but it was not in the predicted direction and no significant relationships existed for females in any grade, thus the hypothesis was not confirmed.

Hypothesis IV C. There will be no relationship between Over-all Body Satisfaction and the Management aspect of clothing.

The Management, or economic, aspect of clothing, seemed unlikely to be related to feelings of satisfaction or dissatisfaction with the body, mainly because the planning and buying of clothing are not usually readily apparent nor directly observable by others. In addition, the Management aspect involved care of clothing and not the actual wearing of clothing in social interaction. With this idea in mind the hypothesis was formed.

There were no significant relationships for tenth and eleventh grade males between Management of clothing and Over-all Body Satisfaction, but the relationship for twelfth grade males was significant. Emphasis upon the Management aspect of clothing did not relate significantly to Over-all Body Satisfaction for females in any grade. Thus, the hypothesis was confirmed for females and partially confirmed for males.

Body Intensity

Body Intensity was determined by transforming the seven-point satisfaction and dissatisfaction scale from the neutral point (scale interval 4); the scale values then ranged from +3 to -3. The absolute values were summed and the resulting value indicated the strength of feelings of satisfaction or dissatisfaction with the body. It was expected that the stronger an individual felt about his body, the stronger he would also feel about his clothing.

Hypothesis V A 1. Body Intensity will be positively related to the Aesthetic aspect of clothing.

The correlation coefficient for males in grade twelve relating the Aesthetic aspect of clothing and Body Intensity was significant, but no other significant relationships were found for either sex in any grade. Thus, the hypothesis was partially confirmed for males and unconfirmed for females.

Hypothesis V A 2. Body Intensity will be positively related to the Comfort aspect of clothing.

Emphasis on Comfort in clothing related with Body Intensity in the predicted direction for males in all grades.

The relationship between the clothing aspect of Comfort and Body Intensity was significant for tenth and eleventh grade females, but not for twelfth grade. Therefore, for males, the hypothesis was confirmed, but only partially confirmed for females.

Hypothesis V A 3. Body Intensity will be positively related to the Interest aspect of clothing.

Although Body Intensity related to General Interest in clothing for tenth grade males, it did not relate for eleventh and twelfth grade males. General Interest in clothing was related to Body Intensity for females in grades ten and eleven, but not grade twelve. The hypothesis was partially confirmed for both males and females.

Hypothesis V A 4. Body Intensity will be positively related to the Modesty aspect of clothing.

Emphasis on Modesty in clothing related to Body Intensity for males in eleventh and twelfth grade, but not in grade ten, and Body Intensity and the Modesty aspect of clothing were related for females in grades ten and eleven, but not twelfth grade. Thus, the hypothesis was partially confirmed.

Hypothesis V A 5. Body Intensity will relate positively to the Psychological Dependence aspect of clothing.

Being Psychologically Dependent on clothing was significantly related to Body Intensity for both sexes in all grades. Thus, the hypothesis was confirmed for both males and females.

Hypothesis V A 6. Body Intensity will be positively related to the Social Approval aspect of clothing.

The use of clothing to gain Social Approval related with Body Intensity for grade eleven males and grade ten females. Since no other significant relationships existed, the hypothesis was only partially confirmed for both males and females.

Hypothesis V A 7. Body Intensity will be positively related to the Special Attention aspect of clothing.

The use of clothing to gain Special Attention, or prestige, related to Body Intensity for both males and females in grades ten and eleven. Thus, for both sexes, the hypothesis was partially confirmed.

Hypothesis V B. There will be no relationship between Body Intensity and the Management aspect of clothing.

Body Intensity related to the Management, or economic, aspect of clothing for both males and females in all grades. Thus, the hypothesis was not confirmed.

When all aspects of clothing and Body Intensity were correlated, the greatest number of relationships occurred in grade ten for females and a year later in grade eleven for males. Females in grade twelve had only two significant relationships between the various aspects of clothing and Body Intensity, Management and Psychological Dependence aspects, indicating that although other aspects of clothing were no longer emphasized, the twelfth grade female who felt strongly about the body was still interested in planning, selecting, and caring for her clothing as well as using clothing to

gain self-confidence and to influence moods and emotions. The relationships between both Management use of clothing, Psychological Dependence on clothing, and Body Intensity were significantly positive for females in all grades.

Groups of Body Characteristics

From the list of body related items Groups of Body Characteristics were arbitrarily categorized into four Groups, which used the raw score average of the items in each group as a group score to correlate with the eight aspects of clothing. Body Characteristics included in the Plastic Group were those parts of the body which can be manipulated or that are plastic in nature. The Build Group included structural body characteristics, while the Cultural Group included waist, hips, bust or chest, legs, hands and feet. Other items did not logically fit into the categories previously mentioned, and although the items themselves were dissimilar they were included in the Peripheral Group of Body Characteristics.

No literature was available in which groups of body characteristics were related to aspects of clothing. Since this grouping was actually only a different treatment of the data, the hypotheses were formulated parallel to those relating Body Intensity with Clothing.

Hypothesis VI A 1. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Aesthetic aspect of clothing.

Aesthetic emphasis on clothing did not relate significantly to any of the Groups of Body Characteristics for males in any grade, but a significant relationship was found for twelfth grade females between the Build Group and Aesthetic concern in clothing. Thus, the hypothesis was not confirmed for males and partially confirmed for females.

