

CLOTHING INTEREST AND JOB SATISFACTION  
OF KOREAN HIGH SCHOOL TEACHERS

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## CHAPTER I

### INTRODUCTION

Clothing represents an important tool in reflecting a person's beliefs, likes and dislikes. The way people dress expresses how they see themselves. In many cases, clothing reveals the group with which they wish to identify. Compton and Hall (1972) reported that people need to establish identification with the values and patterns of living within their society and that clothing helps them in this process.

Stone (1962) indicated that appearance is the phase of social transaction that establishes identification of the participants. Appearance and discourse are two distinct dimensions of the social transaction. Appearance may be distinguished from discourse as suggested by Stone (1962, p. 220): "Ordinarily appearance is communicated by such non-verbal symbols as gestures, grooming, clothing, location, and the like; discourse, by verbal symbolism."

Quite a few researchers have considered differences in clothing attitude and behavior among various groups. There is evidence that white-collar workers, in particular, are cognizant of the communicative value of dress. Stone and Form (1955) revealed that white-collar workers viewed dress as a symbol capable of manipulation. These workers were described as extremely concerned about the influence of their dress upon their superiors' perceptions of them.



The research of Hoffman (1956), Lapitsky (1961), and Creekmore (1963) indicated that relationships can be found between basic values and many behavioral aspects of clothing. Lapitsky (1961) showed positive correlations between clothing values and their parallel general values in a study involving 160 women. Creekmore (1963) also found relationships between clothing behavior and values in her study involving 300 women.

Many researchers designated various clothing behaviors as clothing attitudes, clothing values, and clothing interests. Since the mid-fifties, researchers have attempted to divide the all-encompassing term "clothing behavior" into more narrowly defined concepts. It is obvious that the term clothing behavior is multi-dimensional. In spite of considerable research on clothing behavior, the complexity and confusion of terminology appears to reflect conceptual confusion and clear understanding about what comprises this behavioral domain (Gurel, 1979).

Clothing serves to communicate to others an expression of one's social status, occupation, role, self-confidence, and other personality characteristics. Clothing can be seen as an intimate part of the self, especially in the work situation.

Few research studies have been done that measure the relationship between job satisfaction and clothing interests. Thus, the purpose of this study was to examine the relationship between clothing interests of high school teachers and their job satisfaction. The researcher also attempted to study the clothing interest scores based on age, sex, and type of school in which they taught.

## Purpose and Objectives

The purpose of the study was to investigate the relationships between clothing interest and job satisfaction of high school teachers in Seoul, Korea.

The following objectives were formulated:

1. To investigate the relationship between the teachers' clothing interest scores and job satisfaction scores.
2. To investigate the teachers' clothing interests according to sex and age.
3. To compare the clothing interests of teachers in girls' high schools with those of teachers in boys' high schools.
4. To compare the clothing interests of teachers in public high schools with those of teachers in private high schools.

## Hypotheses

The following hypotheses were tested:

H<sub>1</sub>: There is no significant relationship between the teachers' clothing interest scores and their job satisfaction scores.

H<sub>2</sub>: There is no significant difference in clothing interest scores based on:

- a. sex
- b. age
- c. type of school

## Limitations

The study was limited to high school teachers in Seoul, Korea, during May 1983. Hence, interpretation of findings were confined to

the deliberately selected sample. Some limitations may occur due to the fact that the instruments had to be translated into Korean.

#### Definition of Terms

Clothing Interest: Clothing interest in the study was determined by the score on the "Importance of Clothing" questionnaire (Creekmore, 1966).

Job Satisfaction: Job satisfaction in the study was determined by the score on the Index of Job Satisfaction (Brayfield and Rothe, 1951).

## CHAPTER II

### REVIEW OF LITERATURE

Clothing has been regarded for many years as important in the attempts of people to gratify basic physiological and psychological needs. Many researchers have suggested that clothing is an important form of non-verbal communication between individuals and groups (Ryan, 1966). Roach (1965) phrased this belief in the following way:

Clothing use, by people of all ages, is related to two kinds of survival: survival of the species and survival of the individual human being. It would appear that an individual employs clothing as an indirect vehicle in this attempt to meet and fulfill psychological needs (p. 220).

Horn (1975) suggested clothing provides a positive means of satisfying the need for self-enhancement. It can be a source of overt admiration, resulting in increased self-esteem, self-respect, self-confidence, and security.

Vener and Hoffer (1959) found that for some people clothing may be a source of embarrassment, discomfort, or deprecation. There is considerable empirical evidence that feelings of clothing deprivation are significantly related to the lack of social confidence and to low self-concepts (Vener and Hoffer, 1959).

Ryan (1953) suggested that a generally insecure person might achieve a measure of security through confidence in clothing or that conversely, a person with a lack of confidence in clothes would in general be less secure. Researchers (Stone, 1962; Ryan, 1966; Horn,

1975), have also found that positive attitudes expressed toward one's clothing tend to reinforce a generalized positive feeling toward the self. Several research studies revealed that personal appearance was an important component in the establishment of an individual's "self" and the development of attitudes toward him by other people.

### Clothing Interest Measures

Clothing, a dominant aspect of a person's general appearance, acts as a symbolic indicator of the self. It serves to establish the identity, attitudes, moods, and values of the wearer. Different interests and uses of clothing might be associated with different needs. Also, it appears that clothing might serve as an expression of philosophical outlook and social affiliation for individuals and groups.

Early investigators were interested in relating personality traits and characteristics to overt behavior in the area of clothing selection and grooming practices. All of the clothing variables investigated were labeled "clothing behavior." Since the mid-fifties the term "clothing behavior" has been broken down into more narrowly defined concepts.

The various kinds of measurement of clothing interest in a systematic way date from about 1920. Since that time, measurement of interests has played a prominent part in individual psychology and is being used extensively in vocational counseling, in guidance work, and by personnel departments in industry (Ryan, 1966).

Flugel (1930) showed the relationship between clothing interest and behavior. It has also been demonstrated that basic values are related to clothing interest and behavior (Lapitsky, 1961; Creekmore, 1963). The term "clothing interest" has been interchanged with fashion

interest, fashion awareness, clothing awareness, clothing attitudes, clothing importance, clothing behavior, and clothing values by previous researchers. According to Gurel (1979), the confusion in terminology causes researchers to reflect conceptual confusion and unclear understanding to readers. Clothing interest has been examined in terms of clothing awareness (Vener, 1957; Rosencranz, 1962), clothing attitude (Alexander, 1961), clothing behavior (Hoffman, 1956; Treece, 1959; Gates, 1960), and clothing interests (Rosencranz, 1949; Ryan, 1953; Gurel, 1979).

In order to combine the many implications and define the term obviously, Gurel (1974) proposed the following definition of clothing interest:

Clothing interest refers to the attitudes and beliefs about clothing, the knowledge of attention paid to clothing, the concern and curiosity a person has about his/her own clothing and that of others. This interest may be manifested by an individual's practices in regard to clothing itself - the amount of time, energy and money he/she is willing to spend on clothing; the degree to which he/she uses clothing in an experimental manner; and his/her awareness of fashion and what is new (p. 12).

In 1963, Creekmore developed a "clothing interest inventory" for use in her research on clothing behaviors, general values, and strivings for fulfillment of basic needs. It consisted of 14 categories: 1) appearance, 2) status symbol, 3) management, 4) theoretical, 5) conformity, 6) tactual aspects, 7) modesty, 8) fashion, 9) experimentation, 10) tool use, 11) altruistic behavior, 12) construction, 13) symbolic meaning interest, 14) and no concern for clothing. Creekmore (1966) later revised the instrument and called it the Creekmore clothing inventory. The number of items was reduced. Further use of the instrument in part came from Dickey (1967) and O'Connor (1967) in their theses.

