

THE INFLUENCE OF SOCIAL PARTICIPATION AND
OCCUPATIONAL ASPIRATION ON CLOTHING
NEEDS OF ADOLESCENT BOYS

By

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CHAPTER I

INTRODUCTION

Clothing plays a definite role in occupational life (6, 8). Past research has shown that American men do relate appearance to the world of work (6), and that the influential force of clothing is recognized by both blue collar and white collar workers (8). Indications are that both groups perceive that clothing and appearance are important in getting and holding a job. Thus it may be assumed that an individual's occupation should be considered when estimating the kind and amount of clothing he needs.

Adolescents are among those who see clothing as an important factor in the occupational world (8). Occupational aspiration is an important part of the work concept for adolescents as many of them have yet to attain their full status in the work world. The occupational aspiration of an adolescent may also be a factor to consider in determining his clothing needs.

For many individuals, adolescence is an age during which the developing self-image is a sensitive subject, and during which peer-group acceptance is of utmost importance. Ryan (16) suggests that wearing clothing considered correct by the adolescent does much to ease this sensitivity. Roberts (14) supports this by saying that an adolescent's behavior reflects his feelings of self-confidence, and is affected by his clothing and appearance. The enhancement of an

adolescent's self-confidence and the resultant effect on his behavior implies that this should be a factor to consider when establishing wardrobe standards for this age group.

Statement of Problem

The purpose of this study was to investigate the influence of social participation and expressed occupational aspirations of adolescent boys on their wardrobe needs. Findings of this study contribute information needed for the determination of basic clothing needs of adolescent boys as influenced by type and extent of social participation and their occupational aspiration as presently perceived.

Objectives

The objectives of this study were:

- (1) To identify tenth and twelfth grade boys' expressed perception of their basic clothing needs
- (2) To identify tenth and twelfth grade boys' expressed occupational aspirations as presently perceived
- (3) To determine the type and extent of tenth and twelfth grade boys' social participation
- (4) To investigate the influence of occupational aspirations and social participation of tenth and twelfth grade boys on their clothing need perceptions.

Definition of Terms

Adolescent - an individual between 13 and 19 years of age.

Basic Clothing Needs - the kind and minimum number of garments needed to meet an individual's physical and social needs.

Honorary Membership - membership based on achievement or distinction.

Occupational Aspiration - the vocation or profession at which an individual would choose to make his living.

Open Membership - non-selective membership open to all adolescent boys.

Peer Group - an individual's reference group composed of people of like age status.

Perceived Clothing Need - apparel item which an individual considers a requirement for his physical or social well-being.

Physical Need - a requirement for the maintenance of the physical health of an individual.

Social Need - a requirement for an individual's acceptance and mental well-being within the group.

Limitations

This study was limited to one aspect of a larger cooperative research project. Decisions concerning identification and development of data collection instruments used and selection of the sample had been made prior to the start of the investigation reported in this thesis. Data analyzed in this study were limited to information obtained from a selected sample of tenth and twelfth grade boys in three senior high schools in North Central Oklahoma. The apparel studied was limited to specified types of outer garments. The occupational aspiration was equated with future vocation as presently perceived by individual respondents. Findings of this study indicated only whether relationships among the social participation, occupational

aspiration and clothing needs of adolescent boys exist, not type or extent of such relationships. Generalizing findings to all tenth and twelfth grade boys is precluded because of sample size and scope of study.

CHAPTER II

REVIEW OF LITERATURE

Past studies have shown that an individual needs clothing for social purposes as well as physical protection (4, 5, 16, 18, 19). These social purposes include the use of clothing for participation in social events, to denote social status, and to gain peer group acceptance (5, 14, 19). There is also evidence that an individual has a concept of dress in relation to the world of work (6, 8)

Clothing and the Social Participation of Adolescents

Research findings indicate that the social uses of clothing are especially important to the adolescent. Ryan (16) reported that the sensitivity of members of that age group is somewhat eased by clothing that the adolescent considers correct. She also cited several research reports in which significant relationships were found between appearance and social participation of adolescents. In one of these, a study published by Silverman (17) in 1945, high school girls rated highest in appearance by teachers were found to have the greatest participation in social events. Cannon and Staples (2) had reported in 1952 that a significant relationship existed between appearance and acceptability by peers in junior high school students. Although the relationship was stronger for girls, it was also positive for boys.

Vener and Hoffer (19) studied adolescent orientations to clothing, and published their results in 1959. They found, among other things, that boys and girls who are more socially active tend to feel that their clothing is more adequate. They concluded that the adolescent's mother and peer group were the most important influences in decisions concerning clothing selection.

The conclusion that the peer group is of prime importance in the eyes of the adolescent concerning clothing is supported by a study conducted among Sioux children and adolescents (21). This study investigated the way attitudes toward school are colored by feelings about clothing. Inadequacy feelings about their clothing was the most frequently stated reason for Sioux girls dropping out of high school (21).

Humphrey, Klaasen, and Creekmore (11) studied the relationships between adolescent use of clothing and self-concept. Two hundred seventy girls and two hundred fifty boys from a high school in a mid-western town of about 15,000 population were asked to respond to a clothing behavior inventory concerning eight clothing uses and a self-rating questionnaire. The results suggested that clothing functions in different ways for different individuals. These researchers also found that clothing is frequently used by individuals with high self-esteem as a means of self-expression, and by individuals of low self-esteem as a means of coping with social situations. Specific findings indicated that boys and girls with high self-esteem levels were concerned with a pleasing appearance and were not afraid of drawing attention to themselves. The conclusions drawn from this research indicated that a particular use of clothing reflects both feelings of self-worth and insecurity for adolescents, but the prediction of the personal

characteristics of an individual cannot be made on the basis of clothing alone.

