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TITLE OF THESIS... PERSONALITY, PERCEPTUAL STYLE AND CLOTHING USE

UNIVERSITY.... UNIVERSITY of ALBERTA

DEGREE FOR WHICH THESIS WAS PRESENTED... M.Sc.

YEAR THIS DEGREE GRANTED.... 1973

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DATED. Sept. 14 ... 1973

THE UNIVERSITY OF ALBERTA

PERSONALITY, PERCEPTUAL STYLE

AND CLOTHING USE

by

Patricia Joan Waisman

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF SCIENCE

IN

CLOTHING AND TEXTILES

SCHOOL OF HOUSEHOLD ECONOMICS

EDMONTON, ALBERTA

FALL, 1973

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ABSTRACT

Personality, Perceptual Style

and Clothing Use

by

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University of Alberta, 1973

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The purpose of this study was to determine if a relationship exists among the variables of perceptual style, selected personality scales, and clothing usage factors.

Witkin's theory of field-dependence-independence provided the theoretical framework for this study. Dressing for self/others and interest in clothing, as well as specific personality scales were incorporated into the main theory. From the theoretical framework, it was hypothesized that individuals who dress for others would expres a high interest in clothing, would be field-dependent, would be female, and would score high on the personality scales of dominance, sociability, self-acceptance, social presence, achievement via independence, intellectual efficiency, psychological-mindedness and flexibility.

The sample consisted of 80 university students, 41 males and 39 females, from the University of Alberta campus, March, 1973. The instruments used were: Witkin's Rod and Frame Test measuring

field-dependence; Gough's California Psychological Inventory measuring personality, and Waisman's Modified Clothing Consequence Scale measuring clothing usage. All tests were administered in one session by the researcher.

Pearson product-moment correlation and multiple linear regression analysis were computed. Results of the statistical analyses indicated that women and field-dependent persons tend to dress for others and have a high interest in clothing. Personality scales associated with these characteristics were high socialization, communality and femininity. Those who dress for self tended to be field-independent, to have a low interest in dress and were characterized by high capacity for status, high social presence, tolerance, intellectual efficiency and psychological-mindedness.

Results of the multiple regression analysis indicated that dominance best predicted dressing for self/others and that interest in clothing was best predicted by sex and psychological-mindedness.

On the basis of these findings the theoretical framework was supported, suggesting that a relationship exists among perception, personality and clothing use.

(80 pages)

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

The late 1940's marked a turning point in the field of clothing and textiles. At this time it was realized that an important area in this field was being overlooked: the study of social-psychological influences in clothing-oriented behavior. Most studies can best be termed exploratory as there is a dearth of empirical research in this relatively new area. What appears to be needed is the use of sound theories from older disciplines in the behavioral sciences to provide guidance in developing and testing hypotheses that will better define the field and aid in prediction of behavioral aspects in clothing.

An individual's behavior patterns are not inherent but are acquired. Man is born into a world where he lives, from birth to death, in constant interaction with the physical and social environment. It is through this interaction with the environment and through his resulting experiences that he matures. His behavior becomes modified into consistent responses; responses which contribute to ego enhancement and ego defense, a which are also representative of his overall pattern of adjustment in answer to the demands and expectations of the physical, and particularly, social environment.

Theoretical Framework

> If human beings were not reacting to other human beings in social situations, then there would be no felt need for clothing beyond, perhaps, the protection it offers from cold. (Ryan, 1966, p. 2)

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How sensitive and how dependent an individual is upon the social environment, how one perceives himself in a social manner, will determine how he will behave. Clothing may take on different meanings, depending upon an individual's mode of perceiving, which would reflect how dependent he is on the environment for support.

One of the leading theories of perception is Gestalt psychology. It's main contribution is that it brought "reality" into the foreground as an important element to be considered in psychological theory. To some extent the Gestalt formulations about perception were a reaction against the structural psychology of that time. The keynote of structural psychology was that all psychological organization was determined exclusively by the content of conscious states and past experience. In contrast, the Gestaltists emphasized the role of field factors: it is the structured, orderly world outside the individual that decides the organized constitution of his perceptual experiences.

More recent studies have shown that the individual's characteristic pattern of adjustment carries with it distinct and enduring "sets" that influence his manner of organizing the field. The individual is not a passive, unimpressionable recorder of the field but an active agent who selectively contributes to the act and outcome of perceiving. Since individuals perceive in certain distinct, stable and predictable ways due to the operation of personal "sets," it is necessary to modify the Gestalt theory of perception. The possibilities of individual variation in organizing perceptual experience are greater than that expected on the basis of field factors alone.

In Gestalt pyschology the structure of the field is investigated with inadequate regard for the perceiver. Personal factors are in fact important since they relate perception and adjustment. Inherent

is differential selectivity, the extent one adheres to the pattern of the prevailing field, and how one organizes a poorly structured field in a characteristic manner. (Witkin, 1954)

It is in Witkin's theory of perception that the subjectivity of structural psychology and the objectivity of Gestalt psychology are combined to explain perception. For, it is not the personal characteristics of the perceiver alone, nor the structure of the field alone, but both that produce organized perceptual experiences. In studying the act of perceiving we must consider the active, integrated, purposeful agent equipped with his own nature of coping and adjustment. What and how he perceives depends on his characteristic coping mechanisms together with his current motivations and the nature of the real world. In some cases field-derived factors dominate, as when environmental pressures become too strong; in other cases ego-derived factors determine the perceptual outcome. (Witkin, 1954)

Witkin's theory of field-dependence, "the body as perceived," categorizes individuals as to whether they are highly sensitive to stimuli from their bodies regardless of outside environmental stimuli (field-independent) or are highly sensitive to outside environmental stimuli (field-dependent). Psychological systems are open in the sense that they are in continuous interaction with the environment. With respect to the environment or "field," a high degree of differentiation implies a distinct separation of what is identified as belonging to the self and what is identified as external to the self where the self is experienced as having definite boundaries. Segregation of the self makes possible greater determination of functioning from within (field-independence). The behavior involved delineates a con-

tinuum with opposite tendencies in perceptual performance.

This theory states that perception is only one subsystem of the total psychological functioning or personality of an individual. Personality pertains to the mode in which one copes with and adapts to his environment which in turn determines his degree of social interaction." Because "...clothing serves a social function primarily..." (Ryan, 1966, p. 121), how dependent one is socially, or in terms of perception, how dependent one is on the environment for "support and guidance" would influence his use of clothing in relation to his need for social interaction.

CHAPTER II

RELATED RESEARCH

The following review of literature pertains to the relationships found to exist between clothing and personality; field-dependence is surveyed in a similar manner. Where studies were relevant to sex differences in these areas, they are also noted. This chapter is organized under the following headings: motives for clothing-oriented behavior, clothing interest and personality, field-dependence and personality, field-dependence and sex differences, and summary.

Motives for Clothing-Oriented Behavior

Many of the earlier studies in the area of clothing dealt with motives and their influence in clothing selection. Nystrom (1928) put forth the contention that apparel is one of the most potential means of gaining the respect and favor of other people.

Hurlock (1929) mailed a questionnaire on motivation in fashion to 1400 people ranging in age : ~ 16 to . years. From the 452 (32.2%) questionnaires returned, clothing selection was found to be related to conformity, economy, modesty, and self-expression. Administering a questionnaire to a sample of 350 women, Barr (1934) found conformity to be the most diffused and significant motive in psychological decision: however, the wish to achieve self-expression in dress appeared to be more important than the desire for expression of other personality traits. This finding received support in a more recent study by Alexander (1961), involving adult and high school men and women. The motive underlying the desire to feel well-dressed was the expression

of individuality or personality.

Evans (1964) found four motivational forces influencing a subject's clothing use:

1. To depend on and be like others

2. To be independent of and different from others

3. To compensate for blocking elsewhere

4. To be recognized by, and as superior to, others

Clothing Interest and Personality

Machover (1949) and Ryan (1966) used projective techniques that emphasized clothing in drawing tests. Women who overclothed the figure, had a high interest in clothing, were more sociable and more motivated toward social approval and dependence on others. Those who underclothed the figure, were uninterested in clothing, were more introverted, depending on fantasy and not on others for adjustment.

Rosencranz (1949; 1962), Vener (1953), Katz and Lazarsfeld (1955) and Baumgartner (1961) all related a high interest in or concern for clothing with a high degree of social participation. Hicks' (1970) results indicated a significant difference between the rate of fashion acceptance by the socially-oriented individual and the individual with low social orientation. Those low in social orientation would experienc little motivation to engage in behavior intended to gain the attention and approval of others. Ryan hypothesized that the more socially-oriented person has greater interest in anything related to people, clot being one of these interests. (Ryan, 1966, p. 114)

Vener and Hoffer (1959) stated that by early adolescence the individual has already become conscious of the importance of clothing in social life.

Interest in clothing and the felt need for clothing varies
inversely with the general feeling of adequacy or self-confidence
in the social situation. That is, the more secure the individual
feels in the social situation the less importance he attaches
to clothing and the less it will affect him.
(Ryan, 1966, p. 126)

Using adolescent populations, Stepat (1949), Dickens (1944), Silverman

(1945), and Ryan (1952-1954) found that an interest in clothing appears

to symbolize poor adjustment, and individuals possibly participate

more in an anxious desire for social approval, tending to be dependent

upon and sensitive to others' opinions and feelings. The cues derived

from clothing may well have more importance to some personalities than

to others.

Creekmore (1963) hypothesized, on the basis of Maslow's (1954)

theory of motivation, that there would be positive relationships among

one's general values, basic needs, and clothing behavior. General

values were measured by the Allport-Vernon-Lindzey test of values.

Basic needs were measured by 56 statements in which the subject indicate

to what degree she would do the same thing in that or a similar

situation. The needs measured were those delineated by Maslow. Clothin

behavior was measured by a 130 item clothing-interest inventory of 14

classifications. From a sample of 300 college women, it was found

that the use of clothing as a status symbol was related to the need

for self-esteem. Self-esteem was further related to the use of clothing

as a tool to achieve the goals of the individual through social man-

ipulation.

Pasnak (1968) found that 25 college women selected as fashion

innovators enjoyed dressing just for the self alone and were positive

in their feelings about using clothing to achieve desired goals. The

innovators, in contrast to the non-innovators, were inner-directed,

reacting more to themselves than to others.

From a number of studies, Aiken (1963) took statements concerning clothing behavior and interest. A sample of 300 college students checked the statements as either true or false. Item intercorrelations grouped 33 statements into five "dress clusters" of similar items: decoration, comfort, interest, conformity, and economy. A group of 160 students from the original sample were given the new list of 33 statements with the California Psychological Inventory (CPI) and the Allport-Vernon-Lindzey values test (AVL). High "interest in dress" related to high scores in conventional, conscientious, stereotyped thinking and to a tendency to be persistent, tense, suspicious, and insecure. Those checking "conformity in dress" were conscientious, moral, sociable, traditional and submissive on the CPI test. These results may be biased in that the subjects tested were higher in religious values than the population as a whole.

In Eaglin's (1968) study of college girls, the high fashion preference group had the highest scores on the CPI scales of sociability, tolerance, self-control, intellectual efficiency, and achievement via conformity.

Until very recently, little research has been concerned with sex differences in clothing-oriented behavior. Alexander (1961) investigated the underlying motives to feel well-dressed for a mixed sample at various age levels. Men, particularly high school boys, stated that it is important to dress well because you are "judged by the way you look"; it creates a favorable impression on others. Self-confidence a sense of well-being and a boost to morale were reasons given by college girls and adult women, but seldom mentioned by adult men.

Adult men alone stressed the need to be well-dressed because it was an indication of status.

