

AN ABSTRACT OF THE THESIS OF

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Title: THE RELATIONSHIP OF TIME ORIENTATION TO SELECTED
CLOTHING VARIABLES MEASURED AMONG TENTH AND
TWELFTH GRADE HIGH SCHOOL GIRLS

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Abstract approved: _____
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The purpose of the study was to investigate relationships among time orientation, clothing influentials, importance of selected garment characteristics, sources of clothing information, and clothing values.

The measures developed for the study were a clothing influential measure, a garment characteristic measure, and a source of clothing information measure.

Two measures which had been developed for previous studies were selected; these were a time orientation measure developed by Davis (1962), and a clothing value measure developed by Lapitsky (1961).

The participants consisted of 56 tenth grade and 56 twelfth grade girls in a Western Canadian high school who were registered in fifth and seventh period physical education and English classes.

Statistical analysis of the data included the t-test as a measure of the significance of the observed difference between two means, and the correlation coefficient as a measure of the degree of the relationship between two variables, with .05 as the level of significance.

The study showed that the tenth and twelfth grade girls differed on the importance of price when selecting garments, with the tenth grade girls being more concerned. Positive correlations were found between the aesthetic value and importance of color (.222), between the political value and importance of line and silhouette (.198), between the social concern value and importance of durability (.325), and between the social approval value and importance of color (.192).

A predicted negative correlation (-.165) was found between future time orientation and the social concern value.

Tenth and twelfth grade girls showed no statistical difference on future time orientation. Independent judgment placed highest for the adolescent in making clothing decisions, with peers showing a secondary, but strong influence. Fit and price were deemed the most important factors to consider in garment characteristics, and peers and pattern catalogues provided the most information about clothing for these adolescent girls.

The Relationship of Time Orientation to Selected
Clothing Variables Measured Among Tenth and
Twelfth Grade High School Girls

by

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TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION	1
Purpose	3
Hypotheses	4
Definition of Terms	6
Assumptions	8
REVIEW OF LITERATURE	9
Time Orientation	9
Clothing and Adolescent Development	10
Selection of Clothing	15
Sources of Clothing Information	17
Clothing Values	19
Summary	20
PROCEDURE	21
Development of Measures	21
Time Orientation	21
Importance of Clothing Influentials	12
Importance of Selected Garment Characteristics	22
Sources of Clothing Information	22
Clothing Values	22
General Information	24
Pre-testing	24
Collection of Data	25
Selection of the Sample	25
Data Collection Procedure	26
Limitations	26
Preparation for Analysis	26
Scoring the Time Orientation Measure	27
Scoring the Importance of Clothing Influentials	27
Scoring the Importance of Selected Garment Characteristics	27
Scoring the Sources of Clothing Information	28
Scoring the Clothing Value Measure	29
Validity and Reliability of Measures	30
Statistical Analysis	30
FINDINGS	31
Description of the Sample	31
Time Orientation	32
Importance of Clothing Influentials	33

	<u>Page</u>
Importance of Selected Garment Characteristics	35
Sources of Clothing Information	36
Interactive and Non-interactive Sources of Clothing Information	36
Interactive Sources of Clothing Information	39
Non-interactive Sources of Clothing Information	40
Use of Magazines	44
Clothing Values	47
Time Orientation Related to Clothing Variables	48
Clothing Influentials	48
Selected Garment Characteristics	49
Non-interactive Sources of Clothing Information	49
Clothing Values	50
Selected Garment Characteristics Related to Clothing Values	50
Aesthetic Value	50
Economic Value	51
Political Value	52
Social Concern Values	52
Social Approval Value	53
Summary	54
CONCLUSIONS AND DISCUSSIONS	55
Null Hypothesis 1	55
Null Hypothesis 2	55
Null Hypothesis 3	59
Null Hypothesis 4	62
Summary	66
SUMMARY	70
RECOMMENDATIONS	73
Uses of the Study	73
For Further Study	73
BIBLIOGRAPHY	75
APPENDICES	
Appendix A: Questionnaire	79
Appendix B: Weight Value of the Time Orientation Items	96
Appendix C: The Ranked Order of the Time Orientation Scores by Grades	97

	<u>Page</u>
Appendix D: Key to the Clothing Value Measure	101
Appendix E: Summary of Correlations Between Garment Characteristics and Clothing Values	103

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1 Description of the sample according to age	31
2 Grouped frequency by grades of the time orientation scores	32
3 A comparison of the means by grades of clothing influentials	33
4 Percentage frequency by grades of the ranking of the importance of clothing influentials	34
5 A comparison of the means by grades of selected garment characteristics	35
6 Percentage frequency by grades of each of the scores for the garment characteristics	37
7 A comparison of the means by grades of sources of clothing information	38
8 A comparison of the means by grades of the interactive sources of clothing information	39
9 Percentage frequency by grades of the use of interactive sources of clothing information	41
10 A comparison of the means by grades of the non-interactive sources of clothing information	42
11 Percentage frequency by grades of the non-interactive sources of clothing information	43
12 A comparison of the means by grades of the use of magazines for clothing information	44
13 Percentage frequency by grades of the ranking of magazines as sources of clothing information	46
14 Distribution by grades of the clothing value means	47

<u>Table</u>		<u>Page</u>
15	Clothing value means with minimum and maximum scores	48
16	Correlation of future time orientation with the clothing influentials (n = 112)	48
17	Correlation of future time orientation with importance of selected garment characteristics (n = 112)	49
18	Correlation of future time orientation with clothing values (n = 102)	50
19	Correlation of aesthetic value with importance of selected garment characteristics (n = 102)	51
20	Correlation of economic value with importance of selected garment characteristics (n = 100)	51
21	Correlation of political value with importance of selected garment characteristics (n = 102)	52
22	Correlation of social concern value with importance of selected garment characteristics (n = 102)	53
23	Correlation of social approval value with importance of selected garment characteristics (n = 102)	54

THE RELATIONSHIP OF TIME ORIENTATION TO
SELECTED CLOTHING VARIABLES MEASURED
AMONG TENTH AND TWELFTH GRADE
HIGH SCHOOL GIRLS

INTRODUCTION

Curriculum planners in education need to be constantly evaluating and updating the programs being offered to students in each type of educational program, including home economics programs. One of the major emphases in education today is to have the content of courses more relevant to the needs of the student. Change, then, becomes an integral part of curriculum work.

The adolescent years are characterized by rapid change in personal development and these changes include physical, social, intellectual, and psychological ones. These changes occur at different rates in different individuals (Duvall, 1966; Gesell, 1956).

Clothing is an important factor in the life of the teenage girl as these changes occur; perhaps it is more important at this time than at any other time in her life. The people who work with teenage girls need to be aware of the aspects which are considered important by the girl herself as this development takes place. The adolescent is entering a period when she is leaving behind her childhood and is taking on the appearance and actions of an adult. During this transition she is involved in dressing to conform to the group standards with which she

identifies herself, even though it can mean disapproval by her parents (Hurlock, 1955).

Along with this ambivalence of childhood and adolescence, there is also a vying between the present pre-adult world attractions and the future adult world responsibilities which will be assumed. This time orientation concept is a meaningful one to explore in helping to understand adolescent clothing behavior and the place of peer-parent importance in the development of the individual.

Another influential factor in clothing behavior is the mass media. Promotion and merchandising consultants have been quick to direct a large part of their advertising toward the impressionable youth. To enable the adolescent reader to evaluate this influence, it is necessary to know what they are reading and how this reading may vary with the different orientations of youth.

It has been said that clothing serves a two-fold purpose, that of being a stimulation to the wearer and also of serving as a source of stimulation to the observer. Clothes are valuable, then, to the degree to which they affect both those who wear them and those who observe them (Hartmann, 1949). It is worthwhile therefore, to consider how clothing characteristics such as fit and color are related to the underlying clothing values which the individual holds, and how these values may be related to present-future time orientation.

Clothing has played an influential part in the development of the adolescent. The challenge then, is for educators to continue to investigate clothing behavior and its relationship to the values of youth. George Hartmann sums up this challenge with the statement: "Research and instruction in the clothing area are useful in the precise measure that they ultimately make for higher grade personalities than people now reveal (1949, p. 296).

Purpose

The purpose of the study was to investigate the relative importance of selected factors which may influence tenth and twelfth grade girls in clothing behavior, and to determine if certain aspects of clothing behavior are associated with differences in time orientation.

The selected variables include:

1. present-future time orientation;
2. the importance of clothing influentials;
3. the importance of selected garment characteristics;
4. the importance of selected sources of clothing information;
5. clothing values

Hypotheses

The null hypotheses tested were:

- H₀ 1. Twelfth grade girls will not score higher on future time orientation than tenth grade girls.
- H₀ 2. Tenth grade girls will not differ from twelfth grade girls on certain clothing variables.
 - H₀ 2a. Tenth grade girls will not differ from twelfth grade girls on importance of clothing influentials.
 - H₀ 2b. Tenth grade girls will not differ from twelfth grade girls on importance of selected garment characteristics.
 - H₀ 2c. Tenth grade girls will not differ from twelfth grade girls on importance of selected sources of clothing information.
- H₀ 3. Time orientation will not be related to certain clothing variables.
 - H₀ 3a. Those scoring higher on future time orientation will not score higher on independent judgment and lower on reliance on peers and parents.
 - H₀ 3b. Those scoring higher on future time orientation will not score higher on care required, durability, and price of garments.

- H₀ 3c. Those scoring higher on future time orientation will not score higher on obtaining more clothing information from non-interactive sources and lower on obtaining clothing information from interactive sources.
- H₀ 3d. Those scoring higher on future time orientation will not score higher on aesthetic and economic values and lower on political, social concern, and social approval values than girls with low future time orientation.
- H₀ 4. Clothing values will not be related to selected garment characteristics.
- H₀ 4a. Those scoring higher in aesthetic value will not score higher on importance of line and silhouette, fit, texture, and color.
- H₀ 4b. Those scoring higher in economic value will not score higher on importance of fit, care required, durability, and price.
- H₀ 4c. Those scoring higher in political value will not score higher on importance of line and silhouette, fit, texture, color, and price.
- H₀ 4d. Those scoring higher in social concern value will not score higher on importance of line and silhouette, fit, texture, color, care required, durability, and price.

- H₀ 4e. Those scoring higher in social approval value will not score higher on importance of line and silhouette, fit, texture, color, and price.

Definition of Terms

1. Clothing Influentials--persons whose approval is considered in making clothing decisions.

- a. Independent judgment--the individual's own opinion.
- b. Parents--mother and father.
- c. Peers--girl friends and boy friends of the same age group.

2. Clothing Values--

The wishes, desires, interests, motives, or goals which an individual considers worthwhile and thus are major determinants of attitudes and behavior in relation to clothing choices and usage (Lapitsky, 1961, p. 3).

- a. Aesthetic value--the use of clothing to achieve a pleasing appearance.
- b. Economic value--the use of resources, including time, energy, and money in planning, buying, and using clothing.
- c. Political value--the desire for obtaining prestige, distinction, leadership, or influence through the use of clothing (Lapitsky, 1961, p. 4).

d. Social approval value--the desire for obtaining social approval through clothing usage with conformity playing a prominent role (Lapitsky called this value Social II, p. 4).

e. Social concern value--

The expression of regard for fellow beings through clothing behavior. The individual to whom this value would be of concern would not wear clothing which would be more expensive or fashionable than those worn by her friends. As well, clothing would be shared with others even though it might be returned somewhat soiled or damaged (p4). (Lapitsky called this value Social I).

3. Garment Characteristics--those details of clothing considered by individuals in garment acquisition.

a. Care required--the cleaning and pressing a garment needed.

b. Color--the hue, value, and intensity of a garment.

c. Durability--the construction and quality of a garment.

d. Fit--the size, feel, look, and hang of a garment.

e. Line and silhouette--the structural style of a garment.

f. Price--what is paid for a garment.

g. Texture--the fabric type, appearance, and hand.