Although adolescent reactions to clothing have been the subject of study for several years, only a small body of literature exists concerning boys' clothing. This was noted by Eicher and Dillon (5), who investigated adolescent boys' clothing conformity in relation to their peers. The study explored the question of boys being concerned enough about clothing to want to conform to their peer group in matters of dress. The purpose of the study was two-fold: to determine the clothing pattern of a group of eighth grade boys, and to investigate the relationship between the modal style of dress and peer group acceptance (5). The data were collected by questionnaire from 83 eighth grade boys in a small Indiana city. The modal style of dress was established by questioning the subjects, some non-subjects, and clothing merchants about various styles of boys' attire then fashionable. Social acceptance by peers was established by sociometric analysis. The findings from this study partially supported the hypothesis that clothing conformity is positively related to peer group acceptance, and the implication is that clothing is important to adolescent boys.

Further research supporting these conclusions was conducted by Roberts (14) in 1970. She investigated the relationship of wardrobes and social participation of junior and senior high school boys. Data were collected by questionnaire from 300 randomly selected eighth, tenth and twelfth grade boys in three North Central Oklahoma communities. The findings showed that social adjustment increased statistically with an increase in social activities, and that respondents were

conscious of the effect of appearance on peer group acceptance. However, wardrobe size did not affect the social participation of all boys.

Smucker and Creekmore (18) used filmed observations of clothing worn by sophomore boys and girls in a high school in Central Michigan in an investigation of clothing conformity. These observations combined with a questionnaire concerning the popular dress trends in that school at that time produced data that were analyzed and related to peer acceptance. It was found that awareness of popular dress trends and clothing conformity were related. They were also related to peer acceptance. This suggested that clothing conformity played an important part in the social structure of the school.

The studies cited indicate that clothing is important in social interaction. Clothing seems especially significant to adolescents, and figured prominently in satisfactory peer group relationships and participation in social activities. The effects of such participation were suggested by Ryan (16):

The withdrawal from active participation in various social activities may be of even greater consequence than participation versus non-participation. One wonders how many adolescents have refused to volunteer in class, to recite, or to voice their ideas in clubs and groups because they did not wish to call attention to themselves. It is recognized that the person who speaks up once or twice in a group finds it easier to do so again, while the individual who has not become accustomed to speaking out finds it much more difficult to do so; thus the reactions from feeling poorly dressed may have lasting effects.

Estimation of Wardrobe Need

Interest in establishing minimum standards of living by which actual conditions can be measured and improved has been expressed in

the past (4). Standards are desired for clothing consumption patterns as well as for the use of other consumer goods, but because the clothing consumption process involves a greater number of complicating variables (22), such a standard is difficult to establish. Because clothing seems so important to the sociable individual, social participation has been suggested as a reliable way of measuring wardrobe need (4, 14). In addition, it has seemed reasonable to assume that an individual's occupational choices affect wardrobe need.

Dickins (4) maintained that measurements of clothing need based solely on health requirements are not adequate because clothing serves as much a social need as a physical one. She reported research in which the existing clothing inventories of rural, church-going families in Mississippi were compared to their social participation. Church attendance was selected as the measure of social participation because in that area of Mississippi church events represented the main social activity, and "Sunday clothes" were necessary for participation. Findings from this study supported the use of social participation as a satisfactory basis for setting clothing standards, because families with the largest inventories were also among the most active participants, and those families with the smallest inventories were among the least active. There seemed to be a minimum amount of clothing that was necessary for participation.

Roberts' (14) study of adolescent boys in North Central Oklahoma found social participation to be only partially satisfactory as a criterion for identifying adolescent wardrobe needs. Although she found differences in wardrobe content among boys classified in separate categories of social participation, the boys who were most active socially

did not possess the largest clothing inventory. For this reason, she assumed that extent of social participation is only one of several factors to consider in identifying adolescent wardrobe needs.

Clothing and Occupation

The vocational aspiration of adolescents has been the concern of guidance counselors and psychologists for some years. The relationships between race, sex, social class, social mobility, and occupational aspiration have been investigated. In addition, studies have been made concerning clothing and occupation.

A study conducted by Cosby (3) at Louisiana State University had as its purpose to examine the hypothesis that black youth have lower levels of occupational aspiration than white youths. Research has generally supported this proposition. Five thousand nine hundred ninety-two tenth grade high school students in South Carolina, Georgia, Alabama, and Mississippi were interviewed, and the aspiration levels of all the students were found to be high. Three explanations were offered for the differences between this and previous research: first, difference in statistical handling; second, difference in sample selection; and third, the possible effect of the civil rights movement.

The relationship between junior high school students' vocational preferences and that of their parents was the subject of research done by Krippner (12). A vocational interest questionnaire was administered to 351 seventh and eighth grade pupils which asked about the father's and mother's occupation, father's and mother's occupational preference for the respondent, and the respondent's preference. The findings suggested that an adolescent's occupational choice will probably

reflect the parent's choice, even though the adolescent rejects the specific job of the parent, and that sexual identification may also play an important part in occupational choice.

