AN ABSTRACT OF THE THESIS OF

TERRY LYNN HALL   for the degree of   MASTER OF SCIENCE

in Clothing, Textiles, and Related Arts presented on July 14, 1976

Title: SUCCESS IN A CLOTHING CONSTRUCTION COURSE AND

SELF ESTEEM IN A WOMEN'S PENAL INSTITUTION

Abstract approved: **Redacted for Privacy**

Ruth E. Gates

The purpose of this study was to examine self-perceived

success as experienced in a learning environment, and its associa-

tion with self esteem.   The relationships between pretreatment-self

esteem, posttreatment-self esteem, and perceived success experi-

enced in a five-week clothing construction course were investigated.

Measures of perceived sewing ability, perceived success,

and course evaluation were developed by the writer.   Rosenberg's

Self Esteem Measure was used as the instrument to assess level

of self esteem.

Fourteen inmates in a state correctional center for women

were the participants in the clothing construction course and 13

women were in the control group.

Measures of self esteem and perceived sewing ability were

administered prior to the course in clothing construction.   All

participants completed one or more garments during the five-week course. The self esteem measure was readministered at the end of the course, along with a course evaluation and perceived success measure.

Analysis of the data, using the . 10 level of significance, indicated that there was a significant difference between self esteem scores before and after participation in the clothing construction course. The difference in scores can not be totally attributed to this experience; a similar increase in scores was found in the control group.

There were no significant relationships found between perceived success, changes in self esteem, pretreatment-self esteem scores, and posttreatment-self esteem scores. This finding indicates that among this group of women no one factor is significant in predicting success.

Self esteem scores were relatively high for course participants both before and after course participation; the self esteem scores for the control group ranged from low to high.

Most subjects experienced a high degree of success in the clothing construction course. Setting attainable goals and objectives probably led to a high level of success.

Factors most liked about the course were cited as being the learning experience and the finished product. The manner in which

the course was taught, and the instructor, were also considered important. Lack of equipment and supplies was the factor most disliked about the course.

Success in a Clothing Construction Course
and Self Esteem in a Women's
Penal Institution

by

Terry Lynn Hall

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

June 1977

APPROVED:

Redacted for Privacy

Associate Professor of Clothing, Textiles, and Related Arts
in charge of major

Redacted for Privacy

Head of Department of Clothing, Textiles, and Related Arts

Redacted for Privacy

Dean of Graduate School

Date thesis is presented ___ July 14, 1976 ___

Typed by Opal Grossnicklaus for Terry Lynn Hall

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

SUCCESS IN A CLOTHING CONSTRUCTION COURSE AND SELF ESTEEM IN A WOMEN'S PENAL INSTITUTION

I. INTRODUCTION

The relationship between self concept, clothing, and behavior has been recognized as being significant by psychologists, sociologists, anthropologists, and those in the field of clothing and textiles (Ryan, 1966, p. 2). Theories concerning this relationship have been studied and tested by social scientists and more recently by those interested in the rehabilitation of the mentally, physically, and socially handicapped. Therapy to rehabilitate these individuals involves a change in behavior; one way of changing behavior is through learning. It is thought that motivation to meet goals and successful attainment of established goals are steps in the learning process that help to bring about a change in self concept, and in turn results in new behavior patterns.

Everyday experiences with people, the environment, and events all contribute to our changing perception of self and its relationship to the world. In the establishment and maintenance of self concept, human nature leads us to seek success. Success is achieved through the selection of goals that are attainable; self esteem is maximized in this way (Allport, 1961, p. 169). Shrauger and Rosenberg (1970) studied the effects of success and failure feedback on performance

and found significant differences in the subject's self esteem; after favorable feedback self-ratings were higher while after negative feedback self-ratings were lower (p. 413).

An overview of rehabilitation methods that are pertinent to clothing and its relationship to self concept includes investigations dealing with the mentally, physically, and socially handicapped as well as research involving the "normal" population.

Courses in personal care and grooming have been incorporated in many rehabilitation programs in prisons and mental hospitals based on the theory of behavior modification and on research findings indicating the rehabilitative value of enhancing the self esteem of individuals (Chien and Lack, 1969, p. 28; Ketterling, 1970, p. 36; DiScipio and Trudeau, 1972, p. 244). A survey of research done by Fitts and Hamner (1969) in the area of rehabilitation of public offenders indicates that raising self concept should be the first step in the rehabilitation of an individual (p. 14). In her work with the physically handicapped Friend (1970, p. 164) found that self concept was related to concern about the body (body-cathexis).

In the early 1960's a volunteer group in California began a fashion therapy program at Napa State Hospital for a group of female mental patients. The program received widespread attention. It was one of the first programs to go beyond teaching grooming and include the design and construction of apparel items. The results of the

fashion therapy program were so positive that it has been used as a model by other institutions developing programs of this type (Thompson, 1962, p. 835-836).

A research project was designed by Goebel in 1971 to evaluate the effect an appearance-therapy program had on a group of psychiatric residents. The basic goals of this program were 1) to increase body satisfaction, 2) to improve appearance, and 3) to promote a more positive attitude toward the residents among volunteers. Findings indicated that the general appearance and grooming habits among the residents improved but it was noted that there was no significant change in self concept (p. 6, 77).

Ragland (1971) investigated the relationship between self image and type of clothing worn among female inmates in 32 adult female correctional institutions across the United States. She suggested that clothing should be used as an aid in rehabilitating inmates, and that through clothing individual feelings may be expressed and, with guidance, a new self image may be formed (p. 1, 50).

Individuals are committed to mental hospitals and sentenced to prison for a variety of reasons but a characteristic that is discussed throughout the literature is the low self concept institutionalized individuals have of themselves. The use of clothing as a means of expressing self image has been recognized but is an area that has not been fully investigated.

Need for the Study

The number of women entering prisons throughout the United

States is steadily increasing. The pressure from our fast-moving

society has contributed to the increase in public offenders, but the

high recividism rate is a primary factor to be considered when looking

at the number of inmates there are in prison today. Reform of the

prison system has come about due to social concern; it was realized

that unless a change occurred in individuals incarcerated in prisons

the purpose of the correctional system was futile. The job of the

prison has evolved from one of a place of punishment by imprison-

ment to a center for the rehabilitation of inmates. Programs designed

to change the behavior and attitudes of inmates include: educational

activities, vocational training, recreational activities, and cultural

experiences. The establishment of effective educational programs

seen as the fastest growing trend in penology (Roberts, 1973,

-7).

Home economists are becoming more involved in community

projects, and programs specifically developed for institu-

individuals are a product of their concern for this segment

ety. In 1973 a workshop entitled <u>Therapy of Attractiveness</u>

t Northern Illinois University to generate interest in the

ent, organization, and execution of programs based on the

relationship that has been established between appearance, self

esteem, therapy, and rehabilitation (Matthews, 1974, p. 2)

Recognizing the need for programs designed to aid public

offenders in the use of clothing and textiles, the investigator helped

to plan and carry out a clothing construction course at a state correc-

tional center for adult female offenders with the aid of the center's

educational coordinator and the assistance of a fellow graduate student.

The focus of this study is an evaluation of this course and its effect on

the self esteem of the participants.

Statement of the Problem

The purpose of this study was to examine self-perceived success

as experienced in a learning environment, and its association with

self esteem.   The relationship between pretreatment-self esteem,

posttreatment-self esteem, perceived sewing ability prior to the

course, and perceived success experienced in a clothing construction

course was investigated.

Justification

Expected benefits from this study were:

1.   the clothing construction course would offer educational

and recreational activity for the inmates.

2.   the study would add to the field of knowledge by investigating

factors that contribute to successful participation in a clothing con-
struction course within a penal institution.

3. recommendations for the design of curriculum in the area
of clothing construction within a penal institution would be made.

Hypotheses

H_o 1. There will not be a difference in self esteem scores before
and after participation in a clothing construction course.

H_o 2. The degree of perceived success experienced in a clothing
construction course will not be associated with change in
self esteem.

H_o 3. There will not be an association between perceived success
and pretreatment-self esteem scores.

H_o 4. There will not be an association between perceived success
and posttreatment-self esteem scores.

Limitations

1. The study was limited to the women incarcerated in the
selected women's correctional center during the spring of 1976.