Field-dependence and Personality

Evidence from subsequent studies in fact showed as we see
later, that people with a relatively field-dependent way of
perceiving have a less developed sense of their identity
and of their separateness from others than do more field-
independent perceivers. A self which is only limitedly segre-
gated from the field-or which, in experience, easily "loses" itself
in the field-is characteristic of people who tend to experience
the body or any object as "fused" with its surroundings. If we
think of the self as corresponding to a segment of experience,
we may consider that greater or more limited articulation represent
a common quality running through much of a person's experience.
(Witkin, 1962, pp. 5-6)

Gordon (1953) used the Rod and Frame Test (RFT) to measure
field-dependence and developed a modified Thurstone-type scale to
test social dependence. Ten psychiatrists ordered adjectives and
phrases along a dependence-independence continuum. A final scale in-
cluded all items in which there was consistent agreement. This self-
rating scale was found to be significantly related to measures of
field-dependence on the RFT for normal subjects and neurotic patients,
and has shown that "field-dependent persons tend both to view themselve;
and to be viewed by others, as socially dependent." (Witkin, 1962,
p. 142)

Crutchfield, et al. (1958), in a study with Army Air Force
captains, found certain check list and Q-sort items were significantly
related to the mode of field approach on the RFT. These were:
(a) field-dependent - concerned with good impression, gregarious,
affectionate, considerate, tactful; (b) intermediate - energetic,
adventurous, social poise and presence, non-conforming; (c) moderately
field-independent - demanding, effective leader, takes ascendant

role, manipulates people, self-reliant; (d) extremely field-in-
dependent - cold, distant with others, unaware of social stimulus value,
concerned with philosophical problems, individualistic, strong. The
field-dependent group generally depends upon others for "guidance and
support," hence take an interest in securing the approval of those on
whom they rely. The extreme field-independent group "impresses others
with their lack of interest in people." (Witkin, 1962, pp. 143-44)

A further study by Crutchfield, et al. (1958), with a sample
of Air Force captains, dealt with how well they were able to recall
and recognize pictures of men with whom they had spent several days
at the assessment center. The number of pictures correctly identified
was significantly related to the degree of field-dependence. The more
field-dependent the subject, the more faces he was able to remember.
In other words, the more dependent the subject, the more he would
focus on the human environment and the less oriented he was toward
the physical environment.

In a factor-analytic study, Pemberton (1952) administered tests
on Thurstone's flexibility-of-closure factor with the Thurstone
Gottschaldt to college students. Results similar to Crutchfield, et
al. were found. Field-independent individuals were more inclined to
be "ambitious and persevering," "logical and theoretical." Field-
dependent subjects were more inclined to be "dependent on the good
opinion of others," socially outgoing and "systematic" (a need for
tidiness, routine, and dependence upon superficial, rigid rules).

Bell (1955) confirmed her hypothesis based on Riesman's (1950)
concept of other and inner-directed attitudes. In a sample of college
students, field-dependent individuals tended toward being other-

directed (cooperative, with a need for security, group adjustment, so-
cial approval and contact with others); just as field-independent subjects
tended to be inner-directed (independent of social restrictions, concerned
with the self, with control, competence and striving for creative
achievement).

Linton and Graham (1959) used an autokinetic situation which measured
the amount one changed one's judgements to conform with those of a con-
federate; a Syllogism test, which measured the impairment in syllogistic
reasoning as a function of conflict between the subject's attitudes and
the logical conclusion, and three tests of field-dependence namely:
RFT, EFT (Embedded Figures Test) and BAT (Body Adjustment Test). The re-
sults clearly showed that field-independent individuals actively planned
in order that they could arrive at their own decisions, uninfluenced by
others. In the case of the field-dependent subjects, conformity rather
than an independent effort was the usual method of coping with a situation.

Gardner, Jackson and Messick (1960) focused on the relation between
field-dependence as measured by the RFT and achievement as measured by
the Edwards Personal Preference Schedule and established that a significant
relationship existed, although the relationship did not hold for EFT scores.
McClelland, et al (1953) reported that need-achievement was greater for
women, but not for men, when a lose of acceptability was feared. However,
need-achievement was greater for men, but not for women, when intellectual
failure threatened. Wertheim and Mednick (1958) also found a significant
correlation between need-achievement motivation as developed by Mc-
Clelland et al. (1953) and perceptual field-dependence (EFT) for
college students.

Witkin (1954) administered the Rorschach Test individually to a

college group of 52 men and 51 women. All protocols were convention-
ally scored and the Rorschach records of six field-dependent and six
field-independent performers on the RFT and tiling-room-tilting-chair
test were examined for striking differences. Rorschach scores were
then developed, based on seven aspects of response, and divided into
two main but not mutually exclusive groups: the coping group,
involving Rorschach responses that reflect organizing ability, activity
level and capacity for control of impulses, and the introspective
group which reflects the inner life of the person, being related to
self-awareness, fantasy and self-acceptance.

Analysis of the Rorschach scores among the field-dependent group
demonstrated a high inadequacy in both the coping and introspective
areas. Self-awareness and self-acceptance were lacking as was the
capacity for action in relation to the external world. Witkin con-
cluded that the prevailing field is accepted by such people because
in the absence of self-directed, self-propelled activity they have
no standard to rely on. It was also suggested that field-independence
depends upon more than awareness of oneself or of one's body.
Rather, the factors, that seem to be important in maintaining independ-
ence of the field are the ability to act, to assert oneself, to organ-
ize, to make use of relevant factors in the field, and to control
disruptive forces in oneself in following a goal.

Using the same group of 52 men and 51 women, two sets of drawings,
of a male and female figure, were obtained from each subject; the
first set in a group situation, the second set in an individual
setting. Results showed that field-dependence persons produce drawings
reflecting a low evaluation of their bodies, infantile defenses

against anxiety, lack of self-assurance, passivity coupled with un-
controlled expression of hostility and difficulty in accepting an
adult role. Field-independent persons produce drawings expressing
a high degree of narcissistic investment in the body, sophisticated
defenses against anxiety, self-assurance, identification with de-
sirable characteristics" of both sexes, strong drive and manipulative
tendencies in controlling their drives.

Field-dependence and Sex Differences

A consistent finding in the investigation of individual dif-
ferences was the tendency for women to be more field-dependent than men.
Female subjects take a more global field approach in their perceptual
and intellectual functioning, whereas men are inclined to take an
analytical approach. In general, women are more dependent on others,
more concerned with people and the impressions they make than men.
Women are more likely to depend on and adhere to external standards
for a definition of their own judgements and attitudes, (Janis, et al.
1959; Feinberg, 1951; Crutchfield, 1955, 1957; Nakamura, 1958).

Kernaleguen (1973) investigated the clothing orientation of 56
college women and men selected on the basis of sex and extreme
scores on the RFT. The sample consisted of four groups: field-
dependent and field-independent women, field-dependent and field-
independent men. The results confirmed previous studies in that
women were more field-dependent than men. In dress, women sought
praise and recognition whereas men tended to dress to avoid criticism
and ridicule.

White (1970) and Larsen (1972), in similar but separate studies,

selected samples from deviant and non-deviant populations. It was found that those who conformed to normative appearance were more field-dependent as measured by the RFT. Furthermore, Larsen found that among deviant college men, the more field-independent individuals placed lower values on conformity, on being "socially correct," on recognition, on being able to "attract favorable notice," and on dependence, in contrast to non-deviant subjects.

Summary

The research reviewed has been that of studies pertaining directly or indirectly to the theoretical framework. An investigation of related research suggests a correlation between clothing use, personality and perceptual style.

In clothing, two factors have repeatedly emerged as motives in clothing selection and use; these are a means of conformity and a means of self-expression. Furthermore, personality and clothing interest are also significantly related. Apparently through clothing a means of adjustment is available, particularly where adjustment is dependent on the human environment. The need for "guidance and support" from others is one dimension of field-dependence, a perceptual index which reflects degree of social dependence. Within all three areas: personality, perception and clothing use, a similar continuum is evident with dependence on self at one end and dependence on others at the opposite end.

CHAPTER III

METHODS

The topics which will be discussed in this chapter are: statement

of the problem, objectives, hypotheses, assumptions, and definitions.

Statement of the Problem

From the research reviewed, there is a need for studying person-

ality, perception and clothing use as an aggregate of interacting

components that decide an individual's eventual pattern of adjustment.

The human personality with its values and needs determines one's

perception of the physical and social environment. Ultimately,

this perceptual frame of reference governs one's adaptive behavior

to his environment. How an individual adjusts to the world around him

may be reflected in his use of clothing. Clothing may be used to gain

approval from others or as a means of self-expression. The extent to

which a person uses clothing for one or the other of these reasons

may depend on his particular needs and perceptions. People who are

field-dependent tend to be characterized by a need for guidance and

support from others, a need for continuous reference to external

standards in developing and maintaining attitudes, sentiments,

and judgements, and by a shifting self-view depending upon variations

in social context. On the other hand, field-independent perceptual

performance involves the ability to function with relatively little

support from the environment, a capacity for initiating and organizing,

and the power to struggle for mastery over social and other environ-

mental factors. Consideration of individual variations in perception

and of the relation between a person's perception and his personality

makes the basic problem one of how different people deal with the

field in which they are operating and to which they must adjust.

(Witkin, 1954)

Objectives

1. To examine the relationships among the dependent variables,

   the clothing usage factors:

   A. Dressing for self/others

      subdivided into: importance placed on clothing
      dressing for others with a need for acceptance
      dressing for self with an awareness of others

   B. General interest

      subdivided into: awareness and enjoyment in clothing
      active involvement with clothing

2. To investigate the relationships among the independent variables:

   sex, selected personality factors and field-dependence.

3. To investigate the relationships among the dependent and independ-

   ent variables, and the power of prediction of the dependent

   variables by the independent variables.

Hypotheses

1. There will be a signficant correlation between sex and

   (a) clothing usage factors

   (b) field-dependence

   (c) personality factors

   More specifically, it is expected that women will tend to be

more field-dependent and express a higher interest in clothing than men.

2. There will be a significant correlation between clothing usage

    factors and

    (a) field-dependence

    (b) personality factors

More specifically, it is suggested that field-dependence will

correlate significantly with dressing for self/others, dressing for

others-acceptance and dressing for self-awareness of others in a pos-

itive direction, and with all other factors of clothing usage in a

negative direction.

3. There will be a significant correlation between field-dependence

    and personality factors.

On the basis of the related research, it is predicted that high

scores on field-dependence will be related to low scores on the

scales of dominance, sociability, self-acceptance, social presence,

achievement via independence, intellectual efficiency, psychological-

mindedness and flexibility. Low scores on field-dependence (field-

independence) will be related to low scores on the scales of good

impression and femininity.

Assumptions

1. Clothing usage can be adequately measured by a Likert-type

    scale in the form of a self-rating questionnaire.

2. The subjects for this study do possess the qualities being

    measured, and have answered honestly and sincerely.

3. The general information (sex, year in university, faculty and

    age) can be considered nominal data; all other variables (field-

    dependence, clothing usage and personality factors) can be con-

    sidered ordinal data for purposes of analysis.

Table 1. Directional rating of variables.

Variables	Possible Range	High Score	Low Score
Rod and Frame Test	0-28	field-dependent	field-independent
Modified Clothing Consequence Scale			
Dressing for self/others	24-120	dressing for others	dressing for self
importance of dress	15-75	low importance	high importance
dressing for others-acceptance	8-40	high need for acceptance	low need for acceptance
dressing for self-awareness of others	3-15	high awareness of others	low awareness of others
General interest	17-85	low interest	high interest
interest-awareness and enjoyment	9-45	low awareness, enjoyment	high awareness, enjoyment
interest-active involvement	4-20	low activity involved	high activity involved
California Psychological Inventory	depends on scale	strong characteristics of the scale	weak or opposite characteristics of the scale

Definitions

The following terms are defined for reference within this study.