Goodman (9) studied the relationship between certain clothing behaviors, levels of aspiration, and degree of social participation of lower socio-economic girls. The findings revealed that in general, those lower socio-economic girls who had high educational and occupational aspiration did not seem to view clothing deprivation as a deterrent. In addition, it was found that clothing served aesthetic as well as functional needs for girls who were not active socially.

The relationship between occupation and clothing for all age groups has not received as much attention as adolescent aspiration. A few studies have been made in the past (6, 12), and several more have appeared recently (8, 9). Some of the recent studies concern adolescent aspiration and clothing needs.

Form and Stone (6) examined the social significance of clothing in occupational life. This study investigated the inconsistency between the expressed ideal of advancement dependent upon job performance instead of advancement dependent upon job performance and dress, and the actual clothing behavior of the men in the sample. One hundred men from a small South Central Michigan city were selected as the research sample. Each stratum in Warner's occupational scale and Edward's occupational scale was represented by some men in the sample. The data were collected by interviews.

About half of the sample expressed a low interest in clothing in general, thus fitting the stereotype of the American man who is not very concerned about clothing. The other half of the sample, who had

high scores on the clothing interest scale, were found to be white collar workers and holders of high prestige jobs. It was also found that specific meaning that clothing held for the individuals in the study varied with occupational type, and that white collar workers saw clothing as an influential symbol more than manual workers. Both white collar and manual workers considered proper dress important to job advancement. Most of the respondents felt satisfied with their dress, although white collar workers desired more money to spend on their clothing. Both white collar and manual workers felt that deviations in occupational clothing would elicit disapproval from customers and fellow workers.

Adolescent perceptions have recently become the subject of research. Part of this field of knowledge concerns adolescent perceptions of clothing related to the world of work. Good (8) explored this area. This study was limited to individuals of similar social class and educational background. The objectives were to determine working class adolescents' perceptions of the role clothing plays in occupational life, clothing as a factor influencing the acquisition and holding of a job, clothing appropriate to the aspired occupation, and the working class adolescent's concept of clothing outside the job. Questionnaires were used to collect data. The hypothesis tested was: "There will be a relationship between working class teenage boys' perceptions concerning clothing and their level of aspiration" (8).

It was found that white collar aspirants gave little attention to the functional aspects of clothing while blue collar aspirants did take this into consideration. It was also indicated that there were fewer blue collar aspirants in the twelfth grade, and it was suggested that

this was due to blue collar aspirants dropping out of school before reaching the twelfth grade. White collar aspirants showed more upward mobility than did blue collar aspirants.

Roberts (14) investigated social adjustment and social participation in relation to adolescent wardrobe needs. This study involved 300 randomly selected boys attending one of seven junior and senior high schools in North Central Oklahoma. The objectives of this investigation were to determine the type and extent of social participation of members of the sample, identify the clothing norms of the adolescents, and to establish minimum clothing requirements for this group. The instruments used to collect the data were the California Test of Personality, Clothing Attitude Checklist, Social Participation Checklist, Socio-Economic Rating Scale, and a Wardrobe Content Inventory.

The analysis of data revealed that social adjustment increased in proportion to social participation, but wardrobe size was not related to degree of social participation. The socio-economic level of the respondent affected the cost of the garments, and shirts, jeans, slacks, and jackets were the most popular for all types of social activities. The recommendations for minimum wardrobe requirements were based on the responses of the actively participating boys.

The existing body of literature shows that social participation and occupational aspiration are important elements in the estimation of wardrobe need, and that adolescent perceptions of clothing occupy an important place in their conception of social participation and occupation.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to investigate the influence of the social participation of adolescents and their occupational aspiration on adolescent wardrobe needs. The objectives were:

- (1) To identify tenth and twelfth grade boys' expressed perception of basic clothing needs.
- (2) To identify tenth and twelfth grade boys' occupational aspirations as presently perceived.
- (3) To determine the extent of tenth and twelfth grade boys' social participation.
- (4) To investigate clothing need perceptions, occupational aspirations, and social participation of tenth and twelfth grade boys.

Description of Sample and Community Setting

The sample consisted of 115 tenth grade boys and 109 twelfth grade boys selected at random from three senior high schools in North Central Oklahoma. The students participating in the study were selected from those enrolled in required courses or required study halls. The senior high schools sampled were located in communities chosen to represent a variety in population and socio-economic levels. One school was located in a small city with approximately 25,000 population, one in

an intermediate sized community of about 7,000 population, and one in a small rural town having a population of about 3,000. This sample provided a cross-section of social class, family income, size of school, and size of home town for North Central Oklahoma.

Methods and Instruments for Data Collection

Data for this study were collected in November, 1971, by administering a questionnaire composed of four parts to the students comprising the sample in the public high schools in each town. These four parts were Clothing Attitude Checklist, Social Participation Checklist, Clothing Need Form, and Occupational Aspiration Questionnaire.

The Clothing Attitude Checklist, as used by Roberts (14), was adapted from Gaffney's instrument (7). The four parts of this instrument were designed to correspond to the sections of the California Test of Personality that measure a sense of belonging, withdrawal tendencies, anti-social tendencies, and peer group relations. (See Appendix F). Persons whose feelings about clothing indicate a strong sense of belonging attend many social activities, persons ranking high in withdrawal tendencies seldom hold office in clubs or organizations, persons with strong anti-social feelings attend few social events, and persons with satisfactory peer group relationships hold office in clubs and organizations. The scores from the Clothing Attitude Checklist were computed and used with the information from the Social Participation Checklist to determine the relative extent of the subject's social activity. An explanation of this computation is found in "Analysis of Data".