4. Interactive Sources of Information--the use of individuals to obtain clothing information.

5. Mass Media--television, magazines, newspapers, displays, and other forms of communicating to the public.

6. Non-interactive Sources of Information--the use of mass media to obtain clothing information.

7. Sources of Clothing Information--those references used by individuals to acquire knowledge concerning clothing.
8. Teenager or Adolescent--terms, used interchangeably, to refer to a person 14 to 19 years of age.
9. Time Orientation--

The relative position in time, either present or future, to which the adolescent relates herself. Girls who focus mainly on the present have been termed present-oriented, and those who focus mainly on the future have been termed future-oriented (Davis, 1962, p. 3).

Assumptions

1. The girls answering the questionnaire were willing to answer the questions with thought and consideration of the variables as applied to themselves.
2. The girls completed the questions in a truthful manner.
3. The measures used to test the null hypotheses are reliable and valid.

REVIEW OF LITERATURE

The review of literature for this study has been limited to the areas which are under examination, namely: 1) time orientation, 2) clothing and adolescent development, 3) selection of clothing, 4) sources of clothing information, and 5) clothing values.

Time Orientation

Time orientation changes may be reflected in the clothing behavior of the adolescent as the youth develops. Five age groups from ten years to 90 years were investigated by LeBlanc (1969) to find out if there was a chronological development in concern for the future. He found out that with an increased age level from childhood through college, there seemed to be a greater concern for the future than for the past and the present. He found age 20.2 years to have more concern for the future than the 14.6 year old subjects.

In the development and testing of a time-orientation measure on 13 to 16 year old girls, Davis (1962) found that time orientation cannot always be equated with chronological age. In the 4-H member group studied, the 16 year olds ranked highest in future orientation, with the 14 year olds second, the 13 year olds third, and the 15 year olds fourth. Those who were non-members had a slightly different future orientation pattern with the 15 year olds ranking highest, 16 year olds second, 13 year olds third, and the 14 year olds fourth.

LeShan (1952) looked at a "collective-ego-space time" variable in different levels of social class and found that individuals related to the past, the immediate present, or the future in ways that were representative of their social class. The middle class showed more future orientation than those in the other classes.

Differences with respect to time orientation and age were found in Gesell's (1956) work. At age 14, youth were more oriented to the present and the near future, with some big ideas about the more distant future. The 15 year olds had future ideas for their late teens and early twenties, while the 16 year olds were more realistic about their thoughts of the future.

Thomas (1969), in a discussion about the generation gap, identified some of the values which are changing for youth, and maintained that adolescents are going from a future-time orientation to a present-time orientation in the societal change that is taking place. The attitude which was so universal in a future-time oriented society of "A penny saved is a penny earned" has given way to "Go now, pay later" (p. 749). Thomas felt youth today tend to be more concerned with the now or today orientation rather than the tomorrow.

Clothing and Adolescent Development

Throughout childhood the girl has had a dependence upon her parents for many of the phases of her growth. She has relied upon

them to give her security, company and affection, and to teach her right from wrong. As she enters the adolescent period this girl becomes increasingly aware of a need for independence. Stone and Church (1957) said that if the adolescent must find self-identity and become an independent person, she must "break numberless familial ties based on authority, affection, responsibility, respect, intimacy, and possessiveness . . . not to mention force of habit" (p. 275). The child tries out many different personalities and shows many different degrees of self-determination each day, so her mood is under constant change. While she seeks to break her dependence upon her parents, there are times when she reverts to it during her development toward adulthood.

Silverman (1945) found a direct relationship between the age of the teenage girl and her independence in choice of clothing and the need for advice from her mother. Of the 12 year-old girls, only ten percent made completely independent choices of their own clothing. However by the time girls reached 17 years of age, 74 percent of the girls made completely independent choices. At 12 years of age, all the girls sought the advice of the mothers on clothing but by the time they reached 18 years of age, 23 percent stated they no longer asked their mothers for advice.

In ascertaining the relative importance of clothing influentials, Vener and Hoffer (1959) asked eighth through twelfth grade boys and

girls whose opinion counted most when they were deciding what to wear. In all of the groups, the adolescents' mothers and peers were the most highly important persons when considering clothing selection.

Crow (1945) pointed out that clothing independence could best be gained through the purchase and selection of clothing by the teenage girl herself so it was important to parents to "train the teen in suitability, attractiveness, and good value in clothes, the limitations of the budget . . . and guide buying in the early teens" (p. 56-57).

In the study by Evans (1964) it was shown that the feeling of independence was expressed as the reason most teenage girls liked to purchase clothing by themselves, without parental help, but the girl met her need for dependence by wearing styles which were approved by others or gained recognition from others.

The adolescent at times seems to be a slave to fashions and fads and is quite vulnerable to the slightest change in clothing and grooming trends (Gottlieb, 1964). In many cases the primary motivating factor for accepting the latest fashion is a desire for group approval, but, as Duvall (1966) found, the ways in which a teenage girl dressed and practiced grooming habits were also the qualities which helped her to express her independence.

Russell (1965) pointed out that while there was a strong desire to conform during adolescence, there was also an urge to be unique

and achieve individuality. The adolescent girl wants her individuality and independence, and yet she wants to conform to the group. She achieves this aim by outshining the other girls in some way, but she doesn't go so far as to put herself out of the group.

Conformity to the peer group is one of the most important influences on the adolescent's clothing behavior; many studies point this out.

The adolescent, not yet an adult, is unsure of himself; he does not know just what his role in society is to be; at the same time he is breaking away from his family; therefore, he especially needs the approval of the peer group (Ryan, 1966, p. 275).

Clothing and appearance are two ways he can get this approval so he chooses what others are wearing since he assumes this will be acceptable to them.

A series of studies under Eicher at Michigan State University were related to the role of the adolescent and group acceptance. Wass and Eicher (1964) studied ninth grade girls concerning apparel for particular roles. This study showed that the girl's opinions about clothing changed as the role changed, but there was agreement on what kinds of clothing were acceptable for each role.

Ostermeier and Eicher (1966) considered social class and its effect on clothing and the appearance standards of ninth grade girls. It was found that clothing did affect a girl's popularity and the girls most accepted "dressed right" in the eyes of the other girls (p. 434).

Parental approval of the clothing was desired by a large percentage of the girls, but the approval of the clothing by the peer group was more important to girls in a lower social class group than it was to those in the upper class group.

These same girls were studied again by Hendricks, Kelly and Eicher (1968) when the girls were in the twelfth grade. Clothing continued to play an important role in the student's identity. The majority felt that clothing influenced a girl's popularity. It was found that in her role as a student, the girl desired approval of her clothing by her girl friends, boy friends, and parents, in that order.

Williams and Eicher (1966) found that among ninth grade girls peer acceptance was important. Members of the same group had similar opinions concerning clothing and appearance. Clothing was considered the first attribute in describing the most popular girl, and approval of the clothing by girl friends was considered more important by many than parental approval of clothing.

All age groups conformed closely in the style of dress for daily wear in Silverman's (1945) study. Those adolescents with high ratings in clothing and grooming awareness were more likely to be members of the prestige groups and were perceived as leaders by their peers. Similar characteristics were outlined by Coblner (1950) for the group he studied. If the person wearing the latest style of dress was considered to be a fashion leader in the group, the style was admired

and the person was accepted as a leader. A person was considered a "show-off" if she wore the latest style but was not considered a fashion leader by the group.

With approval by, and acceptance into the peer society so important, the adolescent depends more on the peer group than on adults for approval. Coleman (1961) found that although the dress styles could differ from school to school, there was conformity by the adolescent to the prevailing fashion of his crowd in his school. Hurlock (1929) found that high school girls were strongly motivated to conform because they feared ridicule from their own age group.

Clothing may help the individual establish a uniqueness that is important to him, but he is ready to risk some of that individuality by his willingness to conform to the clothing customs of others (Roach, 1969). This desire for conformity is especially evidenced by the adolescents who gain security, acceptance, and approval from their peer society by wearing clothing similar to and approved by this peer group.

Selection of Clothing

When the adolescent is selecting clothes for purchase, certain characteristics appear to be dominant. The factors covered in various studies include style, color, fit, price, and becomingness.

A pilot study conducted by Hersey (1965) found the 100 senior high school women in the study chose clothing mainly on the basis of "flattering style"; price was a second consideration and the current seasons' fashion was less important than either style or price.

Color, style, and "because I liked it" were the three factors which received top rating by the respondents in Czartoryski's (1963) factor sheet designed to find influences in garment selection when shopping for clothing. "Just because my friend has one" obtained a low rating. About one-half of the tenth grade girls indicated that they still listened to mother, and one-fourth to one-third of the eleventh and twelfth grade girls wanted their mother's approval of their dresses.

Fit, becomingness, and color were the three factors rated most important by all the groups of girls in the Dickens and Ferguson (1962) survey. In the clothing practices of 13 and 15 year old girls, Thompson (1958) found the important items in the selection of their clothes were fit, color, style, and price, in that order. These were checked by more than three-fourths of the group. The care required item appeared to be important to about one-third of the group.

Ryan (1965) found eleventh grade girls put becomingness, price, comfort, beauty, durability, ease-of-care, and "like friends wear" in that order of importance in blouse selection. Girls put special

emphasis on the becomingness of the garment they contemplated buying in Hurlock's (1955) work.

Silverman (1945) and Pearson (1950) both found that the adolescent was interested in discovering what was becoming to her and what would make the most of her best features while at the same time covering up her bad features. Pearson found that line was considered as well as color in relation to the adolescent's own body physique and coloring.

There was some difference in studies about the importance of style and becomingness and how they rated. The difference was probably best explained by Hollingworth (1928) who said that when there is a conflict between style and becomingness, the adolescent will choose the former. What is considered beautiful by the adolescent is what is in style at the moment. What fashion decrees is in style is a major factor in determining an adolescent's standard of beauty. No one is considered beautiful by an adolescent who is not "right up to the minute" in style.

✓ Sources of Clothing Information

With clothing so important to the adolescent, a variety of sources are used to know what is in style at the moment. Ryan (1965) found that eighth and eleventh grade girls got their ideas on what to wear most frequently from their peers. However, she found

a difference in the use of magazines as a source of ideas. Seventy-nine percent of the eleventh graders said they got their ideas from magazines while only 46 percent of the eighth graders gave that reply. The older girls indicated that sales clerks and store displays gave 55 percent of them ideas on what to select, compared with 21 percent getting ideas from their mothers.

The sources of ideas about clothes for both boys and girls, aged 14 to 17, in a marketing research were their friends, window shopping, and looking in stores (Young People's . . . 1966). The girls mentioned fashion magazines as an important source of ideas. When they were asked to name a single source of fashion ideas, both said their friends were their main source.

Hochstim's (1957) market research showed that 28 percent of the girls were influenced by the media, 26 percent by stores or store window displays and 24 percent said the sources of ideas were girl friends or other people.

The high school girls in Hersey's (1965) study looked at fashion magazines to learn new trends in fashion and to determine what clothes to buy. Seventeen, McCall's, and Ingenue were read by significantly more of the high school girls.

Roper's (1965) respondents said they read articles about fashion in magazines, with Seventeen read more than any other single

magazine. Other magazines read included Glamour, Ingenue, Co-Ed and Mademoiselle.

Clothing Values

Specific clothing attitudes have been related to clothing values in some studies. Lapitsky (1961) developed a scale to measure clothing values which was based on aesthetic, economic, political, social I and social II values. Her study, conducted with teachers and college students, confirmed her prediction that the aesthetic and economic clothing values were more dominant than the other clothing values. Her social value II (a desire for social approval) placed third, with political clothing value fourth, and the social value I (regard for mankind) in the last position.

Creekmore (1963) developed a value scale in which the general values included aesthetic, economic, exploratory, political, sensuous, social, religious, and theoretic values. Using her scale to relate specific clothing behaviors to each value orientation, she found that clothing management had a strong relationship to the economic value. There was partial confirmation of the following predicted relationships:

- 1) experimentation in clothing related to exploratory value,
- 2) status symbol of clothing related to the political value,
- 3) appearance related to the aesthetic value,

- 4) conformity related to the social value,
- 5) fashion related to the political value, and
- 6) modesty related to the religious value.