2. The study was limited to those women who enrolled in the
clothing construction course.

3. Women who had participated in previous clothing construc-
tion courses were not excluded from the study.

4. The number of women allowed to participate in the course was limited by facilities and equipment available for resident use.

5. Clothing projects were limited by funds available for fabric, notions, and other sewing supplies.

Assumptions

1. The women participating in the study would complete both the pretreatment and posttreatment tests truthfully.

2. The women participating in the clothing construction course would complete all of the measures.

3. The measures used were reliable and valid.

4. Both sections of the course were taught in the same manner.

Definition of Terms

Self concept--is the opinion a person has of himself; it is derived from all of his bodily experiences, interpersonal experiences, his drives--from all aspects of himself.

Self esteem--refers to the feelings of satisfaction or worth a person has about himself.

Success--is satisfactory completion of an undertaking; it is the attainment of a desired end or goal.

II. REVIEW OF LITERATURE

The use of clothing as a treatment aid among the mentally, physically, and socially handicapped has become a recognized part of rehabilitation during the last half of this century. Results of programs designed to rehabilitate individuals by enhancing their self esteem have been positive. Motivation, learning, and success are elements that lead to changes in self concept and behavior; these and other factors help to bring about a heightened sense of self esteem.

A survey of the related literature indicates that there are four main areas pertinent to this topic: (1) self concept, (2) success, (3) clothing and self concept, (4) institutionalization and rehabilitation.

Self Concept

Self concept is the opinion a person has of himself. A comprehensive definition of self concept or self-structure as presented by Carl Rogers is as follows:

> The self-structure is an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as the perceptions of one's characteristics and abilities; the precepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with experiences and objects; and the goals and ideals which are perceived as having positive or negative valence. It is, then, the organized picture, existing in awareness either as figure or ground, of the self and the self-in-relationships, together with the positive or negative values which are associated with those qualities and relationships, as they are perceived as existing in the past, present, or future (1951, p. 501).

This definition serves as a basis for the discussion of self concept.

In a review of the literature concerning self concept it was found that many theories have been put forth concerning formation, development, and change in the self concept. Factors such as physical environment, group interaction, social norms, learned behaviors, physical characteristics, and psychological makeup all contribute to the establishment of a self concept or self image.

Self concept, the way we feel about our self in relation to the total environment, is reflected in every aspect of our being. It is an accepted fact that each individual is affected by, and in turn affects, the world around him (Allport, 1937, p. 22). The effect of self concept on behavior is revealed in Allport's definition of personality: "Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought" (1937, p. 28). He explains further that whatever a person does is influenced by the many factors that contribute to his self image. The theories of Mead (1934), Rogers (1951), and Wylie (1961) lend support to the concept that self image or self concept is related to behavior.

Rogers, in his discussion of personality and behavior, offers the following propositions to support his theory: "Every individual exists in a continually changing world of experience of which he is the center" (p. 483), and "Behavior is basically the goal-directed attempt

of the organism to satisfy its needs as experienced in the field as

perceived" (p. 491). Rogers sees the self as being the "regulator"

of behavior (1951, p. 483-491). Mead's views are similar to those

of Rogers; his theory states that the self arises from social experi-

ence and that the self is a reflection of the social structure. The

importance of communication and use of symbols within our culture

have made visible this adaptation of self to society (1934, p. 217, 222).

Wylie introduces the subject of self concept by remarking:

as is well known, self-concept theorists believe that one
cannot understand and predict human behavior without knowl-
edge of S's conscious perception of his environment, and of
his self as he sees it in relation to the environment (1961,
p. 6).

This concept is consistent with those of other leading psychologists

who have related self concept to behavior.

The theory that self concept is expressed in behavior was the

foundation for a study of the role of self concept in the total rehabilita-

tive process. Fitts and Hamner (1969) suggest that the rehabilita-

tion of public offenders should begin with raising the self esteem of

the individual. This suggestion was based on findings that showed

a relationship between low self concept and delinquency. The

Tennessee Self Concept Scale was used consistently throughout the

study and findings from other research projects using this measure

were also included to give a comprehensive view of research in the

area of self concept and rehabilitation (p. 1-10).

Success

The importance of success and its effect on self esteem and performance was the topic of a research project conducted by Shrauger and Rosenberg (1970). Two groups of subjects, one of high and one of low self esteem, were given either positive or negative evaluation on their performance of a task as feedback. The relationship between self esteem and this feedback was assessed using changes in self evaluation and changes in performance. Differences in the high and low self esteem groups indicated that the person with high self esteem has a greater positive change in self-evaluation following positive feedback than the person with low self esteem, and that the person with high self esteem will evaluate his performance after failure higher than will the person with low self esteem (p. 404-416).

Gebhard (1948) studied the effect of success on how attractive the subjects perceived selected activities. Experience in performing the task and expectation of success or failure were the variables examined. It was found that both experience and expectation were significant factors in ranking the attractiveness of a task; as expected the past experience of success and expectation of future success contributed to the perceived attractiveness of the activity (p. 371-387).

Clothing and Self Concept

Clothing is viewed by many as being a sign of the individual's self concept. It is recognized as an outward expression of how a person feels about himself. Interest in the relationship between clothing and self concept has increased among the disciplines of psychology, sociology, and home economics during the last half of the century.

A survey of research on the social and psychological aspects of clothing is presented by Ryan (1969) in her book titled Clothing: A Study in Human Behavior. Two recurring themes in the book are the way in which clothing is tied to role playing thru the expression of self concept, and the way in which clothing is used to increase self esteem, and to gain group acceptance. The degree to which clothing permanently affects self concept has not been determined, but the temporary effects have been found to be significant (p. 2-6, 134-136).

Clothing communicates much about our personality. Morton suggested that changes in dress produced perceived differences in job capabilities, sensitivity, aggressiveness, mood, and self esteem (1926, p. 584-585). The relationship between body and clothing has become so close that our clothing serves to identify us as individuals. Since the link between clothing and the individual has become so strong it is suggested by Hurlock (1926) that we use clothing as a means ". . . to enhance our own self esteem" (p. 44).

Both Morton and Dearborn have also noted the effect of clothing

on personal happiness and ability to function successfully in society.

It is proposed by these authors that heightened self esteem can be

achieved through the use of clothing (Morton, 1926, p. 585; Dearborn,

1918, p. 53).

The way in which clothing contributes to the formation of per-

sonality in children was described by Read (1950). She stated that

clothes "may become a symbol of security, an extension of self, a

way of identifying with someone, a means of real satisfaction" (p.348).

Anyone with feelings of insecurity or ambiguity about self identity

might also tend to use clothing as a means of bolstering his self con-

cept.

Compton (1964) conducted a study on preferences for clothing

fabric color and design size, body-image boundaries, and the use of

clothing as an expression of the self. In her research with 30 hospital-

ized psychotic women she concluded that the tie between clothing and

the body is quite strong. Women in an unhealthy mental state may

seek to use clothing to reinforce their weak body-image; this is seen

in their preference for highly saturated colors and strong figure

ground contrasts (p. 40-44).

Research with normal subjects has been conducted to evaluate

the effectiveness of fashion therapy programs. A program designed

to raise the self concept using fashion and grooming as a basis for

change was designed and conducted as a pilot study using six college coeds as the subjects. Loflin (1969) suggested that adolescents lacking self-confidence and exhibiting feelings of insecurity would experience an increased feeling of self esteem if a positive change in self concept could be induced through group instruction. The findings presented in the study indicate that a positive change in self concept did occur after participation in the personal appearance training program. An improvement in appearance for all six female subjects was indicated by measures using members of the peer group as evaluators (1969, p. 3-4).

Institutionalization and Rehabilitation

Institutionalization of any form carries with it a loss of personal identity. Many institutions, including prisons, mental hospitals, the military and religious groups, establish what the uniform dress will be for those under their control. Goffman (1961) refers to the inaccessibility of clothing and cosmetic supplies as the loss of "an identity kit for the management of his personal front" (p. 20). Often a lowered self esteem and loss of pride in personal appearance emerge when institutionalization occurs.