In 1966 "The Importance of Clothing" questionnaire was developed by five graduate students under the direction of Creekmore based on the theoretical framework of her doctoral dissertation. Eight aspects of clothing variables were measured: 1) aesthetics, 2) approval, 3) attention, 4) comfort, 5) psychological dependence, 6) interest, 7) management, and 8) modesty. These eight aspects became the eight subscale titles of the final instrument.

Gurel (1974) used factor analysis to demonstrate construct validity for the questionnaire. Eight factors were obtained and were found to correlate significantly with Creekmore's subscales.

Gurel and Gurel (1979) used the term "clothing interest." In order to advance conceptualization and measurement of clothing interest, an 89-item clothing inventory, administered to 500 undergraduates, was factor analyzed in order to identify underlying dimensionality.

The items were newly formulated as a clothing interest instrument: 1) Factor I, interest in clothing as concern with personal appearance; 2) Factor II, interest in clothing as experimenting with appearance; 3) Factor III, interest in clothing as conformity; 4) Factor IV, interest in clothing as modesty; 5) Factor V, interest in clothing as heightened awareness of clothing; 6) Factor VI, interest in clothing as enhancement of security; 7) Factor VII, interest in clothing as enhancement of individuality; and 8) Factor VIII, interest in clothing as sensitivity to comfort (Gurel and Gurel, 1979).

### Clothing Interest Research

Some psychologists have considered clothes as part of self. Late in the nineteenth century, James (1890, p. 29) included clothes as a

constituent of "the material me" of acquired things of self. According to him we so appropriate our clothes and identify with them that they become our preferred raiment. Similarly, Allport (1968) considered clothes as an "extension" of self through possessions. In his classic book, Psychology of Clothes, Flugel (1930, p. 34) also used the phrase "extension of the bodily self" as descriptive of one visual form of clothing.

Clothing is a cue to personality in that it conveys to others an impression of what one is, does, and believes. The impression one wishes to create through clothing, however, is not always perceived in the same manner as one would like to be, since others tend to perceive clothing in terms of their own self-concepts and expectations, and individuals may lack the knowledge of the meanings conveyed through clothes. Moreover, accurate judgment is impeded by the use of clothing in the manifestation of a wide variety of defense mechanisms, such as identification, projection, rationalization, overcompensation, regression, sublimation, and insulation (Horn, 1975).

Darden (1975) found a positive relationship between a general level of clothing concern and personality characteristics interpreted as conscientious, persevering, staid, and rule-bound. On the other hand, concern with the aesthetics and management of dress and use of clothing to get social approval were related to being socially aware and to possessing a high self-concept.

According to Charron's research (1977), appearance was the most important aspect of clothing interest for three groups of young adult men. The researcher had also found clothing interest to decline with increasing levels of college attendance. Through the many studies



done in the area of clothing interest, it has been demonstrated that clothing interest increases during adolescence where it peaks, and then clothing interest declines with increasing age. The results of Charron's study did not fully agree with the literature. The working men had higher scores than college freshmen and seniors. Charron's research was concerned with the life cycle stages of these men. She also hypothesized that men recently out of college would attach greater importance to clothing, especially since the clothing practices of college students and working men can be appreciably different. The clothing of a person can make various impressions on people.

A study of nonverbal communication in the classroom done by Rollman (1977) indicated that students ascribed different personality characteristics to teachers based on the teacher's style of dress. Students' perceptions of the extent to which a teacher possessed various characteristics seemed to vary as that teacher was seen in different styles of dress. If he chose to come to class dressed in jeans and a casual shirt, he would increase the probability of being perceived as friendly, flexible and sympathetic, while simultaneously decreasing the probability of being perceived as knowledgeable, organized, and well-prepared. Different styles of dress facilitated the achievement of different interpersonal goals.

Norman (1975) conducted a study about men's perceptions and interpretations of appearance and dress as related to age and salary for 50 male faculty members employed at a state-supported institution. The research indicated that the participants held similar or identical perceptions and interpretations to appearance and dress regardless of their age or salary.

Bastow-Shoop (1981) conducted a study with real estate agents, some of which wore career apparel (a type of white-collar worker's uniform) and some who did not. Her study showed that respondents who wore career apparel were more satisfied with career apparel than were those who did not wear career apparel. The study also indicated that career apparel did not influence job satisfaction and self-concept.

Connor (1977) conducted a study of the level of job satisfaction and clothing attitudes for a group of employed, middle-aged women. The clothing attitudes of dressing for others, using clothing for tactual pleasure, and dressing for physical comfort were positively correlated with both the affiliation and esteem level of job satisfaction. The women employed less than 20 years held a more positive feeling toward this use of clothing than the women who had been employed 20 years or longer. Those women who were high school graduates held a significantly lower attitude toward dressing for physical comfort than those women who were college graduates or had post-graduate college study, and those women who had completed some college credit held a significantly lower attitude toward dressing for physical comfort than those women who had post-graduate college study. The sales workers were significantly more satisfied than the professional or technical workers at the security level of job satisfaction.

Kim (1970) investigated clothing behaviors, clothing interests, and clothing practices for a group of college women in Korea. The participants ranked modesty first, followed by management, aesthetic, comfort, psychological dependence, social approval, and construction. The freshmen placed more importance on social approval than the seniors and the seniors placed more importance on the management and aesthetic aspects of clothing.

### Demographic Variables in Clothing Interests

Clothing does not bear the same importance for all people. Previous researchers suggested that there are relationships between clothing interests and demographic variables, such as sex, age, occupation, size of hometown and major in college.

Researchers reported that clothing interest was relatively high among respondents who were: females; students majoring in arts, humanities, social science, or home economics (Rosencranz, 1972); blacks (Murphy, 1972); sorority members (Ryan, 1953); people who come from urban areas, and people in higher income brackets (Rosencranz, 1960). Two studies of male clothing interest (Charron, 1977; Drake, 1978) indicated that overall clothing interest of men increased with age.

### Differences in Clothing Interests

#### Between the Sexes

Previous researchers indicated that females tended to have more clothing interest or awareness than males. Hurlock (1929) found that most people dress for their own sex rather than for the opposite sex.

Alexander (1961) reported that high school boys more often than girls or women said that it was important to dress well because of the impression made upon others. High school boys and girls both mentioned acceptance by the group as important. Self-confidence or a feeling of well-being was given with their need to conform to the group by both college girls and adult women, but was seldom mentioned by adult men as an in-group feeling. Women often said that feeling well-dressed gave a boost to their morale, while men almost never mentioned this.

Adult men considered that clothing was important as an indication of status.

Humphrey, Klassen, and Creekmore (1971) reported that boys who had high levels of self-esteem were not afraid to draw attention to themselves and their use of clothing. Research by Creekmore (1980) showed that girls were found to rank significantly higher than boys in personal attractiveness and suggested that attractiveness of the clothing should be assessed in studies of impression formation.

Martin and Miller (1979) investigated the relationships between self-concept and clothing attitudes for physically handicapped students and able-bodied students. The clothing attitude variables were appearance, fashion, management, comfort, and durability. Handicapped students had lower clothing attitude scores on all variables studied. Significant differences were found between men and women students on all clothing attitude variables regardless of physical condition, with women indicating a more positive attitude on each of the variables.

In a study by Humphrey, Klassen, and Creekmore (1971), it was hypothesized that clothing plays a role in socialization and thereby, in the development and maintenance of self-concept. Their results were as follows: 1) unstable or insecure respondents of both sexes were more concerned with the management use of clothing than were stable respondents; 2) insecure boys tended to be concerned about appearance and comfort while insecure girls were interested in experimenting with part of the costume; and 3) as the level of insecurity of girls increased so did their concern with the comfort use of clothing. On the basis of these data the authors concluded that "clothing functions

in different ways for individuals with different psychological characteristics" (p. 250). Also, the researchers suggested that coping behavior in the form of clothing usage differed with the personal attributes of the individual and his sense of social well-being.