1. Use of Clothing – the basic function of clothing for the individual is as a means of social interaction[1] in terms of a Modified Clothing Consequence Scale[2] (MCCS); operationally defined as:

   A. dressing for self/others (Ds/o) – a continuum of clothing usage with dressing to please oneself at one end and dressing to seek approval of others at the opposite end.

   Subdivisions:

   1. importance of dress (I) – the degree to which an individual cares about clothing and to which he is sensitive to the use of clothing to please self or others.

   2. dressing for others-acceptance (Do-a) – the degree to which an individual dresses for others' approval; one reason being to fulfill a need for acceptance.

   3. dressing for self-awareness of others (Ds-a) – the degree to which an individual dresses to please himself but with an awareness of others' standards.

   B. general interest (GI) – the willingness to spend time, money and energy, to derive enjoyment, to experiment, and to notice and invest details in clothing with special meaning.

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[1]Social Interaction – denotes the reciprocal influencing of the acts of persons and groups, usually mediated through communication. This definition includes the interaction of a person with himself. (Gould and Kolb, 1964)
[2]See Data Collection Instruments for development of test, p. 26.

Subdivisions:

1. <u>interest-awareness and enjoyment</u> (I-ae) - the amount of

awareness and enjoyment experienced from having an interest

in clothing.

2. <u>interest-active involvement</u> (I-ai) - the amount of

activity entailed in having an interest in clothing.

2. <u>Perceptual Style</u> - expressed in terms of <u>field-dependence</u>, the

mode of perception with respect to environmental field. The

person with a more <u>field-independent</u> way of perceiving tends

to experience his surroundings analytically, with objects ex-

perienced as discrete from their backgrounds. The person with

a more <u>field-dependent</u> way of perceiving tends to experience his

surroundings in a relatively global fashion, passively conforming

to the influence of the prevailing field or context. (Witkin,

1962, p. 35) Operationally defined, field-dependence, as

measured by the <u>Rod and Frame Test</u> (<u>RFT</u>), "evaluates the in-

dividual's perception of the position, in relation to the up-

right, of an item within a limited visual field." (Witkin,

1962, p. 36) The mean of the deviations, in twelve attempts to

extract successfully the rod from the tilted frame through re-

ference to body position in the RFT, is the score of field-

dependence for each individual.

3. <u>Personality</u> - "...the dynamic organization within the individual

of those psychological systems that determine his unique

adjustments to his environment" (Allport, 1937, p. 48); oper-

ationally defined by the <u>California Psychological Inventory</u>

(<u>CPI</u>). The aim of this test is to provide a comprehensive sur-

vey of an individual from a social interaction point of view. Raw

scores for each subject will be derived from 18 standard scales.[3]

(Gough, 1957)

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[3]See Data Collection Instruments for a description of the scales,
p. 23.

CHAPTER IV

PROCEDURE

Within this chapter, data collection instruments, sample and

population, test administration and analysis of data are reviewed.

Data Collection Instruments

The following information is needed to test the hypotheses:

(a) personality factors

(b) perceptual performance

(c) clothing use

The instruments selected to obtain these data were:

(a) California Psychological Inventory

(b) Rod and Frame Test

(c) Modified Clothing Consequence Scale

California Psychological Inventory

The CPI was selected to determine the personality factors of

the subjects. The test was developed for normal populations and de-

signed to be largely self-administering. It consists of a test

booklet with 480 items, yielding 18 scales designed to measure

personality characteristics significant in everyday life and in social

interaction.

> Each scale is intended to cover one important facet of inter-
> personal psychology, and the total set of 18 is intended to
> provide a comprehensive survey of an individual from this
> social interaction point of view. The scales are grouped into four
> categories, seeking to emphasize some of the psychological and
> psychometric clusterings which exist among them.
> (Gough, 1957, p. 5)

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The scales are as follows:

Class I. Measures of Poise, Ascendency, and Self-Assurance

1. Dominance - To assess factors of leadership ability,
    (Do)   dominance, persistence and social initiative.

2. Capacity for status - To serve as an index of an individual's
    (Cs)   capacity for status (not his actual or achieved
                 status).

3. Sociability - To identify persons of outgoing, sociable,
    (Sy)   participative temperament.

4. Social presence - To assess factors such as poise, spontaneity,
    (Sp)   and self-confidence in personal and social inter-
                 action.

5. Self-acceptance - To assess factors such as sense of personal
    (Sa)   worth, self-acceptance, and capacity for independ-
                 ent thinking and action.

6. Sense of well-being - To identify persons who minimize their
    (Wb)   worries and complaints, and who are relatively
                 free from self-doubt and disillusionment.

Class II. Measures of Socialization, Maturity and Responsibility

7. Responsibility - To identify persons of conscientious,
    (Re)   responsible, and dependable disposition and
                 temperament.

8. Socialization - To indicate the degree of social maturity,
    (So)   probity, and rectitude which the individual
                 has attained.

9. Self-control - To assess the degree and adequacy of self-
    (Sc)   regulation and self-control and freedom from
                 impulsivity and self-centeredness.

10. Tolerance - To identify persons with permissive, accepting
    (To)   and non-judgmental social beliefs and attitudes.

11. Good impression - To identify persons capable of creating
    (Gi)   a favorable impression, and who are concerned
                 about how others react to them.

12. Communality - To indicate the degree to which an individual's
    (Cm)   reactions and responses correspond to the modal
                 ("common") pattern established for the inventory.

Class III.   Measures of Achievement Potential and Intellectual
             Efficiency

13.   Achievement via conformance - To identify those factors
      (Ac)   of interest and motivation which facilitate
                    achievement in any setting where **conformance**
                    is a positive behavior.

14.   Achievement via independence - To identify those factors of
      (Ai)   interest and motivation which facilitate achieve-
                    ment in any setting where autonomy and independ-
                    ence are positive behaviors.

15.   Intellectual efficiency - To indicate the degree of personal
      (Ie)   and intellectual efficiency which the individual
                    has attained.

Class IV.   Measures of Intellectual and Interest Modes

16.   Psychological-mindedness - To measure the degree to which
      (Py)   the individual is interested in, and responsive
                    to, the inner needs, motives, and experiences of
                    others.

17.   Flexibility - To indicate the degree of flexibility and
      (Fx)   adaptability of a person's thinking and social
                    behavior.

18.   Femininity - To assess the masculinity or femininity of inter-
      (Fe)   ests. (High scores indicate more feminine
                    interests, low scores more masculine.)
                                        (Gough, 1957, pp. 10-11)

Over the past ten years, the CPI has been administered to over

1,000,000 persons ranging in age from 12 to 70 and has been found to

be meaningful and interpretable with these subjects. For various pop-

ulations test-retest reliabilities for short term coefficients are

reasonably high, ranging from .71 to .91, with a median of .83.

(Hase and Goldberg, 1967, p. 236) The long term test-retest correla-

tions are mostly in the range of .60 to .80 which indicates moderate

stability over one year, even among adolescents. (Gough, 1969b, p. 19)

Estimates of internal consistency by applying Kuder-Richardson Formula

21 to 3572 high school boys and 4056 high school girls gave coefficients

ranging from .22 to .94. (Megargee, 1972, p. 29)

Gough's approach to test construction emphasized the development of scales to predict socially relevant behavior patterns and therefore, the building and validation of the CPI has aimed at maximizing predictive and concurrent validity. Most of the scales were derived and cross-validated using large samples of high school and college students. While norms are available on various groups, the CPI is most applicable to students and young adults, not only because of larger sample sizes and therefore, more stable normative data, but also because the language and content of the items is more relevant to younger groups. (Megargee, 1972)

Rod and Frame Test

The RFT consists of: a luminous square figure which may be tilted to the left or right. A luminous rod, pivoting at center, moves independently of the frame. The test is conducted in a darkened room and the luminous rod and frame, presented in tilted directions, are the only things confronting the subject.

"With the frame tilted, the subject is required to bring the rod to the position that he perceives as upright." (Witkin, 1954, p. 25) For successful performance, the subject must extract the rod from the tilted frame in reference to his body position. (Witkin, 1954)

The mean of the 12 deviations in 12 trials is computed for each subject. The higher the score, the greater the tendency toward field-dependence. Low scores indicate field-independent behavior tendencies.

The RFT has a satisfactorily high reliability. For an interval of three years, the test-retest correlations obtained were .84 for men

and .66 for women. (Witkin, 1962) Construct validity for the RFT
has been established. (Witkin, 1954)

Modified Clothing Consequence Scale

A clothing instrument, the Modified Clothing Consequence Scale, was
developed specifically for this study. (Appendix C) Various clothing
questionnaires were examined to provide statements. The two sections:
dressing for self/others and general interest, are comprised mainly of
original statements with several others taken, and/or modified, from the
Pasnak Clothing Consequence Scale (1968). The statements from this scale
are numbers: 2, 3, 7, 8, 9, 10, 13, 15, 20, 22, 24, 26, 28, 29, 31 and
40. Items 17 and 19 are taken from Douce's (1969) Questionnaire Mea-
suring Perception of Clothing as a Factor in Role Interpretation.

Face validity for the scale was determined by having 30 university
students and 9 university professors, in three consecutive groups,
place the statements of the scale under the definition best explaining
what they were expected to measure. All statements misplaced more than
40% of the time were eliminated. The definitions were reworded for bet-
ter clarity after each groups' efforts. A questionnaire was made up
of the statements found to have the greatest face validity. From this
questionnaire, reliability was computed by means of a test-retest.
Seventy-five first and second year clothing and textile students were
given the clothing scale once and again two weeks later without being
told that it was the same questionnaire. The reliability coefficient
of the entire scale was .82 and on the subscale, dressing for self/others,
.84 and on the subscale, general interest, .71.

A cluster analysis was then performed on these 150 questionnaires
to determine if the 41 statements were measuring two separate subscales:

dressing for self/others and general interest. The results of this analysis yielded five clusters. Cluster 1, 3 and 4 were basically subunits of the subscale dressing for self/others; clusters 2 and 5 were mainly comprised of items taken from the subscale general interest.

The statements within each cluster were examined to determine what the unifying component was and what specifically was being measured. Within the subscale, dressing for self/others, cluster 1 appeared to measure the relative importance of clothing to the individual, the degree to which an individual "cared" about his dress; the degree to which he was indifferent to the use of dress to please self or to please others. This cluster will be termed importance of dress for further reference within this study. Cluster 3 measured dressing for others but with an underlying need for acceptance. For futher reference this cluster will be termed dressing for others-acceptance. Cluster 4 measured dressing for self, but with an awareness of others' reactions. This cluster will be termed dressing for self-awareness of others for future reference.

The clusters issuing from the general interest subscale appeared to measure a passive versus an active aspect. Cluster 2 appeared to measure the awareness and enjoyment derived from having an interest in clothing. This cluster will be referred to as interest-awareness and enjoyment for reference. Cluster 5 measured an action element. This cluster will be referred to as interest-active involvement.

Finally the clothing instrument was drafted into its final form retaining the original 41 statements used in the questionnaire developed earlier for face validity.

General information: sex, year in university, faculty and age,

were obtained from IBM computer answer sheets used with the CPI

and MCCS scales.

Sample and Population

The sample consisted of 80 university students, 41 males and

39 females, randomly selected from a population comprising all Univer-

sity of Alberta students listed in the 1972-73 Student Directory.