Rehabilitation in Prisons

Our penal system has evolved from a place of physical

punishment to a correctional institution aimed at rehabilitating

inmates. A permanent change in behavior and values is the goal

of correctional rehabilitation. Group therapy, counseling, educa-

tion, and residence in half-way houses have been identified as methods

that cause a positive change in inmate behavior (Kringer, 1974, p.

32-34).

The use of clothing as a means of changing self concept is a

relatively new form of rehabilitation in prisons. Ragland (1971)

examined the type of clothing worn by female inmates in prisons

across the United States in relation to their self concept. In her

recommendations she urged the use of clothing as an aid in rehabili-

tating prison inmates. The need to demonstrate individuality is

strong among the incarcerated, and clothing is one means through

which the inmates can express personal identity (p. 48-50).

In a study of male inmate satisfaction with prison dress

Stillings (1976) found that the dehumanizing effect was the most

disliked aspect of the prison clothing (p. 33).

Clothing and Grooming Programs
as a Means of Rehabilitation

New avenues for changing self concept have opened up with the

establishment of clothing and grooming programs in mental hospitals,

vocational rehabilitation workshops, and correctional centers for

adolescents and adults. Fashion therapy has been used as a means of rehabilitation when other forms of therapy were rejected by mental patients hospitalized since youth (Thompson, 1962, p. 835).

The manner in which institutions deal with the patients' clothing needs was discussed by Baker (1955) who cited the use of clothing as an aid in rehabilitation among mental patients. Individualizing patients' garments rather than issuing clothing in bulk to wards led to increased pride in appearance, and care of clothing became more important to patients. The decision-making process one goes through in the selection and care of clothing each day has been recognized as therapeutic by many institutions (p. 94-98).

Further research in fashion therapy was conducted by Crump (1971) with a group of withdrawn chronic schizophrenic women. The clothing and grooming habits and social behavior of a group of institutionalized women were evaluated before and after participation in a fashion therapy program. The following topics were covered during the four week course: oral hygiene, care of the hair, use of cosmetics, care of the hands, and selection of a coordinated clothing outfit for daytime wear. Changes in behavior in all three areas: clothing, grooming, and social behavior, were measured daily by the instructor and by staff attendants, and were recorded on evaluation check sheets. When measured by delayed tests, clothing behavior patterns exhibited the greatest positive change, with grooming

behavior second. Social interaction decreased slightly after the

therapy program was completed, while clothing and grooming habits

persisted (1971, p. 150-153).

Chien and Lack (1969) studied institutionalized mental patients

and investigated grooming as a means of rehabilitation and as prepara-

tion for reentering the community. A course in grooming was offered

ε
in 14 sessions to a group of chronic schizophrenic women to determine
is
    what degree the appearance of the mental patient could be improved.
p. 5
    ults of the study suggest that even a short course in grooming can

        , positive effect on the personal appearance of patients, and
service ,
        ·eparing them for return to the community (p. 28-29).
tionalized
        cipio and Trudeau conducted a positive conditioning program
of our soci
        alized psychotic patients to determine if grooming behavior
was held a
        changed by methods of behavior modification. Evidence from
developm
        ,ject helps to support the concept that improved appearance

    ults in heightened self esteem (p. 244-248).

Friend (1970) noted that:

Persons working in rehabilitation programs have long recog-
nized that rehabilitating the handicapped involves more than
physical restoration and vocational training. The opinion
the physically handicapped person has of himself (his self
concept) may determine whether he can be rehabilitated
successfully (p. 614).

Friend investigated the relationship between clothing value, body

cathexis (concern about the body), and self concept in a group of 50

visibly and non-visibly handicapped students. Data from the Self

and Ideal Self Q-Sorts measure of self concept and Secord's Body-Cathexis Scale indicated a relationship between body-cathexis and self concept for all students. Visibly handicapped students training for clerical jobs placed a higher value on clothing than did those training for other types of jobs (p. 614-615).

Education as a Means of Rehabilitation

There is a lack of statistical data supporting the rehabilitative value of education for inmates of penal institutions but the literature contains many personal accounts, subjective views, and sound educational concepts that support the idea that education is an effective means of rehabilitating a prisoner. Morris (1973) in supporting the university's role in prison education wrote, "Simple idealism would suggest that something occurs in the acquisition of knowledge which is of value. Simple pragmatism would suggest the merit of active work" (p. 527). Glecker (1973) spoke philosophically when he noted that, "The educational ideal is the same universally: that which is best for any man" (p. 29).

The rehabilitation of women in prison is a growing concern among corrections personnel. Ketterling (1970) developed an educational program for female inmates that included courses in personal care and grooming, vocational training, family relations, child care, and fundamentals of reading, writing, and mathematics. This

program was designed as part of a study to investigate the feasibility of rehabilitating female inmates. Positive changes were noted in the behavior and attitudes of individual inmates even though differences in recidivism rates were not statistically significant for those participating in the experimental program (p. 36-38).

A successful learning experience is the key to an effective educational system that will evoke a positive change in inmate behavior. Eckenrode (1965) suggests that the following principles be included in any educational program:

1. Educational activity must be meaningful to the learner (p. 78).

2. Correctional education must be offered in short, attainable, and measurable segments (p. 79).

3. There must be reinforcement of learning (p. 80).

4. There must be balance in the total correctional program in which education is but a part--a meaningful part (p. 81).

5. Above all, there must be a substantial interpersonal relationship established between the teacher and the student (p. 82).

The acquisition of skills gained through education will lead to confidence, self respect, and the ability to lead a productive life (Eckenrode, 1973, p. 77-84).

Summary

Investigators in the area of grooming and fashion therapy have acknowledged the positive effects such programs have on individuals

unable to function normally within society. Literature in the area of
personal and social rehabilitation indicates the importance of improv-
ing the self concept as a means of rehabilitation, and clothing and
grooming programs have been identified as a means of achieving this
improved self concept.

III. PROCEDURE

Development of Measures

Three instruments were selected or developed for use in this

study. A measure of sewing experience and a course evaluation

designed to indicate the student's perceived success in the clothing

construction course were developed. Rosenberg's measure of self

esteem was selected as the most appropriate indicator of self concept

for use with this group of women.

Self Esteem Measure

The Rosenberg Self Esteem Measure was designed with the

following criteria as guidelines:

1. Ease of administration--respondent checks his answers
   to ten items.

2. Economy of time--completion of test takes only two to
   three minutes.

3. Unidimensionality--respondents are ranked along a single
   continuum from high to low self esteem.

4. Face validity--items deal directly with feelings about
   self (1969, p. 16-17).

These criteria had been identified as important factors in selecting

a measure for use with the group of women involved in this study.

The inmates are required to take numerous tests and it was believed

that a short, concise test, taking a minimum of time and effort to

answer, would give the most accurate results.

The Rosenberg measure is a ten item Guttman scale. Respondents indicate how they feel about themselves by checking one of the following responses for each of ten statements: Strongly Agree, Agree, Disagree, Strongly Disagree (Appendix A). Positive and negative items are randomly ordered in the test to reduce the tendency to answer questions according to a pattern.

The scalability[1] of the test is 72 percent and the reproducibility[2] is 92 percent, as reported by Rosenberg (1965, p. 17). Silber and Tippett assessed and confirmed the validity of this self esteem measure and recommended its use with individuals thought to have a low self concept (1965, p. 1050). Expectation of low self esteem was based on findings of lower self esteem among delinquent than non-delinquent males (Fitts and Hamner, 1969, p. 10).

A contrived item scale is used in scoring this test. Scale Item I was contrived from the combined responses to questions 3, 7, 9. A positive response to two or three out of three receives a

---

[1]Scalogram analysis is "a procedure for evaluating sets of statements or existing scales to determine whether or not they meet the requirements of a . . . [Guttman] scale." Edwards, 1957, p. 172.

[2]"Reproducibility is a measure of the degree of accuracy with which the statement responses can be reproduced from the knowledge of the total scores alone." Edwards, 1957, p. 188.

positive score (1), if one or zero out of three is positive a negative

score (0) is assigned. Scale Item II was contrived from the responses

to questions 4 and 5. A positive response to one or two out of two

is considered a positive score. Scale Items III, IV, and V (questions

1, 8, 10 respectively) are single items. Single Item VI was contrived

from questions 2 and 6. One or two out of two positive responses is

a positive score. The scoring range is from 0 to 6, with 6 indicating

a high self concept (Rosenberg, 1965, p. 305-307).

