AN ABSTRACT OF THE THESIS OF

Oin Liu for the degree of Master of Science in Apparel,
Interiors, and Merchandising Presented on June 26, 1987.
Title: Effects of Clothing Values on Clothing Deprivation
among High School Students

Redacted for Privacy

Abstract approved: _____
/Sally K. Francis

The present study was a part of a larger research project
investigating the relationships between perceived clothing
deprivation and selected social-psychological, socio-economic,
and social participation variables among high school students.

The purpose of the present study was to investigate the
effects of clothing values and selected demographic
characteristics on perceived clothing deprivation among high
school students.

Survey methodology was employed. Questionnaires were
completed by students during class. The sample was composed
of 336 ninth through twelfth grade students who were enrolled
in home economics classes. The students were aged 13 years to 20
years with the mode being 16 years. About 82 percent of the
students were female. The majority of the students were
classified into the middle socioeconomic level group.

The clothing deprivation measure was developed based on previous studies by Brawley (1971), Brewton (1971), Edwards (1971), Kness (1973), Cheek (1978), and Stuart (1983). The clothing values measure was based on Creekmore's (1966) eight clothing values. Duncan's (1961) socioeconomic index was used as a guide to determine the socioeconomic level of the students according to their reported parents' occupations. Descriptive statistics, oneway ANOVA, MANOVA, Pearson correlations, multiple regression, and Chronbach's Alpha were used to analyze the data.

The effects of clothing values on perceived clothing deprivation were tested by using Pearson correlation analysis and multiple regression analysis. The results revealed positive relationships between perceived clothing deprivation and the economic and the social clothing values. Also, the economic and the social values accounted for significant proportions of the variance of perceived clothing deprivation. The aesthetic and the political clothing values had negative relationships with perceived clothing deprivation. However, they did not contribute significantly to the variance of perceived clothing deprivation. No relationships existed between perceived clothing deprivation and the exploratory, religious, sensory, and theoretical clothing values.

As hypothesized, socioeconomic level had a significant effect on perceived clothing deprivation. The lower

socioeconomic level students reported greater perceived clothing deprivation than did the high socioeconomic level students. The effects of grade and sex on perceived clothing deprivation were not significant.

These findings partially supported the theoretical framework that clothing deprivation would be influenced by the actual level of clothing ownership which is closely related to socioeconomic level and by personal characteristics such as values.

Effects of Clothing Values on Clothing Deprivation
among High School Students

by

Qin Liu

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

Completed June 26, 1987

Commencement June 1988

APPROVED:

Redacted for Privacy

Associate Professor of Apparel, Interiors, & Merchandising
in charge of major

Redacted for Privacy

Head of Department of Apparel, Interiors, & Merchandising

Redacted for Privacy

Dean of Graduate School

Date thesis is presented _____ June 26, 1987 _____

Typed by Researcher _____ Oin Liu _____

ACKNOWLEDGMENTS

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Chapter I

INTRODUCTION

It is well known that clothing is important to human beings in

the sense of its function of physical protection from the impacts of

environment and injuries. Clothing is one of the essential needs of

living. In addition, the function of clothing for socialized human

beings has surpassed the frontier of its physical function to

include social-psychological functions. Through socialization,

people learn the value and symbolic meaning of clothing. People

learn how to use clothing as a tool to express themselves—their

status, their physical attractiveness, their personality, their

membership in a special group, their desire to be a significant

other, and so on (Lurie, 1981; Kaiser, 1985). Due to the intimate

relationship between clothing and individuals, others tend to form

impressions and make attributions based on the clothes people wear

and interact with people based upon their perceptions (Kaiser,

1985). People must dress appropriately in different situations

which may demand different dress in order to achieve the desired

impression and/or to interact with others desirably.

However, the desire for clothing can be met only finitely because or the restriction of resources according to economics. People must make choices among various needs. If, in one's own judgment, one is not able to dress properly in various situations, one will feel deprived. This feeling is "perceived clothing deprivation."

Because of the social-psychological effects of clothing on human beings, clothing deprivation was identified as an important research area in home economics by the Association of Administrators of Home Economics (1970). Also, research in social-psycological areas of clothing at all levels is needed according to the Home Economics Research Assessment Planning Projections Report (Association of Administrators of Home Economics, 1978).

Adolescence is a period of human development during which clothing plays an important role. Clothing can influence the development of self-concept and can be a tool for socialization (Cheek, 1978). Previous researchers (Brawley, 1971; Brewton, 1971; Edwards, 1971; Kness, 1973; Cheek, 1978; and Stuart, 1983) have found that high perceived clothing deprivation was associated with low self-esteem. The feeling of being well or poorly dressed (deprivation) may influence not only emotions but also the actual behavior of human beings.

A direct result of felt inadequacy of wardrobe is the withdrawal from participation in social events (Ryan, 1966). Ryan predicted that adolescents, compared to other age groups, would have

the greatest interest in clothes and be the most apt to have clothing affect social participation. This has been verified by several researchers. Vener and Hoffer (1959) found a significant negative relationship between clothing deprivation and organizational activity participation. Nordquist (1969) found that the higher the clothing deprivation, the less adolescents would participate in social affairs. Wagner (1984) found that one of the reasons poor children quit attending school was a lack of the material necessities to be on the same level as their classmates. So, it can be concluded that the study of clothing deprivation is important, and especially for adolescents.

Several studies have been conducted about perceived clothing deprivation. Brawley (1971), Brewton (1971), and Edwards (1971) investigated the relationships between clothing deprivation feelings and self-concept, peer acceptance, and socioeconomic status among low and middle socioeconomic status fourth grade students. Kness (1973) examined the relationships between clothing deprivation feelings and self-concept, social security, clothing attitudes and practices, the number of items in the wardrobe, and socioeconomic status among adolescent female students. Cheek (1978) studied the relationships between clothing deprivation and self-concept, clothing importance, and types of school attended by lower socioeconomic level fourth grade students. Stuart (1983) investigated the causative factors among felt clothing deprivation, self esteem, and socioeconomic status of early adolescents.

Further study is necessary to investigate relationships between values held by individuals and perceived clothing deprivation because of the role values play in determining attitudes. interests, and behaviors. No studies have investigated these relationships. Because specific attitudes, interests and behaviors have been shown to be directed by values (Ryan, 1966; Rokeach, 1979, 1973, and 1968), and because perceived clothing deprivation is a specific clothing attitude, perceived clothing deprivation would also be influenced by general values and have a relationship with clothing values.

The relationships among perceived clothing deprivation and selected demographic variables (grade, sex, and socioeconomic status) need additional investigation because of lack of agreement among findings reported in previous studies.

In previous studies, the effect of grade on perceived clothing deprivation has been ignored by most of the researchers who studied perceived clothing deprivation. Findings on effects of socioeconomic status and sex on perceived clothing deprivation are controversial. Roach (1960), Nordquist (1969), and Stuart (1983) found no significant difference in clothing deprivation according to socioeconomic status. However, Vener and Hoffer (1959), Cheek (1978), and two of three groups studied by Kness (1973), showed that significant differences in perceived clothing deprivation existed between socioeconomic groups. Brawley (1971), Brewton (1971), and Edwards (1971) found that trends for black and white students were

opposite. Cheek (1978) and Drake and Ford (1979) found that female students expressed higher perceived clothing deprivation than males. No significant differences in perceived clothing deprivation according to sex were found by Vener and Hoffer (1959) or Stuart (1983).

In previous studies, deprivation was defined as the antonym of satisfaction, that is, dissatisfaction or discontent (Turner, 1968; Edwards, 1971; Kness, 1973; Cheek, 1978). According to sociologists and psychologists (Glazer and Creedon, 1968), the magnitude of deprivation is not the crucial element in determining satisfaction and dissatisfaction. Rather, it is relative deprivation that is crucial in determining satisfaction. Satisfaction is a function of relative deprivation and relative reward rather than of an absolute level. Therefore, in a complete sense, clothing deprivation should include two parts: absolute deprivation and relative deprivation.

The poor may endure the feeling of absolute deprivation. That is, their clothes may not be adequate even to meet basic needs. For example, the changing of seasons requires the changing of clothes. If the poor can not afford this basic need, they are deprived in the absolute sense. For most of the population, the feeling of clothing deprivation would be relative deprivation rather than absolute deprivation. That is, compared to others or to their own desires, they do not have enough clothing or proper clothing to meet their needs. The distinction between these two types of deprivation is an important insight into clothing deprivation.

In the present study, the operational definition of clothing deprivation was clothing dissatisfaction. Therefore, relative clothing deprivation was measured.

Chapter II

REVIEW OF LITERATURE

Related theories and studies which contribute to the present investigation will be discussed under the following sub-headings: (1) Theoretical Framework; (2) External Needs; (3) Internal Determinant: Values; and (4) Clothing Deprivation. The research purpose, objectives and hypotheses are stated at the end of the chapter.

Theoretical Framework

Commonly, the meaning of deprivation is the "action of depriving or the state of being deprived" (Webster's Dictionary, 1961). To deprive means, "to take away (from)" (Webster's Dictionary, 1961). When this term is used in psychology, the meaning is maintained. When this term is used by sociologists, it is usually put into the context of social behavior and interaction of human beings. Because the social-psychological function of clothing presupposes the interaction beween individuals, sociology is pertinent to the present study.

Two aspects of sociologists' work will be presented as the framework of this study. A principle associated with deprivation is the deprivation-satiation proposition. This proposition constitutes

a part of the framework which guides the current research. The second part of the framework is the sociologists' view of satisfaction.

The Deprivation-Satiation Proposition

According to Homans (1974), the content of the deprivation-satiation proposition is, "The more often in the recent past a person has received a particular reward, the less valuable any further unit of that reward becomes for him." The interpretation is: in the recent past, if one has received the reward often, one will be satiated with it. The value of the reward will subsequently decrease. However, if one has learned to value a specific reward but has received it rarely in the recent past, one is deprived of it. The value of the reward subsequently increases.

The following inferences can be deduced. First, the presupposition for a person to experience deprivation is that the reward is valuable to that person. The higher the value of the reward, the more deprived the person might feel when deprived of the reward. The first "deprived" in the proceeding sentence refers to the individual's perception of being deprived, with variances in degree; the second "deprived" in the sentence refers to the action of taking away. When the word "deprived" or "deprivation" is used in this study, the first meaning is adopted. One implication is that in the case of two persons who are deprived of a certain

reward, the degree of felt deprivation may be unequal because of different values of the reward to each.

A second inference is that the value of a reward is learned. This implies that the process of socialization and personal experience play a part in the the perception of deprivation.

Finally, the intervals within the deprivation and satiation cycle are different for different kinds of rewards. People can satiate with food quickly, but they will find the value of food very soon. However, people can not easily be satiated with money. To the writer of this paper, the satiation interval for clothing would be much longer than that of food, but quite shorter than that of money or capital items like a house. Therefore, in order to determine perceived deprivation, one must know how valuable the reward is to the person and to what extent the person is deprived of the reward.

Satisfaction

The main manifestation of felt clothing deprivation is dissatisfaction with clothing not only in terms of quantity but also in terms or other characteristics such as quality and style. Many clothing deprivation researchers (Turner, 1968; Edwards, 1971; Kness, 1973; Cheek, 1978) have defined clothing deprivation as the antonym of satisfaction, that is, dissatisfaction or discontent.

Sociologists' views of satisfaction will be used as a guide for the current research. Homans (1974) discussed the determinants of satisfaction using Morse's investigation of employees' satisfaction with their promotions as an example. Morse's conclusions were: "the greater the amount of the reward the individual gets, the greater his satisfaction and, at the same time, the more the individual still desires, the less his satisfaction." Homans stated that for a particular reward, there is an amount that would satiate a person and the level is constant at least within a short time period.