The Social Participation Checklist was adapted from an instrument used by Bunderson (1), and provided a list of clubs and extra-curricular

activities. Each respondent indicated those to which he belonged or in which he participated.

The Clothing Need Form was a modified form of the Wardrobe Content Inventory used by Roberts (14). The Wardrobe Content Inventory obtained information about type and number of items needed in the wardrobe, source of acquisition, and cost of the items. The Clothing Need Form consisted of a list of outer garments commonly worn by adolescent boys in Oklahoma, and each subject supplied the number of each garment that he felt an adolescent should have to be well dressed in his school.

The Occupational Aspiration Questionnaire developed for this study consisted of five questions concerning educational aspiration and four concerning occupational plans, and was patterned after Harrison (10), Good (8), and Warner, Meeker, and Eells (20). The answers to the educational questions described the subject's plans for education beyond high school, and the occupational questions determined whether or not the subject had plans for his future occupation, the occupation in which he would wish to be engaged at age thirty, the occupation in which he thought he actually would be engaged at age thirty, and the occupation the respondent would prefer for his wife.

Analysis of Data

Each part of the Clothing Attitude Checklist contained ten questions which could be answered "yes" or "no". Each positive answer was accorded a rating of +2, and each negative or unusable response received a 0 rating. This provided a score proportionate to the strength of the personality trait to be measured. The number of activities

listed by the subject on the Social Participation Checklist gave an indication of the subject's social activity. This listing of social activities was compared to the subject's score on the Clothing Attitude Checklist, and the composite score provided a basis for assigning that individual to a mutually exclusive group.

The number of garments needed by type reported on the Clothing Need Form was tabulated and totaled. Totals were obtained for the number of garments needed in each category as well as for the total number of garments each respondent listed. These totals indicated both the amount and type of outer garments adolescent boys in North Central Oklahoma perceived as being needed. The totals for number of garments needed were divided into five subgroups: between 0 and 20, 21 and 40, 41 and 60, 61 and 80, and 80 or above. Each response was placed in the appropriate subgroup.

Each subject's responses on the Occupational Aspiration Questionnaire were analyzed according to Warner's occupational prestige scale. The respondent was then classified as aspiring to a high, medium or low status occupation.

Each subject was assigned to three mutually exclusive groups as determined by the following: extent of social activity, reported number of garments needed, and level of occupational aspirations. These three groups were utilized in the chi-square analysis used to test the hypotheses.

The independent variables in this study were the age-grade of the respondents, the size of the hometown, and the number of outerwear garments needed. The dependent variables were the extent of the subject's social participation and his occupational aspiration. The analysis by

chi-square determined how the extent of social activity and the occupational plans varied with the amount of clothing felt to be necessary, and thus how these three factors were related. The tenth and twelfth grade respondents were studied separately.

Summary

Data reflecting the social participation, the clothing needs perceived by the subjects, and their occupational aspiration were collected by four instruments designed or adapted to suit this purpose. The extent of each subject's social participation, the number of clothing items felt to be necessary, and the status ranking of his occupational aspiration were used to place him in mutually exclusive groups for chi-square analysis used to test the hypotheses. The data concerning age-grade, hometown size, types of garments needed, clothing attitudes, and educational aspirations were used in a descriptive analysis of the group.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports findings of research with 224 tenth and twelfth grade boys attending school in three North Central Oklahoma towns. Of the sample, 59.37 percent were students in Ponca City, 29.91 percent in Cushing, and 10.75 in Yale. Table I presents complete details by number and percentage for place of residence and grade level.

TABLE I
NUMBER AND PERCENTAGE DISTRIBUTION OF RESPONDENTS
BY GRADE LEVEL AND HOMETOWN

Hometown	Grade Level				Total Sample	
	10		12		Number	Percent
	Number	Percent	Number	Percent		
Ponca City	63	54.78	70	64.22	133	59.37
Yale	16	13.91	8	7.34	24	10.75
Cushing	36	31.31	31	28.44	67	29.91
Total	115	100.00	109	100.00	224	100.00

Findings Concerning Social Participation, Educational and Occupational Aspirations

Social participation was measured by the number of organizations to which an individual belonged, and the method of membership selection used by these organizations. Three types of social participation were identified. Those types were:

- (1) those in which membership was open to all students
- (2) honorary or elected membership
- (3) membership based on talent or special interest.

The specific classification of organizations comprising each type is shown in Appendix C.

Although many students belonged to organizations in all social participation categories, none participated in more than three organizations in any category. The largest number of tenth grade students participated in open membership organizations while the least number of tenth grade students were in honorary or elective organizations. Table II presents this information in greater detail.

The twelfth grade students were more evenly distributed in the types of organizations to which they belonged. The largest percentage belonged to one organization and the least belonged to six or seven. Table II also presents details concerning twelfth grade students' social participation.