Sewing Experience Questionnaire

A Sewing Experience Questionnaire was designed by the investi-

gator to be used as a measure of perceived sewing ability prior to

the course in clothing construction, and to identify those skills the

students were most interested in learning during the course. The

first part of the questionnaire consisted of a list of 13 skills related to

sewing; respondents were asked to rate their ability to perform each

skill. A ten centimeter line was placed opposite each statement and

the ends of the continuum were labeled "Have not done" at one ex-

treme and "Very high skill" at the other extreme. Respondents were

instructed to place a check (✓) at the point along the line that best

represented their level of skill.

Scores were obtained for each of the 13 skills by measuring

with a metric ruler from the zero point to the checkmark on each

line. The distance measured gave a numerical value to the perceived level of skill; these values were then converted to a mean score. The mean score was used as an indicator of each student's perceived sewing ability prior to the course.

The second part of the questionnaire consisted of: 1) a section for rank ordering the five skills (from the list of 13) the subject most wanted to learn in the clothing construction course, and 2) a section for the rank ordering of goals established by each individual student. Goals included other skills not found on the list of sewing skills and any special objectives the student had for taking the course. This section of the questionnaire was used as a basis for designing the course curriculum and in rating perceived success at the completion of the course.

The Sewing Experience Questionnaire was pretested on three groups of students at Oregon State University, Winter term, 1976. The three groups of students were selected because they were female and interested in clothing; these characteristics were also common to the experimental group. The first group was comprised of students from a Beginning Clothing Construction course, and the second consisted of graduate students enrolled in a Clothing and Textile research seminar. After pretesting, the item "complete a garment from beginning to end" was deleted and "operate a sewing machine" added. The revised questionnaire was then administered to a group

of 40 undergraduates in a clothing selection course to test scoring

procedures for the measure, and clarity of instructions. This

revised edition of the questionnaire was used as the measure of

perceived sewing ability (Appendix B).

Perceived Success

Perceived success in the clothing construction course was

assessed using a course evaluation form. Students were asked to

rate: 1) how they felt about their performance of the skills they had

identified as being most important to learn during the course, and

2) how well they felt they met the goals they had established for

themselves at the beginning of the course, using the following scale:

      5 points - I feel really pleased

      4 points - I feel quite pleased

      3 points - I feel neither pleased nor displeased

      2 points - I didn't do as well as I would have liked

      1 point - I'm disappointed

A perceived success score was arrived at by calculating the mean of

the ratings assigned to the skills and goals. Three students who

failed to list skills they wanted to learn, or to identify goals they had

established for themselves were asked to use the above scale and to

"rate how you feel about your performance in class by circling the

number that best represented your feeling." This score, based on

the same range of possible scores, was assumed to be comparable to the rating of skills and goals done by the other subjects and was used as the perceived success score.

Three open-ended questions were included in the course evaluation; these questions were broad enough to allow the subjects to include any input about the course they felt was important. The questions were aimed at gaining recommendations for the design, organization, and execution of courses of this type to be offered in the future (Appendix C).

Collection of Data

Selection of Sample

The sample was selected from the population of women incarcerated in the selected women's correctional center during April, 1976. The total institutional population was 76 women.

At the beginning of the term there was a meeting of inmates interested in taking classes offered by volunteer instructors; during the meeting each instructor discussed all aspects of the course he planned to teach. This provided an opportunity to present the proposed course outline, course requirements, and discuss the acquisition of fabric for projects. Women interested in participating in a clothing construction course were allowed to sign up for the class

at this time. No prerequisites or limitations on the number of women allowed to sign up were set. Later it was necessary to limit the participants to the first 18 women to register.

Due to the number of women who registered for the course, it was decided that to accommodate the greatest number of women it would be necessary to offer two sections of the course. The educational coordinator for the center assigned the women to either the afternoon or evening section, using the time of their work detail and involvement in other classes as a guide. Eight women were scheduled for the afternoon class and ten for the evening class.

The afternoon class was reduced to six when one woman left the institution after three class meetings, and one woman had to drop the course after two weeks due to illness. Sixteen women completed the course, but two women from the evening section failed to complete posttreatment measures and were excluded from the study, resulting in a final sample size of 14.

The women who participated in the course ranged in age from 18 to 32, had 8 to 12 years of education, and were committed to prison for sentences ranging from 1 to 10 years.

A control group composed of women not participating in the course was randomly selected from the remainder of the inmate population. In an attempt to obtain a number approximately equivalent to the experimental group, 20 women were initially identified as

the control group, but only 13 were available to complete all measures.

Pretreatment Test

The Rosenberg Self Esteem Measure and the Sewing Experience Questionnaire were filled out by the course participants at the beginning of the first class meeting. The Rosenberg Self Esteem Measure was administered on an individual basis to the control group the same day. Instructions on the questionnaires asked the respondents to place their penitentiary identification numbers in the upper right hand corner so that later the pretreatment test could be paired to the post-treatment test. These numbers were removed and new numbers assigned so that the questionnaires were anonymous.

Clothing Construction Course

A course in clothing construction was conducted over a five week period. The first week there was only one class meeting but subsequently classes were held for three hours twice weekly. The course content was similar to the beginning clothing construction course offered at Oregon State University (Appendix D). The instructors from both the afternoon and evening sections used the same course outline. A constant attempt was made to assure all students of equivalent educational experiences, and to keep the two classes comparable.

Fabric for all the individual clothing projects was donated by

Stretch and Sew Co., Inc. The donation allowed the women to select

from the wide range of fabric brought to the prison and it eliminated

the possibility of excluding women from the class who could not afford

to purchase fabric. The correctional center provided equipment,

patterns and notions, and an attractive, well lighted, classroom.

Portable sewing machines were set up in individual carrels; areas

for cutting and pressing were improvised on tables.

The women were allowed to select the pattern and fabric of

their choice. Projects included blouses, dresses, jackets, and

pants. All garments were completed during the five week course.

A shortage of sewing machines occurred when two of the four

machines were damaged beyond repair during the time they were

checked out by women for use in their rooms. The structure of the

course was changed due to this problem. The opportunity to complete

clothing projects was assured by having the students come to class

in shifts. Use of the sewing machine was shared by setting time limits

ranging from one-half to one hour.

Posttreatment Test

The Rosenberg Self Esteem Measure and Course Evaluation

Form were administered to the course participants at the last class

meeting. The control group also completed the Rosenberg Self

Esteem Measure during the same three hour class period. The small

number of subjects and the informality of the course permitted indi-

vidual administration of the tests. Instructions were written but

were also given verbally; this gave the respondents an opportunity

to ask questions.

Statistical Analysis

Statistical analysis of the data involved the use of the t-test to

test the significance of the observed difference between pretreatment-

and posttreatment-self esteem scores. The relationship between

variables was measured using the Pearson R correlation coefficient.

Due to the exploratory nature of this study and the small population

the . 10 level of significance was chosen for use in this study.

IV. FINDINGS AND DISCUSSION

Description of Sample

The participants in this study were women incarcerated in a women's correctional center; 14 women participated in the clothing construction course, and 13 women were included in the control group.

Age

The median age for course participants was 24.8 years. Three subjects were under 20 years of age and three were over 30, with the majority of the women being in their twenties (Table 1).

Table 1. Age level of participants.

Age	Number	Percent
18	1	7.14
19	2	14.30
20	-	-
21	1	7.14
22	-	-
23	2	14.30
24	1	7.14
25	1	7.14
26	1	7.14
27	-	-
28	1	7.14
29	1	7.14
30	-	-
31	1	7.14
32	2	14.30
Total	14	100

Mean - 24.8 years

Educational Level

The educational level of the sample ranged from completion

of the eighth grade to course work at the community college after

graduation from high school. Five women had only an eighth grade

education and four had graduated from high school; the remainder of

the sample had terminated their education during high school. None

of the participants had earned a college degree, but two women indi-

cated they had attended community college (Table 2).

Table 2. Educational level of participants.

Grade Level	Number	Percent
8th*	5	35.70
9th	3	21.40
10th	1	7.15
11th	1	7.15
12th*	4	28.60
Total	14	100

Mean   -- 9.71 grade
Median -- 9th grade
Mode   -- 8th grade

*A participant from this educational level attended community college.