Although there are no empirical data about the cycle for clothing yet, it can be assumed that the cycle for clothing is much longer than that of food as has been stated earlier. There exists an actual level of reward the person has received. Satisfaction will depend on the comparison of the satiation level and the actual level. The difference between these two levels constitutes the amount of the reward the person still desires. The more of the reward one has received and the less the difference between the two levels, the less one still desires and the more satisfied one is. The more one still desires, the less satisfied one is.

When comparing satisfaction between two persons, one compares the amount received to the amount desired. If their satiation levels are the same, the higher one individual's actual level is, the more satisfied that person is compared to the other person. If two persons' actual levels are the same, the higher one person's satiation level is, the less satisfied the person is compared to the

other person. The point is that getting more of a reward does not necessarily satisfy a person. For clothing, the possession of a certain amount or quality of clothing does not necessarily eliminate perceived clothing deprivation. Also for clothing, the actual level may be restricted by the availablity of resources. The satiation level may be determined by various external needs and internal characteristics of the individual.

In summary, in order to analyze clothing deprivation, it is necessary to look at external factors which create the desire for clothing and the internal characteristics of individuals which contribute to differences of perceived clothing deprivation among individuals.

External Needs

Clothing Motivation

Roach (1969) viewed adolescents' motives in the use of clothing as related to survival of the species and survival of the individual human being, which is also true for other age groups although the intensity may be different (Roach, 1969). According to Roach (1969), survival of the species concerned refers to the use of clothing to stimulate or control sexual interest. For adolescents, using clothing as a stimulant to sexual interest is important.

Survival of the individual human being includes three types of survival: (1) as a biological organism; (2) as a psychic entity; and (3) as a socially acceptable being.

The use of clothing to survive as a biological organism is referred to as the physical function of clothing. That is, people use clothing to defend against heat and cold, and to prevent injuries. This is not a crucial clothing motivation for most of the population.

To survive as a psychic entity is to verify the existence of an individual. Clothing can help to establish individualism and separateness of an individual from others. Compared to other age groups, establishing identity is especially crucial for adolescents. Susceptibility to fads and frequent concern with appearance is typical at this age. So, for adolescents, expression of identity would be a crucial factor underlying adolescents' clothing behavior.

Social survival refers to the achievement of security through identifying with others and gaining their acceptance and approval. Since adolescents' social interaction occurs within a rather small scope, their ways of dressing would depend to a large extent on the approval of their peers.

Evans (1964) studied the motivations of adolescents underlying their clothing use and selection. She found that two dominant motivations underlying adolescents' clothing selection and use were: (1) the desire to be accepted and approved by others and to have what others have; and (2) the desire to be recognized as a fashion

leader, to be among the best dressed, to be more attractive than others, and to have more stylish clothes than others. These two dominant motivations coincided with Roach's (1969) view of clothing motivation in fulfillment of the psychic entity and social survival of adolescents.

In summary, if dressing for sexual attractiveness and expression of identity is placed into one category as expression of self, the most important clothing needs of adolescents would consist of three components: 1) conformity; 2) expression of self; and 3) physical.

Basic Clothing Needs

According to Procopio and Perella (1976), poor people are those who can not buy enough of the right food to be properly nourished, who can not afford to maintain or heat their homes, whose clothing is inadequately warm or unwearable, and who can not pay for medical care. In 1973, there were 22.973 million poor Americans (O'Hare, 1985). In 1983, the number of Americans in poverty was 35.266 million or 15.2 percent of the total population (O'Hare, 1985). Therefore, absolute clothing deprivation may still exist.

This is verified by Wagner's finding. Wagner (1984) reviewed the reasons students quit school. One reason was a lack of the material necessities to be on the same level as one's classmates. She reported that one girl shared one dress with her sister and wore

a long coat even on warm days in order to attend school while her
sister wore the dress.

Social-Psychological Clothing Needs

As mentioned previously, social acceptance is very important to
adolescents. Clothing can be used as an important tool in achieving
acceptance.

Takahashi and Newton (1967) found that a majority of their
sample of adolescent girls perceived themselves as conformists to
the clothing norms of their class. They also tended to perceive
their peers as being clothing conformists.

In a study of clothing and peer acceptance of 121 male and 110
female high school sophomore students, Smucker and Creekmore (1972)
found that a significant positive relationship existed between
awareness or and conformity to the clothing mode and peer
acceptance. Eicher and Dillon (1969) also partly supported the
relationship between clothing conformity and social acceptance. Due
to the importance of social acceptance for adolescents, clothing
conformity would be an important factor in creating clothing needs
for adolescents. In addition, studies about appearance and social
acceptance (Kuhlen, & Lee, 1943; Hendricks, Kelly, & Eicher, 1968;
Hambelton, Roach, & Ehle, 1972; Weisfeld, Bloch, & Ivers, 1984)
confirmed that appearance plays an important role in social
acceptance of adolescents.

As indicated by McCandless and Coop (1979), as adolescents try
to conform to the peer group, they also find it crucial to maintain
their independent identities. Evans' (1964) study supported this
point. In her study of tenth and twelfth grade students, the most
dominant desire underlying the selection and use of clothes was to
be identified by others and to be superior to others. The second
dominant factor was to conform to others.

Internal Determinants: Values

General values and clothing values

The meaning of value is diverse because of the application of
this concept in many disciplines, including philosophy, education,
political science, economics, anthropology, and history, as well as
psychology and sociology (Kilmann, 1981; Rokeach, 1968). Because
the predominant application of and research on value has been in
sociology and psychology, and the concern of the present study is
social-psychological aspects of clothing, the definition of value
in the Encyclopedia of Sociology (Dushkin Publishing Group,
1974) has been adopted here and will serve as the basis of the
present discussion:

> Value, an individual or collective conception of that
> which is desirable. This conception usually has both
> emotional and symbolic components. Values may range
> from those that are subjectively meaningful to a

given individual to those that are shared culture
norms. They influence the selection of means and ends
of actions, and they serve as criteria by which
objects or actions are evaluated (Dushkin Publishing
Group, 1974, p. 304).

This definition reveals the general nature of values: values,
as a standard or yardstick, "guide actions, attitudes, comparisons,
evaluations, and justifications of self and others" (Rokeach, 1968,
p. 160). According to Rokeach, the following assumptions are made
about the nature of human values: (1) "the total number of values
a person possesses is relatively small" (Rokeach, 1973, p. 3)
which makes value an "economic analytic tool" (Rokeach, 1968,
p. 157) to analyze similarities and differences between persons,
groups, nations, and cultures; (2) "all men everywhere possess
the same values to different degrees" (Rokeach, 1973, p. 3);
(3) "values are organized into value systems" (Rokeach, 1973,
p. 3); 4) "the antecedents of human values can be traced to
culture, society, and its institutions, and personality"
(Rokeach, 1973, p. 3), the formation of an individual's
value is the result of internal psychological and external
sociological forces acting upon the individual, so an
individual's value is the outcome of interaction between individual
and society; and (5) "the consequences of human values will be
manifested in virtually all phenomena that social scientists
might consider worth investigating and understanding" (Rokeach,
1973, P. 3).

The above definition also indicates the range of value which merits further discussion. As suggested by the definition, value might refer to a value of a given individual or a culturally shared value depending on the concern of the researcher. In sociology, for example, value is generally discussed under the heading of culture, which implies that value is one of the elements of culture and is culturally defined and shared. To psychologists, the focus is on the individual. Some writers use the term _value_ _orientation_ instead of value to indicate that they emphasize the point of view of a specific individual rather than the group as a whole (Theodorson and Theodorson, 1969).

Although the importance of value in determining people's behavior and attitutes is the same when the term is used by both sociologists and psychologists, the approach by which the scholars of these two disciplines analyze the concept is different. Instruments for measuring values in these two disciplines demonstrate this point. Two representative instruments are The Rokeach Value Scale (Rokeach, 1973), which is sociologically orientated and the Allport-Vernon-Lindzey Study of Values (Allport, 1961), which is psychologically oriented. Both have been used extensively. The Rokeach scale consists of two lists of 18 items or values. One list contains terminal values or ideal end states of existence including "A world at peace," "Equality," "Freedom," "Happiness," and so forth. The second list is made up

of instrumental values or ideal modes of behavior including

"Capable," "Cheerful," "Forgiving," "Honest," and so forth.

The Allport-Vernon-Lindzey scale is based on Spranger's six

types of man. The six values are: theoretical, economic, esthetic,

social, political and religious. As pointed out by Allport (1961),

one reason to use the scale is "our emphasis upon value-orientation

as a particularly revealing level of human traits". The interest

was "in more complex levels of personality" (in Evans, 1970). The

difference between the foci of these two disciplines is that

sociology approaches the study of values by emphasizing macro-

values or people as a group, psychology subdivides individuals

based on their personal values.

Because the present study will investigate perceived clothing

deprivation and the emphasis will be on individual differences,

Allport's (1961) approach will be the most pertinent. In fact,

a review of studies about values in the clothing area reveals that

almost every researcher adopted the classification of values used

by Allport (Lapitsky, 1961; Creekmore, 1963; Mendoza, 1965; and

Conrad, 1973).

According to Allport (in Evans, 1970), values serve as

"mechanisms for specific perceptions and reactions and judgments."

It is assumed that values will operate as a direct influence on

individuals' clothing attitudes, interests and choices. Studies

have shown that there is a close relationship between general

values and specific values, attitudes, interests, and other

factors about clothing. Lapitsky (1961), in her study, Clothing Values and their Relation to General Values and to Social Security and Insecurity, found positive correlations between all four pairs or parallel general values and clothing values, although she dropped the theoretical and religious values. Parallel economic values were not significantly correlated.

Mendoza (1965) investigated the relationship of clothing values and general values cross-culturally. For both Filipino and American groups, she found highly significant positive correlations between the aesthetic, economic, political and religious clothing values and their respective general values.

Conrad (1973) found that significant correlations existed between clothing values and some personality factors as well as some demographic variables for two Canadian groups. For instance, a correlation was found between the economic clothing value and the conscientious personality factor for both of the groups. Also, the economic clothing value was higher for respondents enrolled in home economics and lower for those enrolled in liberal arts. Creekmore (1963) found twelve significant positive and nine negative correlations between clothing behaviors and general values out of fourteen clothing behavior variables by eight general values.

It can be concluded that general values and clothing values are correlated and are related to clothing attitudes and behaviors. Because or the relationship between general values and specific attitudes and behaviors, it can be predicted that individuals

differing in values will differ in their feelings of clothing deprivation. General values could be an indicator of clothing values.

Value Development in Adolescence

Adolescence is a transition period from childhood to early adulthood. The age span starts at approximately ten to thirteen years and ends at eighteen to twenty-two years (Santrock and Yussen, 1984). Adolescence is characterized by rapid physical change, development of identity, development of abstract, logical thought, increasing independence from family, and strong desire for peer approval (Santrock and Yussen, 1984; McCandless and Coop, 1979).

Clothing is used by adolescents as an especially important tool to achieve peer acceptance and individual identity. It has been snown that people between sixteen and twenty-five years spend the largest amount of money on clothing and have the largest wardrobes (Ryan, 1966, p. 120).

No writers have directly discussed the development of values in adolescence. It can be inferred from the context of articles about the development of adolescents that values are held by adolescents. By the time of aoolescnce, a child has reached the most advanced stage of thinking ability -- formal operational thought. For the

first time, adolescents begin to engage in extended speculation about ideal characteristics of people (Santrock and Yussen, 1984). It was indicated by McCandless and Coop (1979) that a large shift in political thought occurs between the beginning of adolescence at age 12 or 13 and mid-adolescence at age 15 or 16. Therefore, it can be assumed that values are formed at least by mid-adolescence.

Several studies about teenagers' clothing values have been conducted. Brown (1971) investigated the clothing values held by teenagers in relationship to clothing selection. She studied aesthetic, economic, and social values. She found different value patterns according to sex and social class. Girls and upper class adolescents had higher aethetic values than boys and lower class adolescents. No significant differences for the economic value existed between sexes or among social classes.