Hypothesis VI A 2. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Comfort aspect of clothing.

Emphasis on Physical Comfort in clothing did not relate in the predicted direction to any of the groups of body characteristics for females in any grade. However, a significant relationship was found for grade twelve males between the Build Group and the Comfort aspect of clothing. The hypothesis was partially confirmed for males, and unconfirmed for females.

Hypothesis VI A 3. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Interest aspect of clothing.

General Interest in clothing related to the Plastic and Cultural Groups of Body Characteristics in the predicted direction for grade twelve males, and with the Plastic Group for grade twelve females. Thus, the hypothesis was partially confirmed.

Hypothesis VI A 4. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Modesty aspect of clothing.

Emphasis on Modesty in clothing did not relate significantly to any Group of Body Characteristics for males in any grade. The Build Group related significantly in the predicted direction with the Modesty aspect of clothing for twelfth grade females. The hypothesis was unconfirmed for males and partially confirmed for females.

Hypothesis VI 5. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Psychological Dependence aspect of clothing.

Use of clothing to gain Psychological Dependence related significantly in the predicted direction to the Build and Cultural Groups of Body Characteristics for grade ten males, but did not relate to any Group of Body Characteristics for females in any grade. Thus, the hypothesis was partially confirmed for males and unconfirmed for females.

Hypothesis VI 6. Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics will be positively related to the Social Approval aspect of clothing.

The Plastic Group of Body Characteristics related significantly in the predicted direction, to the use of clothing to gain Social Approval for twelfth grade males, while use of clothing to gain Social Approval did not relate in the predicted direction for eleventh grade females. Thus, the hypothesis was partially confirmed for males and unconfirmed for females.

Hypothesis VI A 7. Plastic, Build, Cultural and Peripheral Groups of Body Characteristics will be positively related to the Special Attention aspect of clothing.

Groups of Body Characteristics did not relate to use of clothing to gain Special Attention, or prestige, for males in any grade, but significant positive relationships were found for grade eleven females between the Build Group and Special Attention aspect of clothing and the Peripheral Group for grade twelve females. The hypothesis was not confirmed for males and partially confirmed for females.

Hypothesis VI B. There will be no relationship between Plastic, Build, Cultural, and Peripheral Groups of Body Characteristics and the Management aspect of clothing.

There were no significant relationships between the Management aspect of clothing and the four Groups of Body Characteristics for males in any grade. However, the Management aspect of clothing did relate significantly in the positive direction to the Peripheral Group of Body Characteristics for twelfth grade females. There were no other significant relationships, thus, the hypothesis was confirmed for males and partially confirmed for females.

Perceived Peer Self

It is generally agreed that an individual's self concept is acquired through the socialization process. A part of the total self concept is composed of the image a person has of his body and how he thinks others see him, or perceived peer self. Thus, the appearance of the physical body presents an identifying symbol to others in social interaction.

Previous research indicated that individuals generally wish to accentuate their best physical characteristics. The hypothesis relating the various aspects of clothing and Perceived Peer Self were formulated with this idea in mind.

Hypothesis VII 1. Perceived Peer Self will be positively related to the Aesthetic aspect of clothing.

Aesthetic interest in clothing related to Perceived Peer Self for males in grades ten and twelve, while significant relationships were found for females in all grades. The hypothesis was partially confirmed.

Hypothesis VII 2. Perceived Peer Self will be positively related to the Comfort aspect of clothing.

Emphasis on Comfort in clothing did not relate to Perceived Peer Self for either males or females in any grade. Thus, the hypothesis was not confirmed.

Hypothesis VII 3. Perceived Peer Self will be positively related to the Interest aspect of clothing.

General Interest in clothing did not relate to Perceived Peer Self for males in any grade while the relationship was in the predicted direction for females in grade ten and twelve, but not in grade eleven. The hypothesis was unconfirmed for males and partially confirmed for females.

Hypothesis VII 4. There will be a positive relationship between Perceived Peer Self and the Management aspect of clothing.

Since emphasis on Management of clothing did relate to Perceived Peer Self for tenth grade males and eleventh and twelfth grade females, the hypothesis was partially confirmed.

Hypothesis VII 5. Perceived Peer Self will be positively related to the Modesty aspect of clothing.

Emphasis on Modesty in clothing did not relate to Perceived Peer Self for males in any grade, but the relationship did exist for tenth grade females. Thus, the hypothesis was unconfirmed for males and partially confirmed for females.

Hypothesis VII 6. Perceived Peer Self will be positively related to the Psychological Dependence aspect of clothing.

Psychological Dependence on clothing did not relate to Perceived Peer Self for either males or females in any grade. Therefore, the hypothesis was not confirmed.

Hypothesis VII 7. Perceived Peer Self will be positively related to the Social Approval aspect of clothing.

Use of clothing to gain Social Approval did not relate to Perceived Peer Self for males in any grade, and was not in the predicted direction for females. Thus, the hypothesis was not confirmed.

Hypothesis VII 8. Perceived Peer Self will be positively related to the Special Attention aspect of clothing.

The use of clothing to gain Special Attention did not relate to Perceived Peer Self for males in any grade, but did relate for females in grades ten and twelve, but not in grade eleven. The hypothesis was unconfirmed for males and partially confirmed for females.