### Differences in Clothing Interests

#### by Ages

Age has been treated by many researchers as an important factor affecting an individual's level of clothing interest. Numerous studies (Rosencranz, 1962; Ryan, 1966) have shown significant relationships between age and clothing interest. For example, young people between the ages of 16 and 25 spent the largest amount of money on their clothing. Adult groups of younger men and women spent more on clothes and owned more clothes than did older adults (Ryan, 1966).

Katz and Lazarsfeld (1955), in their study of fashion leadership, found that a woman's age and marital status were associated with the degree of her interest in fashion. Interest in fashion was at its peak among young single women; it decreased by one-third among married women under 45; and fell sharply among married women over 45.

Snow (1969), using a broader range of ages, also found that as age increased, clothing interest decreased. She found that clothing interest increased up to the level of college attendance, then decreased as more education was acquired.

Bendrof (1977), in her study of elderly women, found that they were not concerned with experimenting with appearance. They did not enjoy or have the time or energy to try on new styles merely to see how they looked in them. They already had a good idea of what styles were

suitable for them. Also they did not try new hair styles either because they had little hair to work with or because they knew which hair style suited them best.

### Differences in Clothing Interests

#### by Occupation

Occupation has also been found to affect interest in clothing. Stone and Form (1955) found differences between white collar workers and blue collar workers in their clothing interest. White collar workers spent more on clothing and had larger wardrobes than manual workers even when income was held constant. Two-thirds of the white collar workers and two-fifths of the manual workers felt that their mode of dress affected job advancement.

In another part of the research, Stone and Form (1955) gave respondents stories and asked for their reactions. Two of the stories were concerned with violation of clothing norms. In one of these stories the respondents were told of a man who was consulting a lawyer for the first time. The man arrived at the lawyer's office and was surprised to find him casually dressed in a faded sport shirt that hung out over an unpressed pair of slacks. Over two-thirds mentioned disapproval of the lawyer's clothing. About one-seventh would have refused to use his services; about the same proportion would try to learn more about him, make certain reservations before employing him or would have employed him despite the poor impression.

### Job Satisfaction

Most individuals spend a large part of their working lives at work,

so that an understanding of factors involved in job satisfaction is relevant to improving the well-being of a large number of individuals in an important aspect of their lives (Gruneberg, 1979). Another important reason for investigating job satisfaction is the belief that increasing job satisfaction will increase productivity and hence the profitability of organizations (Gruneberg, 1979).

Interest in the relationship between employee satisfaction and job performance has generated a great amount of research. However, theories vary in terms of point of view. Locke, Sinta, and Wolfson (1976, p. 702) defined job satisfaction as "a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experience."

Draper, Lundgren, and Strother (1967) have indicated that white collar employees reported a higher level of job satisfaction than blue collar workers. Professional managerial, foremen and skilled employees showed higher job satisfaction compared to semi-skilled, clerical, and sales employees. Job satisfaction increases with age but enjoyment of work does not. This suggests that perhaps satisfaction means something different to the older worker than it does to the younger (p. 13).

According to Bullock (1952) job satisfaction is considered to be an attitude which results from the balancing and summation of many specific likes and dislikes experienced in connection with one's employment. This attitude manifests itself in evaluation of the job and the employer. This evaluation may rest upon one's own success or failure in the achievement of personal objectives and upon perceived contributions of job and company toward these ends.

Numerous studies have clearly indicated that there are several distinctively different areas of job satisfaction and that measures of

these sub-areas should be relatively independent. A survey of these measures included 1) the Hoppock Scale, 2) the Brayfield-Rothe Index of Job Satisfaction, 3) the General Motors Faces Scale, 4) the SRA Inventory, 5) the Porter Instrument, and 6) the Job Description Index. The Hoppock Scale is a brief measurement designed in the 1930's. The Brayfield-Rothe Index is an attitude scale, while the General Motors Faces Scale is a simplified projective measure designed for industrial line workers. The SRA Inventory is a measure of work adjustment while the Porter Instrument measures an employee's need structure within a working situation.

In the 1940's and 1950's, work was viewed mainly as a source of status and money that could be translated into common symbols of success such as cars and houses. The situation changed during the 1960's and early 1970's. Success became redefined and equated with self-fulfillment. In the mid 1970's, high unemployment rates increased and people became concerned with having jobs that were secure and that paid well. In the 1970's intrinsic or psychological factors played a prominent part in determining the level of satisfaction. The most striking feature of workers in the postwar period was that individuals have become increasingly diverse in their work value, needs, motivation, and satisfactions. For example, satisfaction has declined among nonmanagerial workers in offices, as such work has become increasingly routinized. Blue collar and older workers have also tended to express increasingly greater dissatisfaction over time (Business Horizons, 1982).

Lyman (1955) found that the need satisfaction of white collar workers was different from that of blue collar workers. The former



group emphasized freedom from close supervision and interesting work as the principal values to be sought in work while the latter group chose economic rewards, good working conditions and physical ease as the more desirable aspects of work.

There is a symbiotic relationship between a person's self and the work that the person performs. If this symbiotic relationship is to be enhancing to the self, then the person must work so that it becomes a personal expression of the self. Teaching offers much opportunity for the personal expression of one's self. Through teaching, a person can realize one's potential in the most optimal ways, and realize a creative positive self (Pine and Boy, 1979).

Lortie (1977) suggested that teaching is honored and disdained, and praised as dedicative service. Also, it is permeated with the rhetoric of professionalism, yet features incomes below those earned by workers with less education. Teaching has occupied a special but shadowed social standing. The status of teachers in colonial America reflected the connection between their activities and the core value of that society. The teacher's position changed somewhat as urbanization, secularization, and school expansion occurred during the nineteenth century. Teaching became work performed by young women.

Pine and Boy (1979) suggested that teaching is a personal expression of the self. The teacher provides the life space for the learners in a classroom. Freedom and autonomy in the classroom are sacred values in teaching. There is a personal satisfaction which is difficult to articulate, a satisfaction that comes from observing students growing and developing as positive, highly functioning human beings.

Sparks (1979) reported that teachers would switch jobs if they could find one with equivalent pay and fringe benefits. Whether these teachers will find new jobs is not only dependent upon improvement in the vertical and horizontal mobility within the educational field, but upon the general state of the economy and job market. They suggested reasons for job dissatisfaction of teachers. First, involvement in work was high, but feelings of control or power in the work setting were limited. A second job dissatisfaction was the nature of interpersonal relationships in the work environment. A third job dissatisfaction related to perception of role conflicts. The findings of Sparks' study indicated that there was a great deal to be learned about teacher job satisfaction and of its effects in the classroom on the teaching-learning process.

Research by Bentzen, Williams, and Heckman (1980), in perceptions of job satisfaction of teachers, suggested that teachers are more frustrated in urban and lower income areas and that this fact negatively affects their job satisfaction and ultimately their job performance. Teachers in high-income communities and in more suburban communities were better satisfied with their work. The elementary teachers were the best satisfied, followed by those at junior and senior high schools respectively. However, elementary teachers were more likely to leave their present teaching jobs for personal (rather than economic) reasons than were secondary teachers.

An editorial in *Teacher Job Satisfaction* (1981, p. 691), suggested that

Teachers are more satisfied with their relationships with their colleagues than are other professionals. But other professionals are much more satisfied than teachers with

their salaries, the prestige of their occupations, and the likelihood that they will reach their potential.