Nordquist (1969) studied the relationships of clothing values and ethnic and socioeconomic factors in adolescents 15-21 years of age. She found the lower socioeconomic class adolescents placed more importance on the religious clothing value than did the middle and upper socioeconomic class adolescents.

Clothing Deprivation

Perhaps the earliest study related to perceived clothing deprivation can be traced back to Vener and Hoffer (1959). The most comprehensive study about perceived clothing deprivation may be attributed to Kness (1973). The most recent research about perceived clothing deprivation was conducted by Stuart (1983). The demographic characteristics that have been investigated in relationship to perceived clothing deprivation include: socioeconomic status, sex, race, number of siblings, grade, and types of school. Independent variables that have been approached are: clothing attitudes and practices, clothing awareness, clothing importance, size of wardrobe, participation in organizations, peer acceptance, self-concept, and social security. Generally, subjects in these studies have been students.

Findings about the effects of socioeconomic status, sex and race on perceived clothing deprivation are controversial. As a part of a larger study of Adolescent Orientation to Clothing , Vener and Hoffer (1959) studied clothing deprivation among 782 eighth, tenth, and twelfth grade students. They found that lower socioeconomic class students perceived greater clothing deprivation than higher socioeconomic class students.

The same result was reported by Cheek (1978). Her sample was composed of 223 fourth grade students (age 9-12). Two of three ethnic groups of 14-17 year old girls studied by Kness (1973) also

showed that lower socioeconomic class students expressed greater clothing deprivation than higher socioeconomic class students.

In a cooperative study, Brawley (1971), Brewton (1971), and Edwards (1971) studied a total of 187 fourth grade students aged 9-12 from a low and middle income school. They found opposite trends for black and white students. For blacks, the lower the socioeconomic status, the greater the feeling of clothing deprivation; for whites, middle class students expressed the greatest feeling of clothing deprivation among lower low, low, and middle class students.

However, Stuart (1983) did not find a significant difference in clothing deprivation according to socioeconomic status among a sample of 290 4-H members aged 12-16. Neither did Roach (1960) in a study of seventh grade girls, nor Nordquist (1969) in a study of 110 adolescents aged 15-21.

In terms of the effect of sex on perceived clothing deprivation, Cheek (1978) found that fourth grade female students experienced more clothing deprivation than did fourth grade males. Drake and Ford (1979) reported the same result with ninth and tenth grade female and male students. However, no significant difference in clothing deprivation according to sex was found by Vener and Horfer (1959) for eighth, tenth and twelfth grade students. Stuart (1983) found no difference in perceived clothing deprivation according to sex for early adolescents aged 12-16.

Brawley (1971), Brewton (1971), and Edwards (1971) reported that black fourth grade students expressed higher feelings of clothing deprivation than white students. However, Cheek (1978) found no significant difference in clothing deprivation between black and white fourth grade students. Drake and Ford (1979) found no significant difference in clothing deprivation between black and white ninth and tenth grade students.

Although the effect of number of siblings on clothing deprivation was considered by Brawley (1971), Brewton (1971), Edwards (1971) and Cheek (1971), they found no significant effect of number of siblings on clothing deprivation among fourth grade students.

Vener and Hoffer (1959) investigated the relationship between grade and clothing deprivation. A significant negative relationship existed between grade and clothing deprivation for eight, tenth, and twelfth grade students.

Cheek (1978) examined the effect of type of school attended (i.e. homogeneous low socioeconomic level vs. heterogeneous socioeconomic level) on perceived clothing deprivation. She predicted that lower socioeconomic level students who attended a heterogeneous socioeconomic level school would express greater feelings of clothing deprivation than those who attended a homogeneous low socioeconomic level school, because students would be exposed to more diverse types of clothing in a heterogeneous socioeconomic level school than in a homogeneous low socioeconomic

level school. However, the results were not statistically
significant.

Among many independent variables that have been addressed, the
effect or self-concept on clothing deprivation has been most widely
investigated and the results are consistent. A significant negative
relationship between clothing deprivation and self-concept has been
reported by Brawley (1971), Brewton (1971), Edwards (1971), and
Cheek (1978) for fourth grade students; by Kness (1973) for three
ethnic groups of adolescent girls aged 14-17; by Drake and Ford
(1979) for ninth and tenth grade students; and by Stuart (1983) for
early adolescent 4-H members aged 12-16. Vener and Hoffer (1959)
found a significant negative relationship between clothing
deprivation and social confidence.

The relationship between organizational participation and
clothing deprivation was studied by Vener and Hoffer (1959). They
found a significant negative relationship between clothing
deprivation and organizational participation. The relationship
between clothing awareness and clothing deprivation was also
investigated by Vener and Hoffer (1959). They found a negative
relationship between these two variables for eighth, tenth, twelfth
grade boys, but not for girls.

Brawley (1971), Brewton (1971), and Edwards (1971) examined the
relationship between clothing deprivation and peer acceptance among
fourth grade students. No significant correlation was revealed.

The relationship between clothing deprivation and clothing importance was investigated by Cheek (1978). She found a positive relationship between clothing deprivation and clothing importance among fourth grade students.

Kness (1973) conducted a comprehensive study of clothing deprivation with 301 girls aged 14-17 from three ethnic groups. Her main objective was to develop a valid instrument for measuring clothing deprivation. Many relationships between clothing deprivation and other factors were investigated in order to verify the validity and reliability of the instrument. Besides findings mentioned previously, she found a significant negative relationship between clothing deprivation and social security for all three ethnic groups.

The pattern of significant relationships between clothing deprivation and clothing attitudes and practices including aesthetics, approval, attention, dependence, interest, management and modesty was complex for these three ethnic groups (Kness, 1973). A significant negative correlation existed between clothing deprivation and aesthetics, interest, and management for two of the three ethnic groups — Anglo-Americans and Mexican Americans. It is worth pointing out that although only significant for one group, the overall trend between clothing deprivation and social approval was positive for the three groups. That implies that clothing conformity may contribute to perceived clothing deprivation as was predicted earlier from the high need for clothing among adolescents.

No significant correlations existed between clothing deprivation and attention, dependence, and modesty for any of the three ethnic groups.

Another relationship investigated by Kness (1973) was between clothing deprivation and the number of items in the wardrobe. This relationship was significant for many items in the Anglo-American group, for some items in the Mexican-American group, and for none in the Afro-American group.

Summary

The review of literature shows that clothing is especially important to adolescents. Therefore, it is important to study clothing deprivation among adolescents. Clothing deprivation may include absolute deprivation and relative deprivation. Absolute clothing deprivation may exist among the poor, while for most of the population, relative deprivation may be more pertinent. Operationally defined relative deprivation is embodied by dissatisfaction. Clothing satisfaction is determined by the comparision of the actual level and the desired level, which may be determined by external needs and internal characteristics of an individual. For adolescents, the external needs for clothing are mainly conformity to peers and expression of self.

Studies about clothing deprivation show that no study has been done about the relationship between clothing deprivation and values

even though values have been shown to be a directive factor in clothing attitudes, behaviors and choices. Also, the effect of socioeconomic status on clothing deprivation needs investigation, due to controversial previous findings. The effect of grade on clothing deprivation needs to be examined, because the only reported results are not current (Vener & Hoffer, 1959).

Purpose and Objectives

The purpose of the present research was to investigate the effects of clothing values and selected demographic characteristics on perceived clothing deprivation among high school students.

The objectives of this study were:

1. To extend knowledge of perceived clothing deprivation.

2. To determine the degree of perceived clothing deprivation among adolescents.

3. To examine the effect of age on clothing values held by high school students.

4. To investigate the relationships between perceived clothing deprivation and clothing values among adolescents.

5. To determine the effect of sex on perceived clothing deprivation.

6. To determine the effect of socioeconomic level on perceived clothing deprivation.

7. To determine the effect of grade on perceived clothing deprivation.

Hypotheses

Hypothesis 1:   Political clothing value will be higher for higher grade high school students than for lower grade high school students.

Hypothesis 2:   There will exist relationships between perceived clothing deprivation and eight clothing values.

H2a: There will be a positive relationship between perceived clothing deprivation and aesthetic clothing value.

H2b: There will be a positive relationship between perceived clothing deprivation and economic clothing value.

H2c: There will be a negative relationship between perceived clothing deprivation and exploratory clothing value.

H2d: There will be a positive relationship between perceived clothing deprivation and political clothing value.

H2e: There will be a negative relationship between perceived clothing deprivation and religious clothing value.

H2f: There will be a negative relationship between perceived clothing deprivation and sensory clothing value.

H2g: There will be a positive relationship between perceived clothing deprivation and social clothing value.

H2h: There will be a negative relationship between perceived clothing deprivation and theoretical clothing value.

Hypothesis 3:   Higher grade high school students will express greater perceived clothing deprivation than lower grade high school students.

Hypothesis 4:   Lower socioeconomic level students will express greater perceived clothing deprivation than higher socioeconomic level students.

Chapter III

METHODOLOGY

This study was designed to investigate the effects of

clothing values and selected demographic characteristics on

perceived clothing deprivation among adolescents. The sample was

composed of ninth through twelfth grade students. Survey

methodology was used. The dependent variable was perceived clothing

deprivation. The independent variables were clothing values, grade,

sex, and socieconomic level. In this chapter, four sections will be

discussed in the following sequence: (1) Selection and Development

of Instruments; (2) Sample; (3) Data Collection; and 4) Data

Analysis.

Selection and Development of Instruments

A questionnaire was developed to measure the dependent and

independent variables. The instrument for measuring perceived

clothing deprivation was based on previous studies including

Brawley (1971), Brewton (1971), Edwards (1971), Kness (1973), Cheek

(1978), and Stuart (1983). Perceived clothing deprivation was

subdivided into seven domains labeled: (1) Suitability; (2) Overall

appearance of clothing; (3) Fashionability; (4) Quality of clothing;

(5) Appropriate clothing for various activities and seasons; (6)

Ability to buy; and (7) General perceived clothing deprivation
(Appendix A, p. 75). On the questionnaire (Appendix B, p. 78),
these were items 1-27. Questions from the Brawley, Brewton,
Edwards, Kness, Cheek, and Stuart measures were selected and revised
and some items were added according to the seven domains in order to
achieve content validity. Both positively and negatively phrased
questions were included to prevent subjects from answering in a set
pattern. Items were ordered randomly.

The measure of clothing values was based on Creekmore's (1966)
eight clothing values. Items from Creekmore's clothing values
measure were rewritten in order to be up to date and reflect current
norms. On the final questionnaire (Appendix B, p. 78), these were
items 33, and 44-75. The aesthetic clothing value included items
33, 49, 67, and 72. The economic clothing value sub-scale included
items 50, 58, 68, and 73; exploratory, items 51, 59, 69, and 74;
political, items 44, 52, 60, and 70; religious, items 45, 53, 57,
and 61; sensory, items 46, 54, 62, and 63; social, items 47, 55, 64,
71, and 75; and theoretical, items 48, 56, 65, and 66.

All items were measured by use of a 5-point Likert type scale
with end points defined as "never" and "always." A pilot test was
conducted at Crescent Valley High School and Corvallis High School.
Seventy-five ninth through twelfth grade students participated in
the pilot test. Chronbach's Alpha for internal consistency was
calculated in order to revise the questionnaire. Consequently, one
item on the clothing deprivation measure was eliminated; nine items

were revised for the clothing values measure.

For the final sample, Chronbach's Alpha for internal consistency and item-total correlations were calculated to determine the reliability of the perceived Clothing Deprivation (CD) measure and Clothing Values (CV) measure.

There were 27 items in the CD measure. The number of cases used to perform the calculation was 310 due to listwise deletion of missing data. Chronbach's Alpha for the CD measure was .919. Item-total correlations for the 27 items ranged from .289 to .717. The complete list of item-total correlations can be found in Appendix C (p. 93).