Length of Sentence

Sentence length of the participants ranged from 18 months to ten

years; the majority of the women had sentences of five years or less

(Table 3).

Table 3. Description of sample according to sentence length.

Sentence Length		Number	Percent
1 year		--	-
2 to 3 years		5	35.7
4 to 5 years		7	50.0
6 to 7 years		-	-
8 to 10 years		2	14.3
	Total	14	100.0
	Median	4.5 years	
	Mode	5.0 years	
	Mean	4.5 years	

Discussion of Findings

Self Esteem

The scoring range for the Rosenberg Self Esteem Measure is from zero to six with a score of six indicating high self esteem. Pretreatment-self esteem scores for the experimental group ranged from four to six, and from one to six for the control group (Table 4). The experimental group had less variation in scores than did the control group, with all of the experimental group scoring in the top half of the scale.

Table 4. Pretreatment-self esteem scores.

Self Esteem Score		Experimental Group	Control Group
6		4	4
5		6	6
4		4	1
3		-	1
2		-	-
1		-	1
	Total	14	13
	Mean	5.00	4.77

The control group showed greater variance in posttreatment-self esteem scores (1. 58) than did the experimental group (. 53). Scores for the control group ranged from two to six, and for the experimental group the range was from four to six (Table 5)

No significant difference was found between the experimental and control groups on either the pretreatment- or on the posttreatment-self esteem scores.

Table 5. Posttreatment-self esteem scores.

Self Esteem Score		Experimental Group	Control Group
6		6	7
5		6	2
4		2	3
3		-	-
2		-	1
1		-	-
	Total	14	13
	Mean	5. 29	5. 08

Experimental Group Change in Self Esteem

A significant difference was found between pretreatment- and posttreatment-self esteem scores for the experimental group (t-value = 1. 47, t-table value = 1. 33 at the . 10 level of significance, d. f. = 13).

The mean score for the pretreatment-self esteem test was 5 and the posttreatment-self esteem score was 5. 29, indicating an average increase of . 29 in self esteem. Out of a total sample of 14, four participants in the clothing construction course rated their self

esteem at six prior to the course; an initial rating of six did not

allow an increase in self esteem to be measured (Table 6).

Table 6. Distribution of pretreatment-self esteem scores.

Scores		Number	Percent
6		4	28.6
5		6	42.8
4		4	28.6
3		-	-
2		-	-
1		-	-
	Total	14	100.0
Mean 5.00			

Posttreatment-self esteem scores indicate that six course

participants, 42.8 percent, rated their self esteem at six when tested

after completion of the course. The remaining eight participants,

57.2 percent, had ratings of four or five on the self esteem scale

(Table 7).

Table 7. Distribution of posttreatment-self esteem scores.

Scores		Number	Percent
6		6	42.8
5		6	42.8
4		2	14.4
3		-	-
2		-	-
1		-	-
	Total	14	100.0
Mean 5.29			

A change in self esteem was measured using the difference between pretreatment and posttreatment-self esteem scores. It was possible to have either a positive or negative change in self esteem; the possible scoring range was from +6 to -6. Only one person experienced a change greater than one. Four of the participants had a positive change in self esteem, one individual had a negative change and the remainder of the subjects showed no change in self esteem (Tables 8 and 9).

Table 8. Change in self esteem.

Pretreatment score	Posttreatment score	Change
6	5	-1
6	6	0
6	6	0
6	6	0
5	5	0
5	5	0
5	5	0
5	5	0
4	4	0
4	4	0
5	6	1
5	6	1
4	5	1
4	6	2

Mean change = .29

Table 9. Percentage change in self esteem.

Change	Number of Subjects	Percent
-1	1	7.15
0	9	64.25
1	3	21.45
2	1	7.15
Total	14	100.0

Sewing Experience

Respondents rated their perceived sewing ability on a scale from zero to ten, with ten indicating a very high level of ability. Mean scores were derived for each participant by totaling the 13 individual scores and dividing this number by 13. These mean scores were used as a measure of perceived sewing ability prior to the course in clothing construction. Course participants ranged in perceived sewing ability from .35 to 8.65; the median score was 5.48 (Table 10).

Respondents had the opportunity to identify the five skills they most wanted to learn, and to list any other goals they wanted to accomplish during the five week course. One participant failed to list any skills she wanted to improve or identify goals for the course; all other respondents indicated one or more skills or goals they wanted to work on during the class. The subjects with the highest number of objectives for the course were those who had rated their sewing ability at a low level (Table 10). One woman failed to complete this measure when she missed the first class meeting, but was not excluded from the study because she completed the remainder of the tests.

Mean scores for skills listed on the Sewing Experience Questionnaire indicate that putting in a hem was the skill most participants felt they could do the best. Sewing with knit fabric was rated the

lowest, signifying that few women felt confident in the construction
of knit garments. The list of skills seemed to fall into a logical order,
ranging from high perceived ability for the basic skills to low per-
ceived ability for more difficult skills; exceptions to this were:
1) sewing with woven fabric, and 2) following pattern instructions,
which received lower scores than expected (Table 11).

Table 10. Perceived sewing experience scores, skills to improve, and goals identified.

Perceived Sewing Ability Scores	Number of Skills to Improve	Number of Goals Identified
8.65	-	1
7.61	1	3
7.46	-	2
7.39	1	1
6.55	2	1
5.64	3	-
5.48	4	-
4.50	-	-
3.27	1	2
3.15	5	2
1.72	1	2
.79	5	2
.35	5	5
Mean 4.8	Mean 2.0	Mean 1.5

Table 11. Perceived sewing ability mean scores for each skill.

Skill	Mean Score
Put in a hem	7.2
Stitch a straight seam	7.1
Operate a sewing machine	5.9
Wind thread on bobbin	5.4
Thread sewing machine	5.3
Select proper size pattern	5.2
Determine from pattern envelope amount of fabric to buy	5.2
Make adjustments so garment fits	4.0
Follow pattern instruction sheet	3.8
Put in a zipper	3.6
Put in a sleeve	3.5
Sew with woven fabric	3.2
Sew with knit fabric	2.8

Perceived Success

Respondents rated their success in the course by giving a numerical value to each skill or goal they had identified as being important; using a scale from one to five, one indicated disappointment and five indicated a positive feeling about their performance. Perceived success scores ranged from one to five; only two scores showed neutral or disappointed feelings about performance in the class. The mean score was 4.05 and the median was 4.50, signifying that a high degree of success was experienced by course participants.

The number of skills participants wanted to improve and the number they were able to work on during the course did not match in all cases; this was due to the short duration of the course and the selection of projects that did not incorporate all the desired learning experiences. Many students identified goals which were unrealistic or unattainable; this probably lowered the number of goals met. The relationship between perceived success and the number of skills and goals listed at the beginning of the course and the number that were accomplished and rated at the end of the course shows that those subjects who enjoyed the most success were able to meet their objectives. Individuals with low success scores were unable to meet all the goals and skill levels they had set for themselves (Table 12).

Table 12. Perceived success and number of skills and goals listed and rated.

Perceived Success Score	No. of Skills		No. of Goals	
	Listed	Rated	Listed	Rated
5.00	5	5	5	5
5.00	2	2	1	1
5.00	1	1	2	2
5.00	1	1	1	-
5.00	-	-	2	2
5.00	-	-	-	-
4.00	3	1	-	-
3.86	5	5	2	1
3.80	5	4	2	1
3.75	1	1	3	1
3.25	4	3	-	-
3.00	1	1	1	-
1.00	-	-	1	-
Mean 4.05	Mean 2.2	Mean 1.9	Mean 1.5	Mean 1.0

Relationship Between Variables

The relationship between the identified variables: pretreatment-self esteem, posttreatment-self esteem, perceived sewing ability, and perceived success, were evaluated using a t-test and Pearson R correlation coefficient. The significance level selected was .10; a t-value of 1.33 or greater indicated significance at this level. To be significant at the selected .10 level of confidence, the absolute value of the correlation coefficient had to be a value greater than .441.

Pretreatment- and Posttreatment-Self Esteem Scores

A significant difference was found between pretreatment- and posttreatment-self esteem scores among course participants. The

t-value was 1.47, and the t-table value was 1.33 at the .10 level of significance.