The results of this study indicated that students were generally more satisfied than dissatisfied with their physical bodies. Males showed higher mean scores on Overall Body Satisfaction, regardless of grade, than did females, but females revealed higher mean scores in strength of feeling about the body (Body Intensity) than did males. Both males and females in all grades who were satisfied with their bodies also were interested in the Aesthetic properties of clothing. Males were most satisfied with the body characteristics "muscular development" and "muscular coordination" and were least satisfied with "height" and "complexion." Females reported themselves as being most satisfied with body characteristics "teeth" and "eyes," and least satisfied with "weight" and "hips."

Males and females who had high Overall Body Satisfaction scores placed emphasis on Aesthetic qualities of clothing, while those males and females who had strong feelings about the body (Body Intensity) were also concerned with the planning, selecting, and caring for their clothes (Management aspect) as well as using clothing for self-confidence and well-being (Psychological Dependence). When Groups of Body Characteristics and the various aspects of clothing were related, no specific pattern in relationships emerged, but tenth graders of both sexes had more significant relationships, regardless of direction, between the Modesty aspect of clothing and specific body characteristics.

Females who believed their peers thought highly of them were also interested in beauty and becomingness in clothing (aesthetic aspect), while males in grade ten and females in grade eleven who were satisfied with the Plastic, Build, and Cultural groups of body characteristics also had a high estimation of Perceived Peer Self.

Some general implications of this research are that certain clothing uses do have significant linear relationships with an individual's concern for his physical body, and how he believes others view him; boys are interested in clothing, possibly to a greater extent than has previously been investigated; and that the Aesthetic qualities of clothing, or the striving to achieve a beautiful or pleasing appearance through clothing, is possibly an important factor in satisfaction or dissatisfaction with the body.

Recommendations

1. The investigation should be repeated using a random sample and an extended age range to determine if the results reported in this study would again occur.
2. A comparison of results obtained by data collected with the Perceived Peer Self instrument (a subjective measure) and Peer Acceptance (an objective measure) when both are related to Over-all Body Satisfaction and Body Intensity might be interesting. The estimation an individual has of how he appears to others could then be compared with his actual acceptance by others.
3. The study should be repeated administering the Body Characteristics instrument at two separate times and using a discrepancy score to obtain a more stable and possibly a more accurate score for each subject.
4. The study should be repeated comparing scores obtained on the Body Characteristics instrument, a subject rated measure, and those obtained by an observation rating by the investigator.
5. The investigation of the data collected by the Body Characteristics instrument could be extended by separating the individuals who have scores indicating general dissatisfaction with the body from those who have scores indicating satisfaction, to determine if any differences exist between the two groups, as well as between the males and females, in the way in which they use clothing.

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APPENDIX A

Table 1. Percentage of responses of males to each scale interval of the body characteristics instrument

Body Characteristic	Scale Interval							Unknown
	1	2	3	4	5	6	7	
Hair	4.4	8.6	52.2	7.6	7.6	2.0	1.2	16.73
Face Shape	.8	14.7	46.2	15.9	3.6	2.0	0.0	16.73
Complexion	1.6	10.4	35.1	10.8	15.9	8.4	1.2	16.73
Eyes	3.6	16.3	51.4	8.0	2.0	.8	1.2	16.73
Ears	2.0	10.0	52.2	13.9	4.0	1.2	0.0	16.73
Nose	1.6	6.4	52.2	15.5	6.8	.8	0.0	16.73
Teeth	4.8	15.5	34.7	11.6	8.8	6.4	1.6	16.73
Lips	2.8	10.0	48.2	15.4	5.6	.4	1.2	16.73
Height	2.4	12.8	46.2	6.4	8.0	5.2	2.4	16.73
Weight	2.8	10.8	38.7	11.2	10.8	7.6	1.6	16.73
Posture	3.2	13.9	44.2	12.0	4.4	4.8	.8	16.73
Muscular Coord.	7.2	24.3	34.3	8.4	6.4	2.4	.4	16.73
Muscular Dev.	6.8	18.7	37.0	7.6	7.2	5.6	.4	16.73
Bust/Chest	3.2	12.4	46.6	13.6	2.8	3.2	1.6	16.73
Waist	1.2	11.65	49.8	12.4	2.4	4.0	2.0	16.73
Hips	2.0	8.0	51.4	14.3	3.6	2.8	1.2	16.73
Legs	3.2	10.0	46.6	16.7	2.8	2.8	1.2	16.73
Hands	1.2	11.6	54.5	12.8	1.6	1.2	.4	16.73
Feet	1.6	7.6	49.4	17.9	3.2	2.8	.8	16.73
Speaking Voice	2.8	10.8	46.2	12.8	6.0	4.0	.8	16.73
Body Hair	2.0	6.8	45.4	22.3	3.6	2.0	1.2	16.73
Moles, etc.	4.4	17.1	27.9	23.9	6.4	2.0	1.6	16.73
Other (spec.)	1.2	.8	5.2	74.4	0.0	.8	.8	16.73

Table 11. Percentage of responses by females to each scale interval of the body characteristics instrument