The CV measure included 33 items. Five items were used to measure the social clothing value. The other seven values were measured by four items each. The Chronbach's Alpha for the eight clothing values as well as the lowest and highest item-total correlations are presented in Table 1. The entire list of item-total correlations for each sub-scale is included in Appendix D (p. 97). Chronbach's Alpha for the aesthetic, political, and theoretical clothing values were the highest among the eight sub-scales. Chronbach's Alpha for the religious and sensory clothing values were the lowest among the eight sub-scales. All items in the CD measure and the CV measure were included in the data analysis.

Socioeconomic level was determined from parents' occupations using Duncan's (1961) index as a guide. Duncan's socioeconomic

Table 1

<u>Chronbach's Alpha and Lowest and Highest Item-Total</u>

<u>Correlations for Clothing Values</u>

			Item-Total Correlation	
Clothing Value	Alpha	N	Lowest	Highest
Aesthetic	.642	326	.394	.464
Political	.591	329	.214	.486
Theoretical	.559	329	.294	.420
Economic	.468	328	.160	.349
Social	.465	327	.137	.447
Exploratory	.451	331	.107	.335
Sensory	.296	327	.113	.191
Religious	.144	321	.071	.114

index is subdivided into three groups. In the present study, the upper middle class included those whose occupation scored at least 75 on Duncan's index. The lower class included those whose occupation scored no more than 25 according to Duncan's index. Occupations which received scores between 75 and 25 according to Duncan's index were classified as middle class. If both parents had jobs, the higher socioeconomic level was chosen as the socioeconomic level of the student because the status of the family is determined by the higher level of the occupations. Occupations which were not included in Duncan's index were assigned to one of the three groups based upon the similarity of these occupations to those listed on Duncan's index.

Because the present study was a part of a larger project, the final questionnaire (Appendix B, p. 78) included all items for the larger project. Items unrelated to the present study have not been discussed above.

Sample

Oregon high school students enrolled in ninth through twelfth grade home economics courses constituted the population of this study. Approval for conducting the survey was secured from home economics teachers. In order to investigate the effect of socioeconomic level on perceived clothing deprivation, a list of schools located in depressed areas as well non-depressed areas was

obtained from an educator in the College of Home Economics, Oregon State Unversity. Three schools from each area were selected as the sample schools.

Questionnaires were administered to the students during class. A total of 338 questionnaires was distributed. All were returned. Two of these were discarded because more than 50 percent of the items were not answered. The remaining 336 cases were included in the analyses ot data.

Data Collection

Home economics teachers at the six selected schools were requested to participate in the study. A package including an introduction letter and a copy of the pilot questionnaire was sent to them. In the following week, a phone call was placed to ask for participation in the study and to make arrangements to conduct the study following approval. All teachers agreed to cooperate. Two trained research assistants administered the questionnaire in class. Students completed the questionnaires in class. It took 15-20 minutes to complete the questionnaire. The research assistants collected the questionnaires. The questionnaire was administered in several classes at each school to achieve the required sample size. The data collection was completed within a three week period (April 28 to May 19, 1987).

Data Analysis

Reliability was tested for the final sample. Missing data were deleted listwise. That is, cases with missing values were eliminated from all calculations for that analysis. The characteristics of the sample were described by using frequency distributions. A significance level of .05 was used for hypothesis testing. Analysis of variance using listwise deletion of missing data was conducted to test Hypothesis 1. Analysis of variance was also used to test the effects of grade, sex, and socioeconomic level on perceived clothing deprivation (Hypotheses 4 and 5). Pearson product-moment correlation analysis was used to test the relationships between clothing values and clothing deprivation (Hypothesis 2). Missing data were deleted on a pairwise basis for the correlational analysis. Further, all the independent variables were put into a multiple regression analysis using listwise deletion of missing data to determine the unique quantitative contribution of each independent variable to the variance of clothing deprivation and to identify important determinants of clothing deprivation.

Chapter IV

FINDINGS

The purpose of this study was to investigate the effects of
clothing values and selected demographic characteristics on
perceived clothing deprivation among adolescents. This chapter
includes presentation and discussion of data analyses in the
following sequence: (1) Sample; (2) Scores on Measures; (3)
Hypothesis Tests; and (4) Other Findings.

Sample

The sample was comprised of ninth through twelfth grade
students who were enrolled in home economics classes in six public
high schools in Oregon. Three schools were located in economically
depressed areas, the other three schools were in non-depressed
areas. Geographically, these six schools were located in eastern,
middle, southern and northern parts of Oregon.

The participants in this study were distributed fairly evenly
from ninth grade through twelfth grade (Table 2). Students' ages
ranged from thirteen to twenty years and were nearly normally
distributed with the mode being 16 years. About 82 percent of the
students were female.

Table 2

Demographic Characteristics of the Sample

Characteristics	Number	Percentage
Grade		
9th	76	22.6
10th	111	33.0
11th	70	20.8
12th	76	22.6
Missing	3	.9
Age		
13 years	1	.3
14 years	23	6.8
15 years	84	25.0
16 years	97	28.9
17 years	81	24.1
18 years	45	13.4
19 years	1	.3
20 years	1	.3
Missing	3	.9
Sex		
Female	275	81.8
Male	60	17.9
Missing	1	.3

Table 2 (Continued)

Demographic Characteristics of the Sample

Characteristics	Number	Percentage

Socioeconomic Level

	Number	Percentage
Low Class	60	17.9
Middle Class	178	53.0
Upper Middle Class	30	8.9
Missing	68	20.2

Parent's Employment

	Father	Mother	Father	Mother
Employed Full-Time	269	181	80.1	53.9
Employed Part-Time	15	61	4.5	18.2
Unemployed	22	86	6.5	25.6
Missing	30	8	8.9	2.4

Table 2 (Continued)

Demographic Characteristics of the Sample

Characteristics	Number		Percentage	
Parent's Education	Father	Mother	Father	Mother
No High School	6	5	1.8	1.5
Some High School	45	44	13.4	13.1
High School Grad.	78	99	23.2	29.5
Some College	57	84	17.0	25.0
College Graduate	79	64	23.5	19.0
Graduate Study	21	13	6.3	3.9
Vocational/				
Technical School	11	8	3.3	2.4
Missing	32	14	9.5	4.2

(N=336)

The socioeconomic level (Table 2) of the students was determined based on the students' reported occupations of their parents. Occupations of parents as well as socioeconomic level classification are presented in Appendix E (see p. 103). The proportions of students who were classified as upper middle and lower class were much less than those who were classified as middle class, which is fairly consistent with the general stratification of society. In Table 2, the parents' work situation as well as education levels are also presented. About 85 percent of the fathers were reported as working full-time or part-time; 72.1 percent of the mothers were reported as working full-time or part-time. About 75 percent of the fathers and 81.3 percent of the mothers were reported to be at least high school graduates.

Scores on Measures

The measure of perceived clothing deprivation (CD) was composed of 27 items. The items were measured by a 5-point Likert type scale. Responses were coded 1 to 5, with 5 being high clothing deprivation and 1 being low clothing deprivation. The possible scores ranged from 27 (low CD) to 135 (high CD). The actual scores ranged from 27 to 103. The mean CD score for the sample was 60.37 (S.D. = 14.27). It is interesting to note that there were no scores in the extremely high clothing deprivation range. Only one student

scored in the upper one-third of the possible range of clothing deprivation scores.

In order to compare relative extent of perceived clothing deprivation among different demographic groups, clothing deprivation scores were arbitrarily subdivided into three groups based on distribution of CD scores. On this basis, about 25 percent of the subjects were placed in the low CD group. The CD score for this group ranged from 27 through 49. Fifty percent of the subjects were assigned to the medium CD group (scores 50 through 70). About 25 percent of the subjects were placed in the high CD range group (scores 71 through 103).

The frequency distributions within the three categories of clothing deprivation, means, and standard deviations by sex, grade, and socioeconomic level are reported in Table 3, Table 4, and Table 5. The distributions of perceived clothing deprivation within the three CD categories were almost identical for boys and girls (Table 3). There were only slight differences in the distribution of clothing deprivation scores according to grade (Table 4). Specifically, a greater proportion of twelfth graders were classified in the low and medium CD categories than were the remaining grades. And a smaller proportion of twelfth grade students was classified in the high CD category. There were differences in perceived clothing deprivation among the three socioeconomic groups (Table 5). A larger proportion of the lower socioeconomic level group was classified in high clothing

Table 3

Frequency Distribution of Clothing Deprivation by Sex

Category	Number		Percentage	
	Female	Male	Female	Male
Low CD				
27-49	64	15	25.2	27.3
Medium CD				
50-70	129	25	50.8	45.5
High CD				
71-103	61	15	24.0	27.3
Total	254	55	100	100
Mean	60.52	59.75		
S.D.	14.19	14.84		

(N=309)

Table 4

Frequency Distribution of Clothing Deprivation by Grade

Category	Number				Percentage			
	9th	10th	11th	12th	9th	10th	11th	12th
Low CD								
27-49	17	23	17	21	24.3	22.5	25.8	30.4
Medium CD								
50-70	32	50	33	38	45.7	49.0	50.0	55.1
High CD								
71-103	21	29	16	10	30.0	28.4	24.2	14.5
Total	76	111	70	76	100	100	100	100
Mean	60.67	62.39	59.98	57.81				
S.D.	14.74	14.16	15.28	12.73				

(N=307)

Table 5

Frequency Distribution of Clothing Deprivation

by Socioeconomic Level (SEL)

Category	Low SEL		Middle SEL		High SEL	
	Number	Percent	Number	Pefcent	Number	Percent
Low CD						
27-49	13	22.4	43	26.9	9	32.1
Medium CD						
50-70	25	43.1	83	51.9	19	67.9
High CD						
71-103	20	34.5	34	21.2	0	0.0
Total	58	100	160	100	28	100
Mean	64.21		59.38		52.96	
S.D.	14.87		14.03		8.56	

(N=246)

deprivation category than was the high socioeconomic level group. Clothing deprivation mean scores reflected the same pattern.

There were 33 statements in the clothing values measure. Five items measured the social clothing value sub-scale. For the remainder of seven sub-scales, there were four items each. Responses were coded 1 to 5, with 5 being high in that clothing value. The possible scores ranged from 4 (5 for social clothing value) to 20 (25 for the social clothing value). Mean scores and standard deviations on these eight clothing values are presented in Table 6. An interesting result was that the highest mean score was on the aesthetic clothing value and the lowest mean scores were on the social, sensory and religious clothing values. This result indicated that the students valued the aesthetic aspect of clothing more highly than the other seven values.

Hypothesis Tests

Hypothesis 1: Political clothing value will be higher for higher grade high school students than for lower grade high school students.

One-way analysis of variance was performed to test Hypothesis 1. As shown in Table 7 (p. 49), the effect of grade on the political clothing value was not significant (F = 1.13, p = .34). Therefore, Hypothesis 1 was not accepted. The mean scores for the

Table 6

Means and Standard Deviations

for Eight Clothing Values

Clothing Values	Mean	S.D.	N	Adjusted Mean*
Aesthetic	16.06	2.61	326	4.01
Exploratory	13.68	2.67	331	3.42
Political	13.66	2.86	329	3.42
Economic	13.34	2.59	328	3.34
Theoretical	13.07	3.00	329	3.27
Religious	12.80	2.37	321	3.20
Sensory	12.57	2.43	327	3.14
Social	14.19	3.13	327	2.84

*Note: there were five items in the social sub-scale;

there were four items in the other seven sub-scales.

Table 7

Analysis of Variance of Political Clothing Value by Grade

Source of Variation	df	Sum of Squares	Mean Square	F	p
Between Groups	3	27.41	9.14	1.13	.34
Within Groups	322	2612.11	8.11		
Total	325	2639.52			

Means and Standard Deviations

	9th	10th	11th	12th
Mean	13.27	14.00	13.74	13.45
S.D.	2.71	2.51	3.46	2.81

(N=326)

political clothing value revealed a slight tendency toward a
curvilinear relationship between political clothing value and grade.

Hypothsis 2: There will exist relationships between perceived
clothing deprivation and eight clothing values.