The largest percentage (77.48 percent) of all students in the sample had mixed feelings about school, sometimes liking it and sometimes disliking it. The smallest group (7.83 percent) of tenth grade students liked school very much, and the smallest group (6.54 percent)

TABLE II
 FREQUENCY DISTRIBUTION OF TYPE AND EXTENT OF SOCIAL
 PARTICIPATION OF TENTH AND TWELFTH GRADE BOYS

Type and Extent of Social Participation	Grade Level			
	10		12	
	Number	Percent	Number	Percent
Open Membership				
0-1	75	65.22	69	64.49
2-3	40	34.78	38	35.51
4-5	0	0.00	0	0.00
6-7	0	0.00	0	0.00
8 or more	0	0.00	0	0.00
Total	115	100.00	107	100.00
Honorary or Elected Membership				
0-1	14	12.17	37	34.58
2-3	101	87.83	70	65.42
4-5	0	0.00	0	0.00
6-7	0	0.00	0	0.00
8 or more	0	0.00	0	0.00
Total	115	100.00	107	100.00
Membership Based on Talent or Interest				
0-1	53	46.09	63	58.88
2-3	62	53.91	44	41.12
4-5	0	0.00	0	0.00
6-7	0	0.00	0	0.00
8 or more	0	0.00	0	0.00
Total	115	100.00	107	100.00
Participation For All Categories Combined				
0-1	53	45.61	38	36.19
2-3	35	30.70	27	25.71
4-5	15	13.70	18	17.44
6-7	10	8.77	6	5.71
8 or more	2	1.75	16	15.24

of the twelfth grade students disliked it very much. In other words, among those students not having mixed feelings, the trend was for the twelfth grade students to like school and the tenth grade students to dislike it. Although it cannot be proven from this study, it is believed that most tenth grade students disliking school may have dropped out before they reached the twelfth grade.

Boys planning to continue their education beyond high school constituted the largest group, (66.66 percent) for both grade levels, and of these students, most (59 percent) planned to attend a college or university. Attendance at a junior college was the least popular choice (6.31 percent). The consistent trend for the whole sample was to seek education beyond high school at some institution. For most (39.55 percent) lack of money was not a major deterrent. It was to be supplied by parents, earned, obtained by loan or scholarship. The small group (9.09 percent) who did not plan to continue cited this as a significant factor. Reasons for not continuing included inability of families to help financially, need to contribute support for families, and the lack of desire to go back to school. Table III shows the percentages for educational plans and preferences.

The boys cooperating in the study were asked to indicate their occupational choices. A significant majority (39.19 percent) at both grade levels chose middle class occupations. Of those not selecting a middle class occupation, most of the tenth grade students (17.39 percent) identified a low class occupation, but most of the twelfth grade students (17.12 percent) aspired to a high class occupation. Although most respondents were able to describe the occupation they desired at age thirty, most were unable to state the occupation in which they

TABLE III

FREQUENCY DISTRIBUTION AND PERCENTAGES OF BOYS CONCERNING
GRADE LEVEL AND EDUCATIONAL FEELINGS

Educational Feelings	Grade Level				Total	
	10		12		Number	%
	Number	%	Number	%		
Attitude toward School						
Like Very Much	9	7.83	18	16.82	27	12.16
Sometimes Like - Sometimes Dislike	91	79.13	81	75.70	172	77.48
Dislike Very Much	15	13.04	7	6.54	22	9.90
Nonclassifiable Response	0	0.00	1	0.93	1	0.45
Total	115	100.00	107	100.00	222	100.00
Educational Preference						
Continue Beyond High School	69	60.00	79	73.83	148	66.66
Graduate From High School Only	12	10.43	14	13.08	26	11.71
Not Graduate From High School	2	1.74	1	0.93	3	1.35
Undecided	32	27.83	13	12.15	45	20.27
Total	115	100.00	107	100.00	222	100.00
Future Educational Plans						
Not Applicable	15	13.04	6	5.61	21	9.46
Trade, Business, Nursing School	26	22.61	19	17.76	45	20.27
Junior College	8	6.96	6	5.61	14	6.31
College or University	63	54.78	68	63.55	131	59.00
Other	3	2.61	8	7.48	11	4.95
Total	115	100.00	107	100.00	222	100.00
Possibility of Continuing Education						
Not Continuing	13	11.50	7	6.54	20	9.09
Impossible or Very Difficult	11	9.73	8	7.48	19	8.64
Earn Money, Receive Scholarship	40	35.40	43	40.19	83	37.73
Money No Problem	44	38.94	43	40.19	87	39.55
Other	5	4.42	6	5.61	11	5.00
Total	113	100.00	107	100.00	220	100.00
Reasons Given by Those Not Continuing Education						
No Desire	13	37.14	7	29.17	20	33.90
Have to Work to Support Family	7	20.00	4	16.67	11	18.64
No Confidence in Ability	7	20.00	4	16.67	11	18.64
Family Disapproves	1	2.86	3	12.50	4	6.78
Family Approves But Cannot Help	7	20.00	6	25.00	13	22.03
Total	N=35	100.00	N=24	100.00	N=59	100.00

would probably actually engage at age thirty. When queried about their preferences for their future wives' occupations, a very large majority at both grade levels (52.25 percent) indicated that they preferred that their wives either be a housewife or not work. This might be interpreted to mean that the boys hoped to provide the entire support for the family. Table IV shows responses to questions concerning occupational aspiration.