Body Characteristic	Scale Interval							Unknown
	1	2	3	4	5	6	7	
Hair	3.7	20.4	44.1	2.7	7.8	7.0	1.1	12.96
Face Shape	0.0	12.6	49.6	10.4	11.9	2.2	.4	12.96
Complexion	2.9	16.7	26.3	4.4	19.6	11.5	5.6	12.96
Eyes	7.8	28.5	41.1	5.2	2.2	1.5	.4	12.96
Ears	1.9	13.0	52.2	15.2	4.1	.4	.4	12.96
Nose	1.1	10.0	42.6	12.2	15.2	3.0	3.0	12.96
Teeth	8.2	15.2	28.5	8.9	14.1	10.0	2.2	12.96
Lips	2.2	17.8	53.0	11.5	1.1	1.1	.4	12.96
Height	3.3	17.8	50.0	3.3	7.8	3.7	1.1	12.96
Weight	1.9	12.2	34.4	3.3	10.0	20.7	4.4	12.96
Posture	1.1	10.0	54.1	8.2	5.2	7.8	.7	12.96
Muscular Coord.	4.4	13.7	43.7	17.4	4.4	2.6	.7	12.96
Muscular Dev.	2.2	8.1	46.7	24.4	3.3	1.9	.4	12.96
Bust/Chest	3.0	12.2	53.3	5.6	7.4	4.1	1.5	12.96
Waist	2.2	11.9	44.8	4.4	9.6	11.5	2.6	12.96
Hips	2.2	11.1	41.1	5.9	8.5	11.5	6.7	12.96
Legs	2.2	7.8	38.2	6.7	14.4	13.3	4.4	12.96
Hands	.4	13.7	48.9	9.3	11.1	1.9	1.9	12.96
Feet	.7	10.4	48.5	13.7	9.3	3.3	1.1	12.96
Speaking Voice	.4	8.9	54.1	9.3	7.4	5.9	1.1	12.96
Body Hair	1.1	8.9	41.5	20.0	9.6	3.0	3.0	12.96
Moles, etc.	3.3	22.2	25.9	22.2	9.3	2.6	1.5	12.96
Other (spec.)	.4	0.0	1.9	81.3	.8	.4	2.2	12.96

N = 270

Table III. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade ten males

Body Characteristic	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval	Special Attention
Hair	-.11	-.19	-.21	-.04	-.35**	-.13	.08	.13
Face Shape	.02	-.01	.10	.08	-.04	.12	.15	.08
Complexion	.17	.00	.12	.12	-.04	.09	.10	.08
Eyes	.00	.06	-.03	.12	.13	-.07	-.03	.06
Ears	-.07	.11	.13	-.09	.09	-.02	.03	-.14
Nose	-.02	.13	-.04	-.05	.18	-.01	.03	.19
Teeth	.17	-.16	.14	-.23*	-.05	.01	.18	.19
Lips	.13	-.12	.12	.08	.04	.07	.11	.09
Height	.04	-.09	.00	.01	.11	-.01	-.07	-.04
Weight	-.16	-.13	-.06	-.10	.25*	.03	.03	-.07
Posture	.11	-.13	.10	.10	.10	.06	.20	.06
Muscular Coordination	.13	-.15	.02	.00	.15	-.04	.08	-.09
Muscular Development	.15	-.04	-.04	.17	.08	-.05	-.11	.02
Bust/Chest	.00	-.03	-.03	.08	-.03	-.05	-.01	-.01
Waist	.10	-.20	-.20	.16	.07	-.05	.04	-.09
Hips	.02	-.10	-.10	.10	.12	-.05	.05	.01
Legs	.10	-.05	-.05	.03	.19	-.08	.02	-.04
Hands	-.06	-.11	-.11	-.10	.26*	-.08	-.01	-.07
Feet	.17	-.07	-.07	.11	.03	-.01	.11	.01
Speaking Voice	-.03	.09	.09	.07	.18	-.21*	-.17	-.04
Body hair	.04	.03	.03	.02	-.04	-.07	-.19	-.09
Moles, etc.	.04	.04	.04	.06	-.02	.17	-.19	-.03
Other (Spec.)	-.18	-.18	-.18	-.14	.03	-.15	-.16	-.00

*Significant at the .05 level

N=males = 91

**Significant at the .01 level

Table IV. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade ten females

Body Characteristic	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Depend.	Social Approval	Special Attention
Hair	.06	.03	-.07	-.03	.09	.00	-.14	.01
Face Shape	.10	-.03	-.06	.14	.04	.06	-.10	-.02
Complexion	.04	-.10	-.17	-.05	-.22*	-.01	-.02	-.12
Eyes	-.03	.08	.07	.13	-.16	.18*	-.05	-.03
Ears	.08	.03	-.07	-.06	-.01	.08	-.04	.09
Nose	.06	-.08	-.07	.07	-.01	-.08	.09	.02
Teeth	-.03	-.08	-.06	-.02	-.24**	.12	.09	.02
Lips	.09	-.10	-.01	.16	-.06	.16	.10	.09
Height	.18*	-.05	.04	.15	.02	.04	-.10	.03
Weight	.05	-.07	-.08	.20*	-.09	.17	.05	.05
Posture	.00	-.01	-.16	-.14	-.08	-.07	.04	-.10
Muscular Coordination	.01	.10	-.13	.01	-.11	.10	.03	-.19*
Muscular Development	-.04	.06	-.09	-.10	-.22*	-.01	-.06	-.25**
Bust/Chest	-.03	-.05	.01	.00	-.31	.05	-.09	-.06
Waist	-.11	-.07	.01	.07	-.08	.11	.14	.06
Hips	.07	-.14	.03	.03	-.16	.10	.00	.13
Legs	.10	-.12	.13	.04	-.09	.09	.08	.18*
Hands	.02	.01	.01	.10	-.17	.07	.10	.02
Feet	.07	.01	.06	.10	.08	.00	.06	.09
Speaking Voice	-.07	.00	-.05	.01	-.09	-.10	.00	.01
Body hair	.04	-.09	.01	.15	-.11	-.05	.03	.11
Moles, etc.	-.02	-.15	-.02	.04	.02	.10	-.09	.05
Other (Spec.)	-.05	.00	-.11	-.05	-.02	.08	.04	-.02