Bardo (1979) reported that teacher burnout was a phenomenon all too familiar to any adult working in the modern public school. Symptoms included high absenteeism, lack of commitment, abnormal desire for vacations, and low self-esteem. Walsh (1979) reported that the current causes of teacher burnout included such varied stresses as harassment by the administration, assaults by students, paperwork pressure, and isolation.

Deleonibus and Thomson (1980) reporting research on school principals indicated that factors cited for leaving the principalship were excessive time demands, emotional health (stress), heavy work load, desire for change, fatigue, lack of support from superiors, lack of teacher professionalism, student discipline, and student apathy.

According to National Opinion Research Center studies, the social position of teachers is placed below the established professions, top government officials, and business executives, but above craftsmen and some others whose earnings exceed teachers (National Opinion Research Center, 1953; Hodge, Siegel, and Rossi, 1964).

Lortie (1977) indicated that

It is conventional to connect the term 'middle class' with school teachers, and although that class is now so large as to reduce its descriptive value, it may have particular usefulness in depicting this occupation. It connotes some of teaching's more characteristic features, such as respectability, stability in life-style, and income predictability, and it also points up the presumed necessity for continued employment (p. 13).

#### Summary

A review of literature has indicated that clothing is one of the

significant nonverbal symbols which communicates and defines certain aspects of personality, role, status, and situation. Clothing is an obvious key in the perception of situational factors which set the stage for subsequent social interaction. A teacher's appearance might serve as an expression of social and psychological need, and could be related to level of job satisfaction and clothing interests. Clothing influences and reflects the role one plays in work situations. Therefore the teacher should consider his appearance especially in the classroom, because clothing plays an important role as a nonverbal communication.

## CHAPTER III

### METHOD AND PROCEDURE

The purpose of the study was to examine relationships between clothing interests and job satisfaction of high school teachers. Clothing interest scores were examined based on sex and age of the teachers and type of schools in which they taught. The procedures are discussed in the following order: description of sample and instrument, collection of data, and statistical analysis of data.

#### Description of the Sample

The sample consisted of high school teachers in Seoul, Korea. The researcher considered that there might be differences based on type of school in which the teachers were located. In Korea, most of the high schools are separated by sex; therefore, the researcher chose teachers from four types of schools as follows: boys' public high schools, girls' public high schools, boys' private high schools, and girls' private high schools. Girls' high schools and boys' high schools have both men and women teachers. Two hundred ten questionnaires were distributed and 191 were returned.

#### Description of the Instrument

The researcher designed the questionnaire in three parts including measures of clothing interest, job satisfaction and selected demographic

information. Previous studies are related to the design of this instrument. The "Importance of Clothing" questionnaire developed by Creekmore (1966) had been tested for validity by Gurel (1974). Gurel's sample consisted of 500 college students, 80 of whom were men. It seemed to be a suitable instrument for working with men and women. Reliability had already been tested by Fetterman (1968). The reliability for each of the scales fell within the range of .46 to .81. The item total correlation coefficients fell within the range of .07 to .75.

Gurel and Gurel (1979) confirmed that clothing interest is multi-dimensional and consists of five related but distinguishable dimensions. These were identified as 1) concern with personal appearance, 2) experimenting with appearance, 3) use of clothing as enhancement of security, 4) use of clothing as enhancement of individuality, and 5) heightened awareness of clothing. In addition, it was demonstrated that the other three factors (conformity, modesty, and comfort) were considered to be among the range of possible personality characteristics that can find expression in behaviors associated with clothing and appearance. The researcher used all eight factors in the study.

The names of the factors and number of items were newly formulated by Gurel and Gurel (1979) for clothing interest measurement as follows:

- Factor I - (16 items): Concern with personal appearance
- Factor II - (12 items): Experimenting with appearance
- Factor III - (13 items): Conformity
- Factor IV - (10 items): Modesty
- Factor V - ( 9 items): Heightened awareness of clothing
- Factor VI - ( 9 items): Clothing as enhancement of security
- Factor VII - (11 items): Clothing as enhancement of individuality

Factor VIII - (9 items): Sensitivity to comfort

Responses to the statements were made on a five-point Likert scale of almost always, usually, sometimes, seldom, and almost never. Scores ranged from one for "almost always," to five for "almost never." A few statements were worded negatively and the scoring was reversed. A low score indicated frequent occurrence of the behavior being measured.

The researcher reworded some statements to make them appropriate for the particular respondents. For example, several statements were reworded from "school" to "class" or "work" and from "friends" to "teachers" depending on the sample group in the research.

An Index of Job Satisfaction developed by Brayfield and Rothe (1951) was used to obtain a job satisfaction score. An attitude scale which purports to be an index of job satisfaction was constructed by combining Thurstone (1929) and Likert (1934) scaling methods. A reliability coefficient of .87 was obtained for 231 employed female office workers. This index was intended to provide an overall index of job satisfaction applicable across occupational categories. This index used a Likert scale applied to 18 items and used the Thurstone scale to indicate scoring direction. The Likert scoring weights for each item ranged from one to five. The range of possible total scores became 18 to 90 points with a high score representing satisfaction.

The last part of the questionnaire collected demographic information about the respondents. The information requested consisted of sex, age, type of school, size of hometown, and major teaching area.

The instruments were translated into the Korean language by the researcher and checked by a Korean expert majoring in English literature. The questionnaires were pre-tested by three Korean male students at

Oklahoma State University. Some revisions were made for a more nearly accurate translation.

#### Collection of Data

Questionnaires were distributed to 210 Korean high school teachers in Seoul. The study was conducted in May of 1983. In order to get permission to survey the teachers, the researcher contacted the principals or vice-principals in each school. The researcher then visited each high school to administer the questionnaire. Questionnaires were collected four to seven days later.

Of the 50 questionnaires distributed to the public boys' high school, 49 were returned (98%); of the 60 questionnaires distributed to the private boys' high school, 50 were returned (83.33%); of the 50 questionnaires distributed to the public girls' high school, 42 were returned (84%); of the 50 questionnaires distributed to the private girls' high school, 50 were returned (100%). A total of 191 questionnaires were returned. Four of the questionnaires were incomplete leaving a total usable sample of 187 respondents.

#### Statistical Analysis of Data

Correlation coefficients were used to determine the significant relationship between clothing interest scores on each of the eight factors with job satisfaction scores. The t-test was used to determine significant differences in scores on each of the eight factors of the clothing interest scale between males and females, boys' high school teachers and girls' high school teachers, and private high school teachers and public high school teachers. The one-way analysis of



variance was used to determine differences in scores on each of the eight clothing interest scales among four age groups. Duncan's Multiple Range Test was used to further examine the differences.

## CHAPTER IV

### FINDINGS

The researcher examined the relationships between clothing interest and job satisfaction of selected Korean high school teachers. Clothing interest scores were compared according to sex, age, and type of school in which the teachers taught.

Data were obtained through three-part questionnaires. The first part of the instrument surveyed clothing interest, the second part of the instrument surveyed job satisfaction, and questions in the third part collected demographic information about the respondents.

A total of 210 questionnaires were distributed with 191 returned; 187 (89%) questionnaires were usable. Data were analyzed and comparisons were made using correlation coefficients, t-test, analysis of variance, and Duncan's multiple range test.