Clothing Needs of Tenth and Twelfth Grade Boys

For many North Central Oklahoma boys a wardrobe of 21 to 60 garments seemed satisfactory. The sample was nearly divided in half, with one group (39.8 percent) feeling the best wardrobe for a well-dressed student in that school contained 21 to 40 garments, and the other half (33.9 percent) preferring up to 60 garments. Table V gives the percentages of the sample with regard to total number of garments selected.

The students responded to questions regarding types as well as total numbers of garments needed, and all categories of clothing included were found to be needed. The categories and the percentages of students finding them necessary and unnecessary are reported in Table VI. Complete details concerning the wardrobe categories may be found in Appendix D.

Clothing Attitudes and Personality Traits

The findings of this research support the findings of other researchers that adolescents are keenly influenced by the peer group, and that this influence is reflected in their clothing. The t-tests

TABLE IV
 FREQUENCY DISTRIBUTION AND PERCENTAGES OF BOYS CONCERNING
 GRADE LEVEL AND OCCUPATIONAL ASPIRATION

Occupational Aspiration	Grade Level				Total	
	10		12		Number	%
	Number	%	Number	%		
Plans For The Future						
Have Considered But Undecided	50	43.48	38	35.51	88	39.63
Have Not Considered	17	14.78	18	16.82	35	15.76
Have Decided on Future Occupation	43	37.39	49	45.79	92	41.44
None or No Response	5	4.35	2	1.86	7	3.15
Total	115	100.00	107	100.00	222	100.00
Status of Desired Occupation at Age Thirty						
High Class	18	15.65	20	18.69	38	17.12
Middle Class	46	40.00	41	38.32	87	39.19
Low Class	20	17.39	9	8.41	29	13.06
None or No Response	19	16.52	15	14.02	34	15.31
Nonclassifiable Response	12	10.43	22	20.56	34	15.31
Total	115	100.00	107	100.00	222	100.00
Status of Probable Occupation at Age Thirty						
High Class	12	10.43	7	6.54	19	8.56
Middle Class	22	19.13	20	18.69	42	18.92
Low Class	10	8.70	12	11.21	22	9.91
None or No Response	63	54.78	55	51.40	118	53.15
Nonclassifiable Response	8	6.96	13	12.15	21	9.46
Total	115	100.00	107	100.00	222	100.00
Status of Spouse's Occupation						
High Class	2	1.74	1	0.93	3	1.35
Middle Class	7	6.09	8	7.48	15	6.76
Low Class	1	0.87	3	2.80	4	1.80
None or No Response	64	55.65	52	48.60	116	52.25
Housewife	41	35.65	43	40.19	84	37.84
Total	115	100.00	107	100.00	222	100.00

TABLE V
 FREQUENCY DISTRIBUTION AND PERCENTAGE OF TOTAL
 NUMBER OF GARMENTS NEEDED AS REPORTED BY
 TENTH AND TWELFTH GRADE BOYS

Total Number of Garments	Grade Level				Total	
	10		12		Number	Percent
	Number	Percent	Number	Percent		
0 - 20	14	12.17	7	6.60	21	9.50
21 - 40	46	40.00	42	39.62	88	39.81
41 - 60	34	29.57	41	38.68	75	33.93
61 - 80	11	9.57	10	9.43	21	9.50
80 or more	10	8.70	6	5.66	16	7.23
Total	115	100.00	106	100.00	221	100.00

TABLE VI

FREQUENCY DISTRIBUTION AND PERCENTAGES FOR CLOTHING CATEGORIES NEEDED
AS REPORTED BY TENTH AND TWELFTH GRADE BOYS

Clothing Categories	Grade Level										Totals				
	10					12									
	Needed		Not Needed			Needed		Not Needed			Needed		Not Needed		
	N	No.	%	No.	%	N	No.	%	No.	%	N	No.	%	No.	%
Shirts	114	107	93.04	7	6.09	107	104	97.20	3	2.80	221	211	95.48	10	4.52
Slacks	115	104	90.43	11	9.57	107	101	94.39	6	5.61	222	205	92.34	17	7.66
Jeans	115	105	91.30	10	8.70	107	103	96.26	4	3.74	222	208	93.69	14	6.31
Shorts	115	57	49.57	58	50.43	107	68	63.55	39	36.45	222	125	56.30	97	43.69
Coats and Jackets	115	108	93.91	7	6.09	107	104	97.20	3	2.80	222	212	95.50	10	4.52
Suits	115	93	80.87	22	19.13	107	95	88.79	12	11.21	222	188	84.68	34	15.31
Sweaters	115	83	72.17	32	27.83	107	89	83.18	18	16.82	222	172	77.48	50	22.52
Hats and Caps	115	47	40.87	68	59.13	107	54	50.47	53	49.53	222	101	45.50	121	54.50
School and Dress Shoes	115	108	93.91	7	6.09	107	102	95.33	5	4.67	222	210	94.59	12	5.40
Special Shoes	115	106	92.17	9	7.83	107	100	93.46	7	6.54	222	206	92.79	16	7.21

showed no significant differences between the tenth and twelfth grade boys concerning sense of belonging, withdrawal tendencies, anti-social tendencies, or peer group relations. Table VII gives the t-test results for tenth and twelfth grade students concerning clothing attitudes. A complete list of questions asked about clothing attitudes and the percentages and frequency distribution of the responses may be found in Appendix E.