The change in self esteem was a predicted outcome of participation in the clothing construction course but the difference in scores can not be totally attributed to this experience; a similar increase in scores on self esteem was found in the control group.

Perceived Sewing Ability and Perceived Success

Perceived sewing ability and perceived success had a correlation coefficient of -.494 which was significant at the .10 level.

Even though the relationship was found to be significant, it is interesting to note that these two variables tend to be inversely related. It was observed that those individuals with a low level of perceived sewing ability experienced higher success in some cases than did subjects with a high perceived sewing ability (Table 13).

Perceived Success and Change in Self Esteem

No significant correlation was found between perceived success and change in self esteem (r = .221).

Perceived Success and Pretreatment-Self Esteem

Perceived success and pretreatment-self esteem had a correlation coefficient of -.270 which was not significant at the .10 level.

Table 13. Perceived sewing ability and perceived success.

Perceived Sewing Ability Score	Perceived Success Score
8.65	1.00
7.60	3.75
7.46	5.00
7.39	3.00
6.55	5.00
5.64	4.00
5.48	3.25
4.50	5.00
3.27	5.00
3.15	3.86
1.72	5.00
.79	3.80
.35	5.00
Mean 4.8	Mean 4.05

$r = -.494$ d. f. $= 12$

Table 14. Correlation coefficients among variables.

	Perceived Success	d. f.
Pre-self esteem	-.270	13
Post-self esteem	-.071	13
Change in self concept	.221	13
Perceived sewing ability	-.494*	12

*Significant at the .10 level (/r/ > .441)

Perceived Success and Posttreatment-Self Exteem

No significant relationship was found between perceived success and posttreatment-self esteem ($r = -.071$).

Course Evaluation

Participants evaluated the clothing construction course by answering the following questions:

1. What things about this course _did_ you like?

2. What things about this course _didn't_ you like?

3. What things do you think should be included in this course to make it better?

Most answers were quite similar and were easily grouped together to give an over-all picture of the students' reactions to the course.

Responses to the first question indicated the importance the students placed on the learning experience and on the finished product. One woman was most pleased with having the opportunity to operate a sewing machine; others indicated their pleasure in selecting fabric of their "favorite color." The manner in which the course was taught was suggested by a number of women as being a good point.

Citing the instructor as a part of the course they liked may have stemmed from the non-threatening position of the volunteer instructor; also the women enjoy talking to anyone from the "outside." A strong student-instructor relationship is desired by most inmates. Attributes the women liked in an instructor were patience and giving individual instruction (Table 15).

Table 15. Positive aspects of the course.

Comments	Number
Liked the learning experience/ the finished product	5
Liked the way the course was taught	4
Liked the instructor	3
Liked all aspects	2

Factors about the course that were not liked centered around the frustrations caused by lack of sewing machines. This situation allowed the inmates to blame the institution for any problems they encountered in the operation of the available equipment, and for any other problems they might have had. One woman disliked her own mistakes and noted this as an aspect of the course she did not like. Another woman felt that having to follow instructions was the most undesirable part of the course (Table 16).

Table 16. Negative aspects of the course.

Comments	Number
Did not like lack of sewing machines and supplies	10
Did not like following instructions	1
Did not like my individual mistakes	1

Advice about changing the course to make it better was aimed at securing an adequate number of sewing machines that are in good operating condition. The lack of equipment overwhelmed most other problems encountered so that the majority of women responding felt that this was the most urgently needed change in the course. Other suggestions included having the class last longer and changing to a more academic course structure, including tests (Table 17).

Table 17. Suggestions for course improvement.

Suggestions	Number
More sewing machines	11
Have course last longer	2
Change course structure so that it is more academic	1

Over-all reaction to the course was positive; the participants were eager to have another clothing construction course offered, and those inmates excluded from this session were also looking forward to future courses. A general interest in the course was evidenced throughout the institution by both inmates and staff. They showed their continued interest in the progress of the class by stopping by the classroom to see what new things the students were working on.

V. CONCLUSIONS

The purpose of this study was to examine self-perceived success as experienced in a learning environment, and its association with self esteem. In order to identify factors that lead to a successful learning experience the relationship between pretreatment-self esteem, posttreatment-self esteem and perceived success were investigated.

The following conclusions have been drawn about the null hypotheses posed:

$H_o 1$: There will not be a difference in self esteem before and after participation in a clothing construction course.

A significant difference was found between self esteem scores before and after participation in a clothing construction course $(t=1.476, p < .10)$.

The null hypothesis is rejected.

$H_o 2$: The degree of perceived success experienced in a clothing construction course will not be associated with change in self esteem.

No significant correlation was found between perceived success and change in self esteem $(r=.221)$. The null hypothesis cannot be rejected.

$H_o 3$: There will not be an association between perceived success and pretreatment-self esteem scores.

No significant correlation was found between perceived success and pretreatment-self esteem scores (r=-.269). The null hypothesis cannot be rejected.

H_o4: There will not be an association between perceived success and posttreatment-self esteem scores.

There was no significant relationship found between perceived success and posttreatment-self esteem scores (r = -.071). The null hypothesis cannot be rejected.

Analysis shows that null hypothesis 1 was rejected at a low level of significance, but a significant change in self esteem was also noted among the control group; it can be concluded that the experimental and control groups were similar in their change in self esteem. The change in self esteem experienced by both groups may be attributed to several factors: 1) the weather conditions were markedly different on the pretreatment and posttreatment-test days; on the day of the pretreatment-test it was cold and rainy and on the day of the posttreatment-test it was clear and sunny, 2) there were other rehabilitation programs that were conducted during the time this study was being made, 3) subjects from both the control and experimental groups were anticipating appearing before the parole board, and 4) the subjects were aware that they were being studied.

The acceptance of null hypotheses 2, 3, 4 indicates that among this group of women no one factor was significant in predicting success.

The differences in age, length of sentence, and educational level all may have contributed to the wide range of scores that resulted on all tests except self esteem.

It was not expected that the subjects would have a high pretreatment-self esteem score. One suggestion that might account for the high scores on self esteem is that establishing a high level of self esteem, whether it is a true reflection of feelings about self or a false front, might be the way in which these women have learned to deal with institutionalization, other inmates, and self. All initial self esteem scores were high and most increased slightly or showed no change when postreatment-tested; the instrument used may not have recorded all changes in self esteem.

The varied educational experience of the women is a factor that may have influenced expectation of performance; to expect either success or failure depending on past experience may affect the subject's perception of his actual performance. If a person has only experienced failure in an educational situation then he will expect failure in future educational situations. A small success may seem large to the person anticipating failure, but likewise a person who expects success may have set a high standard as a measure of success making it harder for him to achieve success. This concept is supported by the findings of Gebhard (1948) and Shrauger and Rosenberg (1970).

Setting attainable goals and objectives was associated with a high level of perceived success. Even those who rated their sewing ability at a low level were able to achieve a high level of success by mastering the basic skills.

The course evaluation revealed that the learning experience as well as the finished product were equally important to the course participants. The way in which a course is taught and the personality of the instructor were aspects of the educational process that were carefully scrutinized by the women within this institution.

The lack of proper equipment can cause problems in any situation, but this became an even greater problem with this population because they felt it was their institutional status that left them with an inadequate number of sewing machines and supplies. Support from the institutional staff and the persistence of the course participants were forces that aided the successful completion of the course.

VI. RECOMMENDATIONS

Use of the Research

The findings of this study may be of interest to those working with institutionalized individuals, particularly those interested in the use of clothing as a means of rehabilitation. The study provides a basis for further research and identifies some of the problems encountered in this type of investigation.

Results of this study confirm the fact that the women in this study who were incarcerated in a correctional institution were interested and eager to participate in clothing construction classes. The demand for this course was much greater than expected and not all those women wishing to take part in the class were able to do so. Information gained from this study may be used when planning future educational programs within this and similar correctional institutions.

Recommendations for those proposing to teach a course of this type in a correctional institution are:

1. Limit class size--inmates are often demanding of an instructor's time; each wants personal attention rather than group instruction.