There was a tendency to emphasize economic, social, and religious values and to minimize aesthetic values in the conformity cluster of dress which Aiken (1963) studied. Taylor (1968) obtained similar results when conformity in dress correlated negatively with aesthetic values measured; economy in dress correlated positively with the religious values.

Summary

Research shows that clothing is important to the adolescent. Since there are many variables in its relationship to adolescent development, it is worthwhile to investigate further the relationships of time orientation, the importance of clothing influentials, selected garment characteristics, sources of clothing information, and clothing values in this development.

PROCEDURE

Development of Measures

Four measures were selected or developed for use in this study. They include a time orientation measure, Part IV; clothing influentials, garment characteristics, and sources of clothing information measures, Part II; a clothing value measure, Parts I and III; and a general information section, Part V. (See Appendix A).

Time Orientation

A time orientation measure developed by Davis (1962) was selected as one which related most closely to this age group. The subject responded to each of the 40 statements by checking either "Most Like Me" or "Least Like Me." The "Most Like Me" responses were scored and summed according to the scale Davis (p. 77) developed, to arrive at a future orientation score for the subject.

Importance of Clothing Influentials

This part of the measure, (Part II, 2), consisted of a paired comparison of clothing influentials. Each of the clothing influentials--girl friend, boy friend, mother, father, and independent judgment--was paired with each of the other influentials. In selecting one of each pair as the one whose opinion was most valued in selecting a garment, the

subject gave a ranking to the importance of each in her clothing selection.

Importance of Selected Garment Characteristics

A paired comparison measure of seven garment characteristics was developed. The characteristics compared were line and silhouette, fit, color, durability, texture, care required, and price. Each characteristic was paired with each of the other characteristics. The subject was asked to check the one in each pair which was most important to her in selecting a garment. This resulted in a ranked order of importance of the garment characteristics to the subject.

Sources of Clothing Information

The measure developed for sources of information about clothes has two parts. In both parts the subject indicated the degree of use by checking one response on a five point scale. The frequency of use scale consisted of Almost Always, Usually, Sometimes, Seldom, and Almost Never choices.

Six non-interactive and six interactive sources of clothing information are rated in Part II, 1).

To determine which magazines were most influential as sources of information about clothes, eight of the more common fashion magazines were listed in Part II, 3). The subject checked her frequency

of use for each. Space was provided to list additional magazines which may have been used for information about clothes.

Clothing Values

A clothing value measure developed by Lapitsky (1961) was selected. This measure assessed the subject's attitude toward aesthetic, economic, political, social concern, and social approval values.

Part I presents 30 clothing situations, each with two alternatives. In considering each pair, the respondent ranks her selection by distributing three points in one of the following combinations: 3-0, 0-3, 1-2, or 2-1. Three indicates that the selection is very important; zero means that the choice is not important. A two-one ranking indicates that both alternatives are important but the "two" answer is slightly more important than the "one" answer. Each of the five values is represented 12 times in this section.

Part II contains nine statements, each of which is followed by five possible attitudes which the respondent arranges in her order of preference from five to one. Five indicates that statement as the one most strongly preferred, four is given for second choice, and one indicates the least preferred. Each of the five values is represented once in each question.

The value orientation sections were not placed consecutively in the questionnaire as it was felt the respondents might not give adequate consideration to the statements if they became tired, and would answer at random. It was thought that the check (✓) type questions in Part II would relieve this tedium.

General Information

General information as to age, grade level, and adults with whom the subject was living was obtained in order to have a sample which met with the desired requirements of being tenth or twelfth grade students who lived with parents.

Pre-testing

The measures were pre-tested in February, 1972, with a group of 16 eleventh grade girls, a group excluded from the final sample. An insert page asked for the respondent's explanations of the garment characteristics. Responses indicated that there was consistency of meanings ascribed to terms used.

Two words were changed in the clothing value measure to make the statements more relevant to the subjects. "Vancouver" replaced "New York" in Part I, 4. "Formal" replaced "cocktail" in Part I, 8.

The time required to answer the questionnaire ranged from 35 to 50 minutes.

Collection of the Data

Selection of the Sample

A high school in a Western Canadian foothills city with a population of about 400,000 was selected. The city served an area within a 75 mile radius; English was the predominant language. The school, one of 15 high schools in a public school system, had a student population of approximately 1100 students; the school was located in a district which had a population representing a variety of occupations and a range of incomes.

The school operated on a non-semestered, eight-period-day schedule. The Thursday afternoon of March 30, 1972, periods five and seven, was selected as the time to administer the questionnaire. A modified schedule was followed on Thursday and Friday; classes in the odd numbered periods met for 80 minutes each on Thursday. The even numbered classes met on Friday. Thursday was selected as there tended to be less absenteeism on Thursday than on Friday.

Grade ten subjects were girls who had physical education in periods five and seven. All grade ten girls must take physical education, and those who were scheduled for periods five and seven became possible subjects.

The grade 12 subjects were girls who were scheduled for English in periods five and seven. All twelfth grade students must take a grade 12 level English class.

Data Collection Procedure

The questionnaire was given on March 30, 1972. Teachers in charge of the regular physical education and English classes administered the questionnaire which had been explained to them previously.

Boys in the English classes were given work in another room.

Limitations

1. Although all tenth and twelfth grade girls in the school were possible subjects, those who became the actual subjects were those who had physical education and English classes in periods five and seven.
2. Some subjects expressed difficulty in understanding the phrasing of the clothing value statements; their responses may have been affected.

Preparation for Analysis

In preparation for statistical analysis by the computer, the collected data were prepared for card punching. The questionnaire booklets were numbered from one to 56 for each grade. Tally sheets

were prepared to correspond to the questions and each subject's responses were recorded; the cards were punched from the tally sheets.

Scoring the Time Orientation Measure

This measure was scored by tabulating the "Most Like Me" responses; then the weight values for each of the questions checked "Most Like Me" were totalled to arrive at a score for each subject (see Appendix B). The possible range for the 40-item test is from zero to 195.0. The higher the score, the more future time oriented the subject is considered to be.

Scoring the Importance of Clothing Influentials

A score of from four to zero was possible on each item in this measure, with a total of ten points distributed among the five clothing influentials in the measure. The distribution of the ten points gave a ranking of the order of importance of the influentials to the subject. The higher the score for each influential, the greater the importance of that clothing influential.

Scoring the Importance of Selected Garment Characteristics

A score of from six to zero was possible on each item in this measure, with a total of 21 points distributed among the seven characteristics in the measure. The distribution of the 21 points gave a

ranking of the order of importance of the characteristics to the subject. The higher the score, the greater the importance of the garment characteristic.

Scoring the Sources of Clothing Information

1. Interactive and Non-interactive Sources

The scores for each of the 12 items in this section had a possible range from five to one. The respondent was asked to check the frequency of use of each item on the following scale:

Almost Always	5 points
Usually	4 points
Sometimes	3 points
Seldom	2 points
Almost Never	1 point

The higher the score, the greater the frequency of use.

There were six interactive sources of clothing information and six non-interactive sources of clothing information. The six interactive sources were totalled to indicate their frequency of use for the subject. The range possible was a score from six to 30. The higher the score, the more frequent the use of the interactive sources.

The six non-interactive sources were totalled to indicate their frequency of use for the subject. A score of from six to 30 was

possible; the higher the score, the more frequent the use of non-interactive sources.

2. Use of Magazines

The scores for each of the eight items in this section had a possible range from five to one. The respondent checked the frequency of use of each on the following scale:

Almost Always	5 points
Usually	4 points
Sometimes	3 points
Seldom	2 points
Almost Never	1 point

The higher the score, the greater the frequency of use.

Scoring the Clothing Value Measure

The 30 paired statements in Part I had a total of 90 points for distribution among the five clothing values represented; this gave a possible range for each value of from 20 to 36.

The nine sets of five statements in Part II had a total of 135 points to be divided among the five clothing values represented; this gave a possible range from nine to 45 points for each value (see Appendix D).

Combining the totals of the two parts, with a possible range total from nine to 81, gave the subject's clothing value total for each of the clothing values.

Validity and Reliability of Measures

In the development of the time orientation measure, Davis (1962) assembled 95 statements on which Q values were calculated. Of the 63 useable statements, 40 were selected. Then reliability was determined by the split-half method. The Pearson r between the two scores gave a coefficient of correlation of .796, and the Spearman-Brown formula for predicting reliability resulted in a coefficient of .886.

For the measure of importance of clothing influentials, selected garment characteristics, and sources of clothing information, content validity was logically deduced from the relationship of the item to the variable named. No measures of reliability were performed.

Lapitsky (1961) based her clothing value measure on the Allport-Vernon-Lindzey Study of Values (p. 33) but combined clothing factors for her purposes. An item analysis was performed by use of the phi coefficient to determine internal consistency of the parts of the clothing measure.

Statistical Analysis

For statistical analysis of data, the t-test was used to test the significance of the observed difference between two means. The correlation coefficient was used as a measure of the degree of the relationship between two variables. The level of significance established for this study was .05.

FINDINGS

Description of the Sample

The nature of the inquiry dictated that the subject live with both mother and father. The general information given in Part V permitted the elimination of those who did not live with both parents, and also eliminated any girls in the physical education classes who were not in the tenth grade.

The test was administered to 73 twelfth grade girls. Of this number, 56 lived with both parents, 13 lived with Mother, two lived with Father, and two lived with other people. The 56 who lived with both parents became the twelfth grade subjects for analysis.

The test was administered to 60 tenth grade students in physical education classes. Of the 60, two lived with Mother, one lived with Father, and one was a grade eleven student. Fifty-six students lived with both parents and became the tenth grade subjects for analysis.

Three out of five of the tenth grade subjects were 15 years of age, while just over half of the twelfth grade subjects were 17 years of age (see Table 1).

Table 1. Description of the sample according to age.

Grade	14 years		15 years		16 years		17 years		18 years	
	No.	%	No.	%	No.	%	No.	%	No.	%
10	1	1.79	34	60.71	21	37.50				
12					5	8.93	30	53.57	21	37.50

Time Orientation

Time orientation between tenth and twelfth grade girls showed no significant difference ($t = -.468$, $df = 110$) for the one-tailed test where the t-table value at .05 was 1.659.

The tenth grade girls showed more variation in the scores than the twelfth grade, with more of them scoring higher and more scoring lower (see Table 2). Both the minimum score of 45 and the maximum score of 173 was scored in the tenth grade (see Appendix C). The Davis (1962) findings showed a low score of 27 and a high score of 192.

Table 2. Grouped frequency by grades of the time orientation scores.

Time Orientation Scores	Frequency	
	Grade 10	Grade 12
45 - 69	6	0
70 - 95	14	9
96 - 121	18	30
122 - 147	11	13
148 - 173	<u>7</u>	<u>2</u>
Total:	56	56
Mean:	108.30	110.696
Range:	128.00	102.00

The mean for the tenth grade girls was 108.30, compared to 110.696 for the twelfth grade girls. The mean scores in the Davis

(1962) study were the same for the 4-H member group and for the non-member group - 121.7.

Importance of Clothing Influentials

No significant difference was found between the tenth and twelfth grade girls in the importance of clothing influentials. Separate t-tests were performed for each relationship (See Table 3).

Table 3. A comparison of the means by grades of clothing influentials.

Clothing Influentials	Grade 10		Grade 12		t-value ¹ df=110
	Mean	Rank	Mean	Rank	
Independent judgment	3.178	1	3.071	1	.529
Girl friend	2.107	2	2.035	2.5	.357
Boy friend	2.089	3	2.035	2.5	.232
Mother	1.857	4	1.982	4	-.582
Father	.785	5	.857	5	-.426

¹ t-table value at (.05) = 1.982 (two-tailed test)

Based on means, the ranked order of importance of each of the clothing influentials was nearly the same for the tenth and twelfth grade girls with independent judgment ranked first. Peers were second in importance, with father being of least importance as a clothing influential.