*Significant at the .05 level

**Significant at the .01 level

N=females = 106

Table V. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade eleven males

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval	Special Attention
Body Characteristics								
Hair	.06	.04	.07	.02	.00	-.20	.05	.13
Face Shape	.10	.08	-.05	.08	-.17	.10	.12	.14
Complexion	-.23	-.07	-.25	-.06	-.19	-.01	-.01	-.06
Eyes	-.22	.03	.24	.14	.17	.26*	.04	.08
Ears	.25	.07	-.01	.25	-.01	-.01	-.06	.05
Nose	.05	.16	.02	.00	.11	.01	.01	.02
Teeth	.21	-.13	-.11	.01	.17	-.07	-.08	-.12
Lips	-.07	.19	.02	-.02	-.08	-.16	-.09	.13
Height	.14	.10	-.01	.22	.08	.00	.14	.02
Weight	.16	.05	-.22	-.09	-.15	-.05	-.08	-.14
Posture	.18	.13	.11	.04	.19	.09	-.02	.09
Muscular Coordination	.13	.12	-.12	.10	-.20	.02	-.02	.14
Muscular Development	-.18	.11	.11	.18	-.18	-.11	-.06	.10
Bust/Chest	-.14	.13	.06	.33**	-.14	-.07	.07	.15
Waist	-.23	.21	.05	-.19	-.23	-.06	-.15	-.02
Hips	-.19	.11	.03	.13	-.19	.02	.04	.09
Legs	-.25	-.01	.04	.07	-.25	.00	-.10	.06
Hands	.30*	.23	.12	.20	.30*	.13	.04	.15
Feet	.23	-.02	.10	-.13	-.25	-.03	-.03	.11
Speaking Voice	-.23	-.11	.08	.06	-.06	-.06	-.15	.11
Body hair	-.08	.05	.04	.22	-.04	-.20	-.06	-.04
Moles, etc.	.05	-.24	.05	.02	-.08	.04	.16	-.22
Other (Spec.)	.10	.06	.08	.11	.02	.00	.24	.17

*Significant at the .05 level

N=males = 60

**Significant at the .01 level

Table VI. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade eleven females

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval	Special Attention
<u>Body Characteristics</u>								
Hair	-.12	-.05	.24*	.13	-.23	.07	-.17	.21
Face Shape	.04	-.21	.08	.19	-.23	-.14	-.29*	.06
Complexion	-.08	-.10	.14	-.04	-.03	.01	-.06	.20
Eyes	.16	.22	-.13	.11	.04	.11	-.02	.06
Ears	.07	.05	.23	.11	.03	.20	-.03	.30*
Nose	.14	-.05	.11	.02	.18	.03	.01	-.10
Teeth	.06	.08	.19	.17	.07	-.13	-.12	.09
Lips	.15	.18	.39**	.13	.20	-.09	-.02	.19
Height	.30*	-.17	.11	.03	.14	-.24*	.09	.14
Weight	.14	-.16	.07	.14	-.20	-.01	-.27*	.08
Posture	.02	-.14	.25*	.20	-.17	.12	-.16	.33**
Muscular Coordination	.08	-.18	.07	.12	-.20	.12	-.22	.40**
Muscular Development	-.03	-.21	-.07	-.01	-.21	-.10	-.18	.17
Bust/Chest	-.12	.06	.10	-.08	-.02	.07	.14	.17
Waist	.03	-.23	-.06	.20	-.33**	.00	-.28*	.04
Hips	.14	-.09	.13	.21	-.17	.04	-.19	.02
Legs	.01	-.19	.07	.08	-.16	-.03	-.26*	.00
Hands	.05	.15	.19	.12	.20	.29*	-.06	.15
Feet	-.05	.02	.13	.15	.08	.05	-.15	.08
Speaking Voice	.06	-.07	-.34**	.20	.08	.04	-.20	.15
Body hair	-.06	.03	.13	.00	-.16	.18	-.20	.16
Moles, etc.	-.15	-.12	-.10	-.18	-.13	-.10	-.27*	.09
Other (Spec.)	-.04	.02	.01	-.14	.13	-.14	-.06	-.11