#### Demographic Characteristics

Demographic data concerning sex, age and type of school are presented in Table I. Of the 187 total respondents, 114 were male teachers (60.96%) and 73 were female teachers (39.04%). The respondents' age ranges were classified as follows: 28.88 percent were 30 and under, 27.81 percent were between the ages of 31 and 40, 34.22 percent were between the ages of 41 and 50, and 9.09 percent were over 50. The teachers were located in four types of schools: public boys' high school

TABLE I  
RESPONDENTS' DEMOGRAPHIC INFORMATION

Variable	Classification	N	%
Sex	Male	114	60.96
	Female	73	39.04
	Total	187	100.00
Age	30 and under	54	28.88
	31-40	52	27.81
	41-50	64	34.22
	Over 50	17	9.09
	Total	187	100.00
Type of School	Public Boys' High School	49	26.20
	Private Boys' High School	47	25.13
	Public Girls' High School	41	21.93
	Private Girls' High School	50	26.74
	Total	187	100.00
Size of Hometown	5,000 and under	34	18.18
	5,001-50,000	24	12.84
	50,001-100,000	28	14.97
	Over 100,000	101	54.01
	Total	187	100.00
Major Area in Teaching	Korean	39	20.86
	Foreign Language	30	16.04
	Social Studies	28	14.97
	Natural Sciences	21	11.23
	Mathematics	18	9.63
	Athletics	14	7.49
	Home Economics	11	5.88
	Non-major <sup>a</sup>	11	5.88
	Industrial Art	8	4.28
	Music	4	2.14
	Art	3	1.60
	Total	187	100.00

<sup>a</sup>Included vice-principals, nurse-teachers, and librarians.

(26.20%), private boys' high school (25.13%), public girls' high school (21.93%), and private girls' high school (26.74%).

More than half of the respondents (54.01%) were from home towns of over 100,000, with the remaining respondents divided among home towns of 5,000 and under (18.18%), 5,001-50,000 (12.84%), and 50,001-100,000 (14.97%). Teachers of various majors were included in the study. More than one-fifth of the participants were majors in the Korean language (20.86%). The remaining respondents were as follows: foreign language (16.04%), social studies (14.97%), natural sciences (11.23%), mathematics (9.63%), athletics (7.49%), home economics (5.88%), non-major (5.88%), industrial art (4.28%), music (2.14%), and art (1.60%).

#### Means of Eight Clothing Interest Factors and the Job Satisfaction Index

Mean scores for all of the participants were calculated for eight clothing interest factors. Scores ranged from one for "almost always," to five for "almost never." A low score indicated frequent occurrence of the behavior being measured. These scores are shown in Table II. The lowest mean scores for the respondents were obtained on the questions concerning modesty (2.58), concern with appearance (2.80), and comfort (2.84). The highest mean scores were obtained on the questions concerning enhancement of individuality (3.71), experimenting with appearance (3.49), and conformity (3.49).

Mean scores for all of the participants were calculated for job satisfaction. Scores ranged from one for "strongly disagree," to five for "strongly agree." A high score indicated frequent occurrence of the behavior being measured. The mean score for job satisfaction was 3.34 as shown on Table II.

TABLE II  
 MEANS OF EIGHT CLOTHING INTEREST FACTORS AND  
 THE JOB SATISFACTION INDEX  
 (N=187)

Variable	Mean	SD	Range of Scores
Clothing Interest			
Concern with appearance	2.80	.44	1.63-4.25
Experimenting with appearance	3.49	.51	1.42-4.92
Conformity	3.49	.43	2.15-4.69
Modesty	2.58	.44	1.10-3.70
Heightened awareness of clothing	3.08	.49	2.00-4.33
Enhancement of security	3.16	.51	1.44-4.89
Enhancement of individuality	3.71	.48	2.36-4.82
Comfort	2.84	.46	1.56-4.22
Job Satisfaction	3.34	.47	2.11-4.39

Correlation coefficients were calculated to determine the relationships between clothing interest scores and job satisfaction scores. These relationships are shown in Table III. The study revealed significant negative correlations as follows: concern with appearance ( $p < .001$ ), experimenting with appearance ( $p < .01$ ), heightened awareness of clothes ( $p < .05$ ), and comfort ( $p < .05$ ). The negative correlation coefficients indicated that teachers who obtained high scores on job satisfaction obtained low scores on the clothing interest scale, while teachers who obtained low scores on job satisfaction obtained high scores on the clothing interest scale. A low score on the clothing interest scale indicated a greater degree of clothing interest than a high score, while a high score on job satisfaction indicated a high degree of job satisfaction. Therefore a negative correlation indicated a relationship between high clothing interest and high job satisfaction.

TABLE III  
CORRELATION COEFFICIENTS BETWEEN MEANS ON EIGHT  
CLOTHING INTEREST FACTORS AND THE  
JOB SATISFACTION INDEX  
(N=187)

Factor	Coefficient of Correlation	Level of Significance
Concern with appearance	-.30	.001
Experimenting with appearance	-.19	.01
Conformity	-.08	N.S.
Modesty	-.07	N.S.
Heightened awareness of clothing	-.18	.05
Enhancement of security	-.04	N.S.
Enhancement of individuality	-.06	N.S.
Comfort	-.15	.05

#### Comparison by Sex

The researcher used the t-test to determine the differences between mean scores of male teachers and female teachers on the eight factors of the clothing interest inventory. In the boys' schools 92 teachers were male and 5 were female; in the girls' schools 22 teachers were male and 68 were female. The study revealed significant differences between males and females for the factors concern with appearance ( $p < .001$ ), experimenting with appearance ( $p < .001$ ), conformity ( $p < .05$ ), modesty ( $p < .05$ ), heightened awareness of clothes ( $p < .01$ ), enhancement of security ( $p < .001$ ), and enhancement of individuality ( $p < .01$ ) as shown in Table IV.

Female teachers indicated lower scores than male teachers for the factors concern with appearance, experimenting with appearance, modesty, heightened awareness of clothes, enhancement of security, and

TABLE IV  
DIFFERENCES IN CLOTHING INTEREST SCORES BASED ON SEX  
(N=187)

Variable	N	Mean	SD	Range of Scores	T	Level of Significance
Concern with Appearance						
Male	114	2.91	.44	1.63-4.25	4.20	.001
Female	73	2.54	.41	1.81-3.63		
Experimenting with Appearance						
Male	114	3.59	.53	1.42-4.92	6.18	.001
Female	73	3.17	.60	1.92-4.42		
Conformity						
Male	114	3.44	.48	2.15-4.69	-2.16	.05
Female	73	3.57	.33	2.85-4.31		
Modesty						
Male	114	2.64	.46	1.10-3.70	2.12	.05
Female	73	2.50	.40	1.40-3.40		
Heightened Awareness of Clothes						
Male	114	3.15	.48	2.22-4.33	2.64	.01
Female	73	2.96	.47	2.00-4.22		
Enhancement of Security						
Male	114	3.28	.46	2.00-4.89	3.91	.001
Female	73	2.99	.53	1.44-4.11		
Enhancement of Individuality						
Male	114	3.80	.46	2.45-4.73	3.09	.01
Female	73	3.58	.49	2.36-4.82		
Comfort						
Male	114	2.87	.48	1.55-4.22	1.14	N.S.
Female	73	2.79	.44	1.89-3.89		

enhancement of individuality. Male teachers obtained lower scores for the factor conformity than female teachers. Lower means indicate a higher degree of clothing interest than higher means; so results indicated that females generally had a higher clothing interest than males.

#### Comparison by Age

The researcher used analysis of variance to determine whether the differences in clothing interest among four age groups were significant. The study revealed significant differences according to age for the factors concern with appearance ( $p < .05$ ), experimenting with appearance ( $p < .001$ ), enhancement of security ( $p < .001$ ), and enhancement of individuality ( $p < .05$ ). These differences are shown in Table V.

1. Concern with Appearance - There was no significant difference among the mean scores of the age groups 31-40, 41-50, and over 50 nor in the mean scores of respondents aged 30 and under, 41-50, and over 50. Significant difference occurred between the mean scores of respondents aged 31-40 (2.96) and the respondents aged 30 and under (2.70).