The subjects were recruited on a voluntary basis by means of a

telephone conversation:

> I am a graduate student at the University of Alberta completing
> my Master's degree and require subjects for psychological testing.
> The testing will take about one hour and a half of your time for
> which you will be paid two dollars. Is it possible for you to
> participate?

If the subject agreed to come in for testing an appointment was made.

No further explanation about the testing was given at this time.

It was found that of those subjects telephoned 15% refused to part-

icipate.

Test Administration

Testing was undertaken the first two weeks of March, 1973.

The California Psychological Inventory and the Modified Clothing

Consequence Scale were administered in a group setting whereas the

Rod and Frame Test was individually performed. All instruments were

taken in one session and together required approximately 90 minutes

of each subject's time. General instructions, to be read before be-

ginning the testing, were given to each subject as they arrived.

(Appendix E)

Upon completion of the testing, each subject was debriefed.

Students were told that the purpose of the testing was "to investigate

the relationship between clothing use, perception and behavior,"
and that the results of the study would be posted in the building in
September. Each subject was reassured that all tests taken were for
normal populations, that there were no right or wrong answers, and
that all individual scores would be kept strictly confidential.

Analysis of the Data

Descriptive

The ranges, mean scores, and standard deviations of all variables
will be reported in tables, and, depending on availability, compared
with established norms.

Statistical

The Pearson Product-Moment Correlation Coefficient will be com-
puted to test hypotheses 1, 2 and 3.

Multiple Linear Regression Analysis will be employed to determine
which independent variables (sex, field-dependence and personality
factors) best predict the dependent variables (clothing usage factors).

The level of significance for the statistical results will be
as follows:

$\circ p < .10$ approaching significance

$*p < .05$
$**p < .01$ } significant

$***p < .001$ highly significant

CHAPTER V

FINDINGS

This chapter will present the descriptive and statistical analyses of the data collected through the administration of: Rod and Frame Test, California Psychological Inventory, Modified Clothing Consequence Scale, and general information. Beginning with the descriptive analysis, the following will be discussed: (1) general information about the sample; (2) ranges, means, and standard deviations for all variables; (3) comparison of means and standard deviations with established norms and/or results obtained by other researchers. The statistical analysis will include: (1) results of the t-test; (2) results of the Pearson product-moment correlations; (3) results of the multiple linear regression analysis. The last section of this chapter will be devoted to the acceptance or rejection of hypotheses.

General Information

The background characteristics investigated were: sex, age, year in university, and faculty. The frequency and percentage distribution of the above information is given in Table 2. Of the total sample of 80 students, 51.25% males and 48.75% females: 50% were within the ages of 17 and 19, 33.75% were 20 to 22 years of age, 12.5% were 23 to 25 years of age, 3.75% were 26 or older. The majority of subjects were in first year, 43.75%, with 27.5% in second year, 20% in third year, 6.25% in fourth year, and 2.5% in fifth year of university. The faculties to which the students belonged were: Science, 28.75%; Education, 18.75%; Arts, 15%; Engineering,

Table 2.   Frequency and percentage distribution of 80 university
           students, 41 males and 39 females, by age, year in
           university, and faculty

| Characteristic | Frequency | | | Percent |
	Males (N=41)	Females (N=39)	Total (N=80)	Total (N=80)
Age				
17-19	19	21	40	50.00%
20-22	15	12	27	33.75%
23-25	7	3	10	12.50%
26 or older	0	3	3	3.75%
Total	41	39	80	100.00%
Year				
First	20	15	35	43.75%
Second	9	13	22	27.50%
Third	7	9	16	20.00%
Fourth	3	2	5	6.25%
Fifth	2	0	2	2.50%
Total	41	39	80	100.00%
Faculty				
Arts	5	7	12	15.00%
Science	15	8	23	28.75%
Education	5	10	15	18.75%
Engineering	8	0	8	10.00%
Business Commerce	4	2	6	7.50%
Physical Education	2	1	3	3.75%
Pharmacy	0	3	3	3.75%
Household Economics	0	3	3	3.75%
Nursing	0	3	3	3.75%
Rehabilitation Medicine	0	2	2	2.50%
Agriculture	2	0	2	2.50%
Total	41	39	80	100.00%

10%; Business Commerce, 7.5%; Physical Education, Pharmacy, House-

hold Economics and Nursing, each 3.75%; Rehabilitation Medicine and

Agriculture, each 2.5%.

Ranges, Means and Standard Deviations

The ranges, means and standard deviations are listed in Table 3 for Rod and Frame Test, California Psychological Inventory and Modified Clothing Consequence Scale for the total sample of 80 university students. Table 4 gives a breakdown of this same information for the 41 males and 39 females of this sample.

Comparison of Means and Standard Deviations with Norms

Table 5 reports the means and standard deviations on scales for California Psychological Inventory, for males and females of this sample, and these are compared with norms established for male and female college students by Gough (1969b). The scales of social presence, psychological-mindedness, flexibility and femininity are higher for males in this study than the norms reported but, on all other scales Gough's norms for males are slightly higher. In the case of females however, the sample in this study was on the average 2.7 points lower on all scales except self-acceptance and femininity than female norms presented by Gough.

The mean and standard deviation for males on the RFT were compared with those of Peterson and Sweitzer (1973). Similarly, a comparison was made for female subjects using norms from studies done by Brett (1973) and White (1970). Table 6 reports these data. The mean and standard deviation of the Peterson and Sweitzer (1973) sample were higher than those for this study. This may be explained by the different procedure used. Peterson and Sweitzer had their subjects supported by thick foam pillows to decrease horizontal and vertical cues whereas the subjects in this study sat on a standard

Table 3. Ranges, means and standard deviations for all variables for university students (N=80)

Variable	Range	Mean	Standard Deviation
RFT	0.75-6.69	2.62	1.21
CPI			
Dominance	12-37	26.03	6.00
Capacity for status	11-28	18.51	3.62
Sociability	10-35	24.30	5.05
Social presence	22-52	36.71	5.97
Self-acceptance	12-30	21.44	3.83
Sense of well-being	21-44	34.30	5.06
Responsibility	16-38	28.25	4.70
Socialization	26-46	36.48	4.74
Self-control	8-43	26.30	7.84
Tolerance	7-31	20.79	5.23
Good impression	5-30	15.09	6.38
Communality	18-28	25.14	2.10
Achievement via conformance	13-35	25.23	4.76
Achievement via independence	8-28	20.53	4.55
Intellectual efficiency	27-47	37.71	5.03
Psychological-mindedness	4-16	10.98	3.01
Flexibility	3-21	11.54	4.13
Femininity	8-30	20.45	4.93
MCCS			
Dressing for self/others	47-103	70.84	9.45
Importance of dress	21-66	42.61	9.07
Dressing for others-acceptance	17-35	25.15	3.85
Dressing for self-awareness	3-13	8.30	2.13
General interest	24-64	46-96	9.20
Interest-awareness and enjoyment	12-39	27.20	6.17
Interest-active involvement	4-15	8.81	2.42

hardwood chair. A further discrepancy in procedure was the number of trials given in the RFT; Peterson and Sweitzer used 8 trials whereas the standard 12 trials were given for this study.

Table 4. Ranges, means and standard deviations for all variables for 41 males and 39 females

Variables	Males			Females		
	Range	Mean	S.D.	Range	Mean	S.D.
RFT	0.75-4.52	2.06	0.84	0.94-6.69	3.22	1.26
CPI						
Dominance	16-36	27.12	5.85	12-37	24.87	6.01
Capacity for status	12-28	18.85	3.60	11-24	18.15	3.65
Sociability	10-34	24.85	5.36	16-35	23.72	4.70
Social presence	23-52	38.12	5.97	22-46	35.23	5.66
Self-acceptance	12-30	21.56	4.14	14-28	21.31	3.52
Sense of well-being	21-44	34.20	5.12	21-42	34.41	5.06
Responsibility	16-37	27.83	4.53	18-38	28.69	4.90
Socialization	26-45	35.54	4.65	28-46	37.46	4.70
Self-control	8-43	25.29	7.82	9-43	27.36	7.82
Tolerance	11-30	21.00	4.76	7-31	20.56	5.74
Good impression	5-30	14.85	6.46	7-30	15.33	6.37
Communality	18-28	24.85	2.12	19-28	25.44	2.08
Achievement via conformance	13-35	25.00	5.10	17-34	25.46	4.44
Achievement via independence	14-28	20.85	4.16	8-27	20.18	4.96
Intellectual efficiency	27-47	38.20	5.09	27-47	37.12	4.98
Psychological-mindedness	4-15	11.54	2.63	5-16	10.39	3.30
Flexibility	3-21	12.12	4.23	3-20	10.92	3.98
Femininity	8-26	16.93	3.68	17-30	24.15	2.98
MCCS						
Dressing for self/others	56-88	70.66	7.33	47-103	71.03	11.36
Importance of clothing	29-66	45.49	7.45	21-65	39.59	9.71
Dressing for others-acceptance	17-33	23.46	3.52	20-35	26.92	3.39
Dressing for self-awareness of others	3-11	7.76	1.84	3-13	8.87	2.29
General interest	32-64	51.32	7.39	24-57	42.39	8.75
Interest-awareness and enjoyment	20-39	29.61	5.10	12-35	24.67	6.23
Interest-active involvement	5-15	9.78	2.25	4-13	7.80	2.18

Table 5. Comparison of means and standard deviations for male
and female university students on California Psychological
Inventory

Variable	Males (1973) N=41		Females (1973) N=39		Gough (1969b) Males N=1133		Females N=2120	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Do	27.1	5.8	24.9	6.0	28.3	6.3	28.5	5.9
Cs	18.9	3.6	18.2	3.7	20.9	3.8	22.2	3.6
Sy	24.9	5.4	23.7	4.7	25.4	5.0	26.0	4.8
Sp	38.1	6.0	35.2	5.7	37.3	5.8	37.0	5.9
Sa	21.6	4.1	21.3	3.5	22.3	3.8	19.5	8.1
Wb	34.2	5.1	34.4	5.1	36.6	4.6	37.5	4.4
Re	27.8	4.5	28.7	4.9	30.8	4.5	33.3	4.1
So	35.5	4.6	37.5	4.7	36.8	5.2	39.5	5.0
Sc	25.3	7.8	27.4	7.8	27.6	7.5	30.8	7.4
To	21.0	4.8	20.6	5.7	23.3	4.8	25.0	4.2
Gi	14.9	6.5	15.3	6.4	17.2	6.2	19.1	6.2
Cm	24.9	2.1	25.4	2.1	25.5	2.0	25.5	2.0
Ac	25.0	5.1	25.5	4.4	27.4	4.5	28.8	4.4
Ai	20.9	4.2	20.2	4.9	20.9	4.2	21.9	3.9
Ie	38.2	5.1	37.2	5.0	39.8	5.0	41.4	4.8
Py	11.5	2.6	10.4	3.3	11.4	3.0	11.4	2.9
Fx	12.1	4.2	10.9	4.0	11.1	3.8	11.6	3.7
Fe	16.9	3.7	24.2	3.0	16.7	3.7	22.8	3.3

The female subjects of this study had a considerably higher mean
for field-dependence than the other three samples. The low mean of
White's (1970) deviant female sample (deviancy judged on the basis of hemline
can be accounted for by the fact that only extreme subjects were used.
On plausible explanation for the difference between the mean for females
in this study and that of Brett's (1973a) may be the smaller sample
size, the greater standard deviation, and the fact that the women
scored higher on the CPI scale of femininity in this study (femininity
found to be directly related to field-dependence).