*Significant at the .05 level

**Significant at the .01 level

N=females = 67

Table VII. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade twelve males

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval	Special Attention
Body Characteristics								
Hair	-.02	-.08	.08	-.17	-.20	.06	-.04	.10
Face Shape	.04	-.03	.22	-.06	-.06	.04	.25	-.18
Complexion	.11	-.17	.11	.01	-.15	.12	.04	.15
Eyes	.58**	.29	.06	.11	-.03	.26	.12	-.10
Ears	.25	.13	.35**	-.26*	.00	.35**	.34**	.15
Nose	-.08	-.04	.03	-.06	.12	.01	.36**	.09
Teeth	-.05	-.03	.16	-.03	.11	-.08	.11	.24
Lips	-.15	-.08	.19	.23	-.03	.05	.16	-.01
Height	.03	.09	-.04	.06	.12	.05	-.02	-.14
Weight	.03	.14	-.10	-.11	.14	.17	-.04	-.20
Posture	.29*	.20	.25	.40**	-.06	-.22	.41**	.13
Muscular Coordination	.23	.28*	.25	.23	-.16	-.38**	.02	.24
Muscular Development	.17	.14	.30*	.04	-.11	.33*	.03	.28*
Bust/Chest	.23	.18	-.47**	.31*	-.21	.33*	-.04	-.33*
Waist	-.01	.05	-.15	-.11	-.17	.29*	.07	.03
Hips	-.16	.04	.05	-.14	-.14	.19	-.06	-.07
Legs	.07	.15	.25*	.16	.03	.26*	.10	.11
Hands	-.04	.07	-.05	-.02	.31*	.06	.25	-.14
Feet	.11	.10	-.16	.05	-.04	.18	.13	.03
Speaking Voice	-.01	.13	-.05	-.07	.10	.19	.07	-.03
Body Hair	-.09	.14	-.14	-.09	-.04	.03	.02	-.19
Moles, etc.	.03	.03	-.10	-.07	.10	.06	-.03	-.18
Other (Spec)	.16	-.20	.34**	.19	.01	-.01	.16	-.30*

*Significant at the .05 level

**Significant at the .01 level

N=males= 56

Table VIII. Simple correlations relating eight aspects of clothing and twenty-three body characteristics for grade twelve females

	Aesthetic	Comfort	Interest	Management	Modesty	Psychological Dependence	Social Approval	Special Attention
Body Characteristics								
Hair	.28*	-.09	.17	.09	.04	.26*	.25	.37
Face Shape	.05	-.16	-.01	.21	.07	-.05	-.11	.05
Complexion	.07	.20	.13	.10	-.27*	-.18	.02	-.03
Eyes	.03	-.01	-.01	.11	-.13	-.02	.04	-.03
Ears	.22	.06	-.01	-.06	.03	.26*	.25	.04
Nose	.15	-.01	.00	.11	-.08	.14	.21	.03
Teeth	.03	.00	.17	.14	.11	.00	.10	.29*
Lips	.28*	.09	.13	.02	.24	-.17	.20	.18
Height	.11	-.03	.07	-.06	.00	.10	.23	-.04
Weight	.26*	-.03	.10	-.03	.09	.04	-.05	.04
Posture	.30*	-.08	.28*	.01	.21	-.04	-.08	.18
Muscular Coordination	.22	-.15	.00	.00	.37*	-.04	.04	.15
Muscular Development	.07	.15	.16	.25*	-.23	-.08	-.18	.04
Bust/Chest	.07	-.11	.05	.26*	-.05	-.22	.13	.14
Waist	.16	-.23	-.05	.13	-.04	-.02	-.15	-.11
Hips	.21	-.25*	.00	.22	-.16	-.11	-.10	-.07
Legs	.08	-.20	.00	.13	-.12	-.02	-.05	.03
Hands	.19	.11	-.03	-.21	.02	.00	-.09	-.07
Feet	.18	.31*	.26*	-.35**	.21	-.17	.03	.09
Speaking Voice	.19	.05	.10	-.05	-.07	-.24	.03	.03
Body Hair	.14	-.07	.24	-.33**	-.03	-.15	.06	.09
Moles, etc.	.21	.10	.22	-.30*	.10	-.19	.07	.29*
Other (Spec.)	-.10	-.09	.09	-.10	.03	-.42**	.08	-.27*

*Significant at the .05 level

**Significant at the .01 level

N=females = 60

Table IX. Simple correlations relating body characteristics and perceived peer self

Body Characteristic	Grade 10		Grade 11		Grade 12	
	M	F	M	F	M	F
Hair	.18	.03	-.02	.20	.27*	.27*
Face Shape	.17	.13	-.31*	.50**	.20	.17
Complexion	.20	-.01	.08	.10	.04	.13
Eyes	.20	.03	.14	.17	.21	.13
Ears	.27**	.12	-.05	.03	.09	.05
Nose	.29**	.05	.27*	.27*	.02	.17
Teeth	.25*	.05	-.05	.11	.37**	.29*
Lips	.23*	.14	.12	.14	.30*	.29*
Height	.26*	-.02	.19	.34**	.26*	.03
Weight	.11	.06	.12	.28*	.22	-.03
Posture	.30**	.02	.20	.13	.30*	.26*
Muscular Coordination	.29**	.18*	.33*	.10	.14	.14
Muscular Development	.25*	-.07	.23	.13	.12	.21
Bust/Chest	.08	-.07	.07	-.01	-.01	.06
Waist	.29**	.05	.22	.22	.16	-.18
Hips	.23*	.03	.08	.25*	.07	-.09
Legs	.37**	.08	.05	.20	.08	-.19
Hands	.25*	.14	.03	.26*	.05	-.10
Feet	.18	.18*	-.04	.38**	.03	.16
Speaking Voice	.16	.03	.24	.30*	.32*	.33**
Body Hair	.17	.10	.16	.00	.13	-.06
Moles, etc.	.03	.11	.05	.11	.33*	.00
Other (Specified)	.27**	-.02	-.13	-.01	-.05	.24