2. Experimenting with Appearance - There was no significant difference among the mean scores of the age groups 31-40, and over 50 nor in the mean scores of respondents aged 30 and under and 41-50. Significant differences occurred between the mean scores of respondents aged 30 and under (3.25) and respondents aged over 50 (3.79) and/or respondents aged 31-40 (3.64). Significant differences also occurred between the age group of 41-50 and respondents aged over 50 and/or respondents age 31-40.



DIFFERENCES IN CLOTHING INTEREST SCORES  
AMONG AGE GROUPS  
(N=187)

Clothing Interest Factor	Age Group	N	Mean <sup>a</sup>	F	Duncan <sup>b</sup>	Level of Significance
Concern with Appearance	31-40	52	2.96	3.23	A	.05
	Over 50	64	2.77		A	
	41-50	17	2.77		B	
	30 and Under	54	2.70		B	
Experimenting with Appearance	Over 50	17	3.79	5.88	A	.001
	31-40	52	3.64		A	
	41-50	64	3.50		B	
	30 and Under	54	3.24		B	
Conformity	31-40	52	3.53	.36	A	N.S.
	30 and Under	54	3.51		A	
	Over 50	17	3.48		A	
	41-50	64	3.45		A	
Modesty	31-40	52	2.71	2.02	A	N.S.
	41-50	64	2.54		A	
	Over 50	17	2.53		A	
	30 and Under	54	2.53		A	
Heightened Awareness of Clothes	Over 50	17	3.19	1.30	A	N.S.
	31-40	52	3.13		A	
	41-50	64	3.09		A	
	30 and Under	54	2.98		A	
Enhancement of Security	Over 50	17	3.42	6.10	A	.001
	31-40	52	3.27		A	
	41-50	64	3.20		A	
	30 and Under	54	2.94		B	
Enhancement of Individuality	31-40	52	3.83	3.22	A	.05
	Over 50	17	3.77		A	
	41-50	64	3.73		B	
	30 and Under	54	3.56		B	
Comfort	31-40	52	2.93	1.19	A	N.S.
	30 and Under	54	2.84		A	
	Over 50	17	2.79		A	
	41-50	64	2.77		A	

<sup>a</sup>Age groups are arranged from highest mean score to lowest mean score.

<sup>b</sup>Means with the same letter are not significantly different.

3. Enhancement of Security - There was no significant difference among the mean scores of the age groups 31-40, 41-50, and over 50, while the respondents aged 30 and under responded differently. Significant difference occurred between the mean scores of respondents aged 31-40 (3.27), 41-50 (3.20), and over 50 (3.42) and respondents aged 30 and under (2.94).

4. Enhancement of Individuality - There was no significant difference among the mean scores of the age groups 31-40, 41-50, and over 50 nor in the mean scores of the respondents aged 30 and under, 41-50, and over 50. Significant difference occurred between the mean scores of respondents aged 31-40 (3.83) and respondents aged 30 and under (3.56).

#### Comparison by Type of School

The researcher used the t-test to determine the differences in means on the clothing interest factors between boys' high school teachers and girls' high school teachers. The study revealed significant differences for the factors concern with appearance ( $p < .01$ ), experimenting with appearance ( $p < .001$ ), modesty ( $p < .01$ ), heightened awareness of clothes ( $p < .01$ ), and enhancement of security ( $p < .01$ ) as shown in Table VI. Boys' high school teachers had lower mean scores than girls' high school teachers on all significant variables. This indicated a high clothing interest among boys' high school teachers.

The researcher also used the t-test to determine the differences in means on the clothing interest factors between public high school teachers and private high school teachers. The study revealed no significant differences for any of the factors as shown in Table VII.

TABLE VI  
DIFFERENCES IN CLOTHING INTEREST SCORES  
BETWEEN BOYS' HIGH SCHOOL TEACHERS  
AND GIRLS' HIGH SCHOOL TEACHERS  
(N=187)

Variable	N	Mean	SD	Range of Scores	T	Level of Significance
Concern with Appearance						
Girls' high school teacher	96	2.90	.46	1.62-4.25	3.21	.01
Boys' high school teacher	91	2.70	.41	1.81-3.63		
Experimenting with Appearance						
Girls' high school teacher	96	3.66	.58	1.42-4.92	3.97	.001
Boys' high school teacher	91	3.32	.60	1.92-4.42		
Conformity						
Girls' high school teacher	96	3.45	.48	2.15-4.70	-1.16	N.S.
Boys' high school teacher	91	3.53	.36	2.69-4.31		
Modesty						
Girls' high school teacher	96	2.66	.43	2.00-3.70	2.65	.01
Boys' high school teacher	91	2.50	.44	1.10-3.50		
Heightened Awareness of Clothes						
Girls' high school teacher	96	3.17	.47	2.22-4.33	2.64	.01
Boys' high school teacher	91	2.98	.49	2.00-4.22		
Enhancement of Security						
Girls' high school teacher	96	3.27	.45	2.00-4.89	3.10	.01
Boys' high school teacher	91	3.05	.54	1.44-4.11		
Enhancement of Individuality						
Girls' high school teacher	96	3.77	.47	2.45-4.73	1.74	N.S.
Boys' high school teacher	91	3.65	.48	2.36-4.82		
Comfort						
Girls' high school teacher	96	2.86	.47	1.56-4.00	.69	N.S.
Boys' high school teacher	91	2.81	.46	1.89-4.22		

TABLE VII  
 DIFFERENCES IN CLOTHING INTEREST SCORES BETWEEN PUBLIC HIGH SCHOOL  
 TEACHERS AND PRIVATE HIGH SCHOOL TEACHERS  
 (N=187)

Variable	N	Mean	SD	Range of Scores		Level of Significance
<b>Concern with Appearance</b>						
Private high school teachers	97	2.83	.39	1.81-3.88	.76	N.S.
Public high school teachers	90	2.77	.49	1.63-4.25		
<b>Experimenting with Appearance</b>						
Private high school teachers	97	3.52	.58	1.92-4.67	.60	N.S.
Public high school teachers	90	3.46	.65	1.42-4.92		
<b>Conformity</b>						
Private high school teachers	97	3.47	.43	2.38-4.70	-.66	N.S.
Public high school teachers	90	3.51	.43	2.15-4.54		
<b>Modesty</b>						
Private high school teachers	97	2.60	.46	1.10-3.70	.66	N.S.
Public high school teachers	90	2.56	.42	1.70-3.50		
<b>Heightened Awareness of Clothes</b>						
Private high school teachers	97	3.05	.47	2.00-4.22	-.90	N.S.
Public high school teachers	90	3.11	.50	2.11-4.33		
<b>Enhancement of Security</b>						
Private high school teachers	97	3.19	.51	1.89-4.22	.68	N.S.
Public high school teachers	90	3.14	.51	1.44-4.89		
<b>Enhancement of Individuality</b>						
Private high school teachers	97	3.70	.45	2.45-4.73	-.23	N.S.
Public high school teachers	90	3.72	.51	2.36-4.82		
<b>Comfort</b>						
Private high school teachers	97	2.89	.44	1.89-4.22	1.44	N.S.
Public high school teachers	90	2.79	.48	1.56-4.00		

## Discussion

Many respondents in the study commented that the translation of the instrument from the English language to Korean was difficult to understand and not professional. The grammatical order of parts of the sentence in English and in the Korean language is totally different. The researcher tried to keep the meaning of the phrases in the original instrument. As a result the wording was somewhat awkward to the Koreans. During the survey, the private high school teachers appeared to respond favorably to answering the questionnaire and were more concerned about it than public teachers.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The researcher examined the relationships between clothing interests and job satisfaction of Korean high school teachers. Clothing interest scores were examined based on sex, age, and type of school. Data were collected through questionnaires consisting of three parts: clothing interest inventory, job satisfaction index, and demographic information about the respondents. Data were analyzed and comparisons were made using the correlation coefficients, t-test, analysis of variance, and Duncan's multiple range test.