The percentage frequencies of the opinion rankings appear in Table 4 and indicate further the importance of independence to an

Table 4. Percentage frequency by grades of the ranking of the importance of clothing influentials.

Score ¹ Range	Independent Judgment Grade		Mother Grade		Father Grade		Girl Friend Grade		Boy Friend Grade	
	10	12	10	12	10	12	10	12	10	12
	Percent		Percent		Percent		Percent		Percent	
4	53.6	46.4	10.7	10.7	1.8	3.6	7.1	3.6	12.5	16.1
3	23.2	25.0	12.5	28.6	12.5	3.6	33.9	33.9	28.6	17.9
2	14.3	17.9	30.4	21.4	8.9	17.9	30.4	33.9	26.8	28.6
1	5.4	10.7	44.6	26.8	16.1	26.8	19.6	19.6	19.6	28.6
0	3.6	0.0	18.0	12.5	60.7	48.2	8.9	8.9	12.5	8.9
Total	100	100	100	100	100	100	100	100	100	100

¹
4 - high
0 - low

adolescent. Independent judgment was given the highest score, four, by 53 percent of the tenth grade girls and by 46 percent of the twelfth grade girls. However, the next most influential opinion score came from the boy friends, where 12 percent of the tenth grade girls and 16 percent of the twelfth grade girls gave boy friends a score of four. Sixty percent of the tenth grade and 48 percent of twelfth grade girls gave a zero rating to the importance of father.

Importance of Selected Garment Characteristics

When the seven garment characteristics were placed in a ranked order of importance, tenth and twelfth grade girls both placed fit as the most important characteristic, with price in second place and durability third. Both placed texture last, but they differed on the placement of the three remaining characteristics. (See Table 5).

Table 5. A comparison of the means by grades of selected garment characteristics.

Garment Characteristics	Grade 10		Grade 12		t-value ¹ df=110
	Mean	Rank	Mean	Rank	
Fit	4.946	1	5.214	1	-1.638
Price	4.071	2	3.303	2	2.060*
Durability	2.946	3	2.767	3	.589
Color	2.642	4	2.375	5	.951
Care required	2.232	5	2.357	6	-.441
Line and silhouette	2.196	6	2.696	4	-1.633
Texture	1.964	7	2.250	7	-1.035

¹t-table value at (.05) = 1.982 (two-tailed test)

*significant $p < .05$

In analyzing differences in means of scores on importance of line and silhouette, fit, color, durability, texture, care required, and price for tenth and twelfth grade girls, only price showed a significant difference ($t = 2.060$, $df = 110$, $p. < .05$). For all the rest--line and silhouette, fit, color, durability, texture, and care required--there was no significant difference.

Further information concerning the importance of the garment characteristics appears in the percentage frequencies of the range of scores in Table 6. Fit in garments received the greatest recognition from twelfth grade girls, where 46 percent of the group studied gave it the highest score, six, compared to only 25 percent of the tenth grade girls giving fit that score. Price received a score of six from 30 percent of the tenth grade girls, while only 12 percent of the twelfth grade girls gave fit that rating. Durability, while placing third as an important garment characteristic, only received the top score from seven percent of the tenth grade girls and five percent of the twelfth grade girls.

Sources of Clothing Information

Interactive and Non-Interactive Sources of Clothing Information

When all of the sources of information concerning clothes were considered, friends my age were placed first by both groups of girls,

Table 6: Percentage frequency by grades of each of the scores for the garment characteristics.

Score ¹ Range	Line and Silhouette		Fit		Color		Durability		Texture		Care Required		Price	
	Grade		Grade		Grade		Grade		Grade		Grade		Grade	
	10	12	10	12	10	12	10	12	10	12	10	12	10	12
	Percent		Percent		Percent		Percent		Percent		Percent		Percent	
6	1.8	7.1	25.0	46.4	3.6	0	7.1	5.4	0	0	5.4	1.8	30.4	12.5
5	3.6	7.1	50.0	33.9	8.9	7.1	12.5	5.4	5.4	1.8	5.4	3.6	21.4	30.4
4	17.9	21.4	19.6	16.1	12.5	16.1	12.5	28.6	10.7	25.0	8.9	14.3	14.3	10.7
3	19.6	14.3	5.4	1.8	30.4	30.4	26.8	16.1	17.9	17.9	17.9	25.0	12.5	5.4
2	17.9	21.4	0	1.8	17.9	12.5	23.2	19.6	30.4	21.4	28.6	25.0	7.1	16.1
1	25.0	19.6	0	0	21.4	21.4	12.5	16.1	12.5	19.6	17.9	25.0	8.9	12.5
0	14.3	8.9	0	0	5.4	12.5	5.4	8.9	23.2	14.3	16.1	5.4	5.4	12.5
Total:	100	100	100	100	100	100	100	100	100	100	100	100	100	100

¹
6 - high
0 - low

Table 7. A comparison of the means by grades of sources of clothing information.

Sources of Clothing Information	Grade 10		Grade 12		t-value ³	df
	Mean	Rank	Mean	Rank		
Friends my age (I) ¹	3.607	1	3.732	1	-.612	110
Pattern catalogue (N) ²	3.482	2	3.446	2	.149	110
Store displays (N)	3.285	3	3.250	3	.196	110
Friends older (I)	2.678	4.5	2.553	6	.633	110
Mail order catalogue (N)	2.678	4.5	2.345	8	1.355	109
Magazines (N)	2.607	6	3.035	4	-1.946	110
School fashion leader (I)	2.428	7	2.285	9	.672	110
Television (N)	2.392	8	2.392	7	0.000	110
Parents (I)	2.381	9	2.563	5	-.733	108
Newspaper advertisement (N)	2.125	10.5	2.267	10	-.732	110
Store clerks (I)	2.125	10.5	1.928	11	1.021	110
Teachers (I)	1.232	12	1.40	12	-1.513	109

¹ I - interactive sources

² N - non-interactive sources

³ t - tabular value at (.05) = 1.982 (two-tailed test)

followed by pattern catalogues and store displays, in that order. Newspaper advertisements, store clerks, and teachers were placed in that order as the least used sources of clothing information. (See Table 7).

An analysis of differences in means of scores on importance of friends, my age, pattern catalogues, store displays, friends older, mail order catalogues, magazines, school fashion leader, television, parents, newspaper advertisements, store clerks, and teachers showed no significant differences. The tenth and twelfth grade girls made similar uses of each source of clothing information.

Interactive Sources of Clothing Information

When the interactive sources of clothing information are considered, the tenth and twelfth grade girls both ranked "friends my age" as the most important source of clothing information. Tenth grade girls indicated that "friends older" were the next important source, with the twelfth grade girls putting parents in second place. Teachers were least important to both groups. (See Table 8).

Table 8. A comparison of the means by grades of the interactive sources of clothing information.

Interactive Sources	Grade 10		Grade 12	
	Mean	Rank	Mean	Rank
Friends my age	3.607	1	3.732	1
Friends older	2.678	2	2.553	3
School fashion leader	2.428	3	2.285	4
Parents	2.381	4	2.563	2
Store clerks	2.125	5	1.928	5
Teachers	1.232	6	1.40	6

In studying the percentage frequencies of the use of interactive sources of clothing information (see Table 9), 25 percent of the twelfth grade girls almost always obtained clothing information from friends their age, compared to 17 percent of the tenth grade girls who almost always obtained clothing information from friends their age. When considering parents as a source of clothing information, none of the twelfth grade girls answered almost always, but 12 percent of the tenth grade girls almost always relied on their parents for clothing information.

Of the tenth grade girls, 40 percent almost never consulted their parents, compared to 25 percent of the twelfth grade girls who almost never consulted their parents for clothing information. Tenth and twelfth grade girls were about equal in seldom consulting friends their age and consulting parents, but the tenth grade girls were twice as likely to consult friends their age sometimes as were the twelfth grade girls. Thirty percent of the twelfth grade girls were more likely to consult parents sometimes, compared to only 14 percent of the tenth grade girls who sometimes consulted their parents.

Non-Interactive Sources of Clothing Information

Among the non-interactive sources of clothing information, both tenth and twelfth grade girls ranked pattern catalogues first, and store displays second, as sources of clothing information. Both groups

Table 9. Percentage frequency by grades of the use of interactive sources of clothing information.

Frequency of Use	Scale Range	Friends My Age Grade		School Fashion Leader Grade		Teachers Grade		Friends Older Grade		Store Clerks Grade		Parents Grade	
		10	12	10	12	10	12	10	12	10	12	10	12
		Percent		Percent		Percent		Percent		Percent		Percent	
Almost Always	5	17.9	25.0	5.4	1.8	0	0	3.6	3.6	5.4	0	12.7	0
Usually	4	41.1	46.4	14.3	8.9	1.8	0	19.6	10.7	3.6	3.6	12.7	25.5
Sometimes	3	28.6	12.5	28.6	32.4	0	7.3	35.7	37.5	25.0	26.8	14.5	30.9
Seldom	2	8.9	8.9	21.4	30.4	17.9	25.5	23.2	33.9	30.4	28.6	20.0	18.2
Almost Never	1	3.6	7.1	30.4	26.8	80.4	67.3	17.9	14.3	35.7	41.1	40.0	25.5
Total:		100	100	100	100	100	100	100	100	100	100	100	100

placed newspaper advertisements last but they differed on the placement of mail order catalogues, magazines, and television as sources of clothing information. (See Table 10).

Table 10. A comparison of the means by grades of the non-interactive sources of clothing information.

Non-interactive Sources	Grade 10		Grade 12	
	Mean	Rank	Mean	Rank
Pattern catalogues	3.482	1	3.446	1
Store displays	3.285	2	3.250	2
Mail order catalogues	2.678	3	2.345	5
Magazines	2.607	4	3.035	3
Television	2.392	5	2.390	4
Newspaper advertisements	2.125	6	2.267	6

Additional information on the use of non-interactive sources of clothing information appears in the percentage frequencies shown in Table 11, where it shows that twelfth grade girls almost always referred to pattern catalogues 32 percent of the time, while tenth grade girls almost always referred to them 19 percent of the time. Tenth grade girls usually referred to store displays 42 percent of the time, while 26 percent of the twelfth grade girls usually referred to the store displays. Only two percent of the twelfth grade girls almost never referred to store displays, while five percent of the

Table 11. Percentage frequency by grades of the non-interactive sources of clothing information.

Frequency of Use	Scale Range	Magazines		Store Displays		Television		Pattern Catalogues		Newspaper Advertisements		Mail Order Catalogues	
		Grade		Grade		Grade		Grade		Grade		Grade	
		10	12	10	12	10	12	10	12	10	12	10	12
		Percent		Percent		Percent		Percent		Percent		Percent	
Almost Always	5	5.4	12.5	7.1	8.9	1.8	0	19.6	32.1	1.8	0	10.7	7.3
Usually	4	14.3	19.6	<u>42.9</u>	26.8	5.4	16.1	30.4	19.6	5.4	12.5	16.1	10.9
Sometimes	3	<u>41.1</u>	37.5	26.8	46.4	<u>42.9</u>	32.1	35.7	21.4	<u>30.4</u>	33.9	30.4	25.4
Seldom	2	14.3	19.6	17.9	16.1	30.4	26.8	7.1	14.3	28.6	21.4	16.1	21.8
Almost Never	1	25.0	10.7	5.4	1.8	19.6	25.0	7.1	12.5	33.9	32.1	26.8	34.5
Total:		100	100	100	100	100	100	100	100	100	100	100	100

tenth grade girls indicated that they almost never referred to store displays.

Newspaper advertisements and mail order catalogues were the non-interactive sources that showed the highest percentage of almost never being referred to; approximately one-third of the girls in both grades gave these two sources a low rating.