*Significant at the .05 level

**Significant at the .01 level

N= Grade 10 males = 91

N= Grade 10 females = 106

N= Grade 11 males = 60

N= Grade 11 females = 67

N= Grade 12 males = 56

N= Grade 12 females = 60

APPENDIX B

EXPLANATION OF CLOTHING MEASURE

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

Key for Pre-test and Scoring Information

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

IMPORTANCE OF CLOTHING

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

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

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

Aesthetic

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

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

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

Modesty

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

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

Interest

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

Comfort

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

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

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

Special Attention

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

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

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

Management

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

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

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

Social Approval

- | | |
|--------|---|
| 1.42 | 68. I check my friends about what they are wearing to a gathering before I decide what to wear. |
| 1.53 | 69. I would rather miss something than wear clothes which are not really appropriate. |
| 1.27 | 70. I feel more a part of the group if I am dressed like my friends. |
| .71** | 71. I wear clothes that everyone is wearing even though they may not look as good on me. |
| 1.60 | 72. I am uncomfortable when my clothes are different from all others at a party. |
| 1.65 | 73. I try to dress like others in my group so that people will know we are friends. |
| 1.33** | 74. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing. |

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

.53	75. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.
.71*	76. I wear what I like even though some of my friends do not approve.
1.35	77. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.
Theoretical .29	78. When someone comes to school dressed unsuitable, I try to figure out why he is dressed as he is.
<u>Psychological Dependence</u>	
Not pretested	79. Certain clothes make me feel more sure of myself.
Not pretested	80. I decide on the clothes to wear according to the mood I'm in that day.
Not pretested	81. Days when I feel low I wear my gayest clothes.
Not pretested	82. I "dress-up" to make an ordinary occasion seem more exciting.
Not pretested	83. I am aware of being more friendly and outgoing when I wear particular clothes.
Not pretested	84. I feel and act differently according to whether I am wearing my best school clothes or not.
Not pretested	85. I buy clothing to boost my morale.
Not pretested	86. I get bored with wearing the same kind of clothes all the time.
Not pretested	87. I have more self-confidence when I wear my best school clothes.
Not pretested	88. When things are not going well I like to wear brighter colors.
Theoretical	89. I wonder why some clothes make me feel better than others.

Body Characteristics

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

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

EXAMPLE: ____ Height

____ Hair

____ Muscular development

____ Face shape

____ Bust or chest

____ Complexion

____ Waist

____ Eyes

____ Hips

____ Ears

____ Legs

____ Nose

____ Hands

____ Teeth

____ Feet

____ Lips

____ Speaking voice

____ Height

____ Body hair

____ Weight

____ Birthmarks, moles, etc.

____ Posture

____ Other (Please specify)

____ Muscular co-ordination

SELF RATING INVENTORY

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

LOW END (1)	-versus-	HIGH END (10)
<p>1. INTELLIGENCE Is among the least bright of his classmates. Is not especially quick or alert in grasping complicated ideas and tasks.</p>		<p>Is among the most brilliant of his class. Is alert, quick, and imaginative in understanding complicated ideas and tasks.</p>
<p>2. MATURITY In many ways is "childish" and seems younger than actual age. Simply is not "grown-up." Is among the least mature in the group.</p>		<p>Acts his age and is not at all childish. Is among the most grown-up and mature in his class.</p>
<p>3. AT EASE SOCIALLY Tends to be awkward and clumsy in social situations; seems embarrassed or shy in mixing with classmates and adults.</p>		<p>Acts skillfully and smoothly in social situations; is confident and at ease in meeting and mixing with classmates and adults.</p>
<p>4. PHYSICAL ATTRACTIVENESS Is among those in the class who are physically most homely or plain-looking</p>		<p>Is among the physically most attractive in the class. Could be considered quite handsome or, if a girl, beautiful.</p>
<p>5. GENEROSITY Tends to be selfish with money and possessions; not helpful to others; self-centered and thinks of self first.</p>		<p>Gives generously of possessions and money; wants to help other people; usually thinks first of the welfare of others.</p>

LOW END (1) - versus- HIGH END (10)

6. CHEERFULNESS

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

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

7. SINCERITY

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

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

8. INITIATIVE

Is dependent upon others; has trouble making up his mind; seems to need reassurance and support from others.

Is self-reliant; makes up own mind without difficulty; does not lean on others in situations where he could act by himself.

9. TRUSTFULNESS

Is suspicious of others and looks for hidden reasons; might feel mistreated or disliked without good reason.

Trusts other people without being fooled by them; gives people the benefit of the doubt without looking for hidden motives.

10. ADAPTABLE

Is among the most stubborn in the class. Sticks to own ideas and ways of doing things even though they may not be suitable to the situation.

Is among the most readily adjustable to changing conditions; accepts compromises and suggestions where needed.

11. SPORTSMANSHIP

Can't take a joke; tends to hold a grudge; is a poor loser and a boastful winner.

Can take a joke and give one; takes victory and defeat in stride.

12. INDIVIDUALITY

Conforms very closely to what the class expects; is quite conservative and cautious, and afraid to be different.

Expresses feelings and opinions easily and freely; is not a rebel or a radical but is not afraid to be different.