Amounts of Clothing Needed, Occupational Aspiration, and Social Participation

The following hypotheses were formulated for purposes of χ^2 analysis:

Hypothesis I:

- H - The number of garments needed by tenth and twelfth grade boys in North Central Oklahoma will be significantly affected by the level of their occupational aspiration.
- H₀ - The number of garments needed by tenth and twelfth grade boys in North Central Oklahoma will not be significantly affected by their level of occupational aspiration.

Hypothesis II:

- H - The extent of social participation of tenth and twelfth grade boys in North Central Oklahoma will be significantly affected by the level of their occupational aspiration.
- H₀ - The extent of social participation of tenth and twelfth grade boys in North Central Oklahoma will not be significantly affected by the level of their occupational aspiration.

The chi-square analysis of this data revealed that the expressed clothing needs of the students in the sample, their occupational aspirations, and their social participation did not operate independently.

TABLE VII

DIFFERENCES IN PERSONALITY TRAITS OF TENTH AND TWELFTH
GRADE BOYS AS MEASURED BY CLOTHING ATTITUDES

Personality Trait	Grade Level				t-Value	Level of Significance .05
	10		12			
	N	Mean	N	Mean		
Sense of Belonging	115	11.23	109	10.79	0.8748	ns
Withdrawal Tendencies	115	6.16	109	6.22	0.3224	ns
Anti-Social Tendencies	115	5.20	109	5.41	0.6384	ns
Peer Group Relations	115	10.52	109	11.05	1.7416	ns

Median = 10

Range = 1 - 20 with high scores indicating strength of identification with personality trait

Runyon and Haber (15) stated that the alternate hypothesis may be rejected if the observed value for X^2 is greater than that indicated at the level of significance for the degrees of freedom specified. The observed X^2 values for this data were all lower than the significant value, as seen in Tables VIII through XI. The alternate hypotheses were thus rejected.

TABLE VIII

DIFFERENCES IN OCCUPATIONAL ASPIRATION AND TOTAL NUMBER
OF GARMENTS NEEDED FOR TENTH GRADE BOYS

Occupational Aspiration	Garment Totals					df	Observed χ^2 Value	Level of Significance .05
	0-20	21-40	41-60	61-80	80+			
High	1	7	6	2	2			
Medium	4	23	12	4	3			
Low	2	7	6	4	1			
						8	3.40	ns

TABLE IX
DIFFERENCES IN OCCUPATIONAL ASPIRATION AND SOCIAL
PARTICIPATION FOR TENTH GRADE BOYS

Occupational Aspiration	Social Participation					df	Observed X^2 Value	Level of Significance .05
	0-1	2-3	4-5	6-7	8+			
High	3	9	4	1	0			
Medium	20	14	6	4	2			
Low	10	6	2	2	0			
						8	7.86	ns

TABLE X
 DIFFERENCES IN OCCUPATIONAL ASPIRATION AND TOTAL NUMBER
 OF GARMENTS NEEDED FOR TWELFTH GRADE BOYS

Occupational Aspiration	Garment Totals					df	Observed χ^2 Value	Level of Significance .05
	0-20	21-40	41-60	61-80	80+			
High	1	9	8	2	0			
Medium	3	18	14	3	2			
Low	0	0	6	2	1			
						8	10.03	ns

TABLE XI

DIFFERENCES IN OCCUPATIONAL ASPIRATION AND SOCIAL PARTICIPATION FOR TWELFTH GRADE BOYS

Occupational Aspiration	Social Participation					df	Observed X^2 Value	Level of Significance .05
	0-1	2-3	4-5	6-7	8+			
High	8	2	6	1	3			
Medium	10	15	6	3	6			
Low	4	2	1	0	1			
						8	7.91	ns

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the influence of the level of occupational aspiration and the social participation on the wardrobe needs of adolescent boys. This research identified tenth and twelfth grade boys' expressed perceptions of basic clothing needs, and occupational aspirations as presently perceived; and investigated the extent of their social participation. The influence of these factors on each other was then examined.

These objectives were accomplished by administering an instrument containing a clothing attitude checklist, a list of outer garments commonly worn by adolescent boys, a list of social activities popular in the area, and a questionnaire concerning occupational and educational plans. Two hundred twenty-four tenth and twelfth grade boys comprised the sample. The data were collected in the high schools of three representative communities in North Central Oklahoma. The respondents were asked to answer "yes" or "no" to questions concerning clothing and appearance, list the number of garments needed by category on a list of outer garments, and to identify from a social participation list the activities in which they engaged. They were also asked to disclose their educational and occupational plans for the future. The chi-square analysis of data for wardrobe need, level of

occupational aspiration, and social participation indicated that these factors did not operate independently.

Conclusions

Most tenth and twelfth grade boys in North Central Oklahoma

(1) planned to continue their education beyond high school

(2) aspired to middle class occupations

(3) considered a moderate sized wardrobe to be adequate for high school boys.

The wardrobe needs, level of occupational aspiration, and social participation of tenth and twelfth grade boys in North Central Oklahoma did not operate independently. However, the limited size and nature of the sample makes generalizations to all tenth and twelfth grade boys impossible, and additional information is required before adolescent wardrobe standards can be realized.

Recommendations

Recommendations for other studies related to this research include:

- (1) Reanalyzing data to determine extent of relationships among social participation, occupational aspiration, and clothing needs;
- (2) Replication of this study in different geographic areas using a larger sample;
- (3) Designing a similar study that provides for increased sensitivity to garment requirements;

- (4) Determination of relationships between type and number of wardrobe items, the respondents' occupational plans, and parents' occupational preference for the respondent.