Table 6.   Comparison of means and standard deviations for Rod
            and Frame Test for male and female university students

Sex	Group	Mean	S.D.
Male	Waisman (1973) N=41	2.06	0.84
	Peterson and Sweitzer (1973) N=20	3.36	2.08
	Waisman (1973) N=39	3.22	1.26
Female	Brett (1973) N=102	2.58	1.14
	White (1970) N=20 Deviant	1.74	1.34
	Non-deviant	2.78	0.68

T-Test

A pooled variance t-test was computed to determine if there was

a significant difference bet ₂en male and female subjects on the Rod

and Frame Test. A t-value of -4.87 (78 df) yielded a two-tailed

probability of 0.001, indicating that there was a highly significant

difference dependent upon sex.

Pearson Product-Moment Correlation

Modified Clothing Consequence Scale

The first correlational analysis computed was an intercorrelation

matrix of the Modified Clothing Consequence Scale. Through this method

a better understanding of the scales was attained. Table 7 gives

the results of this correlation. The subscale, dressing for self/

others, correlated significantly with each cluster within its com-

position but did not correlate significantly with the subscale, gen-

eral interest, or its two clusters. This suggests that dressing

for self/others is a distinct unit from general interest within this

test.

The variable, importance of dress, correlated negatively with the

variable, dressing for others with a need for acceptance, at the .05

level of significance and positively with the three interest variables

at the .001 level of significance. Dressing for others-acceptance was

signficantly related to dressing for self-awareness of others, general

interest, interest in the form of awareness and enjoyment, and interest

dependent upon activity at the .001 level of significance in each case.

Dressing for self with an awareness of others correlated with general

interest and interest in the form of awareness and enjoyment of cloth-

ing at the .01 level and with interest involving activity at the .05

level. The two factors of interest, awareness and enjoyment and active

involvement, correlated at the .001 level of significance.

Table 8 reports the correlational analysis of Modified Clothing

Consequence Scale with general information. There was no significant

relationship found between age and year and any of the clothing varia-

bles. Sex was significantly related to dressing for others-acceptance

in a positive direction at the .001 level, and to general interest,

interest-awareness and enjoyment and interest-active involvement

in a negative direction at the .001 level in each case. There was

a negative correlation between sex and importance of dress at the .01

level and a positive relationship between sex and dressing for self-

awareness of others at the .05 level.

California Psychological Inventory

The scales of the California Psychological Inventory were

correlated with the variables of the Modified Clothing Consequence

Scale, in Table 9. This table reports that dominance, capacity for

status and sense of well-being correlated with the variables dressing

Table 7. Intercorrelation matrix of the Modified Clothing
Consequence Scale for 80 university students

Variables	I	Do-a	Ds-a	GI	I-ae	I-ai
Dressing for self/others	+.79***	+.35**	+.54***	+.11	+.06	+.13
Importance of dress	1.00	-.22*	+.10	+.54***	+.47***	+.43***
Dressing for others-acceptance		1.00	+.46***	-.50***	-.48***	-.44***
Dressing for self-awareness			1.00	-.31**	-.33**	-.24*
General Interest				1.00	+.96***	+.72**
Interest-awareness and enjoyment					1.00	+.58**
Interest-active involvement						1.00

^{o}p < .10
*p < .05
**p < .01
***p < .001

r=.185
r=.220
r=.287
r=.361

Table 8. Correlation between MCCS, general information and RFT
for 80 university students

Variables	Age	Year	Sex[1]	RFT
Ds/o	-.19°	+.12	+.02	-.03
I	-.13	+.11	-.33**	-.23*
Do-a	-.10	+.02	+.45***	+.21°
Ds-a	-.08	+.03	+.26*	+.18
GI	+.12	+.02	-.49***	-.36***
I-ae	+.14	+.00	-.40***	-.40***
I-ai	+.06	+.08	-.42***	-.10

^{o}p < .10
*p < .05
**p < .01
***p < .001

r=.185
r=.220
r=.287
r=.361

[1] - indicates male; + indicates female

Table 9. CPI correlated with MCCS for 80 university students

Variables	Ds/o	I	Do-a	Ds-a	GI	I-ae	I-ai
Dominance	-.35**	-.18	-.14	-.49***	+.03	+.03	+.04
Capacity for status	-.28*	-.14	-.19°	-.23*	-.04	-.04	-.10
Sociability	-.21°	-.10	-.12	-.36****	-.15	-.18	-.05
Social presence	-.21°	+.03	-.36****	-.42****	-.01	.03	+.09
Self-acceptance	-.03	+.02	-.09	-.16	-.08	-.10	+.06
Sense of well-being	-.33**	-.18	-.18	-.35**	+.01	+.03	-.00
Responsibility	-.28*	-.27*	+.04	-.03	+.03	+.07	-.13
Socialization	-.04	-.16	+.23*	+.17	-.01	-.02	-.08
Self-control	-.20°	-.13	-.09	-.05	+.07°	+.06	-.01
Tolerance	-.27*	-.06	-.24*	-.26*	+.19°	+.16	+.12
Good impression	-.22*	-.14	-.13	-.10	-.06	-.08	-.10
Communality	+.08	-.13	+.29**	+.19°	-.28*	-.22*	-.24*
Achievement via conformance	-.17	-.07	-.09	-.06	-.09	+.08	-.03
Achievement via independence	-.15	+.11	-.34**	-.25*	+.27*	+.25*	+.18
Intellectual efficiency	-.31**	-.05	-.34**	-.37***	+.17	+.15	+.16
Psychological-mindedness	-.19°	+.16	-.46***	-.44****	+.42***	+.41***	+.30**
Flexibility	-.16	+.07	-.35**	-.26*	+.13	+.13	+.06
Femininity	-.05	-.39***	+.39***	+.37***	-.41***	-.34**	-.39***

°p < .10   r=.185
*p < .05   r=.220
**p < .01   r=.287
***p < .001   r=.361

for self/others and dressing for self-awareness of others in a negative direction in each case. Dressing for self/others correlated with dominance and with sense of well-being at the .01 level, and with capacity for status at the .05 level of significance. Dressing for self-awareness of others correlated with dominance at the .001 level, with capacity for status at the .05 level, and with sense of well-being at the .01 level. An inverse relationship was found between sociability and dressing for self-awareness of others, significant at the .001 level. Both at the .001 level, dressing for self-awareness of others and dressing for others-acceptance were negatively related to social presence. Responsibility was found to be associated with dressing for self/others (.05) and with importance of dress (.05) in a negative direction. Only dressing for others-acceptance correlated with socialization; a positive correlation at the .05 level of significance. There was a reciprocal relationship between tolerance and dressing for self/others, all at the .05 level of significance. Good impression was inversely related to dressing for self/others (.05). The degree of communality showed a positive relationship with dressing for others-acceptance (.01), and a negative relationship with general interest, interest-awareness and enjoyment, and interest-active involvement, significant at the .05 level in each case. The reverse was found true for achievement via independence. It correlated negatively with dressing for others-acceptance (.01) and with dressing for self-awareness of others (.05), but positively with general interest (.05) and with interest-awareness and enjoyment (.05). Intellectual efficiency was found to be inversely correlated with dressing for self/others (.01), dressing for others-acceptance (.01) and dressing for self-awareness of others (.001). A highly significant negative relation-

ship was found between psychological-mindedness and dressing for self-awareness of others (.001) and dressing for others-acceptance (.001). On the other hand, psychological-mindedness correlated positively with general interest and interest-awareness and enjoyment, at the .001 level in both cases, and with interest-active involvement at the .01 level of significance. Flexibility correlated only with the variables dressing for others-acceptance and dressing for self-awareness of others in a negative direction, at the .01 and .05 levels respectively. Femininity was related to all clothing variables except dressing for self/others at the .001 level of significance but for interest-awareness and enjoyment which was significant at the .01 level. Importance of dress and the three interest variables were negatively associated; the remaining two clothing variables were positively related to femininity. Three CPI scales were not found to be related to any of the clothing factors; these were self-acceptance, self-control and achievement via conformance.

General information and California Psychological Inventory were correlated and the results reported in Table 10. Age was positively related to sense of well-being and self-control, both at the .05 level of significance. Year in university did not correlate significantly with any of the personality scales. A negative correlation was found between sex and social presence at the .05 level. Sex was positively related to femininity at the .001 level of significance.

Rod and Frame Test .

The association between the Rod and Frame Test and sex was r = +.48, (78df), significant at the .001 level. Table 8 has incorporated RFT with general information to provide correlations with the clothing variables. Field-dependence was negatively related to

Table 10. Correlation between CPI, general information and RFT
for 80 university students

Variables	Age	Year	Sex	RFT
Dominance	+.04	-.19°	-.19°	$-.21°$
Capacity for status	+.11	-.09	-.10	-.08
Sociability	-.05	-.16	-.11	-.03
Social presence	+.02	-.07	-.24*	-.09
Self-acceptance	-.16	-.14	-.03	-.18
Sense of well-being	+.22*	+.02	+.02	+.04
Responsibility	+.21°	-.03	+.09	+.06
Socialization	-.03	+.09	+.20°	+.24*
Self-control	+.25*	+.21°	+.13	+.17
Tolerance	+.17	+.15	-.04	+.03
Good impression	+.20°	+.03	+.04	+.09
Communality	-.04	+.06	+.14	+.11
Achievement via conformance	+.19°	+.06	+.05	+.06
Achievement via independence	+.18	+.21°	-.07	-.01
Intellectual efficiency	+.07	+.09	-.10	.00
Psychological-mindedness	+.02	+.02	-.20°	-.22*
Flexibility	-.04	+.10	-.15	-.03
Femininity	-.01	+.06	+.74***	+.40***

° p < .10		r=.185
*p < .05		r=.220
**p < .01		r=.287
***p < .001		r=.361

importance of dress at the .05 level of significance, to general

interest, at the .001 level of significance, and to interest-awareness

and enjoyment at the .001 level. From Table 10 results indicated

a negative correlation between field-dependence and psychological-

mindedness (.05). The RFT was positively associated with socialization

and with femininity, at the .05 and .001 levels respectively.

The relationships that approached significance, at the .10 level,

were not discussed but are reported in the tables and will be used

in the interpretation which follows in the next chapter.

Multiple Linear Regression Analysis

A multiple linear regression analysis was conducted to determine efficient prediction. The prediction of the dependent variables was accomplished by examining only those variables which significantly add to the prediction equation as decided by stepwise multiple regression. For the purposes of this study, clothing variables were considered to be dependent and sex, field-dependence and CPI scales were deemed independent variables. Table 11 shows the results of this analysis. The dependent variables, in each case, is predicted by a minimum number of independent variables such that no others make a significant addition to the prediction. Significance in this case is equal to, or greater than the .05 level.

The first dependent variable, dressing for self/others, was best predicted by dominance at the .01 level and secondly, by responsibility at the .05 level. Importance of dress was best predicted by femininity (.001) and by dominance (.05). Psychological-mindedness, then sex, and then achievement via independence were the best predictors of dressing for others-acceptance. Dressing for self-awareness of others was best predicted by dominance (.001), psychological-mindedness (.01), femininity (.05), capacity for status (.05) and sense of well-being (.05), in that order.

When looking at the interest variables, sex and psychological-mindedness consistently appeared to be the best two independent variables for prediction. General interest was best predicted by sex, at the .001 level and by sociability, flexibility, and achievement via independence respectively, all at the .05 level of significance.