#### Conclusions

Two hypotheses in the study were formulated to examine the relationships between high school teachers' clothing interest scores and job satisfaction scores.

H<sub>1</sub>: There is no significant relationship between the teachers' clothing interest scores and their job satisfaction scores.

The hypothesis was partially rejected. There were significant negative correlations between clothing interest scores and job satisfaction scores for the following factors: concern with appearance, experimenting with appearance, heightened awareness of clothes, and comfort. The study indicated that teachers who had low scores in job satisfaction had high clothing interest scores. Since low clothing

interest scores indicated high clothing interest, the teachers who were most satisfied with their jobs generally had high clothing interest.

H<sub>2</sub>: There is no significant difference in clothing interest scores based on a) sex, b) age, and c) type of school.

The hypothesis 2(a) was rejected. The study showed significant differences in clothing interest scores according to sex. Female teachers indicated lower scores for the following factors: concern with appearance, experimenting with appearance, modesty, heightened awareness of clothes, enhancement of security, and enhancement of individuality. Male teachers indicated lower scores for the factor conformity. The results indicated that male teachers desire conformity in their peer group in clothing behavior.

The hypothesis 2(b) was rejected. Significant differences were found in clothing interest scores according to age. The respondents aged 30 and under indicated the highest interest for the factors concern with appearance, experimenting with appearance, enhancement of security, and enhancement of individuality in the clothing interest inventory. The respondents aged 31 through 40 indicated the lowest interest for the factors concern with appearance and enhancement of individuality. The respondents aged over 50 indicated the lowest interest for the factors experimenting with appearance and enhancement of security. The results indicated the younger teachers were more interested in clothing than the older teachers. On the factors with significant differences, the mean scores of the age group 30 and under were always the lowest, indicating the highest degree of interest.

Hypothesis 2(c) was rejected. Significant differences were found between clothing interest scores of boys' high school teachers and

girls' high school teachers. Boys' high school teachers indicated lower scores for the factors concern with appearance, experimenting with appearance, modesty, heightened awareness of clothes, and enhancement of security. The results indicated that boys' high school teachers were more interested in clothing than girls' high school teachers. No significant differences were found between clothing interest scores of public high school teachers and private high school teachers.

The differences in the number of respondents in each age group could have influenced the results. The over 50 age group was much smaller than the other groups (17 respondents). Several of the older teachers did not want to answer the questionnaire.

The factor modesty was the most important factor in the clothing interest inventory for the teachers. The second most important factor was concern with appearance and the third most important factor was comfort. Concern with appearance had been found by many researchers to be the most important aspect of clothing. It rated second in this study with modesty rating as the most important factor in clothing interest. This may be due to the religious beliefs of Koreans and/or to the high esteem in which teachers are regarded in that country.

The four clothing interest factors, concern with appearance, experimenting with appearance, heightened awareness of clothes, and comfort were negatively correlated with job satisfaction scores indicating that these teachers with high levels of job satisfaction had high levels of clothing interest (low scores) in these areas.

Female teachers generally indicated a greater interest in clothing than male teachers, but male teachers indicated a higher interest for the factor conformity. The result may indicate that male teachers



prefer to wear similar types of clothing to others in their peer group. Taylor and Compton (1968) indicated that conformity in dress had a significant and positive relationship for respondents showing a social perspective characterized by interest in the maintenance of harmonious group relationships.

The respondents aged 30 and under indicated a greater interest, except conformity and comfort, in clothing than any other age group. Many studies have indicated that clothing interest declines with increasing age, however, the results in this study did not full agree. The respondents aged over 50 did not always indicate the highest clothing interest scores. The respondents aged 31 through 40 indicated the highest clothing interest scores for the factor concern with appearance and enhancement of individuality.

Boys' high school teachers generally indicated a greater interest in clothing than girls' high school teachers. This may have been due to the fact that boys' high schools are more prestigious than girls' high schools. The study revealed no significant differences between public high school teachers and private high school teachers for any of the factors.

#### Recommendations for Further Research

The following recommendations were suggested:

1. The clothing interest instrument could be revised and developed into a variety of forms for use with different age ranges, sexes and backgrounds; religious backgrounds, socioeconomic backgrounds, and cultural backgrounds.

2. Factor analysis of the clothing interest could be tested for Korean respondents in order to determine whether Gurel's clothing interest factors could be influenced by cultural background.

3. The relationships between clothing interest and job satisfaction could be compared within other occupational groups or different ethnic groups.

4. The differences in clothing interest among four age groups could be investigated to determine the effect on buying habits or clothing practices.

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APPENDIX  
QUESTIONNAIRE

## O K L A H O M A   S T A T E   U N I V E R S I T Y

Department of Clothing, Textiles &amp; Merchandising

Dear Teachers:

I am a graduate student majoring in Clothing, Textiles and Merchandising at Oklahoma State University. The purpose of this questionnaire is to collect data for my thesis which surveys Korean teachers' opinions and interests.

The data will be analyzed statistically and your answers will be compiled with those of other participants. Your responses to all items in this questionnaire will be kept anonymous.

There are no right or wrong answers. Your sincere opinion and answers will make a great contribution to the understanding of Korean high school teachers' opinion toward dress.

Thank you for your assistance in this study.

Sincerely yours,

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Younhwa Chang  
Graduate Student

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Lynn Sisler, Professor and  
Head of Department

PART I (Clothing Interest)<sup>a</sup>

Read the following statements and relate each according to the scale given below. Place the number corresponding to your choice in front of each statement.

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

- \_\_\_ 1. I carefully coordinate the accessories that I wear with each outfit.
- \_\_\_ 2. I pay a lot of attention to pleasing color combinations.
- \_\_\_ 3. I keep my shoes clean and neat.
- \_\_\_ 4. I spend more time than others coordinating the colors in my clothes.
- \_\_\_ 5. I see that my out-of-season clothing is cleaned and stored.
- \_\_\_ 6. I am more concerned about the care of my clothing than my friends are about theirs.
- \_\_\_ 7. The way I look in my clothes is important to me.
- \_\_\_ 8. I look over the clothing in my wardrobe before each season so that I know what I have.
- \_\_\_ 9. I have something to wear for any occasion that occurs.
- \_\_\_ 10. I carefully plan every purchase so that I know what I need when I get to a store.
- \_\_\_ 11. I wear clothes which have buttons or snaps missing.
- \_\_\_ 12. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.
- \_\_\_ 13. I plan for and prepare clothes to wear several days in advance.
- \_\_\_ 14. I consider the fabric texture with the line of the garment when choosing my clothes.
- \_\_\_ 15. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.
- \_\_\_ 16. It bothers me when my shirt tail keeps coming out.
- \_\_\_ 17. I try on some of the newest clothes each season to see how I look in the styles.
- \_\_\_ 18. It's fun to try on different garments and accessories to see how they look together.
- \_\_\_ 19. I try on clothes in shops just to see how I will look in them without really planning to buy.
- \_\_\_ 20. I enjoy trying on shoes of different styles or colors.
- \_\_\_ 21. My friends and I try each others clothes to see how we look in them.
- \_\_\_ 22. I read magazines and newspapers to find out what is new in clothing.
- \_\_\_ 23. I experiment with new or different "hair do's" to see how I will look.
- \_\_\_ 24. I like to know what is new in clothing even if none of my friends care and I probably would not want to wear it.
- \_\_\_ 25. I study collections of accessories in the stores to see what I might combine attractively.
- \_\_\_ 26. When I buy a new garment I try many different accessories before I wear it.
- \_\_\_ 27. I decide on the clothes to wear according to the mood I am in that day.
- \_\_\_ 28. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line and texture.
- \_\_\_ 29. I wear clothes that everyone is wearing even though they may not look good on me.
- \_\_\_ 30. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.
- \_\_\_ 31. I am uncomfortable when my clothes are different from all others at a party.
- \_\_\_ 32. I feel more a part of the group if I am dressed like my friends.
- \_\_\_ 33. I wear the clothing fads that are popular in our school even though they may not be as becoming to me.
- \_\_\_ 34. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing.
- \_\_\_ 35. I try to dress like others in my group so that people will know we are friends.
- \_\_\_ 36. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.
- \_\_\_ 37. I would rather miss something than wear clothes which are not really appropriate.
- \_\_\_ 38. I check with my friends about what they are wearing to a gathering before I decide what to wear.
- \_\_\_ 39. I would buy a very comfortable bathing suit even if it were not the current style.
- \_\_\_ 40. When I am shopping I choose clothes that I like even if they do not look the best on me.
- \_\_\_ 41. I am enticed into buying garments I like without having anything to go with them.
- \_\_\_ 42. I feel embarrassed when I see someone in clothes that are too tight.
- \_\_\_ 43. I feel embarrassed when I see someone in too low cut a dress.
- \_\_\_ 44. I hesitate to associate with those whose clothes seem to reveal too much of their body.
- \_\_\_ 45. Unlined sheer dresses, blouses, or shirts reveal too much of the body.