For each clothing value, a sub-hypothesis was formulated.
Pearson product-moment correlations were used to test the
sub-hypotheses. Results or hypothesis tests for each of the eight
clothing values follows.

H2a: There will be a positive relationship between perceived
clothing deprivation and aesthetic clothing value.

A significant negative correlation was found between perceived
clothing deprivation and the aesthetic clothing value (r = -.141, p
= .007, Table 8, p. 51). Because the hypothsis stated that the
relationship between perceived clothing deprivation and the
aesthetic clothing value would be positive, Hypothesis 2a was not
accepted. Also, multiple regression analysis (Table 9, p. 52)
showed that the aesthetic clothing value did not account for a
significant proportion ot variance for perceived clothing
deprivation (F = .560, p = .455, unique R Square change = .24
percent). Therefore, the aesthetic clothing value was not a good
predictor or perceived clothing deprivation.

Table 8

Pearson Product-Moment Correlations

between Clothing Deprivation and Eight Clothing Values

Clothing Values	r	p	N
Aesthetic	-.141	.007**	302
Economic	.256	.001**	304
Exploratory	-.062	.138	306
Political	-.115	.022*	304
Religious	-.049	.198	298
Sensory	-.025	.334	302
Social	.221	.001**	302
Theoretical	-.017	.381	304

* significant at .05 level

** significant at .01 level

Table 9

Regression of Clothing Deprivation on

Eight Clothing Values and Selected Demographic Variables

Variable	F	p	Unique R Square Percent Change
Social	13.656	.000	5.99
Socioeconomic level	10.077	.002	4.42
Economic	7.915	.005	3.47
Exploratory	3.544	.061	1.55
Aesthetic	.560	.455	.24
Theoretical	.497	.482	.21
Religious	.331	.566	.15
Grade	.098	.754	.04
Political	.074	.785	.03
Sensory	.000	.998	.00

(Overall F = 4.81 p = .000   Multiple R = .46)

(N=191)

H2b: There will be a positive relationship between perceived clothing deprivation and economic clothing value.

As presented in Table 8, a positive Pearson correlation was found between perceived clothing deprivation and economic clothing value (r = .256, p = .001). Therefore Hypothesis 2b was accepted. Multiple regression (Table 9, p. 52) also showed that the economic clothing value accounted for a significant proportion of variance of perceived clothing deprivation (F = 7.915, p = .005, unique R Square change = 3.47 percent).

H2c: There will be a negative relationship between perceived clothing deprivation and exploratory clothing value.

The correlation between perceived clothing deprivation and the exploratory clothing value was not significant (r = -.062, p = .138, Table 8, p. 51). Thus, Hypothesis 2c was not accepted. Also, the results of a multiple regression analysis did not indicate a significant effect for the exploratory clothing value on perceived clothing deprivation (F = 3.544, p = .061, unique R Square change = 1.55 percent, Table 9, p. 52).

H2d: There will be a positive relationship between perceived clothing deprivation and political clothing value.

As reported in Table 8, a significant negative Pearson product-moment correlation was found between perceived clothing deprivation and the political clothing value ($r = -.115$, $p = .022$). Because the hypothesis predicted that the relationship between perceived clothing deprivation and the political clothing value would be positive, this hypothesis was not accepted. Multiple regression analysis demonstrated that the political clothing value did not contribute significantly to the variance of perceived clothing deprivation ($F = .074$, $p = .785$, unique R Square change = .03 percent, Table 9, p. 52). The political clothing value was not a good predictor of perceived clothing deprivation.

H2e: There will be a negative relationship between perceived clothing deprivation and religious clothing value.

The Pearson product-moment correlation between perceived clothing deprivation and the religious clothing value was not significant ($r = -.049$, $p = .198$, Table 8, p. 51). In addition, the effect of the religious clothing value in the regression equation was not significant ($F = .331$, $p = .566$, unique R Square change = .15 percent, Table 9, p. 52). This hypothesis was not accepted.

H2f: There will be a negative relationship between perceived clothing deprivation and sensory clothing value.

The relationship between perceived clothing deprivation and the sensory clothing value was also tested by use of Pearson product-moment correlation. The correlation was not statistically significant (r = -.025, p = .334). In addition, there was almost no effect for the sensory clothing value on the variance of perceived clothing deprivation as a result of regression analysis (F = .000, p = .998, unique R Square change = .00 percent, Table 9, p. 52). Therefore Hypothesis 2f was not accepted.

H2g: There will be positive relationship between perceived clothing deprivation and social clothing value.

A significant positive correlation was found between perceived clothing deprivation and the social clothing value (r = .221, p = .001, Table 8, p. 51). Multiple regression analysis also demonstrated that the social clothing value contributed significantly to the variance of perceived clothing deprivation (F = 13.656, p = .000, unique R Square change = 5.99 percent, Table 9, p. 52). Therefore, Hypothesis 2g was accepted.

H2h: There will be negative relationship between perceived
clothing deprivation and theoretical clothing value.

The correlation between perceived clothing deprivation and the
theoretical clothing value was not significant. Multiple regression
analysis revealed that the contribution of the theoretical clothing
value to the variance of perceived clothing deprivation was not
significant (F = .497, p = .482, unique R Square change = .21
percent, Table 9, p. 52). Hypothesis 2h was not accepted.

As a result of testing of the eight sub-hypothesis, Hypothesis
2 was only partially accepted. Only two out of eight sub-hypotheses
were accepted.

Hypothesis 3:   Higher grade high school students will express
greater perceived clothing deprivation than lower grade high school
students.

Multivariate analysis of variance was conducted to test the
effect of grade and other demographic variables (sex and
socioeconomic level) as well as their interactions on perceived
clothing deprivation. As shown in Table 10, the effect of grade on
perceived clothing deprivation was not significant (F = 1.78, p =
.152). The interactions between grade and sex as well grade and
socioeconomic level were not significant. Therefore, Hypothesis 3
was not accepted. This result was not consistent with Vener's

Table 10

Analysis of Variance of Clothing Deprivation

by Grade, Sex, and Socioeconomic Level

Source of Variation	Sum of Squares	Mean square	df	F	p
Within Cells	41007.01	183.07	224		
Grade	977.17	325.72	3	1.78	.152
Sex	.05	.05	1	.00	.986
Socioeconomic Level	2290.49	1145.25	2	6.26	.002
Grade by Sex	460.90	153.64	3	.84	.474
Grade by Socio-economic Level	1949.62	324.94	6	1.78	.105
Sex by Socio-economic Level	862.31	431.15	2	2.36	.097
Grade by Sex by Socioeconomic Level	332.75	166.38	2	.91	.404
Total	47880.31	197.04	243		

(N=244)

(1959) finding that lower grade (ninth) students expressed greater
feelings of clothing deprivation than did higher grade (twelfth)
students.

Hypothesis 4:   Lower socioeconomic level students will express
greater perceived clothing deprivation than higher socioeconomic
level students.

As presented in Table 10, the effect of socioeconomic level
(SEL) on perceived clothing deprivation was significant (F = 6.256,
p = .002). A posteriori comparision (Student-Newman-Keuls
procedure) was performed to determine where significant contrasts
lay (Table 11, p. 59). The low socioeconomic level group had the
highest mean score on perceived clothing deprivation (mean = 64.21),
followed by the middle socioeconomic level group with a mean of
59.38, and the upper middle socioeconomic level group with a mean of
52.96. The perceived clothing deprivation mean scores between any
two socioeconomic level groups were significantly different (Table
11). Multiple regression analysis also showed that socioeconomic
level accounted for a significant proportion of the variance of
perceived clothing deprivation (F = 10.077, p = .002, unique R
Square change = 4.42 percent, Table 9, p. 52). Therefore,
Hypothesis 4 was accepted. This finding was in agreement with the
findings reported by Vener and Hoffer (1959), Kness (1973) and

Table 11

Student-Newman-Keuls Procedure for Socioeconomic Level

	Low	Middle	Upper Middle
Low		*	*
Middle			*
Upper Middle			
Mean	64.21	59.38	52.96

(N=246)

* denotes pairs of groups significantly different at .05 level

Table 12

Pearson Product-Moment Correlation

between Clothing Deprivation and Age

Variable	r	p	N
Age	-.131	.011	307

Cheek (1978), but contrary to those reported by Roach (1960),
Nordquist (1969) and Stuart (1983).

Other Findings

Previous studies of clothing deprivation have revealed
inconsistent results for the variable sex. Based on the present
findings, sex did not have an effect on perceived clothing
deprivation (F = .000, p = .986, Table 10, p. 57). Specifically,
female students did not report greater feelings of clothing
deprivation than male students. This finding was consistent with
results reported by Vener and Hoffer (1959), Stuart (1983), but
contrary to those reported by Cheek (1978), and Drake and Ford
(1979).

A Pearson product-moment correlation analysis was also
conducted to test the relationship between perceived clothing
deprivation and age. This relationship has been ignored by most
studies. A significant negative Pearson product-moment correlation
was found between perceived clothing deprivation and age (r = -.13,
p = .011, Table 12, p. 59). This result indicated that perceived
clothing deprivation decreased with age for high school students.

Chapter V

SUMMARY AND INTERPRETATION OF FINDINGS

The purpose of the present study was to investigate the effects of clothing values and selected demographic characteristics on perceived clothing deprivation among high school students.

Perceived clothing deprivation is a social-psychological function of clothing. Adolescence is a period of human development during which clothing plays an especially important role. Clothing can serve as an important tool for adolescents in achieving social acceptance and maintaining self identity. Because clothing is so crucial to adolescents, the study of perceived clothing deprivation among adolescents is important. Previous researchers (Brawley,1971; Brewton, 1971; Edwards, 1971; Kness, 1973; Cheek, 1978; and Stuart, 1983) have shown that high perceived clothing deprivation was associated with low self-esteem.

But, the relationship between the values held by an individual and perceived clothing deprivation has not been studied. Due to the role values play in determining attitudes, interests, and behaviors, investigation of clothing values may give insight into perceived clothing deprivation.

Summary

To achieve the purpose of the study, survey methodology was
employed. The instrument for measuring perceived clothing
deprivation was developed based on previous studies conducted by
Brawley (1971), Brewton (1971), Edwards (1971), Kness (1973), Cheek
(1978), and Stuart (1983). The measure of clothing values was based
on Creekmore's (1966) eight clothing values. All items were
measured by use of a 5-point Likert-type scale.

The sample was drawn from six public high schools in Oregon.
Students who were enrolled in home economics classes participated in
this study. A total of 338 questionnaires were distributed in class
by two trained research assistants. Two questionnaires were
discarded because of missing data. Statistical analyses used in the
study included frequency distributions, means, Chi Square, oneway
ANOVA, MANOVA, Pearson correlations, multiple regression, and
Chronbach's Alpha.

The age span of the students was 13 years to 20 years, with the
mode at 16 years. The subjects were fairly evenly distributed among
ninth through twelfth grades. About 82 percent of the subjects were
female. About 9 percent of the subjects were classified as upper
middle socioeconomic level, 50 percent were middle socioeconomic
level, and 18 percent were low socioeconomic level.

The mean score for clothing deprivation was 60.37 (S.D. =
14.26). Generally, no extremely high clothing deprivation scores

were observed. Only one student scored in the upper one-third of
the possible range of clothing deprivation scores. The aesthetic
clothing value received the highest mean score and the social, the
sensory and the religious clothing values received the lowest mean
scores.

Four research hypotheses were tested to accomplish the
objectives or the study. Hypothesis 1, that the political clothing
value would be higher for higher grade high school students than for
lower grade high school students, was not accepted.

Hypothsis 2 predicted relationships between perceived clothing
deprivation and eight clothing values which were tested
individually. H2a, that there would be a positive relationship
between perceived clothing deprivation and the aesthetic clothing
value, was not accepted, although a significant negative correltion
was found. Multiple regression analysis indicated that the
aesthetic clothing value was not a good predictor for perceived
clothing deprivation.