LOW END (1)	-versus-	HIGH END (10)
<p>13. SELF-UNDERSTANDING Does not understand or recognize his weak and strong points. Is uncertain of own abilities and not aware of personality handicaps.</p>		<p>Understands own weak and strong points especially well. Is well aware of his shortcomings and personality handicaps.</p>
<p>14. INTEREST IN OPPOSITE SEX Talks very little about opposite sex. Does not use opportunities for contact and may avoid association with opposite sex.</p>		<p>Associates a great deal and talks a lot about the opposite sex. Well aware of the opposite sex and enjoys being with them.</p>
<p>15. DEPENDABILITY Is among the least reliable in a number of ways. Might fail to keep promises, appointments, or to return borrowed things. Lacks a sense of responsibility to others.</p>		<p>Is among the most dependable; can be relied upon to meet promises and to fulfill responsibilities to others.</p>
<p>16. UNDERSTANDING OF OTHERS Tends to be indifferent and blind to the needs and feelings of others; doesn't understand what makes other people "tick."</p>		<p>Is very aware of the needs and feelings of other people and shows good understanding of their personality.</p>
<p>17. ACCEPTING ONESELF Is very dissatisfied to be the kind of person he is; wants very much to be a different kind of person; doesn't accept self.</p>		<p>Is generally pleased (but not conceited) about being the person he is; accepts himself; feels no need to be like a different person.</p>
<p>18. POPULARITY Has very few close friends and few acquaintances, tends to be disliked by others</p>		<p>Has many friends and acquaintances; is among the best liked in the class.</p>
<p>19. PERSISTENCE Does not "stick" to his work; delays or treats lightly his assignments and undertakings.</p>		<p>Works consistently, attentively and industriously at any task undertaken or assigned, without slighting or postponing the task.</p>

LOW END (1)

-versus-

HIGH END (10)

20. SELF-CONTROL

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

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

Rating Sheet No. 1.

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

SELF-RATING INVENTORY

RATING SCALE

- ___ 1. INTELLIGENCE
- ___ 2. MATURITY
- ___ 3. AT EASE SOCIALLY
- ___ 4. PHYSICAL ATTRACTIVE-
NESS
- ___ 5. GENEROSITY
- ___ 6. CHEERFULNESS
- ___ 7. SINCERITY
- ___ 8. INITIATIVE
- ___ 9. TRUSTFULNESS
- ___ 10. ADAPTABLE
- ___ 11. SPORTSMANSHIP
- ___ 12. INDIVIDUALITY
- ___ 13. SELF-UNDERSTANDING
- ___ 14. INTEREST IN OPPOSITE
SEX
- ___ 15. DEPENDABILITY
- ___ 16. UNDERSTANDING OF
OTHERS
- ___ 17. ACCEPTING ONESELF
- ___ 18. POPULARITY
- ___ 19. PERSISTENCE
- ___ 20. SELF-CONTROL

10	In the Top 10% of your High School Grade
9	In the Second 10% from the top
8	In the Third 10% from the top
7	In the Fourth 10% from the top
6	In the 10% just above the middle
5	In the 10% just below the middle
4	In the Fourth 10% from the bottom
3	In the Third 10% from the bottom
2	In the Second 10% from the bottom
1	In the Bottom 10% of your High School Grade

Rating Sheet No. 2.

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

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

SELF-RATING INVENTORY

RATING SCALE

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

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE.

Rating Sheet No. 3.

This time we want you to estimate as accurately as you can HOW THE OTHER STUDENTS IN YOUR CLASS WOULD RATE YOU on all the items. This is how OTHERS OF YOUR AGE GROUP would see you.

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

PLEASE DO NOT REFER BACK TO PREVIOUS RATINGS FOR GUIDANCE.

Your initials: _____

Your birthday: _____
Month Day Year

Sex: _____
Male Female

BACKGROUND INFORMATION

1. Age (at last birthday) _____ Grade _____ Sex _____
2. How many living brothers and sisters do you have?
(Circle the correct number on each line, the 0 if none.)
- Brothers 0 1 2 3 4 More
- Sisters 0 1 2 3 4 More
3. Who is the main wage earner where you live?
- _____ father
- _____ stepfather
- _____ mother
- _____ other (specify) _____
For example: "my uncle," guardian"
4. Draw a circle around the one number representing the highest grade the main wage earner completed in school.
Note: the main wage earner is the person checked in question number 3.
- Grade School 1 2 3 4 5 6 7 8
- High School 9 10 11 12
- College or University 1 2 3 4
- Graduate School 1 or more years
- If the main wage earner is a college graduate, what is the highest degree he holds? _____
5. What kind of work does the main wage earner do? Please describe his or her work as specifically as you can; we need to know the type of work done but not the name of the company or business. FOR EXAMPLE: sawyer in a lumber mill, teacher in a high school, chemical engineer in chemical plant, salesman for a book company, waitress, operates farm of 160 acres, retired college professor, unemployed. _____
-

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

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

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

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

☐ owns and manages his or her own business (or farm)

☐ retired

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

☐ less than \$5999

☐ \$10,000 - 24,999

☐ \$6000 - 9999

☐ over \$25,000

8. Does any other person or source contribute to the financial support of your family?

☐ Yes

☐ No

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

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

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

☐ less than \$5999

☐ \$10,000 - 24,999

☐ \$6000 - 9999

☐ over \$25,000

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