<sup>a</sup>Title of measure was not included in the actual questionnaire.

- \_\_\_46. I wonder why some people wear clothes that are immodest.
- \_\_\_47. I feel uncomfortable when someone has forgotten to close his zipper.
- \_\_\_48. The first time in the season that I go to a public beach or pool I feel exposed in my bathing suit.
- \_\_\_49. I select clothes that are conservative in style.
- \_\_\_50. I wear what I like even though some of my friends do not approve.
- \_\_\_51. I choose clothing with small prints, even though a larger design looks equally good on me.
- \_\_\_52. I am curious about why people wear the clothes they do.
- \_\_\_53. I wonder why some clothes make me feel better than others.
- \_\_\_54. When someone comes to school dressed unsuitably, I try to figure out why he is dressed as he is.
- \_\_\_55. I wonder what makes some clothes more comfortable than others.
- \_\_\_56. I am interested in why some people choose to wear such unusual clothes.
- \_\_\_57. When things are not going well I like to wear brighter colors.
- \_\_\_58. I try to figure out why some people's clothes look better on them than others.
- \_\_\_59. Days when I feel low I wear my gayest clothes.
- \_\_\_60. I try to find out how I can save as much time, energy, and money as possible with my clothes.
- \_\_\_61. Certain clothes make me feel more sure of myself.
- \_\_\_62. I have more self confidence when I wear my best school clothes.
- \_\_\_63. I am aware of being more friendly and outgoing when I wear particular clothes.
- \_\_\_64. I feel and act differently according to whether I am wearing my best school clothes or not.
- \_\_\_65. I buy clothing to boost my morale.
- \_\_\_66. I get bored with wearing the same kind of clothes all the time.
- \_\_\_67. I wear different clothes to impress people.
- \_\_\_68. I select clothes which do not call attention to myself in any way.
- \_\_\_69. I like dark or muted colors rather than bright ones for my clothes.
- \_\_\_70. I try to buy clothes which are very unusual.
- \_\_\_71. When new fashions appear on the market, I am one of the first to own them.
- \_\_\_72. I enjoy wearing very different clothing even though I attract attention.
- \_\_\_73. I avoid wearing certain clothes because they do not make me feel distinctive.
- \_\_\_74. I have clothes that I don't wear because everyone else has them.
- \_\_\_75. I go to nearby cities to shop for better fashions.
- \_\_\_76. I try to buy clothes with the best labels.
- \_\_\_77. I try to keep my wardrobe in line with the latest styles.
- \_\_\_78. I like to be considered an outstanding dresser by my friends.
- \_\_\_79. I enjoy trying to get the most for my money in clothing purchases.
- \_\_\_80. I "dress-up" to make an ordinary occasion seem more exciting.
- \_\_\_81. I am extremely sensitive to the texture of the fabrics in my clothing.
- \_\_\_82. There are certain textures in fabrics that I like and especially try to buy, for example, soft, fuzzy, sturdy, smooth.
- \_\_\_83. I am more sensitive to temperature changes than others and I have difficulty being comfortable in my clothes as a result.
- \_\_\_84. I am irritable if my clothes are uncomfortable.
- \_\_\_85. The way my clothes feel to my body is important to me.
- \_\_\_86. I find it difficult to buy clothes suitable to the temperature.
- \_\_\_87. I avoid garments that bind the upper arm.
- \_\_\_88. I get rid of garments I like because they are not comfortable.
- \_\_\_89. I wear my pants or slacks with an easy fit even when tight ones are fashionable.

Part II: (Job Satisfaction)<sup>a</sup>

Read the following statements and relate each according to the scale given below. Place the number corresponding to your choice in front of each statement.

Scale: 1 - Strongly disagree  
 2 - Disagree  
 3 - Neutral  
 4 - Agree  
 5 - Strongly agree

1. My job is like a hobby to me.
2. My job is usually interesting enough to keep me from getting bored.
3. It seems that my friends are more interested in their jobs.
4. I consider my job rather unpleasant.
5. I enjoy my work more than my leisure time.
6. I am often bored with my job.
7. I feel fairly well satisfied with my present job.
8. Most of the time I have to force myself to go to work.
9. I am satisfied with my job for the time being.
10. I feel that my job is no more interesting than others I could get.
11. I definitely dislike my work.
12. I feel that I am happier in my work than most other people.
13. Most days I am enthusiastic about my work.
14. Each day of my work seems like it will never end.
15. I like my job better than the average worker does.
16. My job is pretty uninteresting.
17. I find real enjoyment in my work.
18. I am disappointed that I ever took this job.

## Part III:

1. (1)  Male                      (2)  Female
2. My age is:
 

(1) <input type="checkbox"/> 30 and under	(2) <input type="checkbox"/> 31 - 40
(2) <input type="checkbox"/> 41 - 50	(4) <input type="checkbox"/> over 50
3. I am working:
 

(1) <input type="checkbox"/> public boys' high school	(2) <input type="checkbox"/> private boys' high school
(3) <input type="checkbox"/> public girls' high school	(4) <input type="checkbox"/> private girls' high school
4. The size of my hometown is:
 

(1) <input type="checkbox"/> 5,000 and under	(2) <input type="checkbox"/> 5,001 - 50,000
(3) <input type="checkbox"/> 50,001 - 100,000	(4) <input type="checkbox"/> over 100,000
5. My major is \_\_\_\_\_

Thank you for your cooperation.

<sup>a</sup>Title of measure was not included in the actual questionnaire.

## Clothing Interest Questionnaire

## Key

- Questions 1-16: Factor I, Concern with Personal Appearance
- Questions 17-28: Factor II, Experimenting with Appearance
- Questions 29-41: Factor III, Conformity
- Questions 42-51: Factor IV, Modesty
- Questions 52-60: Factor V, Heightened Awareness of Clothes
- Questions 61-69: Factor VI, Clothing as Enhancement of Security
- Questions 70-80: Factor VII, Clothing as Enhancement of Individuality
- Questions 81-89: Factor VIII, Sensitivity to Comfort

VITA 2

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Candidate for the Degree of

Master of Science

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