Table 11. Multiple linear regression analysis for MCCS (dependent variables) and CPI, RFT and sex (independent variables) N=80

Dependent Variables	Df	F	Independent variables that best predict the dependent variable	p
Dressing for self/ others	1,77	8.95 4.97	Dominance Responsibility	p < .01 p < .05
Importance of dress	1,77	17.10 6.41	Femininity Dominance	p < .001 p < .05
Dressing for others-acceptance	1,75	7.70 15.26 5.35	Psychological-mind-edness Sex Achievement via independence	p < .01 p < .001 p < .05
Dressing for self-awareness of others	1,74	15.38 9.52 6.64 6.53 6.50	Dominance Psychological-mind-edness Femininity Capacity for status Sense of well-being	p < .001 p < .01 p < .05 p < .05 p < .05
General Interest	1,72	25.33 16.08 6.07 6.57 4.30	Sex Psychological mind-edness Sociability Flexibility Achievement via independence	p < .001 p < .001 p < .05 p < .05 p < .05
Interest-awareness and enjoyment	1,74	19.12 7.69 13.22	Psychological-mind-edness Sex Sociability	p < .001 p < .01 p < .001
Interest-active involvement	1,76	14.28 9.63 6.47	Sex Psychological mind-edness Capacity for status	p < .001 p < .01 p < .01

F (1,77)=3.98 (1,76)=3.98 (1,75)=3.98 p < .05 (1,74)=3.98 (1,72)=3.98	F (1,77)=7.01 (1,76)=7.02 (1,75)=7.02 p < .01 (1,74)=7.02 (1,72)=7.03	F (1,77)=11.83 (1,76)=11.84 (1,75)=11.85 p < .001 (1,74)=11.86 (1,72)=11.88

The second variable of interest, interest-awareness and enjoyment,
was best predicted by psychological-mindedness (.001), then by sex
(.01), and finally by sociability (.01). Sex (.001), psychological-
mindedness, and capacity for status (both at the .01 level) best
predicted interest-active involvement.

Hypotheses and Results

The hypotheses formulated, now stated in null   m for pur-
poses of statistical analysis, are as follows:

1. There will be no significant correlation between sex and

    (a) clothing usage factors

    (b) field-dependence

    (c) personality factors

    No significant relationship was established between dressing for
self/others and sex, but all other clothing variables did correlate
significantly with sex. A significant positive relationship was found
between sex and field-dependence. There were significant correlations
between sex and the personality factors: social presence and fem-
ininity. Therefore Hypothesis 1(a) was rejected for all factors
except dressing for self/others, Hypothesis 1(b) was rejected, and
Hypothesis 1(c) was rejected except for the CPI scales: dominance,
capacity for status, sociability, self-acceptance, sense of well-being,
responsibility, socialization, self-control, psychological-mindedness,
tolerance, good impression, communality, achievement via conformance,
achievement via independence, intellectual efficiency and flexibility.

2. There will be no significant correlation between clothing

    usage factors and

(a) field-dependence

(b) personality factors

Table 12 shows the correlation of clothing usage factors with

field-dependence and personality scales for the total sample. Only

significant relationships are shown. From the findings, Hypothesis

2(a) was rejected for clothing usage factors: importance of dress,

general interest, and interest-awareness and enjoyment, and accepted

for factors: dressing for self/others, and interest-active involvement.

Hypothesis 2(b) was rejected except for the personality factors:

self-acceptance, self-control, and achievement via conformance; scales

which did not correlate significantly with any clothing usage factors.

3. There will be no significant correlation between field-dependence

and selected personality factors.

Field-dependence was found to correlate significantly with the

CPI scales for socialization, psychological-mindedness and femininity.

Therefore, Hypothesis 3 was rejected except for the personality factors:

dominance, capacity for status, sociability, social presence, self-

acceptance, sense of well-being, responsibility, self-control, toler-

ance, good impression, communality, achievement via conformance, achieve-

ment via independence, intellectual efficiency and flexibility.

Table 1. Correlation of clothing usage factors with field-dependence and personality factors for 80 university students

Field-dependence and Personality factors	Clothing Usage Factors						
	Dressing for self/others	Importance of dress	Dressing for others-acceptance	Dressing for self-awareness of others	General Interest	Interest-awareness and enjoyment	Interest-active involvement
	Field-dependence				Field-dependence		
Positively Related	Fe	Fe	Cm So	Fe	Py Ai	Py Ai	Py
Negatively Related	Do Cs Wb Re To Gi Ie Fe	Re	Sp To Ai Ie Py Fx Fe	Do Cs Sy Sp Wb To Ai Ie Py Fx	Cm Fe	Cm Fe	Cm Fe

CHAPTER VI

INTERPRETATION

The discussion which follows will consider the findings of this research, as well as that of other studies which may contribute to the interpretation, in light of the theoretical framework and the objectives delineated for this study.

The theoretical framework was based on Witkin's theory of field-dependence-independence and its relationship to personality and clothing use. Certain personality characteristics are associated with a person's perceptual performance. Theoretically, field-dependence denotes a dependence on the environment, particularly the social environment: a need for guidance, support and approval from others. Field-independence denotes a need for self-reliance; power to struggle for mastery over environmental forces. Clothing use appears to relate to Witkin's theory of field-dependence-independence. Empirical research has emphasized its social-psychological function. Depending upon a person's needs and perceptions, clothing may be one means of adjusting to the environment.

The first objective was to determine the relationships among the dependent variables, namely the clothing usage factors: dressing for self/others, with the subvariables of importance of dress, dressing for others with a need for acceptance, dressing for self with an awareness of others, and general interest with subvariables of interest-awareness and enjoyment, and interest-active involvement.

The statistical analysis indicated that low scores in dressing

for self/others, in other words, dressing for self, was related to high importance placed on clothing, to low need for dressing for others for acceptance, and to low awareness of others in dressing for the self. Dressing for self/others did not correlate significantly with the interest variables. On the other hand, dressing for self-awareness of others correlated significantly with all interest variables. This suggests that an individual dressing for self would not be concerned about others and their reactions; clothing would be important for the sake of pleasing self alone, however when others are influential, interest in dress attains significance.

A high importance placed on dress was associated with dressing for others-acceptance, and with high interest as measured by the three interest variables. It may be that a high interest was shown in clothing because, in this case, clothing was important to the individual and seen as one means of gaining the acceptance of others. This explanation is supported by the highly significant relationships found between dressing for others-acceptance and dressing for self-awareness of others and high interest in clothing. Again, it is concluded on the basis of these results that interest and awareness of and/or acceptance by others directly affect each other. This finding confirms the research of Ryan (1952-1954), Vener (1953), Rosencranz (1962) and Hicks (1970) which proposed that high interest in clothing was associated with high social orientation.

The interest factors correlated significantly among themselves suggesting that general interest usually is accompanied by a high degree of enjoyment, awareness and activity, and vice versa.

In fulfilling the second objective, the relationships among the independent variables, sex, selected personality factors and field-

dependence, were investigated. Women were found to be definitely

more field-dependent than men. The majority of studies involving sex

and field-dependence sustain this result. Witkin suggested:

> Our finding that women tend to be more field-dependent
> than men is certainly congruent with the difference
> in roles that men and women are pressed to assume during
> their development in our culture...whereas, in men, the
> acceptance of a dependent role carries with it a negative
> cultural stigma, in women passivity is often rewarded.
> (Witkin, 1954, p. 487).

The correlations between field-dependence and selected personality

factors resulted in field-independence being significantly related

to high psychological-mindedness and to approach significance with

high dominance. High scorers in psychological-mindedness are char-

acterized as: outgoing, spontaneous, quick, resourceful, changeable;

verbally fluent and socially ascendant; rebellious toward rules,

restrictions and constraints. High scorers in dominance are char-

acterized as: aggressive, confident, outgoing, planful, having initia-

tive; verbally fluent, self-reliant. These characteristics support the

findings of Witkin. Witkin's correlations of perceptual-test-scores

with the individual and total interview scores indicated a tendency

for field-independent perceptual performers to show self-awareness;

to express their impulses directly, to be active, to assert themselves,

to organize, to make use of relevant factors in the field; to show

self-assurance, to be less influenced by authority, tending to be guided

by values, standards, needs of their own; and to deal with inferiority

feelings in a compensatory manner. (Witkin, 1954)

Field-dependence was associated with high socialization and high

femininity. High scorers in socialization are: honest, industrious,

obliging, sincere, modest, steady, conscientious, and responsible;

self-denying and conforming. High scores in femininity are associated

with: appreciation, patience, helpfulness, gentleness, moderation,

perseverance, and sincerity; respect and acceptance of others;

behaving in a conscientious and sympathetic way. The related research

revealed that field-dependence was associated with a concern for good

impression, with being affectionate, considerate, tactful, systematic,

cooperative and with seeking the good opinion, approval and guidance

of others. The theoretical framework is therefore supported by the

data.

The findings from the relationships between sex and selected

personality factors follow the tendencies previously stated between

personality and field-dependence. Men tended to be more dominant,

and to possess greater social presence and psychological-mindedness

than women. Women, formerly found to be more field-dependent, scored

higher on the scales of socialization and femininity than men.

Objective 3 entailed an investigation of the relationships among

the dependent and independent variables, and the power of prediction

of the dependent variables by the independent variables.

Beginning with the correlations of the clothing usage factors with

the independent variables, the relationships between sex and clothing

use showed that men had less interest and placed less importance on

clothing when compared to the women of this sample. On the other hand,

women dressed for others' acceptance and to a lesser degree, dressed

for self with an awareness of others more so than men. Alexander's

(1961) finding that adult men dressed to imply status was not sub-

stantiated in this study.

Ryan (1966) hypothesized that people more socially-oriented have

a greater interest in anything related to people, and clothing may be one of these interests. A field-dependent individual, considered socially-oriented, did express a high interest and importance in clothing and a tendency to dress for others for acceptance, giving support to this hypothesis.

Many significant relationships were found between clothing usage and personality. Dressing for others, from the subscale dressing for self/others, correlated with low scores in dominance, capacity for status, sense of well-being, tolerance, intellectual efficiency, responsibility and good impression. Sociability, social presence, self-control and psychological-mindedness approached significance with dressing for others. Of these, dressing for self with high awareness of others also correlated significantly with low scores in the first five scales mentioned and in sociability, social presence, achievement via independence, psychological-mindedness and flexibility, and with high scores in femininity. Dressing for self/others and dressing for self-awareness of others appear to be closely related in terms of personality characteristics. The fact that "others" are important may explain this connection. Low scores in dominance, capacity for status, sociability, social presence, and sense of well-being indicate a lack of poise, ascendancy and self-assurance. Low scores in intellectual efficiency indicate conventional and stereotyped thinking; lack of self-direction and self-discipline. Psychological-mindedness, when low, indicates a slow, deliberate tempo and an overly conforming and conventional character. From these definitions, both dressing for others and dressing for self with a high awareness of others typify field-dependent behavior and hence, confirm the expectations of this study.

Those individuals who scored high on importance of dress were also high in responsibility and femininity. Both personality scales tend to imply adherence to cultural norms. Responsibility, involving obligations and duties and being able to think and act reasonably, is defined in terms of the standards set by the society in which one lives. Clothing is generally more important to women than men in this culture, and in this case, women may place more importance on dress because it provides one means of meeting the expectations of the society.

Characteristics of those who dress for others but have a low need for acceptance also depict those of field-independent perceptual performers. Such individuals were found to have high social presence, high achievement via independence, high intellectual efficiency, psychological-mindedness, tolerance and flexibility. From these scales it appeared that they were self-reliant, often assertive and socially ascendent.

Low femininity, communality and socialization also represented those who dress for others with a low need for acceptance. Here such traits as being manipulative, guileful, deceitful, rebellious and given to excess in behavior, are expressed. Perhaps because there is no felt need to be accepted and therefore, be conscious of the reactions of others, the only thing constricting one's behaviour is oneself.