2. Be flexible in teaching techniques.

3. Learn quickly the needs of each student.

4. Establish requirements for the course and firmly hold to them. Learning to be prompt, to use time efficiently, and to maintain

a high level of workmanship are areas of rehabilitation assumed to lead to successful re-entry into the community.

5. Aid in the selection of projects that will allow for a quick success, then more challenging projects can be attempted with greater confidence.

6. Help students learn to make decisions and accept responsibility.

7. Be understanding but not overly sympathetic to their life situation.

8. Be yourself, act honestly and genuinely.

Long-range planning and development of curriculum for a clothing construction course within a correctional institution is needed; there is a lack of information in this area. Analysis of the sewing experience questionnaire suggests that the curriculum should be designed to accommodate students who have a minimum knowledge of sewing skills. Skills listed most frequently as being most important to learn were: following the pattern instruction sheet, putting in a zipper, stitching a straight seam, sewing with knit fabrics, and putting in a sleeve. All skills listed on the Sewing Experience Questionnaire, except selecting the proper pattern size, were identified as being skills participants wanted to to learn. A more extensive list of sewing skills for the participants to use as a guide in establishing goals might aid in the development of curriculum relevant to student needs.

Improvement of this Study

Results of this study might have been more useful if an additional or more comprehensive measure of self esteem had been used. The instrument selected did not measure small changes in self esteem or show an increase in self esteem for individuals initially having a high self esteem score. The use of a scoring system that employed a broader range of scores might be a more accurate and discriminating indicator of self esteem.

Expansion of the Sewing Experience Questionnaire to include a greater number of skills might aid in the development of curriculum relevant to student needs by allowing the students to identify from a more comprehensive list the skills they most want to learn.

The selection of different statistical tests would provide the possibility of different types of inferences from the data. Use of regression analysis would permit prediction of results from one variable to another.

Further Research

Further study of the enhancement of self esteem through the use of clothing is needed. The value institutionalized individuals place on clothing and its many uses, and benefits from successful participation in clothing construction courses within correctional

institutions and other rehabilitation centers might be studied to

determine the merit of including clothing in rehabilitation programs.

Research to aid in the planning of curriculum might be the

development of a measure to test the effectiveness of various teaching

techniques.

VII. SUMMARY

The purpose of this study was to examine self-perceived success as experienced in a learning environment, and its association with self esteem. The relationships between pretreatment-self esteem, posttreatment-self esteem, and perceived success experienced in a clothing construction course were investigated. Rosenberg's Self Esteem Measure was used as the instrument to measure self esteem. Measures to assess perceived sewing ability and perceived success, and to evaluate the course offered to the subjects were developed.

Adult female inmates at a state correctional center were the participants in this study. Fourteen women participated in the clothing construction course and 13 women were in the control group. These women represented nearly one-third of the total institutional population of 76 inmates.

The statistical analysis of the data included the use of the t-test as a measure of significance of the differences between pretreatment- and posttreatment-self esteem, and the Pearson R correlation coefficient as a measure of the relationship between variables.

The measures of self esteem and perceived sewing ability were administered prior to participation in the course in clothing construction. The course was conducted over a five week period

during which time all participants completed one or more garments. The self esteem measure was readministered at the end of the course, along with a course evaluation and perceived success measure.

A significant difference was found between self esteem scores before and after participation in the course. This change in self concept was significant at the . 10 level.

There were no significant relationships found between perceived success, change in self esteem, pretreatment-self esteem scores, and posttreatment-self esteem scores. This finding indicates that among this group of women no one factor was significant in predicting success.

All participants had relatively high self esteem scores both before and after course participation; the control group ranged from low to high in their self esteem scores. This may suggest that women who do not participate in educational activities do not have confidence in their ability to meet the course requirements, while those women who do participate have higher opinions of themselves.

Those participants who set attainable goals and objectives had a higher level of success than did those individuals who were un- realistic in establishing objectives for the course. Women who rated their sewing ability at a low level were able to achieve a high level of success by mastering the basic skills. Scores for perceived

success had a mean of 4. 12, indicating that most subjects experienced a high degree of success.

The learning experience and the finished product were items most often cited as being the factors most liked about the course. The manner in which the course was taught, and the instructor, were aspects that were also considered important.

When evaluating those factors not liked about the course, the lack of equipment and supplies was noted the most often, and seen as the biggest problem encountered during the course. Suggestions for improving the course centered around the acquisition of new equipment.

The course became popular with the inmates and staff; both showed interest and concern with the progress of the participants.

The persistence of the participants and the support of the institutional staff were forces which helped in the successful completion of the course.

BIBLIOGRAPHY

Allport, Gordon. 1937. Personality: A Psychological Interpretation. New York, Henry Holt.

_____. 1961. Pattern and Growth in Personality. New York, Holt, Rinehart and Winston, Inc.

Baker, Hazel. 1955. The psychology of clothing as a treatment aid. Mental Hygiene, Vol. 39, p. 94-98.

Chien, Ching-Piao and Dorthea Lack. 1969. Good grooming: a step toward the community. Journal of Rehabilitation, July-Aug., p. 28-29.

Compton, Norma. 1964. Body-image boundaries in relation to clothing fabric and design preferences of a group of hospitalized psychotic women. Journal of Home Economics, Vol. 56 #1, p. 40-44.

Crump, Martha. 1971. A study of clothing, grooming and social behavioral patterns of chronic schizophrenic institutionalized women before and after participation in a programmed fashion therapy program. Unpublished Master's Thesis, University of Alabama.

Dearborn, George. 1918. The psychology of clothing. Psychological Review, Vol. 26, p. 1-72.

DiScipio, William and Paul Trudeau. 1972. Symptom changes and self esteem as correlates of positive conditioning of grooming in hospitalized psychotics. Journal of Rehabilitation, Vol. 80, p. 244-248.

Eckenrode, Charles J. 1973. Education's contributions to institutional treatment. In: Readings in Prison Education. Ed. by Albert Roberts. Springfield, Ill., Charles C. Thomas. p. 77-84.

Edwards, Allen L. 1957. Techniques of Attitude Scale Construction. New York, Appleton-Century-Crofts, Inc.

Fitts, William and William T. Hamner. 1969. The self concept and delinquency. Dede Wallace Center Monographs No. 1 Nashville, Tennessee.

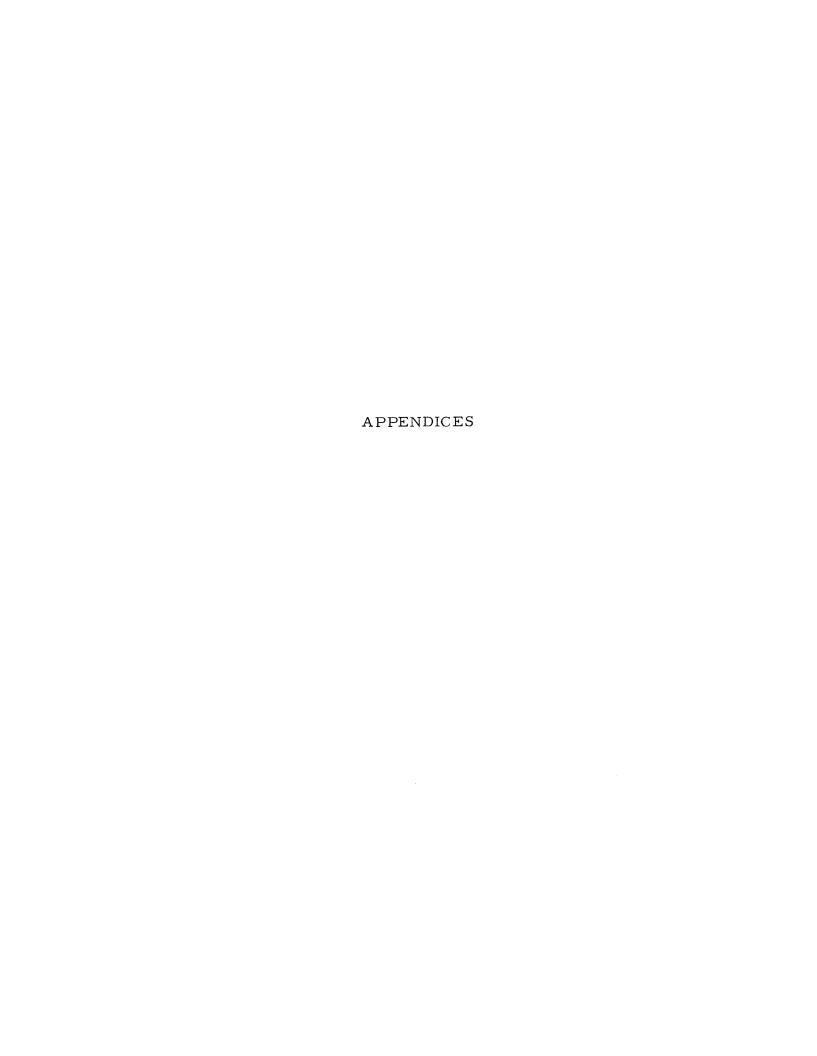Friend, Shirley. 1970. The self-concept of rehabilitation students. Journal of Home Economics, Vol. 62 #8, p. 614-615.