H2b, that there would be a positive relationship between
perceived clothing deprivation and the economic clothing value, was
accepted. This finding was supported by the results ot mutiple
regression analysis.

H2c predicted that there would be a negative relationship
between perceived clothing deprivation and the exploratory clothing
value. H2c was not accepted on the basis of the Pearson correlation
or by the results of multiple regression analysis.

H2d predicted that there would be a positive relationship between perceived clothing deprivation and the political clothing value. The significant Pearson correlation between these two variables was negative. Because the direction of the relationship was opposite to that predicted, Hypoesis 2d was not accepted. Multiple regression also revealed that the political clothing value was not a good predictor for perceived clothing deprivation.

H2e, that there would be a negative relationship between perceived clothing deprivation and the religious clothing value, and H2f, that there would be a negative relationship between perceived clothing deprivation and the sensory clothing value, were not accepted based on correlational analysis and multiple regression analysis.

H2g predicted a positive relationship between perceived clothing deprivation and the social clothing value. This hypothesis was accepted due to the siginificant positive Pearson correlation between these two variables. In addition, this finding was supported by the results of multiple regression analysis.

The last sub-hypothesis, H2h, predicted a negative relationship between perceived clothing deprivation and the theoretical clothing value. This hypothesis was not accepted based on correlational and multiple regression analysis.

Hypothesis 3 stated that higher grade high school students would report greater perceived clothing deprivation than lower grade high school students. This hypothesis was not accepted.

Finally, Hypothesis 4, that lower socioeconomic level students would report greater perceived clothing deprivation than higher socioeconomic level students, was accepted. Posteriori comparisons showed that each socioeconomic level group differed significantly from every other group in terms of perceived clothing deprivation, and the lower socioeconomic level groups scored higher on perceived clothing deprivation than did higher socioeconomic level groups.

A multiple regression analysis suggested that the social clothing value, the economic clothing value, and socioeconomic level accounted for significant proportion of the variance of perceived clothing deprivation. Their unique contributions to the equation were 5.99, 3.47, and 4.42 percent respectively.

Interpretation of Findings

No significant differences among different grade students for the political clothing value were found. However, examination of the political clothing value mean scores of each grade group revealed a tendency toward a curvilinear relationship between the political clothing value and grade. If a shift in political thought occurs between the beginning of adolescence at age 12 or 13 and mid-adolescence at age 15 or 16 (McCandless and Coop, 1979), the first portion of the curve which indicated that as grade increased from ninth to tenth, the political clothing value also increased, seems plausible. But the explanation of the portion of the curve

which indicated that as grade increased from tenth to twelfth,
political clothing value decreased, is not readily apparent.
Because this was an exploratory study, no previous results were
available for comparision. Thus, this finding raised a question
rather than solving one.

In the present study, perceieved clothing deprivation was found
to have a negative correlation with the political clothing value and
the aesthetic clothing value, and a positive correlation with the
economic clothing value and the social clothing value. Correlations
between perceivea clothing deprivation and the exploratory,
religious, sensory, and theoretical clothing values were not
statistically significant. Also, it snould be noted that the
directions were all negative.

According to the theoretical framework which formed the basis
of the present study, dissatisfaction, the main source of
deprivation, is derived from the difference between the desired
level for a given reward and the level of that reward actually
received. The desired level is influenced by external needs and
internal characteristics of the person. Expression of individual
identity and the desire for peer acceptance are two important
characteristics ot adolescence that create external needs for
clothing. Through the effects ot internal characteristics such as
high political value or high social values, these external needs
might result in perceived clothing deprivation. High exploratory,
religious, sensory, and theoretical values would not lead a person

to value clothing and, therefore, would not supercede external needs for clothing. Some values, such as the religious value, might counteract the external need for clothing. Therefore, people with high exploratory, religious, sensory, and theoretical clothing values would report low perceived clothing deprivation. A high economic clothing value might indicated restricted resources, or low actual level of a reward, and, thus, high perceived clothing deprivation.

The findings discussed above are consistent with the theoretical framework used in this study. The relationships found between perceived clothing deprivation and social, economic, exploratory, religious, sensory, and theoretical clothing values seem logical. However, the relationships between perceived clothing deprivation and the political clothing value and the aesthetic clothing value were contrary to those hypothesized. This discrepancy can be interpreted by examining the nature of high political and aesthetic clothing values and relating them to the findings in previous studies.

Generally, people with high political or aesthetic values can be expected to have high self-esteem and be confident about themselves and their ability to be a leader and to appreciate beauty. Previous researchers (Brawley, 1971; Brewton, 1971; Edwards, 1971; Kness, 1973; Cheek, 1978; and Stuart, 1983) found a negative relationship between perceived clothing deprivation and self-esteem. To the extent that high political and aesthetic values

may be associated with high self-esteem, the relationship between perceived clothing deprivation and political and aesthetic clothing values would be negative. Perhaps political and aesthetic clothing values are not good predictors of perceived clothing deprivation because they reflect external needs and high self-esteem which counteract perceived clothing deprivation. In fact, the results of multiple regression analysis showed that neither the political nor the aesthetic clothing values accounted for a significant proportion of variance or perceived clothing deperivation. Therefore, the above interpretation was supported.

The present study did not reveal a significant effect for grade on perceived clothing deprivation. This result is not consistent with Vener and Hoffer's (1959) finding that higher grade students (twelfth grade) reported lower clothing deperivation scores than did lower grade students (ninth grade). This finding may be due to the time span between these two studies. Vener and Hoffer's study was conducted almost 30 years ago.

Another interesting finding was the significant negative relationship between perceived clothing deprivation and age. Perhaps this finding was the result of improved self-esteem as students grow older and establish their identity. As mentioned above, the higher the self-esteem, the lower the perceived clothing deprivation score. Therefore, the present finding was in agreement with Vener and Hoffer (1959) in terms of age. However, grade may not be a sensitive factor in differentiating clothing deprivation.

According to the present findings, perceived clothing deprivation scores differed among socioeconomic groups. The higher the socioeconomic level of the subject, the lower the perceived clothing deprivation score. This finding was in agreement with results reported by Vener and Hoffer (1959), Kness (1973) and Cheek (1978), but contrary to Roach (1960), Nordquist (1969), and Stuart (1983). This finding supports the theoretical framework of the study. Because lower class students may have been more likely to be restricted by financial resources than were higher class students, their actual level of clothing ownership might have been lower than that of higher class students. Therefore, the lower class students reported greater perceived clothing deprivation.

In summary, the present results indicated relationships between perceived clothing deprivation and several of the eight clothing values as well as socioeconomic level. Students with high aesthetic and political clothing values reported low perceived clothing deprivation. Students who held high economic and social values expressed high perceived clothing deprivation. Low socioeconomic level students reported high clothing deprivation. The exploratory, the religious, the sensory, and the theoretical clothing values, as well as grade and sex did not significantly affect perceived clothing deprivation. These results partially support the framework of satisfaction theory and the hypothesized influence of values. Therefore, findings based on this theoretical framework should not

be over generalized and caution should be used in their
interpretation.

Recommendations for Further Research

The present study drew a conceptual distinction between
relative clothing deprivation and absolute clothing deprivation.
The study focused on relative deprivation. Absolute clothing
deprivation needs further study. Another study should be conducted
using a sample of those who live below the poverty line. A
comparison between absolute and relative clothing deprivation could
be made. The result could enrich the theoretical understanding of
clothing deprivation.

It would also be desirable to replicate this study using
another age group, such as elementary school or college students in
order to examine clothing deprivation and clothing values within the
development process. Such findings would be more generalizable than
the findings reported here.

Finally, the present findings suggested that further refinement
of the clothing values measure is needed. A well tested clothing
values measure would contribute much to the study of
social-psychological aspects of clothing. Futher research on the
relationship between clothing values and other clothing variables
would be fruitful.

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APPENDICES

APPENDIX A

Clothing Deprivation Measure by Seven Domains

Clothing Deprivation Measure by Seven Domains

1) Suitability

    a. The style or my clothes fits me well. (#4)

    b. My clothes fit me well. (#9)

    c. The color of my clothes flatter me. (#19)

2) Overall appearance or clothes

    a. My clothes look nice on me. (#1)

    b. My clothes look neat and clean. (#3)

    c. My clothes look like they have been worn too
       many times. (#16)

    d. I feel poor and shabby because or my clothes. (#25)

3) Fashionability

    a. My clothes are complete up to date and
       fashionable. (#2)

    b. Most or my clothes are of the newest styles. (#5)

4) Quality of clothes

    a. My clothes look fairly new. (#7)

    b. My clothes are of good quality. (#13)

    c. My clothes are well made. (#15)

    d. I think my clothes are poorly constructed. (#18)

    e. My clothes are cheaper than my classmates' clothes. (#20)

5) Proper dresses for various activities and seasons

    a. My winter clothes are not warm enough. (#11)

    b. I feel like I continually wear the same items
       of clothes. (#24)

    c. My friends and classmates have more appropriate clothes
       for group activities and dating than I do. (#27)

6) Ability to buy

    a. My friends spend more money on their clothes than
       I can afford. (#10)

    b. I think that my family does not enough money to buy
       me all the clothes I need. (#14)

    c. I am able to purchase clothing fashions and fads
       that are popular at my school. (#17)

7) General perceived clothing deprivation

    a. I must wear clothes that I don't like because
       I don't have anything else to wear. (#6)

    b. I don't have the kind of clothing
       I would like to own. (#8)

    c. My friends like my clothes. (#12)

    d. I do not attend parties and other social gatherings
       because I do not have the proper clothes to wear. (#21)

    e. I think I need more clothes, I do not have
       enough to wear. (#22)

    f. My clothes are as nice as my friends' clothes. (#23)

    g. I think I dress as well as my classmates. (#26)

APPENDIX B

Cover Letter and Questionnaire

College of
Home Economics

Oregon
State
University

Corvallis. Oregon 97331-5109 (503) 754-3551

Dear Student:

This is a research project sponsored by the Oregon State University Agricultural Experiment Station. The project deals with Oregon high school students and their attitudes toward clothing. The questions in this survey relate to students' wardrobes, clothing influences and social activities.

Please read each question carefully and answer it as honestly as you can. All of your responses will be kept confidential. There is no right or wrong answer to any question. The questionnaire will take you approximately 15 minutes to complete.

We hope you will find this questionnaire interesting and will enjoy being a part of our study. The information you give us today will help improve our understanding of adolescent clothing practices.

When you have completed the questionnaire, please return it to the researcher.

Thank you.

Sally Francis, Head
Department of Apparel, Interiors & Merchandising

1

DIRECTIONS: Please read each statement carefully. Next to each statement, circle the number below the heading that best describes your feelings or thoughts.

		NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
1.	My clothes look nice on me.	1	2	3	4	5
2.	My clothes are completely up to date and fashionable.	1	2	3	4	5
3.	My clothes appear neat and clean.	1	2	3	4	5
4.	The style of my clothing is right for me.	1	2	3	4	5
5.	Most of my clothes are of the newest styles.	1	2	3	4	5
6.	I must wear clothes that I don't like because I don't have anything else to wear.	1	2	3	4	5
7.	My clothes look fairly new.	1	2	3	4	5
8.	I don't have the kind of clothing I would like to own.	1	2	3	4	5
9.	My clothes fit me well.	1	2	3	4	5
10.	My friends spend more money on their clothes than I can afford.	1	2	3	4	5
11.	My winter clothes are not warm enough.	1	2	3	4	5
12.	My friends like my clothes.	1	2	3	4	5
13.	My clothes are of good quality.	1	2	3	4	5

PLEASE GO ON TO THE NEXT PAGE

	NEVER	SELDOM	SOME- TIMES	OFTEN	ALWAYS
14. I think that my family does not have enough money to buy me all the clothes that I need.	1	2	3	4	5
15. My clothes are well made.	1	2	3	4	5
16. My clothes look like they have been worn too many times.	1	2	3	4	5
17. I am able to purchase clothing fashions and fads that are popular at my school.	1	2	3	4	5
18. I think my clothes are poorly constructed.	1	2	3	4	5
19. The colors of my clothes flatter me.	1	2	3	4	5
20. My clothes are cheaper than my classmates' clothes.	1	2	3	4	5
21. I do not attend parties and other social gatherings because I do not have the proper clothes to wear.	1	2	3	4	5
22. I think I need more clothes; I do not have enough to wear.	1	2	3	4	5
23. My clothes are as nice as my friends' clothes.	1	2	3	4	5
24. I feel like I continually wear the same items of clothing.	1	2	3	4	5

PLEASE TURN THE PAGE

3

DIRECTIONS: Please read each statement carefully.
Next to each statement, circle the number below
the heading that best describes your feelings or
thoughts.

	NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
25. I feel poor and shabby because of my clothes.	1	2	3	4	5
26. I think I dress as well as my classmates.	1	2	3	4	5
27. My friends and classmates have more appropriate clothes for group activities and dating than I do.	1	2	3	4	5
28. I carefully coordinate the accessories that I wear with each outfit.	1	2	3	4	5
29. I pay a lot of attention to pleasing color combinations.	1	2	3	4	5
30. I keep my shoes clean and neat.	1	2	3	4	5
31. I spend more time than others coordinating the colors in my clothes.	1	2	3	4	5
32. I see to it that my out-of-season clothing is cleaned and stored.	1	2	3	4	5
33. The way I look in my clothing is important to me.	1	2	3	4	5
34. I am more concerned about the care of my clothing than my friends are about the care of theirs.	1	2	3	4	5

PLEASE GO ON TO THE NEXT PAGE

4

	NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
35. I look over the clothing in my wardrobe before each season so that I know what I have.	1	2	3	4	5
36. I have something to wear for every occasion that occurs.	1	2	3	4	5
37. I carefully plan every purchase so that I know what I need when I get to a store.	1	2	3	4	5
38. I wear clothes which have buttons or snaps missing.	1	2	3	4	5
39. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.	1	2	3	4	5
40. I plan for and prepare clothes to wear several days in advance.	1	2	3	4	5
41. I consider the fabric texture with the line of the garment when choosing my clothes.	1	2	3	4	5
42. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.	1	2	3	4	5
43. It bothers me when my shirt-tail keeps coming out.	1	2	3	4	5

PLEASE TURN THE PAGE

5

DIRECTIONS: Please read each statement carefully. Next to each statement, circle the number below the heading that best describes your feelings or thoughts.

	NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
44. It is important to me to be dressed in the latest fashion when attending important social functions, such as a school prom.	1	2	3	4	5
45. People reveal their moral character by the clothes they wear.	1	2	3	4	5
46. It is very important to me that my clothes feel comfortable.	1	2	3	4	5
47. I try to dress like others to help me make friends.	1	2	3	4	5
48. It is important to know how and why people choose the clothes they do.	1	2	3	4	5
49. When choosing clothing I am most concerned with its appearance.	1	2	3	4	5
50. When purchasing a new sweater, the price is the first thing I look at.	1	2	3	4	5
51. I much perfer clothes in a variety of colors which I can mix and match as I please.	1	2	3	4	5

PLEASE GO ON TO THE NEXT PAGE

	NEVER	SELDOM	SOME- TIMES	OFTEN	ALWAYS
52. It is important to wear clothing that makes a good impression on others.	1	2	3	4	5
53. My personal religious beliefs are reflected in the clothes I wear.	1	2	3	4	5
54. When purchasing a winter coat, I buy the softest, warmest, most luxurious feeling coat I can find.	1	2	3	4	5
55. I refrain from wearing expensive clothing when in the company of a friend who can not afford to purchase equally expensive clothing.	1	2	3	4	5
56. Before purchasing an article of clothing, I look at the label to read the fiber content.	1	2	3	4	5
57. I would wear a T-shirt that made a negative statement about a person or a group of people.	1	2	3	4	5
58. I like to shop where I can get good clothes for less money.	1	2	3	4	5
59. When the new season's fashions appear in the stores I am likely to try many of them out of curiosity.	1	2	3	4	5

PLEASE TURN THE PAGE

7

DIRECTIONS: Please read each statement carefully.
Next to each statement, circle the number below
the heading that best describes your feelings or
thoughts.

	NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
60. I like to give suggestions to my friends concerning what I think is the appropriate dress for them.	1	2	3	4	5
61. Distracting clothing which might divert others' attention from the service should not be worn to church.	1	2	3	4	5
62. I get rid of garments I like because they are not comfortable.	1	2	3	4	5
63. I prefer to wear cotton sleepwear because I find it to be more comfortable than other fiber types.	1	2	3	4	5
64. I would lend a friend my favorite white shirt or sweater if he or she asked to borrow it.	1	2	3	4	5
65. When choosing clothing as a gift for a friend, I analyze my friend's figure and coloring before making a purchase.	1	2	3	4	5
66. When attending a social function, I consider the type of function, the time and the place before deciding what to wear.	1	2	3	4	5

PLEASE GO ON TO THE NEXT PAGE

	NEVER	SELDOM	SOME-TIMES	OFTEN	ALWAYS
67. I tend to notice and appreciate very beautiful clothes when they are worn by others.	1	2	3	4	5
68. I buy clothes which are easy to care for.	1	2	3	4	5
69. I read fashion magazines to help me decide what kind of clothing to buy.	1	2	3	4	5
70. I want to be considered an outstanding dresser by my friends.	1	2	3	4	5
71. I do not wear clothes that are too different from my friends'.	1	2	3	4	5
72. It is very important that my clothes be beautiful.	1	2	3	4	5
73. I never buy clothes that need to be dry-cleaned.	1	2	3	4	5
74. I like to look at the merchandise in several stores before buying an article of clothing.	1	2	3	4	5
75. I would let a friend borrow my brand new sweater.	1	2	3	4	5

PLEASE TURN THE PAGE

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9

DIRECTIONS: Please read each question carefully
and circle the "X" on the graph below each question
that best represents your feelings.

1. In comparison to the other kids your age,
    how much time do you spend with your friends?

    MUCH MORE TIME   MUCH LESS TIME

        X_____X_____X_____X_____X_____X_____X

2. Comparing yourself with other kids your age,
    how many friends do you have?

     MORE FRIENDS   FEWER FRIENDS
    THAN MOST KIDS   THAN MOST KIDS

        X_____X_____X_____X_____X_____X_____X

3. How many social events (such as parties, dances, sports events,
    get-togethers with friends) do you go to in a normal week?

    _____TOTAL NUMBER OF EVENTS PER WEEK.

4. Comparing yourself with other kids your age,
    how attractive do you consider yourself to be?

        VERY   VERY
      ATTRACTIVE   UNATTRACTIVE

        X_____X_____X_____X_____X_____X_____X

5. Comparing yourself with other kids your age,
    how popular do you perceive yourself to be?

        VERY   NOT AT ALL
      POPULAR   POPULAR

        X_____X_____X_____X_____X_____X_____X

PLEASE GO ON TO THE NEXT PAGE

6. How good are you at making other kids like you?

VERY GOOD   NOT VERY GOOD

   X_____X_____X_____X_____X_____X_____X

7. If you are invited to go to a social gathering (party,
   dance, etc.), how often do you accept the invitation and go?

ALWAYS   NEVER

   X_____X_____X_____X_____X_____X_____X

8. If you are invited to a social event but do not go, how often
   is it for each of the following reasons? (circle one "X" for
   each question).

                              NEVER   ALWAYS

   A. My parents will
      not let me go.   X____X____X____X____X____X____X

   B. I do not have the
      "right" clothes
      to wear.   X____X____X____X____X____X____X

   C. I don't have
      enough money.   X____X____X____X____X____X____X

   D. I really do not
      have any interest
      in going.   X____X____X____X____X____X____X

   E. Please list any other reasons why you would not go.

      _____

      _____

PLEASE TURN THE PAGE

11

DIRECTIONS: The following questions are designed
to help us know more about you and your family,
and how you compare to other students your age.
Please read each question carefully and answer it
to the best of your ability.

1. What is your grade level in school? (Circle one number.)

         1   9th - FRESHMAN
         2 10th - SOPHOMORE
         3 11th - JUNIOR
         4 12th - SENIOR

2. What is your age? _____ YEARS

3. What is your gender? (Circle one number.)

         1 FEMALE
         2 MALE

4. How many family members presently live at home? DO NOT include
anyone who does not live at home. DO include college students
or others who live at home during the summer and holidays.

FAMILY MEMBERS (at home)	NUMBER(S) (write in)	APPROXIMATE AGE(S) (write in)
FATHER	_____	_____
MOTHER	_____	_____
BROTHERS	_____	_____
SISTERS	_____	_____
OTHER (specify_____)	_____	_____
_____)	_____	_____

5. What are your parents' present work situations?

   5.A. Father: (Circle one number.)

         1 EMPLOYED Full-time
         2 EMPLOYED Part-time
         3 UNEMPLOYED because he chooses not to work
         4 UNEMPLOYED because he is unable to find work
         5 UNEMPLOYED don't know why

PLEASE GO ON TO THE NEXT PAGE

5.B. Mother: (Circle one number.)

      1 EMPLOYED Full-time
      2 EMPLOYED Part-time
      3 UNEMPLOYED because she chooses not to work
      4 UNEMPLOYED because she is unable to find work
      5 UNEMPLOYED don't know why

6. If both or either of your parents is employed, full-time
   or part-time, what is his or her job title?
   (Please write in job title.)

JOB TITLE

FATHER   _____

MOTHER   _____

7. How much education have your parents had? (Circle one number
   for each parent.)

		FATHER	MOTHER
1	NO HIGH SCHOOL	1	1
2	SOME HIGH SCHOOL	2	2
3	HIGH SCHOOL GRADUATE	3	3
4	SOME COLLEGE	4	4
5	COLLEGE GRADUATE	5	5
6	GRADUATE STUDY	6	6
7	VOCATIONAL/TECHNICAL SCHOOL	7	7
8	OTHER (Specify_____)	8	8

8. In the past two years, has there been a decrease in your total
   family income compared to before? (Circle one number.)

      1 NO DECREASE
      2 SLIGHT DECREASE
      3 NOTICEABLE DECREASE
      4 VERY SUBSTANTIAL DECREASE

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9. In the past two years, have there been any unusually large
    demands on total family income? For example, medical or
    health costs, purchase of a new home, college tuition or
    birth of a new family member? (Circle one number.)

        1 NO UNUSUALLY LARGE DEMANDS
        2 SLIGHT DEMANDS
        3 NOTICEABLE DEMANDS
        4 UNUSUALLY LARGE DEMANDS

In the space below, please feel free to write any additional comments about
clothing you might have.

THANK YOU for participating in this project.