Use of Magazines

Based on the means, the ranked order of importance of each of the magazines was the same for tenth and twelfth grade girls; they placed Seventeen first, followed by Miss Chatelaine, 'Teen, and McCall's, in that order of importance. Harper's Bazaar was the least used by both groups, but the groups differed in their placement of Co-ed, Vogue and Glamour. (See Table 12).

In analyzing differences in means of scores on the importance of magazines as sources of clothing information, significant differences were found in the use of Miss Chatelaine ($t = -2.248$, $df = 108$, $p < .05$), and in the use of Harper's Bazaar ($t = -2.592$, $df = 110$, $p < .05$).

For the remaining magazines--Seventeen, 'Teen, McCall's, Co-ed, Vogue, and Glamour--there was no significant difference in the means.

Table 12. A comparison of the means by grades of the use of magazines for clothing information.

Magazines	Grade 10		Grade 12		t-value ¹	df
	Mean	Rank	Mean	Rank		
Seventeen	3.250	1	3.464	1	- .875	110
Miss Chatelaine	2.545	2	3.072	2	-2.248*	108
'Teen	2.535	3	2.625	3	- .346	110
McCall's	2.309	4	2.571	4	-1.164	109
Co-ed	2.145	5	1.767	7	1.844	109
Vogue	1.945	6	2.388	5	-1.816	107
Glamour	1.607	7	1.875	6	-1.337	110
Harper's Bazaar	1.196	8	1.535	8	-2.592*	110

¹ t-table value at (.05) = 1.982 (two-tailed test)

* significant $p < .05$.

The percentage frequencies of the use of the magazines rated, as shown in Table 13, revealed that 25 percent of the twelfth grade girls used Seventeen magazine almost always for clothing information, compared to 19 percent of the tenth grade girls who used it. Miss Chatelaine was used almost always by 14 percent of the twelfth grade while nine percent of the tenth grade used Miss Chatelaine almost always. Fifty percent or more of the sample almost never referred to Glamour or Harper's Bazaar for clothing information.

In the space provided for listing additional magazines used for clothing information, ninth grade 12 girls listed the following magazines: Mademoiselle (three times), Chatelaine (two times), Ingenue

Table 13. Percentage frequency by grades of the ranking of magazines as sources of clothing information.

Frequency of Use	Scale Range	Co-ed		Glamour		Harper's Bazaar		McCall's		Miss Chatelaine		Seventeen		Teen		Vogue	
		Grade		Grade		Grade		Grade		Grade		Grade		Grade		Grade	
		10	12	10	12	10	12	10	12	10	12	10	12	10	12	10	12
		Percent		Percent		Percent		Percent		Percent		Percent		Percent		Percent	
Almost Always	5	1.8	3.6	1.8	3.6	0	0	5.5	7.1	9.1	14.5	19.6	25.0	8.9	12.5	7.3	7.4
Usually	4	5.5	5.4	5.4	5.4	1.8	1.8	7.3	12.9	9.1	20.0	21.4	32.1	17.9	16.1	5.5	14.8
Sometimes	3	36.4	12.5	12.5	16.1	3.6	12.5	34.2	33.9	36.4	36.4	37.5	19.6	21.4	23.2	12.7	22.2
Seldom	2	18.2	21.4	12.5	25.0	7.1	23.2	18.2	23.2	18.2	16.4	7.1	10.7	21.4	17.9	23.6	20.4
Almost Never	1	38.2	57.1	67.9	50.0	87.5	62.5	34.5	23.2	27.3	12.7	14.3	12.5	30.4	30.4	50.9	35.2
Total:		100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

(two times), and Cosmopolitan and Vanity Fair once each. Only one grade 10 girl mentioned an additional magazine, Ingenue, as a source of clothing information.

Clothing Values

The tenth grade girls showed higher mean scores for economic, social approval, aesthetic, and social concern values. The twelfth grade girls scored higher on only one value, the political value. Both groups put the economic value first, with social approval value second and aesthetic value third. (See Table 14).

Table 14. Distribution by grades of the means of the clothing values.

Clothing Values	Grade 10		Grade 12	
	Mean	Rank	Mean	Rank
Economic	49.28	1	49.14	1
Social approval	46.42	2	45.12	2
Aesthetic	45.37	3	44.30	3
Social concern	42.84	4	41.71	5
Political	41.89	5	42.65	4

When the means of the group of high school girls are scrutinized (Table 15), the economic, social approval, and aesthetic values remain in first, second, and third places. The political value was fourth, with the social concern value last. Lapitsky (1961) had found that the aesthetic value placed first, followed by the economic,

political, social I (social concern), and social II (social approval) values in that order of importance.

Table 15. Clothing value means with minimum and maximum scores.

Clothing Value	Mean	Rank	Standard Deviation	Minimum Score	Maximum Score	n
Economic	49.15	1	6.06	36	65	100
Social Approval	45.65	2	5.15	27	58	101
Aesthetic	44.31	3	5.05	30	59	102
Political	42.70	4	6.66	26	57	102
Social Concern	41.34	5	8.01	25	60	102

Time Orientation Related to
Clothing Variables

Clothing Influentials

Girls high in future time orientation did not show any difference in their relationship to clothing influentials. There was no significant correlation between future time orientation and independent judgment, mother, father, girl friend, or boy friend. (See Table 16).

Table 16. Correlation of future time orientation with clothing influentials (n = 112).

Clothing Influentials	Correlation coefficient
Independent judgment	-.008
Mother	.016
Father	-.007
Girl friend	-.087
Boy friend	.080

Significant $r = .158$ (one-tailed test)

Selected Garment Characteristics

Girls high in future time orientation did not show any difference in the importance of selected garment characteristics. A positive correlation between time orientation and the importance of durability had been predicted; however a negative correlation was found. (See Table 17).

Table 17. Correlation of future time orientation with importance of selected garment characteristics (n = 112).

Garment Characteristics	Correlation coefficient
Durability	-.180 ^a
Care required	.041
Price	.132

Significant $r = .158$ (one-tailed test)
^a Direction contrary to prediction

Non-Interactive Sources of Clothing Information

No significant correlation was found between future time orientation and use of non-interactive sources of clothing information ($r = -.113$, $n = 109$). The significant $r = .160$ for $n = 109$, a one-tailed test.

Clothing Values

In predicting the relationship of future time orientation to the clothing values, results were expected to show a positive correlation to aesthetic and economic values, and a negative correlation to political, social concern, and social approval values.

The relationship of future time orientation to the social concern value was a significant correlation ($r = -.165$). There was no relationship of future time orientation to aesthetic, economic, political, or social approval values. (See Table 18).

Table 18. Correlation of future time orientation with clothing values ($n = 102$).

Clothing Values	Correlation coefficient
Aesthetic	-.007
Economic	-.069
Political	.236 ^a
Social concern	-.165*
Social approval	.022

* Significant $r = .165$ (one-tailed test)
^a Direction contrary to prediction

Selected Garment Characteristics Related to Clothing Values

Aesthetic Value

A significant positive correlation was found between aesthetic value and the importance of color ($r = .222$). There was no

significant correlation found between aesthetic value and the importance of line and silhouette, fit, or texture. (See Table 19).

Table 19. Correlation of aesthetic value with importance of selected garment characteristics (n = 102).

Garment Characteristics	Correlation coefficient
Line and silhouette	.128
Fit	.007
Texture	.145
Color	.222*

* Significant $r = .165$ (one-tailed test)

Economic Value

There was no significant correlation between economic value and the importance of fit, care required, durability, or price. (See Table 20).

Table 20. Correlation of economic value with the importance of selected garment characteristics (n = 100).

Garment Characteristics	Correlation coefficient
Fit	-.005
Care Required	-.042
Durability	.152
Price	.058

Significant $r = .167$ (one-tailed test)

Political Value

A significant positive correlation was found between political value and importance of line and silhouette ($r = .198$). There was no significant correlation found between political value and the importance of fit, color, and price. Contrary to prediction, political value was negatively correlated to the importance of texture. (See Table 21).

Table 21. Correlation of political value with importance of selected garment characteristics ($n = 102$).

Garment Characteristics	Correlation coefficient
Line and silhouette	.198*
Fit	.057
Color	.023
Texture	-.209 ^a
Price	-.006

* Significant $r = .165$ (one-tailed test)

^aDirection contrary to prediction

Social Concern Value

A significant correlation was found between the social concern value and the importance of durability of a garment ($r = .325$). There was no significant correlation between the social concern value and fit, texture, color, care required, and price. Contrary to

prediction, social concern value was negatively correlated to importance of line and silhouette. (See Table 22).

Table 22. Correlation of social concern value with importance of selected garment characteristics (n = 102).

Garment Characteristics	Correlation coefficient
Line and silhouette	-.172
Fit	-.135
Texture	.024
Color	-.157
Care required	.081
Durability	.325*
Price	-.038

*Significant $r = .165$ (one-tailed test)

Social Approval Value

A significant correlation was found between social approval value and importance of color in garments ($r = .192$). No significant correlation was found between social approval value and importance of line and silhouette, fit, texture, and price. (See Table 23).

For a summary of the correlation of the clothing values with the garment characteristics, refer to Appendix E. Statistically, for every 2 tests that are made, it is expected that two results will be significant.

Table 23. Correlation of social approval value with importance of selected garment characteristics (n = 101).

Garments Characteristics	Correlation coefficient
Line and silhouette	-.079
Fit	.115
Texture	.054
Color	.192*
Price	.083

*Significant $r = .165$ (one-tailed test)

Summary

Although six correlations were found to meet the level of significance which was established, they were low; therefore caution should be exercised in drawing definitive conclusions, although there are indications of relationships between the items analyzed.

CONCLUSIONS AND DISCUSSION

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

H_0 1. Twelfth grade girls will not score higher on future time orientation than tenth grade girls.

No significant difference was found in future time orientation between tenth and twelfth grade girls when comparing the scores of the two grades ($t = -.469$). The null hypothesis cannot be rejected.

Future time orientation did not increase with age and grade for these groups. This finding is in agreement with Davis (1962) who found that future time orientation cannot be equated with chronological age. The twelfth grade girls did not show themselves to be significantly different from the tenth grade girls. The year was well advanced when the test was given so the tenth grade girls may have made their transition to future ideas in the interval from their junior high orientation to almost one year in the high school situation. The twelfth grade girls could have been on a plateau before making further changes about the future.

H_0 2. Tenth grade girls will not differ from twelfth grade girls on certain clothing variables.

H_o 2a. Tenth grade girls will not differ from twelfth grade girls on importance of clothing influentials.

No significant difference was found between tenth and twelfth grade girls on the importance of girl friend ($t = .357$), boy friend ($t = .231$), mother ($t = .582$), father ($t = .425$), and independent judgment ($t = .529$). These null hypotheses cannot be rejected.

The tenth grade girls showed as much independent judgment as the twelfth grade girls, and relied on their peers and parents in the same order for clothing opinions. Independence was highly important to both groups, a characteristic of this age group which had been shown by Silverman (1945) and by Evans (1964) in studies of clothing behavior.

While independence was the most important, the high placement of peer ranking revealed peer influence. Peers were found to be highly influential in the Vener and Hoffer (1959) study; Ryan (1966) also found that peer approval was important to the adolescent.

Twelve percent of the grade twelve girls in this study indicated that they no longer asked mother for advice; 53 percent of these girls were aged 17 years and 37 percent were aged 18. This is a lower percentage than the 23 percent of the girls in Silverman's (1945) study who no longer asked mother for advice; Silverman's percentage was quoted for subjects aged 18 years.

H₀ 2b. Tenth grade girls will not differ from twelfth grade girls on importance of selected garment characteristics.

A significant difference was found between tenth and twelfth grade girls on importance of price when selecting garments ($t = 2.06$, $df = 110$, $p < .05$). The null hypothesis was rejected in favor of the alternative hypothesis.

Tenth grade girls showed significantly more concern over price paid for garments than did the twelfth grade girls. Being younger, they are not able to obtain jobs as readily as twelfth grade girls, so they may not have money to spend as freely. Perhaps they are, therefore, more concerned over the prices they have to pay for their clothes. Price placed second in importance in the clothing items tested by Hersey (1965) and Ryan (1965).