Gebhard, Mildred. 1948. The effects of success and failure upon the attractiveness of activities as a function of experience, expectation, and need. Journal of Experimental Psychology, Vol. 78, p. 371-388.

Glecker, 1973. In: Readings in Prison Education. Ed. by Albert Roberts. Springfield, Illinois, Charles C. Thomas, p. 29-30.

Goebel, Rhetta S. 1971. An investigation of the potential therapeutic value of an appearance therapy program for a group of female psychiatric hospital residents. Unpublished Master's Thesis, University of Tennessee.

Goffman, Erving. 1961. Asylums. New York, Doubleday and Co.

Hurlock, Elizabeth. 1929. The Psychology of Clothing. New York, The Ronald Press.

Ketterling, Marvin. 1970. Rehabilitating women in jail. Journal of Rehabilitation. May-June, p. 36-38.

Kringer, L. Edward. 1974. The public offender--New rehabilitation trends. Journal of Rehabilitation, Sept.-Oct., p. 32-34.

Loflin, Alma. 1969. Appearance and self concept. Unpublished Master's Thesis, Colorado State University.

Matthews, Lillian B. 1974. Therapy of attractiveness: sharing concepts and experiences with community agencies. Proceedings of the National Meeting ACPTC June 1974, Utah, Brigham Young University Press, p. 52-58.

Mead, George. 1934. Mind, Self and Society. Ed. by Charles W. Morris. Chicago, Illinois, University of Chicago Press.

Morris, Delyte W. 1973. The university's role in prison education. In: Readings in Prison Education. Ed. by Albert Roberts. Springfield, Illinois, p. 14-38.

Morton, Grace. 1926. Psychology of dress. Journal of Home Economics Vol. 18, p. 584-586.

Ragland, Joyce. 1971. Clothing regulations for inmates in adult female correctional institutions in the United States. Unpublished Master's Thesis, Southern Illinois University.

Read, Katherine. 1950. Clothes help build personality. Journal of Home Economics, Vol. 42, p. 348-350.

Roberts, Albert. (Ed.) 1973. Readings in Prison Education. Springfield, Illinois, Charles C. Thomas.

Rogers, Carl. 1951. Client Centered Therapy. New York, Houghton Mifflin Co.

Rosenberg, Morris. 1969. Society and the Adolescent Self Image. Princeton, New Jersey, Princeton University Press.

Ryan, Mary. 1966. Clothing: A Study in Human Behavior. New York, Holt, Rinehart and Winston, Inc.

Shrauger, J. Sidney and Saul E. Rosenberg. 1970. Self-esteem and the effects of success and failure feedback on performance. Journal of Personality, Vol. 38, p. 404-416.

Silber, Earle and Jean S. Tippett. 1965. Self-esteem: clinical assessment and measurement validation. Psychological Reports, Vol. 16, p. 1017-1071.

Stillings, Karen. 1976. Inmate satisfaction with correctional institution clothing. Unpublished Master's thesis, Oregon State University.

Thompson, Thelma. 1962. Fashion therapy. Journal of Home Economics, Vol. 54, #10, p. 835-836.

Wylie, Ruth. 1961. The Self Concept. Nebraska, University of Nebraska Press.

APPENDICES

Appendix A

Rosenberg Self Esteem Measure

Please put your penitentiary number in the blank provided. Later your number will be removed and a new number will be assigned to the questionnaire. All responses will remain anonymous.

SELF ESTEEM MEASURE

1. On the whole, I am satisfied with myself.

   _____ Strongly Agree _____Agree _____Disagree _____Strongly Disagree

2. At times I think I am no good at all.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

3. I feel that I have a number of good qualities.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

4. I am able to do things as well as most people.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

5. I feel I do not have much to be proud of.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

6. I certainly feel useless at times.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

7. I feel that I am a person of worth, at least on an equal plane with others.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

8. I wish I could have more respect for myself.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

   _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

10. I take a positive attitude toward myself.

    _____Strongly Agree _____Agree _____Disagree _____Strongly Disagree

Appendix B

Sewing Experience Questionnaire

Please put your penitentiary number in the blank provided. Later your number will be removed and a new number will be assigned to the questionnaire. All responses will remain anonymous.

SEWING EXPERIENCE QUESTIONNAIRE

Listed below are skills related to sewing. Please rate your ability to do the items by placing a check (✓) on the line opposite each statement. 1 indicates a low level of skill and 10 indicates a very high level of skill. Place a check at 0 if you have never performed the task.

EXAMPLE   Put on a facing

This answer indicates an average level of skill.

	Have not done	Very high skill
1. Select proper size pattern	0	10
2. Determine from pattern envelope amount of fabric to buy	0	10
3. Follow pattern instruction sheet	0	10
4. Thread sewing machine	0	10
5. Wind thread on bobbin	0	10
6. Operate a sewing machine	0	10
7. Sew with knit fabric	0	10
8. Sew with woven fabric	0	10
9. Stitch a straight seam	0	10
10. Put in a hem	0	10
11. Put in a sleeve	0	10
12. Put in a zipper	0	10
13. Make adjustments so garment fits	0	10

Please rank from 1 to 5 the skills from the list on the preceding page that you _most_ want to learn during this course.

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

List below other goals you wish to accomplish during this course.

_____ 1. _____

_____ 2. _____

_____ 3. _____

_____ 4. _____

_____ 5. _____

Appendix C

Course Evaluation

COURSE EVALUATION

Let's look at the sheet you filled out at the beginning of the course on skills and goals.

Using the following scoring system, will you please rate how you feel about your performance on these skills, and how you feel about the way you met your goals. Indicate your rating by placing the number of points in the blank to the left of the statement.

5 points - I feel really pleased

4 points - I feel quite pleased

3 points - I feel so-so, neither pleased nor displeased

2 points - I didn't do as well as I would have liked

1 point - I'm disappointed

What things about this course did you like?

_____

_____

What things about this course didn't you like?

_____

_____

What things do you think should be included in this course to make it better?

_____

_____

_____

Appendix D

Course Outline

Course Outline

1. Selection of Pattern
   Style, line, and design
   Taking personal measurements
   Reading the pattern envelope

2. Textiles
   Characteristics
   Uses
   Care

3. Fabric preparation
   Preshrink
   Straighten

4. Pattern alteration and marking

5. Pattern information
   Symbols
   Layout diagrams
   Reading pattern instructions

6. Operating a sewing machine
   Parts of the machine
   Threading the machine
   Winding thread on the bobbin
   Operation

7. Seams and seam finishes
   Types
   Uses

8. Stay-stitching

9. Fullness control
   Easing
   Gathering
   Darts

10. Facings

11. Collars

12. Zippers

13. Handsewing

14. Waistband application

15. Use of--
    Special fabrics
    Appliques
    Trims
    Topstitching
    Craft ideas

APPENDIX E

Sewing skills subjects wanted to learn during the course.

Sewing skills subjects wanted to learn during the course.

Skill	Number identifying it as important
Follow pattern instruction sheet	6
Put in a zipper	5
Stitch a straight seam	4
Sew with knit fabric	4
Put in a sleeve	4
Operate a sewing machine	3
Determine from pattern envelope amount of fabric to buy	2
Make adjustments so garment fits	2
Thread sewing machine	1
Wind thread on bobbin	1
Sew with woven fabric	1
Put in a hem	1