APPENDIX C

Score Distribution and Item-Total Correlations

for Clothing Deprivation Measure

Table 13

Score Distributions and Item-Total Correlations

for Clothing Deprivation Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
1. My clothes look nice on me.	40	183	103	8	1	2.25	.70	.50
2. My clothes are completely up to date and fashionable.	60	131	127	16	1	2.30	.83	.55
3. My clothes appear neat and clean.	197	110	26	2	0	1.50	.67	.39
4. The style or my clothing is right for me.	136	140	50	8	0	1.79	.78	.47
5. Most of my clothes are or the newest styles.	46	129	125	26	5	2.44	.88	.50
6. I must wear clothes that I don't like because I don't have anything else to wear.	117	122	75	16	6	2.04	.96	.53
7. My clothes look fairly new.	40	196	92	6	1	2.20	.67	.51
8. I don't have the kind of clothing I would like to own.	53	83	103	63	31	2.81	1.19	.59
9. My clothes fit me well.	90	170	65	8	1	1.98	.77	.43
10. My friends spend more money on their clothes than I can afford.	30	87	105	70	44	3.03	1.16	.52

Table 13 (Continued)

Score Distribution and Item-Total Correlations

for Clothing Deprivation Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
11. My winter clothes are not warm enough.	124	133	51	17	8	1.96	.97	.38
12. My friends like my clothes.	55	187	88	4	2	2.14	.71	.54
13. My clothes are of good quality.	101	178	53	3	0	1.87	.69	.55
14. I think that my family does not have enough money to buy me all the clothes that I need.	101	94	73	47	20	2.38	1.22	.58
15. My clothes are well made.	81	191	59	4	1	1.97	.70	.45
16. My clothes look like they have been worn too many times.	66	151	98	19	2	2.23	.85	.65
17. I am able to purchase clothing fashions and fads that are popular at my school.	58	134	97	34	12	2.47	1.01	.58
18. I think my clothes are poorly constructed.	116	158	56	3	0	1.83	.73	.50
19. The colors of my clothes flatter me.	47	132	124	25	7	2.44	.90	.29
20. My clothes are cheaper than my classmates' clothes.	37	133	116	34	14	2.57	.96	.55

Table 13 (Continued)

Score Distribution and Item-Total Correlations

for Clothing Deprivation Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
21. I do not attend parties and other social gatherings because I do not have the proper clothes to wear.	212	77	38	4	5	1.55	.85	.48
22. I think I need more clothes; I do not have enough to wear.	43	57	92	53	86	3.25	1.36	.48
23. My clothes are as nice as my friends' clothes.	101	138	73	19	4	2.07	.92	.67
24. I feel like I continually wear the same items or clothing.	33	72	122	63	46	3.05	1.16	.53
25. I feel poor and shabby because of my clothes.	155	99	68	10	4	1.84	.93	.68
26. I think I dress as well as my classmates.	105	124	79	23	4	2.10	.96	.72
27. My friends and classmates have more appropriate clothes for group activities and dating than I do.	72	113	90	50	11	2.45	1.08	.66

APPENDIX D

Score Distribution and Item-Total Correlations

for Clothing Values Measure

Table 14

Score Distributions and Item-Total Correlations

for Clothing Values Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			

Aesthetic

Item	1	2	3	4	5	Mean	S.D.	Item-Total Correlation
33. The way I look in my clothing is important to me.	2	6	37	80	209	4.46	.81	.45
49. When choosing clothing I am most concerned with its appearance.	4	8	61	127	133	4.13	.88	.39
67. I tend to notice and appreciate very beautify clothes when they are worn by others.	5	15	62	105	148	4.12	.96	.46
72. It is very important that my clothes be beautiful.	21	51	117	88	54	3.31	1.11	.40

Economic

Item	1	2	3	4	5	Mean	S.D.	Item-Total Correlation
50. When purchasing a new sweater, the price is the first thing I look at.	19	59	104	64	87	3.42	1.21	.35
58. I like to shop where I can get good clothes for less money.	9	28	105	98	91	3.71	1.05	.30
68. I buy clothes which are easy to care for.	6	25	144	129	31	3.46	.83	.28
73. I never buy clothes that need to be dry-cleaned.	48	83	133	47	22	2.74	1.08	.16

Table 14 (Continued)

<u>Score Distribution and Item-Total Correlations</u>

<u>for Clothing Values Measure</u>

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
Exploratory								
51. I much prefer clothes in a variety of colors which I can mix and match as I please.	6	17	65	138	103	3.97	.94	.33
59. When the new season's fashions appear in the stores I am likely to try many of them out of curiosity.	14	46	121	106	48	3.38	1.03	.32
69. I read fashion magazines to help me decide what kind of clothing to buy.	69	64	95	69	37	2.82	1.28	.29
74. I like to look at the merchandise in several stores before buying an article of clothing.	12	44	110	102	67	3.50	1.06	.11
Political								
44. It is important to me to be dressed in the latest fashion when attending important social functions, such as a school prom.	8	15	58	78	175	4.19	1.03	.38
52. It is important to wear clothing that makes a good impression on others.	3	25	118	120	68	3.67	.91	.44

Table 14 (Continued)

Score Distribution and Item-Total Correlations

for Clothing Values Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
60. I like to give suggestions to my friends concerning what I think is the appropriate dress for them.	17	94	109	47	16	2.55	1.11	.21
70. I want to be considered an outstanding dresser by my friends.	29	68	97	78	61	3.22	1.21	.49
Religious								
45. People reveal their moral character by the clothes they wear.	9	21	125	116	63	3.61	.95	.07
53. My personal religious beliefs are reflected in the clothes I wear.	199	58	44	24	8	1.75	1.08	.01
57. I would wear a T-shirt that made a negative statement about a person or a group of people.	9	20	44	95	164	4.16	1.04	.07
61. Distracting clothing which might divert others' attention from the service should not be worn to church.	48	46	101	48	83	3.22	1.36	.11
Sensory								
46. It is very important to me that me clothes feel comfortable.	0	2	29	106	196	4.49	.68	.14

Table 14 (Continued)

Score Distribution and Item-Total Correlations

for Clothing Values Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlation
	1	2	3	4	5			
54. When purchasing a winter coat, I buy the softest, warmest, most luxurious feeling coat I can find.	65	91	106	44	27	2.63	1.17	.18
62. I get rid of garments I like because they are not comfortable.	84	109	101	27	12	2.32	1.05	.11
63. I prefer to wear cotton sleepwear because I find it to be more comfortable than other fiber types.	55	41	100	83	54	3.12	1.29	.19
Social								
47. I try to dress like others to help me make friends.	119	95	80	29	11	2.16	1.10	.15
55. I refrain from wearing expensive clothing when in the company of a friend who can not afford to purchase equally expensive clothing.	83	85	128	31	7	2.38	1.02	.14
64. I would lend a friend my favorite white shirt or sweater if he or she asked to borrow it.	16	40	98	105	74	3.54	1.11	.36
71. I do not wear clothes that are too different from my friends'.	22	58	138	82	32	3.13	1.02	.15

Table 14 (Continued)

Score Distribution and Item-Total Correlations

for Clothing Values Measure

Item	Distribution of Scores					Mean	S.D.	Item-Total Correlaton
	1	2	3	4	5			
75. I would let a friend borrow my brand new sweater.	50	71	100	65	49	2.98	1.26	.45
Theoretical								
48. It is important to know how and why people choose the clothes they do.	42	66	127	63	35	2.95	1.15	.34
56. Before purchasing an article of clothing, I look at the label to read the fiber content.	105	81	73	42	33	2.45	1.31	.34
65. When choosing clothing as a gift for a friend, I analyze my friend's figure and coloring before making a purchase.	15	27	100	111	80	3.64	1.07	.42
66. When attending a social function, I consider the type of function, the time and the place before deciding what to wear.	9	20	67	113	125	3.97	1.03	.29

APPENDIX E

Reported Occupational Titles and Classification

of Socioeconomic Levels

Table 15

Reported Occupational Titles and Classification

of Socioeconomic Levels

Title	Number	Title	Number

Low Socioeconomic Level Determined by Father's Occupation

Title	Number	Title	Number
Handy man	1	Bus driver	1
Mechanic	12	Mill worker	5
Carpenter	4	Truck driver	9
Stone setter	1	Grave yard	1
Logger	5	Saw mill worker	1
Mill worker	5	Molder	1
Danill trucker	2	Cook	1
Contractor worker	1	Truck mechanic	1
Iron worker	1	Maintenance man	1
Warehouse worker	1	Christmas tree worker	1
Paper mill worker	1	Paints handler	1
Garbage man	1	Groundskeeper (OIT)	1
Self-truck driver	1	Works in woods	1
Weld	1	Builds bridges	1
Crop duster	1	Tree trimmer & logger	1
Truck deliverer	1	Roofer	2
Cat skinner	1	Cabinet making	1
Alpenrose dairy	1	Driver	1
Body man	1	Pepsi worker	1
Hair dresser	1		

Middle Socioeconomic Level Determined by Father's Occupation

Title	Number	Title	Number
Boss	2	Teacher	7
Employment mgn	1	Manager	11
Head of refrigeration	1	Pastor	2
Owns tavern	1	Supervisor/mill	2
Social service	1	Radio station manager	1
Head welder	1	Owner of Dairy Queen	1
Front desk manager	1	Parts manager	1
Own business	2	Mail carrier	2
Airplane mech.	2	Electrician	3
Supervisor/Ochoco	1	Sales man	1
Research compiler	1	Owner of video rental	1
Foreman at agri-pac	1	Painting contractor	1

Table 15 (Continued)

Reported Occupational Titles and Classification

of Socioeconomic Levels

Title	Number	Title	Number
Pipe-fitter	1	Supervisor at PNB	1
P.C.L. Store manager	1	Supervisor	6
Own business	1	Business man	3
Truck boss	1	Business owner	1
Self employed owner	6	Air national guard	2
Insurance rep.	1	Fire fighter	5
Contractor	3	Sawmill superintendant	1
Post master	1	Fire marshall	1
Minister	1	Master Tech. Srgt.	1
Realtor	1	Owner of gas station	1
Director for emotionally			
disturbed kids	1	Controller	1
Technician	1	Machinist	1
Owner of trucking			
company	1	Owner of H. D. store	1
Police (officer)	2	Deputy sheriff	1
State worker	1	Electronic tech	1
Vice principal	1	Surveyer	1
Construction supervisor	1	Construction worker-	
		owns a company	1
Operation Mng.	1	Road operation	1
Owner	1	Management store	1
Self-emploed -sales	1	Plant manager-CCA	2
Manager at P. P. O.	1	Dry cleaner owner	1
PPS community agent	1	Social worker	1
Purchasing mngr.	1	Recieving clerk	1
Compteks Tektonix	1	Executive--real estate	1
Commodity broker	1	Buyer	1
Parter (in business)	1	Sole-proprietor	1
owner/manager/pre-			
salesman mobile homes	1	Printer	1
Drumer	1	Superintendent	1
Head maintenance			
carpenter	1	Foreman	1

Table 15 (Continued)

Reported Occupational Titles and Classification

of Socioeconomic Levels

Title	Number	Title	Number

Upper Middle Socioeconomic Level Determined by Father's Occupation

Attorney	1	Dentist	3
R.R. Engineer	1	Doctor	2
Plant engineer	1	Professor	2
Civil engineer	1	CPA	2
Engineer manager	1	Engineer	1
Accountant	2	V.P. Clark Equip	1
Meteorologist	1	Veterinarian	1
Physician	1		
Executive manager (banking)			1
President of engineering			1
Plant eingineer at Weyhouser			1
Director of a medical clinic in the air force			1
Vice pres. of sales for a steel corp.			1
Clinic administrator for Tuality Hospital			1

Low Socioeconomic Level Determined by Mother's Occupation

Cabinet finisher	2	Receptionist	5
Cook	6	Bus driver	4
Social security	1	Beautician	2
House keeping	2	Bar tender	2

Table 15 (Contiued)

Reported Occupational Titles and Classification

of Socioeconomic Levels

Title	Number	Title	Number

Middle Socioeconomic Level Determined by Mother's Occupation

Title	Number	Title	Number
Manager	4	Telemarketer	1
Secretary	18	Office manager	3
Boss at gas station	1	Book keeper	11
Clerk	10	Word processor	1
Private investigator	1	Keypunch oper.	1
Private nurse	1	Nurse	8
Newspaper reporter	1	Librarian	2
Real estate	1	Sales coordinate	1
Sales person	6	Technician	1
Computer input	1	Teacher	8
Sells furniture	1	Teller	3
Dental assistant	2	Prudential agent	1
Insurance agent	1	School food accountant	1
Insur. claim adjustor	1	Owns/man. apts.	1
Care manager	1	Cater person	2
Supervisor EBI	1	Loan officer	1
Psychiatriate Aide II	2	L.P.N.	1

Upper Middle Socioeconomic Level Determined by Mother's Occupation

Title	Number	Title	Number
Bank Manager	1	Asst. professor	1
College instructor	1	Accountant	1