High interest consistently correlated with high communality and femininity and low psychological-mindedness for all three interest variables. Those with a high interest in clothing tended to be moderate, tactful, reliable, conscientious, helpful; overly conforming and con-

ventional; respectful and accepting of others-features similar to those

who dress for others, who are highly aware of others and/or who have a

high need to be accepted. A high interest shown in clothing may be

the outcome of a need for others. Clothing may be one means of identi-

fying with important reference groups and obtaining their guidance,

approval and support. A high general interest and high interest-

involving enjoyment and awareness correlated with low scores in achieve-

ment via independence. From these results the typical characteristics

are: inhibited, anxious, cautious, dissatisfied, dull; submissive

and compliant before authority; lacking self-insight and self-

understanding. The need for others to give direction, and consequently,

the high interest taken in clothing, possibly for identification with

reference groups, may explain these relationships. Aiken (1963) also

using the CPI, found similar results. High "interest in dress" was

associated with persistent, tense, suspicious and insecure behavior

and with conscientious, stereotyped thinking.

The final section of Objective 3, the independent variables that

best predict the dependent variables, will now be discussed. Psychologi-

cal-mindedness, the degree to which the individual is interested in,

and responsive to, the inner needs, motives, and experiences of others,

appears to be the best overall personality scale to predict signi-

ficantly five of the seven clothing factors. Table 11 gives this data.

As proposed by the related research, where there is a need for others

one is very attentive to their reactions and clothing may become impor-

tant as a visual cue. In examining the factor, dressing for self/others

and its three subvariables, dominance and femininity were personality

scales that effectively predicted their occurrence. Femininity appeared

to predict the importance attributed to dress, but dominance may be needed to allow the individual to dress for self. Within the interest variables, psychological mindedness, and sex were repeatedly the two best predictors of interest. Sociability emerged as an important pre-dictor of general interest and of interest involving awareness and en-joyment, whereas capacity for status added to the prediction of the degree of interest manifested in active involvement in clothing. This may imply that a passive element accounted for sociability and interest, but that an active component in interest may be related to a capacity for status.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this research was to investigate the clothing usage behavior of a sample of 80 university students, and to examine the perceptual performance and personality characteristics that are associated with this behavior.

The theoretical framework underlying this study is the view that clothing basically serves a social function and the adjustment of the individual to the environment involves the use of clothing in one form or another. Empirical research suggests a continuum, the use of clothing to please oneself at one end and the use of clothing to seek the approval of others at the opposite end. It is also proposed that interest is related to social orientation. Witkin's theory of field-dependence-independence also stresses the implications of adjustment to the e vironment but, in this case perception reflects the mode of ad cation. Field-dependent individuals appear to rely on others for gu anc approval and support, being highly socially dependent, wh eas field-independent individuals are self-reliant, having little ed for and interest in others. If personality is defined as the u que adjustments of an individual to the environment, then both cl usage and perception must be reflected in personality characteristics.

The sample of 41 male and 39 female college students was selected randomly from the 1972-73 University of Alberta Students' Union Directory. Subjects were recruited voluntarily on the basis of a telephone con-

versation and were paid $2.00 each for their participation.

The instruments used in this study were: Witkin's Rod and Frame Test (measuring field-dependence), Gough's California Psychological Inventory (measuring personality), and Waisman's Modified Clothing Consequence Scale (measuring clothing usage). All instruments were administered by the researcher to each subject in one session during March, 1973. Descriptive analysis and statistical analyses, consisting of Pearson product-moment correlation and multiple linear regression, wer done at the University of Alberta computer center.

Descriptive results indicated that the majority of subjects were between the ages of 17 and 22, were in first or second year of university, and were in the faculties of Science, Education, Arts and Engineering. Statistical results indicated that within the dependent variables, the clothing usage factors, sensitivity to others in clothing-oriented behavior related to a high interest in clothing and approached significance with field-dependent perceptual performance. In terms of sex, women were more field-dependent, placed more importance on and had a higher interest in clothing than men, and showed a higher need for using dress with an awareness of and acceptance by, others. It was found that individuals dressing for self tended to be high in the personality scales: dominance, capacity for status, sociability, social presence, sense of well-being, tolerance, intellectual efficiency, psychological-mindedness, self-control, responsibility, good impression, achievement via independence and flexibility, and low in the scales: socialization, communality and femininity in terms of dressing to please oneself, dressing for self with a low awareness of and need for acceptance by others. Those who placed a high importance on dress were also high

in responsibility and femininity. High interest in clothing correlated
with low scores in achievement via independence, psychological-mind-
edness, and with high scores in communality and femininity. In keeping
with the results previously delineated field-dependent perceptual per-
formers and females tended to be lower in dominance, social presence
and psychological-mindedness and higher in socialization and femininity
than males.

Multiple linear regression was computed with the clothing usage
factors as the dependent variables and sex, selected personality factors
and field-dependence as the independent variables. The results indi-
cated that interest in clothing was best predicted by sex and psycho-
logical-mindedness; the use of clothing to please self or for others
was best predicted by dominance.

On the basis of this study, it is proposed that whenever other
people are influential in a subject's use of clothing, the subject
will show a high interest in and attribute a high importance to clo
and will tend to be field-dependent in his perceptual orientation.
Personality scales associated with these characteristics are high
socialization, communality and femininity. However, dressing for self
was related to high scores in capacity for status, social presence,
tolerance, intellectual efficiency and psychological-mindedness.

The findings of this study support the theoretical framework and
it is therefore concluded that within this sample perception, per-
sonality and clothing use are related.

Recommendations

The following recommendations for further research are made on the

basis of this study.

1. The theoretical framework, suggesting a relationship among per-
   sonality, perception and clothing use, was supported; therefore,
   more research into this area could prove to be fruitful.

   Perception, personality and clothing use appear to measure a similar

entity and from this study it appears to be a form of social dependence.

The evidence for this finding confirms the theory that clothing satisfies

a social function primarily, both in terms of usage and interest.

Whenever a sensitivity to others was found to influence clothing usage

a high interest in dress generally followed.

2. Different theoretical frameworks using similar variables are
   needed to explore further the dimensions of the relationships found.

   The theoretical framework forming the basis of this study stressed

perception, more specifically field-dependence with its social impli-

cations. A similar concept, body-image, could be used as a theoretical

framework wherein "feelings about the body" may give additional insight

into clothing-oriented behavior and its social connotations.

   There appears to be specific personality characteristics related

to high scores in capacity for status, social presence, tolerance,

intellectual efficiency and psychological-mindedness; characteristics

that depict social poise and interpersonal effectiveness as well as

independence of thought and action. (Megargee, 1972, p. 142) Various

psychological tests may clarify such tendencies.

3. Repeated use of the clothing scale would aid in evaluating and
   refining the instrument.

   Larger samples with various populations are needed to determine

the limitations of the scale. Although the Modified Clothing Consequence

Scale was found to have a high test-retest reliability, different

types of reliability should be computed. Validity, particularly con-

struct validity, should also be calculated.

The cluster analysis resulted in some very significant findings

and appears to categorize individuals fairly well. The questions need

to be refined being originally drafted for two broad headings rather

than five. Factor analysis to establish the relative independence of

the factors derived from cluster analysis is also necessary.

4. The coherence between expressed clothing usage and actual be-

havioral manifestations should be investigated.

What is needed is a means of classifying clothing-oriented

behavior manifestations. Such entities as fashion and conformity have

been difficult to study because it is hard to categorize individuals

on the basis of what they wear in terms of the criteria used. It

appears that from previous studies the criteria used to group individuals

on the basis of dress are inadequate. Furthermore, once individuals

have been grouped their behavior, although similar, may be for different

reasons. Another concern is whether a questionnaire, and in this case

the MCCS, accurately confirms the actual behavior of the individual

answering it.

5. Since it has been indicated that men and women differ in their use

of clothing further study in this area would be informative.

In view of the changing sex roles in our society will differences

in clothing interest and usage between the sexes persist? More work

in this area is needed. Studies involving both men and women are

uncommon in clothing.

In summary this study has attempted to obtain some broad classi-

fications to encompass the numerous variables within clothing and thereby attempt some unification within this area. Previously studies have measured clothing-oriented behavior but have failed to get at the underlying reasons for such behavior. Furthermore, there has been a lack of theory framing their research. In this research the theory that clothing serves a social purpose implies a breakdown within a social context. The support received for this theory appears to give direction for further investigation.

After reviewing related research two broad categories within clothing usage were chosen to explain such behavior. It is felt that whether one is independent socially and in terms of dress, dresses for self, or whether one is socially dependent and dresses for others, when combined with interest provided two broad categories that have given some indication of the "why" behind clothing usage.

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APPENDIXES

Appendix A:

California Psychological Inventory

SCALE DESCRIPTIONS

CLASS I. MEASURES OF POISE, ASCENDENCY, AND SELF-ASSURANCE

1. Dominance
Do

To assess factors of leadership ability, dominance, persistence, and social initiative. HIGH SCORERS: aggressive, confident, outgoing, planful, having initiative; verbally fluent, self-reliant. LOW SCORERS: retiring, inhibited, commonplace, indifferent, silent, slow in thought and action; avoiding situations of tension and decision; lacking in self-confidence.

2. Capacity for status
Cs

To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personality qualities and attributes which underlie and lead to status. HIGH SCORERS: active, ambitious, forceful, insightful, resourceful, and versatile; ascendant and self-seeking; effective in communication; having personal scope and breadth of interests. LOW SCORERS: apathetic, shy, conventional, dull, simple, and slow; stereotyped in thinking; restricted in outlook and interests; uneasy and awkward in new or unfamiliar social situations.

3. Sociability
Sy

To identify persons of outgoing, sociable, participative temperament. HIGH SCORERS: confident, enterprising, ingenious, and outgoing; competitive and forward; original and fluent in thought. LOW SCORERS: awkward, conventional, quiet, submissive; detached and passive in attitude; suggestible and overly influenced by others' reactions and opinions.

4. Social presence
Sp

To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction. HIGH SCORERS: clever, enthusiastic, imaginative, quick, informal, spontaneous, active, and vigorous; having an expressive, ebullient nature. LOW SCORERS: deliberate, moderate, patient, self-restrained, and simple; vaccillating and uncertain in decision; literal and unoriginal in thinking and judging.

5. Self-acceptance
Sa

To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action. HIGH SCORERS: intelligent, outspoken, cool, versatile, witty, aggressive, and self-centered; possessing self-confidence and self-assurance. LOW SCORERS: methodical, conservative, dependable, conventional, easy-going and quiet; self-abasing and given to feelings of guilt and self-blame; passive in action and narrow in interests.

6. Sense of well-being
Wb

To identify persons who minimize their worries and complaints, and who are relatively free from self doubt and disillusionment. HIGH SCORERS: ambitious, alert, and versatile; productive and active; valuing work and effort for its own sake. LOW SCORERS: unambitious, leisurely, cautious, apathetic, and conventional; self-defensive and apologetic; constricted in thought and action.

CLASS II. MEASURES OF SOCIALIZATION, MATURITY, AND RESPONSIBILITY

7. Responsibility
Re

To identify persons of conscientious, responsible, and dependable disposition and temperament. HIGH SCORERS: responsible, thorough, progressive, capable, dignified, and independent; conscientious and dependable; alert to ethical and moral issues. LOW SCORERS: awkward, changeable, immature, moody, lazy, and disbelieving; influenced by personal bias, spite, and dogmatism; undercontrolled and impulsive in behavior.