No significant difference was found between tenth and twelfth grade girls on importance of line and silhouette ($t = 1.633$), fit ($t = 1.638$), color ($t = .951$), durability ($t = .589$), texture ($t = -1.035$), and care required ($t = -.441$). These null hypotheses cannot be rejected.

Although the difference wasn't significant, twelfth grade girls were more concerned with fit than tenth grade girls. Dickens and Ferguson (1962) found fit to be of greatest importance in the factors they checked.

H₀ 2c. Tenth grade girls will not differ from twelfth grade girls on importance of selected sources of clothing information.

No significant differences were found between tenth and twelfth grade girls on importance of selected sources of clothing information: Magazines ($t = -1.946$), Friends My Age ($t = .612$), Store Displays ($t = .196$), School Fashion Leaders ($t = .672$), Television ($t = 0.000$), Teachers ($t = -1.513$), Pattern Catalogues ($t = .149$), Friends Older ($t = .633$), Newspaper Advertisements ($t = -.732$), Store Clerks ($t = -1.021$), Mail Order Catalogues ($t = -1.355$), and Parents ($t = -.733$). These null hypotheses cannot be rejected.

The tenth and twelfth grade girls showed that they used the interactive and non-interactive sources of clothing information in much the same order, with their peers being the most influential source.

Peers had been found to be influential in clothing choices in the studies carried out by Hendricks, Kelly, and Eicher (1968), by Williams and Eicher (1966), and by Ryan (1965).

Pattern catalogues were the second most used source of clothing information for both groups in this study.

Store displays, the third important source of clothing information had been mentioned by several respondents in the Ryan (1965) study, and they placed high in a 1966 market research report (Young People's . . . 1966).

Seventeen magazine was shown to be the one read by the largest percentage of the girls in both grades. This same result was reported by Hersey (1965) and Ryan (1965). Significantly more twelfth grade girls read Miss Chatelaine and Harper's Bazaar than did tenth grade girls.

H₀ 3. Time orientation will not be related
to certain clothing variables.

H₀ 3a. Those scoring higher on future time orientation will not
score higher on independent judgment and lower on reliance on peers
and parents.

No significant correlation was found between time orientation and : independent judgment ($r = -.008$), mother ($r = .016$), father ($r = -.007$), girl friend ($r = -.087$), and boy friend ($r = .080$). These null hypotheses cannot be rejected.

Future time orientation was not related to showing more independent judgment. Girls who were present oriented showed as much independent judgment in clothing selection as those with future time orientation. This might be partially explained by Thomas's (1969) suggestion that the youth today are oriented more for today rather than for the future. In reviewing and analyzing the future time orientation scores as compared with Davis (1962), there are a smaller range and lower means, which might indicate that young people are becoming more oriented to the present.

H₀ 3b. Those scoring higher on future time orientation will not score higher on care required, durability, and price of garments.

The direction of relation was contrary to that predicted between future time orientation and durability. It had been predicted that future time oriented girls would be concerned with durability. Since the correlation was negative ($r = -.180$), contrary to prediction, the null hypothesis cannot be rejected.

It may be that the future time oriented girls, in considering the future, could see themselves in completely different roles than now; they may have felt that their current wardrobe would not be suitable so they weren't looking for durability. Having several less-durable garments now could be more important than having fewer garments that would wear better.

No significant correlation was found between future time orientation and care required ($r = .041$), or price of garments ($r = .132$). These null hypotheses cannot be rejected.

Girls who were future time oriented were not more concerned with care required by garments, nor were they more concerned with the price of clothing than were the present time oriented girls.

H₀ 3c. Those scoring higher on future time orientation will not score higher on obtaining more clothing information from non-interactive sources and lower on obtaining clothing information from interactive sources.

No significant correlation was found between future time orientation and use of non-interactive sources of clothing information ($r = -.113$). The null hypothesis cannot be rejected.

Future time oriented girls did not obtain more clothing information from non-interactive sources than from interactive sources. Both interactive and non-interactive sources were used about the same to obtain clothing information.

H₀ 3d. Those scoring higher on future time orientation will not score higher on aesthetic and economic values and lower on political, social concern, and social approval values than girls with low future time orientation.

Future time orientation showed a predicted significant negative correlation to social concern value ($r = -.165$). The null hypothesis was rejected in favor of the alternative hypothesis.

Girls with a high future time orientation scored low on the expression of concern for their fellow beings. They did not show concern about wearing clothing that was more expensive or fashionable than the clothing worn by friends.

Contrary to prediction, future time oriented girls scored higher on political value ($r = .236$). The null hypothesis cannot be rejected.

There is a relationship between future time orientation and the use of clothing to gain some type of influence. It may be that these

girls did have an interest in using clothing as a manipulative device to obtain some kind of prestige and leadership.

Future time orientation showed no relationship to aesthetic value ($r = -.007$), to economic value ($r = -.069$), nor to social approval value ($r = .022$). These null hypotheses cannot be rejected.

There was no difference between those who scored high in future time orientation and those who scored low in future time orientation on aesthetic, economic, and social approval values.

H₀ 4. Clothing values will not be related to selected garment characteristics.

H₀ 4a. Those scoring higher in aesthetic value will not score higher on importance of line and silhouette, fit, texture, and color.

A significant correlation was found between aesthetic value and importance of color ($r = .222$). The null hypothesis was rejected in favor of the alternative hypothesis.

Girls high in aesthetic value showed an interest in color of garments. This characteristic attracts the eye readily; the observer notices color and its effect as a whole before looking for details.

No significant correlation was found between aesthetic value and importance of line and silhouette ($r = .128$), fit ($r = .007$), or texture ($r = .145$). These null hypotheses cannot be rejected.

Girls high in aesthetic value did not show that line and silhouette

fit, or texture were more important to them than they were to girls low in aesthetic value.

H₀ 4b. Those scoring higher in economic value will not score higher on importance of fit, care required, durability, and price.

There was no significant correlation between economic value and fit ($r = -.005$), care required ($r = -.042$), durability ($r = .152$), or price ($r = .058$). These null hypotheses cannot be rejected.

Girls who scored high in economic value, i. e., use of resources, which include time, energy, and money in the planning and buying of clothes, apparently did not relate this to the garments purchased. At this age, the desire for new garments may dominate such factors as the care required, price, and durability.

H₀ 4c. Those scoring higher in political value will not score higher in importance of line and silhouette, fit, color, texture, and price.

A significant correlation was found between political value and importance of line and silhouette ($r = .198$). The null hypothesis was rejected in favor of the alternative hypothesis.

Girls who had a desire for creating influence through the use of clothing were concerned with the structural style of the garment. Perhaps, in a desire to show distinction through their clothing, they felt that the line and silhouette of a garment was important.

Contrary to prediction, political value correlated negatively to importance of texture ($r = -.209$). The null hypothesis cannot be rejected.

Girls who scored high in political value scored low in importance of texture. They may have felt that texture was not helpful in gaining recognition through clothing.

No significant correlation was found between political value and importance of fit ($r = .057$), color ($r = .023$), and price ($r = -.006$). These null hypotheses cannot be rejected.

Girls high in political value may not have felt fit, color, and price would give them prestige.

H₀ 4d. Those scoring higher in social concern value will not score higher on importance of line and silhouette, fit, texture, color, care required, durability, and price.

A significant correlation was found between social concern value and importance of durability ($r = .325$). The null hypothesis was rejected in favor of the alternative hypothesis.

Girls who showed concern that their clothes not be more expensive or fashionable than those worn by their friends were also concerned that their garments be durable. Those garments which weren't soon outmoded would perhaps be the ones for which durability would be more important.

Contrary to prediction, social concern value correlated negatively with importance of line and silhouette ($r = -.172$).

Persons with high social concern would be likely not to wear clothing which was more expensive or fashionable than that worn by their friends. Presumably these persons are less interested in fashion, of which line and silhouette are the most noticeable elements; hence the low score.

No significant correlation was found between social concern value and importance of fit ($r = -.135$), texture ($r = .024$), color ($r = -.157$), care required ($r = .081$), or price ($r = -.038$). These null hypotheses cannot be rejected.

Girls who scored high on social concern value did not score higher on importance of fit, texture, color, care required, or price.

H_0 4e. Those scoring higher in social approval value will not score higher on importance of line and silhouette, fit, texture, color, and price.

A significant correlation was found between social approval value and importance of color in garments ($r = .192$). The null hypothesis was rejected in favor of the alternative hypothesis.

Girls who had a desire for social approval through the use of clothing also felt that color was important and they may have been using color to obtain this approval.

No significant correlation was found between social approval value and importance of line and silhouette ($r = -.079$), fit ($r = .115$), texture ($r = .054$), or price ($r = -.083$). These null hypotheses cannot be rejected.

Girls scoring high on social approval value did not score higher on importance of line and silhouette, fit, texture, or price. They may not have felt that these characteristics were important in attaining approval of clothing.

Summary

Variables found to be correlated at the predetermined level of significance were:

1. Tenth and twelfth grade girls differed on the importance of price in selected garment characteristics, with the tenth grade girls more concerned than twelfth grade girls ($t = 2.06$).
2. Future time orientation was negatively correlated to social concern value ($r = -.165$).
3. Aesthetic value was correlated to importance of color ($r = .222$).
4. Political value was correlated to importance of line and silhouette ($r = .198$).
5. Social concern value was correlated to importance of durability ($r = .325$).

6. Social approval value was correlated to importance of color ($r = .192$).

Variables found to be related in a direction contrary to prediction were:

1. Future time orientation correlated negatively to importance of durability ($r = -.180$).
2. Future time orientation correlated positively to political value ($r = .236$).
3. Political value correlated negatively to importance of texture ($r = -.209$).
4. Social concern value correlated negatively to importance of line and silhouette ($r = -.172$).

Tenth and twelfth grade girls indicated that they differed significantly on only one of the clothing variables--price. Tenth grade girls were more concerned about the price they paid for clothing than twelfth grade girls. The younger girls haven't as many opportunities to earn their own money to spend as they wish, so they seem to show a greater concern about the price of clothing.

Girls who show future time orientation are expected to be looking to their prospective roles in society and reflect this in their clothing behavior. The future oriented girls in this study scored relatively low on social concern and may have felt that clothing would be useful to them in gaining leadership or influence in the future.

In achieving this prestige, these girls might not be reluctant to be more expensively or fashionably dressed as compared to how their friends were dressed. Durability in clothing did not seem to be important to these future oriented girls. The self and future expectations were important, and if clothing could be used to advantage, these girls showed that they might use clothing to gain that advantage.

The clothing values held by these adolescents showed variation from expected clothing value relationships. While the group did place economic value as most important, they did not relate it to garment characteristics. The economic value placement is consistent with concern about price as one of the most important garment characteristics. Price had been found to score second in both the Hersey (1965) and Ryan (1965) studies.

Social approval value placed second and aesthetic value placed third with the girls studied; both values correlated with importance of color. Color has been found to be important to adolescents; the results in this study support those findings. Aesthetic value was first in the Lapitsky (1961) research, but Aiken (1963) found aesthetic value least important. These two studies were conducted with college women and showed that the importance of that which is deemed beautiful could not be related to the age of the respondents, a factor this study seems to support.

Girls who wanted to use clothing to gain prestige (political value) may have felt they could do this best through emphasis of line and silhouette in garments. However, the girls who wanted to gain this prestige gave a low score to importance of texture for fabric in garments, so they may not use texture as a means of gaining clothing distinction. Girls who showed social concern value--those who would not wear clothing more fashionable than their friends wore--presumably felt line and silhouette was the garment characteristic which is most evident in fashion, so they gave it a low score.

The difference found in clothing behavior may be due to the changing values of today's youth; these changing values include changes in clothing values, and these changes may cause variation in clothing behavior.