8. Socialization
So

To indicate the degree of social maturity, probity, and rectitude which the individual has attained. HIGH SCORERS: honest, industrious, obliging, sincere, modest, steady, conscientious, and responsible; self-denying and conforming. LOW SCORERS: defensive, demanding, opinionated, resentful, headstrong, rebellious, and undependable; guileful and deceitful; given to excess, ostentation, and exhibition in behavior.

9. Self-control
Sc

To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness. HIGH SCORERS: calm, patient, practical, self-approving, thoughtful and deliberate; strict and thorough in their own work and in their expectations for others; honest and conscientious. LOW SCORERS: impulsive, shrewd, excitable, irritable, self-centered, and uninhibited; aggressive and assertive; overemphasizing personal pleasure and self-gain.

10. Tolerance
To

To identify persons with permissive, accepting and non-judgmental social beliefs and attitudes. HIGH SCORERS: enterprising, informal, quick, tolerant, clear-thinking, resourceful; intellectually able; having broad and varied interests: LOW SCORERS: inhibited, aloof, wary and retiring; passive and overly judgmental in attitude; disbelieving and distrustful in personal and social outlook.

11. Good impression
Gi

To identify persons capable of creating a favorable impression, and who are concerned about how others react to them. HIGH SCORERS: cooperative, enterprising, outgoing, warm and helpful; diligent and persistent. LOW SCORERS: inhibited, shrewd, wary, and resentful; cool and distant in their relationships; self-centered and too little concerned with the needs and wants of others.

12. Communality
Cm

To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory. HIGH SCORERS: moderate, tactful, reliable, sincere, patient, steady, and realistic; honest and conscientious; having common sense and good judgment. LOW SCORERS: impatient, changeable, complicated, nervous, restless, and confused; guileful and deceitful; inattentive and forgetful; having internal conflicts.

CLASS III. MEASURES OF ACHIEVEMENT POTENTIAL AND INTELLECTUAL EFFICIENCY

13. Achievement via conformance
Ac

To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior. HIGH SCORERS: capable, cooperative, organized, responsible, stable, and sincere; persistent and industrious; valuing intellectual activity and achievement. LOW SCORERS: coarse, stubborn, awkward, insecure, and opinionated; easily disorganized under stress or pressures to conform; pessimistic about their occupational futures.

14. Achievement via independence
Ai

To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors. HIGH SCORERS: mature, forceful, dominant, demanding, and foresighted; independent and self-reliant; having superior intellectual ability and judgment. LOW SCORERS: inhibited, anxious, cautious, dissatisfied, dull; submissive and compliant before authority; lacking in self-insight and self-understanding.

15. Intellectual efficiency
Ie

To indicate the degree of personal and intellectual efficiency which the individual has attained. HIGH SCORERS: efficient, clear-thinking, intelligent, progressive, thorough, and resourceful; alert and well-informed; placing a high value on intellectual matters. LOW SCORERS: confused, cautious, easygoing, defensive, shallow, and unambitious; conventional and stereotyped in thinking; lacking in self-direction and self-discipline.

CLASS IV. MEASURES OF INTELLECTUAL AND INTEREST MODES

16. Psychological-mindedness
Py

To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others. HIGH SCORERS: outgoing, spontaneous, quick, resourceful, changeable; verbally fluent and socially ascendant; rebellious toward rules, restrictions, and constraints. LOW SCORERS: apathetic, serious, and unassuming; slow and deliberate in tempo; overly conforming and conventional.

17. Flexibility
Fx

To indicate the degree of flexibility and adaptability of a person's thinking and social behavior. HIGH SCORERS: insightful, informal, adventurous, humorous, rebellious, idealistic, assertive, and egotistic; sarcastic and cynical; concerned with personal pleasure and diversion. LOW SCORERS: deliberate, worrying, industrious, guarded, mannerly, methodical, and rigid; formal and pedantic in thought; deferential to authority, custom, and tradition.

18. Femininity
Fe

To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine.) HIGH SCORERS: appreciative, patient, helpful, gentle, moderate, persevering, and sincere; respectful and accepting of others; behaving in a conscientious and sympathetic way. LOW SCORERS: hardheaded, ambitious, masculine, active, robust, and restless; manipulative and opportunistic in dealing with others; blunt and direct in thinking and action; impatient with delay, indecision, and reflection.

Appendix B:

Scoring Sheet and Conditions for Rod and Frame Test

Number _____ Sex _____ Project _____

Trials	Position of Frame	Position of Rod	Position of Rod Set by Subject
1	28° Left	28° Left	
2	28° Left	28° Right	
3	28° Right	28° Right	
4	28° Right	28° Left	
5	28° Left	28° Left	
6	28° Left	28° Right	
7	28° Right	28° Right	
8	28° Right	28° Left	
9	28° Left	28° Left	
10	28° Left	28° Right	
11	28° Right	28° Right	
12	28° Right	28° Left	

Total _____

Mean _____

Appendix C

MODIFIED CLOTHING CONSEQUENCE SCALE
(MCCS)

QUESTION BOOKLET

DIRECTIONS:

Choose one of the answers given after each statement that best

expresses your feeling most of the time. There are no right

or wrong answers.

On the answer sheet provided blacken the space of the answer

you have selected with a pencil (ink cannot be scored

mechanically). Make no marks on the test booklet.

PLEASE DO NOT LEAVE OUT ANY QUESTIONS.

Example 1.   I will not wear garments that fit poorly.

          Strongly Agree Neutral Disagree Strongly
            Agree   Disagree

If your answer is Agree, then you will blacken out the space

on the answer sheet that has "A" over it. Make your marks

dark and between the guidelines as shown.

=S=   =A=   =N=   =D=   =SD=

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1. I try to create a good impression by the way I dress.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

2. I enjoy attempting something new in clothing more than I enjoy

wearing the old favorites.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

3. I believe a person should always strive to wear clothing which

makes them as attractive as possible to others.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

4. I do not feel uncomfortable in the presence of others when

I am wearing clothes that are different from what I usually wear.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

5. When I have a chance I will glance over or read advertise-

ments for clothing in newspapers, pattern books and/or magazines.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

6. An individual should attempt to use his clothing to appear in a

manner which is acceptable to others.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

7. I try to be alert to all new clothing ideas and possibilities.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

8. If you are concerned about what others think of your appearance,

you should try to wear clothes which accent your good features.

    Strongly   Agree   Neutral   Disagree   Strongly
    Agree   Disagree

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9.   I feel slovenly if I am dressed sloppily when I am alone.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

10. Since wearing clothes which are pleasing to me personally gives

me a good feeling, I try to dress well even when I will not be

seen by others that day.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

11. Much of my time is spent on clothing - planning, buying, caring

for, etc. in comparison to other students my age.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

12. My general interest in clothing is :

SA   A   N   D   SD
very high   above   average   below   very low
              average   average

13. In spite of the fact that I know no one else will see me, I

feel better when I am dressed in designs that I consider becoming.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

14. I would rather wear something old but pleasing than something new.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

15. Even when no one else will see me, I prefer to wear flattering

styles because they make me look and feel better.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

16. I often try several stores before buying a garment to get the

best fit, style, and price.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

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17. Sometimes when people stare at me curiously, I wonder if

something is wrong with my clothing.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

18. One of the first things I notice about a person is whether their

clothing is fashionable.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

19. I think in terms of how I dress as compared with others.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

20. I am alone, I could care less what I wear.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

21. It is not worth the bother of spending alot of time dressing

carefully when that time could be put to better use.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

22. I am eager to try new clothing ideas.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

23. I wear clothes when by myself that I would not wear if others

were around.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

24. Planning and wearing clothes are necessities which are seldom

enjoyable.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

25. I like to wear new clothes equally as much as I like to wear old favorites.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

26. When I am by myself, I do not get enough personal satisfaction from being dressed attractively to make it worth the effort.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

27. I am very conscious of the fit of garments.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

28. I think the stimulation of wearing something new makes it worthwhile to take a chance on something unusual and untried, no matter what others may think.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

29. I do not think it is worth the bother of spending time dressing-up just for myself alone.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

30. If I do not like a style which all my friends wear, I will not wear it even though I may be considered out of fashion.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

31. It is not worth the risk to experiment with untried clothing ideas.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

32. I wear "odds and ends" when I am not going to be seen by others, because I do not think it is worthwhile to spend time or thought on dressing just for myself.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

33. I try to avoid making many changes in my clothing practices because changes make me uncertain of what others may think.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

34. When I meet someone I am immediately aware of their clothing.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

35. To be looked upon as having different taste in clothing only reassures my feeling of individuality. I dress to please myself.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

36. I enjoy wearing something different everyday by mixing and matching or achieving new looks with different accessories.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

37. Even if my friends do not like my clothes, but I do, I will still continue to wear them.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

38. Since different styles of clothes greatly change a person's appearance, I think it is worthwhile to experiment with the use of clothing.

Strongly   Agree   Neutral   Disagree   Strongly
Agree   Disagree

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39. When by myself, I do not notice what I look like because it

makes no difference whatever to me.

Strongly   Agree   Neutral   Disagree   Strongly
  Agree   Disagree

40. If clothes please the wearer, then they should not be concerned

about what other people think of their appearance.

Strongly   Agree   Neutral   Disagree   Strongly
  Agree   Disagree

41. I try to express my individuality in the way I dress therefore

I do not necessarily wear what everyone else does.

Strongly   Agree   Neutral   Disagree   Strongly
  Agree   Disagree

Appendix D:

Results of Cluster Analysis for MCCS

Cluster 1, 3 and 4 were essentially subunits of the subscale dressing

for self/others.

Cluster 1 includes statements: 26, 29, 32, 20, 39, 10, 15, 9,
13, 33, 35, 28, 41, 31 and 12
(31 and 12 were statements origi-
nally in the subscale general
interest)

Cluster 3 includes statements: 1, 3, 6, 40, 8, 4, 19 and 27
(27 originally in general interest)

Cluster 4 includes statements: 23, 37, and 17.

Clusters 2 and 5 were mainly comprised of items taken from the subscale

general interest.

Cluster 2 includes statements: 18, 34, 7, 22, 14, 2, 11, 36
and 21

Cluster 5 includes statements: 16, 38, 5 and 30
(30 originally in subscale dressing
for self/others)

Statements 24 and 25 were not found to cluster within any group

and therefore, were considered fillers whenever clusters were

used for analysis.

Appendix E: General Instructions

INSTRUCTIONS: TO BE READ BEFORE BEGINNING

We want to find out to what degree perception and behavior are related.
There are no right or wrong answers for any part of this experiment;
you are only required to answer in a manner that expresses your feelings
most of the time.

All answers will be coded and therefore no names will be used in the
analysis of the data; in this way all results will be anonymous and
confidential.

You will be required to answer two written tests and participate in one
experiment. Please do not leave before you have completed all three
parts or your data will be useless. After doing the final portion of
this experiment you will be paid for your time and cooperation.

PARTS ONE AND TWO: CALIFORNIA PSYCHOLOGICAL INVENTORY (CPI)
                     MODIFIED CLOTHING CONSEQUENCE SCALE (MCCS)

READ: - Please read the directions before beginning the test
         - Use only the pencils provided for completing the answer sheets
         - Fill in your age, sex, ID number, faculty, etc. (For pages
           2 and 3 of the CPI test your ID number is only necessary)
         - Answer all questions, even if this means guessing; and make
           sure your pencil marks are dark and between the guidelines
         - When completing the CPI test be sure your answer and question
           number are the same

PART THREE: EXPERIMENTAL TEST

APPROXIMATE TIME FOR EACH TEST: CPI .... 1 hour
                                    MCCS .... 15 minutes
              (EXPERIMENTAL) ..... RFT .... 15 minutes
                                   TOTAL .... 1½ hours

VITA

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