SUMMARY

The purpose of this study was to investigate the relationships of selected factors which may influence the clothing behavior of tenth and twelfth grade girls, and to determine if there was a difference in clothing behavior associated with differences in clothing values and time orientation.

The writer developed measures for : the importance of clothing influentials in clothing behavior, the importance of selected garment characteristics, and for the importance of selected sources of clothing information.

The time orientation measure developed by Davis (1962) was used to measure future time orientation. The clothing value measure developed by Lapitsky (1961) was used to measure clothing values.

The participants in the study were tenth and twelfth grade girls in a Western Canadian high school who were given the questionnaire during regular class periods. The total sample consisted of 56 tenth grade and 56 twelfth grade girls, all of whom lived with mother and father.

The statistical analysis for the data included the t-test as a measure of the significance of the observed differences between two means, and the correlation coefficient as a measure of the degree of the relationship between two variables.

Of the interrelationships tested, six were found to be as significant. Tenth grade girls differed from twelfth grade girls on the importance of price when selecting garments. The tenth grade girls were more concerned with price than the twelfth grade girls, probably because they can't earn money for spending as readily.

Future time oriented girls showed that they were not concerned with how expensive or fashionable the clothing was that was worn by their friends.

The remaining hypotheses failed to show statistical significance. Tenth grade girls did not differ from twelfth grade girls on future time orientation. Tenth grade girls may have projected themselves into a future time orientation from which the twelfth grade girls had not yet moved. Future time orientation did not change the adolescent's opinions about who was important in influencing her clothing opinions concerning garment characteristics, nor did it change her uses of sources of clothing information.

Independent judgment placed high for the adolescent in making clothing decisions, with a strong influence from peers. Fit and price were important factors in clothing selection, with peers and pattern catalogues providing the most clothing information. Seventeen magazine was the most popular magazine read for clothing information. The economic value was most important to the group.

It can be concluded that the tenth and twelfth grade girls were very similar in their clothing behavior; there was little difference in clothing values and time orientation. A limitation to finding any difference may have been the time of year in which the test was given.

A further limitation to the inferences made on the basis of the findings would be the low correlations which resulted in the analysis of the items in the study.

RECOMMENDATIONS

Uses of the Study

The information included in this study and contained in the findings will hopefully be of interest and value to those working with teenagers, particularly to those teaching home economics.

Since students indicated that fit, price, durability, color, and line and silhouette were important, they may be helped to have more confidence in their clothing choices through a more realistic study of these factors.

A study of clothing behavior relating to clothing values may also be indicated by the economic, political, aesthetic, social approval and social concern value relationships.

The planning and writing of objectives for curriculum can be guided by the clothing influentials and the clothing values which are evidently accepted by the adolescent so that course work is more relevant.

For Further Study

There is an idea that the girls are more motivated by the desire to win attention and recognition through their clothing than boys. To find if there is this sex difference in interest in clothing, investigators could include both boys and girls in their sampling.

The idea that today's youth are more concerned with the present time orientation than with future time orientation needs further investigation; follow up studies on the same group would be needed.

Since it had been predicted that future time oriented girls would be more concerned with durability in a garment, and a negative correlation resulted, further study is needed.

Future time orientation and the clothing values need further study since the relationship was contrary to prediction in political clothing value.

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APPENDICES

APPENDIX A

QUESTIONNAIRE

STUDENT OPINION SURVEY

The following questionnaire is being given to gather data concerning opinions of high school girls. Would you please read the directions to each part carefully and follow the instructions. You may ask for help concerning the instructions.

Answer each question; if you are not sure, make a guess and mark an answer that you feel is best. It is not necessary for you to put your name on the survey.

Thank you for your help in giving your opinions by answering all the questions.

PART I

Read the beginning statement and the two (2) alternatives that are given following the statement. Try to choose the alternative which is relatively more descriptive of you, or is more acceptable to you. For each question, you have three (3) points which you may distribute in any of the following combinations:

3-0	2-1
0-3	1-2

Example:

If you were buying a hot pant outfit, which would be more important:-

 2 a) that it be very colorful

 1 b) that it fit you well

Answering this way means both are important but you are more concerned with color than fit

3-0 would indicate color was important but fit was not important to you

1) If you were buying a fashion garment, which would be more important:-

 a) that it be very beautiful

 b) that it give you a feeling of leadership

2) If most of your friends were wearing a particular make of raincoat, would you:-

 a) buy the same make even though you knew you were paying for the name

 b) buy another make which cost less

3) If a friend wanted to borrow a very "special" dress of yours, would you:-

 a) be likely to lend it to her knowing it might be returned soiled

 b) try to avoid lending it to her if possible

- 4) When going on a short trip - say, to Vancouver - which would you consider more important:-
- ☐ a) that the clothes which you take with you require a minimum of care
 - ☐ b) that the clothes make an especially good impression on others
- 5) I would rather wear clothes which:-
- ☐ a) make me stand out in a group
 - ☐ b) are similar to those others are wearing
- 6) If you and a friend were shopping and you saw a beautiful dress which you both wanted to buy very much, would you:-
- ☐ a) rather buy it yourself, especially if your friend insisted, since you had seen it first
 - ☐ b) let your friend buy it since it was the only one available
- 7) If you owned a valuable piece of jewelry, would you:-
- ☐ a) wear it even though you knew none of your friends could afford such expensive jewelry
 - ☐ b) refrain from wearing it when with your friends
- 8) If you thought everybody would be wearing a formal dress to a party, would you:-
- ☐ a) wear one even though you knew your best friend couldn't
 - ☐ b) wear a dress more similar to the type your friend would be wearing
- 9) If your sister or best friend - who was somewhat heavier than you - wanted to borrow your dress, would you:-
- ☐ a) try to avoid lending it to her since she would probably pull it out at the seams
 - ☐ b) let her borrow it
- 10) Which would be more important to you:-
- ☐ a) that your friends approve of the clothes you wear
 - ☐ b) that the textures, designs and colors of your clothes seem beautiful to you even if your friends might not approve of them

- 11) If you needed a dressy dress and had to make a choice between two (2), would you:-
- ☐ a) select the one with better lines for you but which was somewhat uncomfortable
 - ☐ b) select the more comfortable one but with not quite as good lines for you
- 12) Would you rather:-
- ☐ a) be one of the fashion leaders of your group
 - ☐ b) wear the popular or established styles
- 13) If you and your sister, mother or best friend were in the habit of wearing each other's clothes, would you:-
- ☐ a) buy the color which would be equally becoming to both of you
 - ☐ b) buy the color which would be very becoming to you but not as becoming to her
- 14) If you and a friend were shopping for a special party dress and she could afford to spend less money than you, would you:-
- ☐ a) buy a more outstanding dress than your friend could afford
 - ☐ b) buy one near the price range which she could afford
- 15) If you were attending an important social function, which would be more important to you:-
- ☐ a) that you be one of the most fashionably dressed
 - ☐ b) that you be one of the most beautifully dressed
- 16) Which street dress would you rather have:-
- ☐ a) the one which was not exactly comfortable but a very popular style
 - ☐ b) the one which was very comfortable but the style was not too popular
- 17) If a friend had borrowed your evening wrap and you needed it, would you:-
- ☐ a) ask her to return it knowing that you would probably hurt her feelings
 - ☐ b) wear something else even though you knew others would be wearing evening wraps

18) I think that:-

- ☐ a) I would like to be a fashion leader
- ☐ b) trying to keep up with fashion is very uneconomical

19) If the color of a beautiful dress of yours was not fashionable, would you:-

- ☐ a) want to continue to wear it
- ☐ b) prefer not to wear it any longer

20) If you saw a very beautiful dress which cost twenty-five percent (25%) more than you had planned to spend, would you:-

- ☐ a) disregard the price and buy it anyway
- ☐ b) not buy it because it cost more than you had planned to spend

21) If you and your best friend, or some relative, wore each others clothes and you had a choice between two (2) dresses, would you:-

- ☐ a) buy the more beautiful one but which she probably couldn't wear
- ☐ b) buy the less beautiful one but which you knew she could wear

22) Would you rather:-

- ☐ a) buy clothes at about the same price range as your friends
- ☐ b) buy clothes which are more expensive than your friends buy

23) If a certain style of shoe was extremely popular and most of your friends were wearing it but it was not the most comfortable style for you, would you:-

- ☐ a) go ahead and buy the style of shoes anyway
- ☐ b) buy a different but more comfortable style

24) If you had a white sweater which a not-to-close friend wanted to borrow, would you:-

- ☐ a) let her borrow it, even though she would probably return it soiled
- ☐ b) try to avoid lending it

25) If you knew that all of your friends were planning to buy a new dress for a very special occasion, which would bother you more:-

- ☐ a) to buy one knowing that you would have to donate less than you had planned to a charity drive
 - ☐ b) not to have a new dress to wear when everybody else would
- 26) If you bought a suit or dress on sale, which would be more important to you:-
- ☐ a) the fact that it was a designer's garment
 - ☐ b) the fact that you had obtained a good buy
- 27) Which would bother you more:-
- ☐ a) if the dress you were wearing was too dressy in comparison with what others were wearing but was extremely beautiful
 - ☐ b) if your dress was of the same type as the others were wearing but was not especially pretty
- 28) If you had a choice between two (2) street dresses, which would you choose:-
- ☐ a) the one which was very pretty but was not a very good buy
 - ☐ b) the one which was not as pretty but was a very good buy
- 29) Would you prefer to be:-
- ☐ a) the best dressed girl in your group
 - ☐ b) as well dressed as most of the others in your group
- 30) At a gathering, which would you be more likely to notice first:-
- ☐ a) the sheer beauty of the clothing being worn
 - ☐ b) high fashion clothes which have the look of being costly

PART II

- 1) How often do you make use of each of the following as sources of information about clothes before you choose items for your wardrobe? Check (✓) one answer for each source listed.

<u>Source of Ideas</u>	<u>Frequency of Use</u>				
	<u>Almost Always</u>	<u>Usually</u>	<u>Some times</u>	<u>Seldom</u>	<u>Almost Never</u>
Magazines					
Friends My Age					
Store Displays					
School Fashion Leader(s)					
Television					
Teacher(s)					
Pattern Catalogues					
Friends Older Than I					
Newspaper Advertise- ments					
Store Clerks					
Mail Order Catalogues					
Parents					

2) When choosing a garment for purchase, whose opinion would you value the most? Check (✓) one answer in each set.

a) ☐ a girl friend's opinion

☐ a boy friend's opinion

b) ☐ your mother's opinion

☐ your own opinion

c) ☐ a boy friend's opinion

☐ your father's opinion

d) ☐ a girl friend's opinion

☐ your own opinion

e) ☐ your mother's opinion

☐ your father's opinion

f) ☐ a boy friend's opinion

☐ your own opinion

g) ☐ a girl friend's opinion

☐ your mother's opinion

h) ☐ your father's opinion

☐ your own opinion

i) ☐ a girl friend's opinion

☐ your father's opinion

j) ☐ a boy friend's opinion

☐ your mother's opinion

- 3) How often do you read the following magazines to find out what styles of clothing are being worn? Check (✓) one answer for each magazine listed.

	Frequency of Reading				
	<u>Almost Always</u>	<u>Usually</u>	<u>Some- times</u>	<u>Seldom</u>	<u>Almost Never</u>
Co-Ed					
Glamour					
Harper's Bazaar					
McCall's					
Miss Chatelaine					
Seventeen					
'Teen					
Vogue					
<u>Other: (Specify)</u>					

- 4) If you had to choose between each of the two (2) garment characteristics listed below, when purchasing a garment, which one would be more important to you? Check (✓) one answer in each set.

- a) ___ line and silhouette
 ___ fit
- b) ___ color
 ___ durability
- c) ___ texture
 ___ color

- | | |
|---|--|
| d) ___ fit
___ price | m) ___ line and silhouette
___ durability |
| e) ___ line and silhouette
___ care required | n) ___ care required
___ price |
| f) ___ fit
___ durability | o) ___ fit
___ texture |
| g) ___ color
___ price | p) ___ color
___ care required |
| h) ___ texture
___ care required | q) ___ line and silhouette
___ texture |
| i) ___ line and silhouette
___ price | r) ___ durability
___ price |
| j) ___ care required
___ durability | s) ___ fit
___ care required |
| k) ___ fit
___ color | t) ___ texture
___ durability |
| l) ___ texture
___ price | u) ___ line and silhouette
___ color |

PART III

Each of the following statements or questions is followed by five (5) possible attitudes or measures. Arrange these answers in the order of your personal preference by writing in the appropriate space a score of 5, 4, 3, 2 or 1. To the statement you prefer the most give 5, to the statement that is second most attractive give 4 and so on. Please try to answer all the statements in this manner. When your preferences are not distinct, try to guess. Be sure not to assign more than one 5, one 4, etc. for each group of statements.

1) In general, I prefer clothes which:-

(Remember to give your first choice 5, etc.)

- ☐ a) require a minimum of time, energy or money in their upkeep
- ☐ b) have the look of being costly
- ☐ c) make my friends feel more at ease because they are not more costly or fashionable than theirs
- ☐ d) are very beautiful
- ☐ e) are similar to those my friends are wearing and hence, make me feel at ease.

2) I would rather wear clothes which:-

- ☐ a) make me look distinguished in a group
- ☐ b) are very comfortable
- ☐ c) have very good combinations of design, texture and color
- ☐ d) make me feel "one of the group"
- ☐ e) are not more expensive or more fashionable than those my friends are wearing

3) In regard to my clothing, it is important to me that:

- ☐ a) the design be especially good
- ☐ b) I get the most for my money
- ☐ c) it makes me look successful
- ☐ d) it makes my friends feel socially comfortable
- ☐ e) it helps me to be accepted by others

4) As far as clothing is concerned:-

- ☐ a) it can be very important in getting ahead in the world
- ☐ b) it is very important in giving a person self-assurance
- ☐ c) it is important that it be comfortable
- ☐ d) it can be used to make others feel at ease
- ☐ e) it can be an outlet for aesthetic expression

5) Which areas of clothing are you most interested in:-

- ☐ a) the effect on individuals who are poorly dressed in comparison with their friends
- ☐ b) principles of line, design and color
- ☐ c) the conformity aspect of clothing
- ☐ d) selection and care of clothing
- ☐ e) use of clothing to gain leadership and prestige

6) Which would be most important to you:-

- ☐ a) to have the reputation for being generous when it comes to lending your clothes to others
- ☐ b) being one of the most fashionably dressed in your group
- ☐ c) a very smart shopper who gets the most for her money when it comes to buying clothes
- ☐ d) to have high aesthetic taste in clothing
- ☐ e) to have clothes of equal quality to those your friends are wearing.

7) Which of the following aspects of clothing do you consider most important:-

- ☐ a) usefulness and cost
- ☐ b) a means of making others socially comfortable
- ☐ c) an expression of socio-economic status
- ☐ d) a means of making one feel a part of the group
- ☐ e) a means of making oneself beautiful

- 8) If you were attending an important social function, would it be more important to you to be:-
- ☐ a) dressed like the majority of the group
 - ☐ b) very beautifully dressed
 - ☐ c) dressed like your best friends who you knew couldn't afford to spend as much on clothes as you
 - ☐ d) very fashionably dressed
 - ☐ e) very comfortably dressed
- 9) Various areas of clothing have been studied. Which of the following would you consider the most important:-
- ☐ a) use of clothing as an art form
 - ☐ b) emotional values to the individual of being well dressed
 - ☐ c) effects upon individuals who do not feel as well dressed as others
 - ☐ d) means of appraising one's socio-economic status
 - ☐ e) expenditure and care studies

NOTE: Did you give a score of 5 to the answer you most preferred in each question, 4 to your second preference, 3 to your third and so on to the last choice being given 1?

PART IV

Read each sentence carefully, than place a check (✓) in the "Most Like Me" OR the "Least Like Me" column for each sentence.

There are no right or wrong answers . . . we simply want your personal response to these statements. Please make sure that you complete the entire questionnaire.

<u>Most</u> <u>Like Me</u>	<u>Least</u> <u>Like Me</u>	
_____	_____	1) I need to know a lot more about choosing furniture for my future home
_____	_____	2) I frequently day-dream about my future
_____	_____	3) I often think about the characteristics I would like my future husband to have
_____	_____	4) I often think about what I'll do to earn a living later on
_____	_____	5) When I day-dream about clothes, I dream about the kind of wedding dress I'd like to have
_____	_____	6) I like to look at advertisements for china and silver because I get ideas about what I'd like to have later on
_____	_____	7) I often day-dream about becoming an attractive, charming woman
_____	_____	8) I often wonder where I'll be living later on
_____	_____	9) I need to know more about various occupations in order to choose one
_____	_____	10) I spend some of my free time dreaming about things I'm going to do later on
_____	_____	11) I have no major problems to worry about
_____	_____	12) I like to think about the fun I'll have when I have finished school
_____	_____	13) I am usually broke because I spend my money on things I enjoy right now
_____	_____	14) I think a lot about whom I will marry

<u>Most</u> <u>Like Me</u>	<u>Least</u> <u>Like Me</u>	
_____	_____	15) I think a lot about the way I'd like my life to work out
_____	_____	16) I like learning to sew mainly because it will help me later in life
_____	_____	17) I like to collect things which will be useful later on
_____	_____	18) I especially like TV plays about the everyday happenings of girls my age
_____	_____	19) I have to decide what activities to take part in next fall
_____	_____	20) I like to plan for my hope chest
_____	_____	21) I like to imagine the kind of man I'd like to marry
_____	_____	22) I like to collect things which I can play with or use right now
_____	_____	23) I like planning how I can co-ordinate my present wardrobe
_____	_____	24) I like to plan the kind of house I'll have after I get married
_____	_____	25) I often think about whether I should work after I get married
_____	_____	26) I like to plan the apartment I might have if I'm ever a working girl
_____	_____	27) I often day-dream about a particular boy I'd like to date right now
_____	_____	28) I have the problem of how to get more money for the things I want right now
_____	_____	29) I think about what friends my age are wearing before I choose my clothes
_____	_____	30) I like situations in which I have some responsibility because I learn valuable things for the future

Most Least
Like Me Like Me

- | | | |
|-------|-------|---|
| _____ | _____ | 31) I spend my money on things to enjoy right now |
| _____ | _____ | 32) I think a lot about a choice of career |
| _____ | _____ | 33) I like sewing mainly because it helps me to obtain the clothes I want right now |
| _____ | _____ | 34) I save my money in order to buy something big - like a car - later on |
| _____ | _____ | 35) I think the courses I am taking right now will be most useful to me in the future |
| _____ | _____ | 36) I need to think carefully about school subjects which will prepare me for a future job or college |
| _____ | _____ | 37) I give a lot of thought to what to do after I graduate |
| _____ | _____ | 38) I like to plan how I'll look when I get older |
| _____ | _____ | 39) I like to read stories about girls and boys my own age |
| _____ | _____ | 40) I prefer to read comic books and magazines with action stories because they're fun |

PART V

Complete the following general information:

Present Grade Level: _____ Age: _____ years.

With whom do you live? Check (✓) one.

_____ Mother and Father _____ Mother _____ Father _____ Other

APPENDIX B

WEIGHT VALUE OF THE TIME ORIENTATION ITEMS

<u>Question</u>	<u>Weight Value</u>	<u>Question</u>	<u>Weight Value</u>
1.	6.3	21.	6.2
2.	5.1	22.	1.9
3.	6.2	23.	1.5
4.	6.7	24.	6.3
5.	5.3	25.	6.5
6.	6.1	26.	5.8
7.	4.9	27.	2.2
8.	5.8	28.	1.7
9.	6.8	29.	1.9
10.	5.3	30.	6.8
11.	3.5	31.	1.7
12.	5.1	32.	6.9
13.	2.2	33.	1.5
14.	6.5	34.	5.9
15.	6.7	35.	6.6
16.	6.1	36.	6.6
17.	5.9	37.	6.9
18.	2.1	38.	5.5
19.	4.9	39.	2.1
20.	5.5	40.	3.5

APPENDIX C

THE RANKED ORDER OF THE TIME ORIENTATION SCORES BY GRADES

The ranked order of the time orientation scores by grades.

Tenth Grade	Frequency	Twelfth Grade	Frequency
45.00	1	64.00	1
50.00	1	68.00	1
55.00	1	70.00	1
59.00	1	78.00	1
60.00	1	83.00	1
69.00	1	85.00	1
72.00	3	86.00	1
73.00	1	87.00	1
80.00	1	89.00	1
81.00	3	93.00	1
83.00	1	94.00	1
85.00	1	96.00	1
87.00	1	97.00	1
92.00	1	98.00	2
95.00	2	99.00	1
96.00	1	100.00	1
97.00	2	102.00	2
100.00	1	103.00	1
103.00	1	104.00	2
105.00	2	105.00	2
109.00	1	106.00	1
112.00	1	108.00	2
113.00	1	110.00	1
115.00	2	111.00	2
116.00	2	114.00	1
119.00	1	115.00	1
120.00	2	117.00	2
121.00	1	118.00	1
122.00	1	120.00	3
123.00	1	121.00	3
124.00	1	122.00	1
127.00	2	127.00	3
133.00	1	128.00	1
139.00	1	129.00	1
140.00	1	130.00	1
141.00	1	131.00	1
143.00	1	134.00	1

Tenth Grade	Frequency	Twelfth Grade	Frequency
146.00	1	135.00	1
151.00	1	139.00	1
152.00	1	140.00	1
154.00	1	144.00	1
164.00	1	151.00	1
170.00	2	166.00	1
173.00	1		
Total	<u>56</u>		<u>56</u>
Mean 108.30		Mean 110.696	
Range 128.00		Range 102.00	

APPENDIX D

KEY TO THE CLOTHING VALUE MEASURE

Key to the Clothing Value Measure

Aesthetic		Economic		Political	
Part I	Part III	Part I	Part III	Part I	Part III
1. a	1. c	2. b	1. b	1. b	1. a
6. a	2. d	3. b	2. a	4. b	2. b
10. b	3. a	4. a	3. b	5. a	3. c
11. a	4. e	9. a	4. c	7. a	4. a
13. b	5. a	11. b	5. e	12. a	5. d
15. b	6. b	16. b	6. d	14. a	6. e
19. a	7. e	18. b	7. a	15. a	7. c
20. a	8. a	20. b	8. e	18. a	8. d
21. a	9. e	23. b	9. d	22. b	9. c
27. b		24. b		26. a	
28. a		26. b		29. a	
30. a		28. b		30. b	

Social Concern		Social Approval	
Part I	Part III	Part I	Part III
3. a	1. e	2. a	1. d
6. b	2. c	5. b	2. e
7. b	3. d	8. a	3. e
8. b	4. d	10. a	4. b
9. b	5. c	12. b	5. b
13. a	6. a	16. a	6. c
14. b	7. b	17. a	7. d
17. b	8. c	19. b	8. b
21. b	9. b	23. a	9. a
22. a		25. b	
24. a		27. a	
25. a		29. b	

APPENDIX E

SUMMARY OF CORRELATIONS BETWEEN GARMENT CHARACTERISTICS AND CLOTHING VALUES

Summary of correlations between garment characteristics and clothing values.

Garment Characteristics	Clothing Values				
	Aesthetic	Economic	Political	Social Concern	Social Approval
Line and silhouette	.128	.057	.198*	-.172 ^a	-.079
Fit	.007	-.005	.057	-.135	.115
Color	.222*	-.161	.023	-.157	.192*
Durability	-.226 ^a	.052	-.244 ^a	.325*	-.098
Texture	.145	.029	-.209 ^a	.024	.054
Care Required	-.091	-.142	.195*	.081	-.223 ^a
Price	-.131	.058	-.006	-.038	.083

* $p < .05$ Significant $r = .165$ (one-tailed test)

^a Direction contrary to prediction