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APPENDIX A

LETTERS TO PRINCIPALS AND SUPERINTENDENTS

October 8, 1971

COPY

Mr. Gene McConnell, Principal
Cushing High School
Cushing, Oklahoma

Dear Mr. McConnell:

I am a graduate student in Home Economics at Oklahoma State University studying for the Master's degree in Clothing, Textiles, and Merchandising. My thesis study will explore "Relationships Between Adolescent Perception of Basic Wardrobe Needs and Occupational Goals." This study is a follow-up of the research conducted in 1970 by Jeanette Roberts, a former Clothing, Textiles and Merchandising graduate student at Oklahoma State University. I would like to include the students in your school who participated in that research which was concerned with "Adolescent Wardrobe Content and Social Participation." The students who were involved in the Roberts study will now be tenth and twelfth graders.

The cooperation of your school system in the Roberts study was greatly appreciated and I hope that it will be possible to obtain data from your students for this follow-up project. The time involved for students will not be long. I plan to be in Cushing on October 20 and 27, and will be glad to discuss this research with you on the date that is most convenient for you. If neither date is convenient for you, please suggest a date. May I have your reply by return mail in the enclosed self-addressed, stamped envelope.

Thank you very much for your time and consideration.

Sincerely,

/s/ Harriet Harris

Harriet Harris
Graduate Assistant

w
Encl.

November 29, 1971

COPY

Mrs. Nell Fine
Guidance Counselor
Yale High School
Yale, Oklahoma 74085

Dear Mrs Fine:

Thank you for helping me collect the data for my research study. The opportunity to come into Yale High School and the cooperation of everyone involved greatly facilitated the survey.

The Clothing, Textiles and Merchandising Department and I both wish to express our gratitude.

Sincerely,

/s/ Harriet Harris

Harriet Harris
Graduate Teaching Assistant

w

APPENDIX B

INSTRUMENTS USED IN STUDY

INSTRUCTIONS FOR PERSON ADMINISTERING DATA COLLECTION PACKETS

1. Distribute packets face down as soon as all students have arrived.
2. Read the following statement aloud to those who will be completing packets:

You have just received a packet of materials containing questions about clothing, activities in which you participate, a map of this town and your plans for the future. There are no right or wrong answers to any of the questions. It is your opinion that we want. It is very important that you answer all questions.

Do not sign your name and do not unstaple your packet. Return the completed packets to me.

Are there any questions?

Thank you very much for helping us by completing this packet of materials.

You may turn your packets over and begin filling them out.

CLOTHING ATTITUDE CHECKLIST

Directions: Listed below are various statements which will tell your ideas about clothing. A circle around YES or NO will indicate your answer. Remember, there are no right or wrong answers, it is only your opinion that counts.

- | | | |
|---|-----|----|
| 1. I like to wear clothes like my friends wear. | YES | NO |
| 2. I think a lot about my clothes. | YES | NO |
| 3. I think a person's appearance has much to do with popularity. | YES | NO |
| 4. I feel I have enough clothes, but I always want more. | YES | NO |
| 5. I am more talkative when I feel well-dressed. | YES | NO |
| 6. I feel better when I am dressed the way my friends are dressed. | YES | NO |
| 7. I hardly pay any attention to my clothes after I put them on. | YES | NO |
| 8. I like to wear clothes that my friends think are a little wild. | YES | NO |
| 9. I have only a few friends. | YES | NO |
| 10. I never like to be teased about my clothes. | YES | NO |
| 11. I often ask for advice on what clothes to wear. | YES | NO |
| 12. I am usually ashamed of my clothes. | YES | NO |
| 13. I worry a lot about what clothes to wear. | YES | NO |
| 14. I would feel more at ease if I had nicer clothes. | YES | NO |
| 15. I need more money to buy the clothes I need. | YES | NO |
| 16. I feel bad when people criticize my clothes. | YES | NO |
| 17. I think the popular kids in school have better clothes than I do. | YES | NO |
| 18. I worry about what other people think of my clothes. | YES | NO |
| 19. I think other people judge me by the clothes I wear. | YES | NO |
| 20. I sometimes stay at home because I do not have the right clothes to wear. | YES | NO |

21. I usually get into trouble because of the clothes I wear. YES NO
22. I have all the friends I need. YES NO
23. I wear some clothes just to get other people shook up. YES NO
24. I hate to shop for clothes because the sales people are so unfriendly. YES NO
25. I do not care if other people like my clothes or not. YES NO
26. I would rather be alone than with other people. YES NO
27. I wear a lot of crazy clothes if somebody dares me to. YES NO
28. I always hate it when I have to wear a required style of clothes. YES NO
29. I like to wear a different style of clothes than my friends wear. YES NO
30. I wear clothes like my classmates wear only when I am told to do so. YES NO
31. I like to wear hand-me-down clothes. YES NO
32. I give advice to my friends on what clothes they should wear. YES NO
33. I like to be one of the first to wear a new style of clothes. YES NO
34. I do not think my clothes are as good as the clothes my friends wear. YES NO
35. I do not take part in many social activities. YES NO
36. I have a lot of trouble making up my mind about what clothes to wear. YES NO
37. I do not mind wearing clothes that are out of style. YES NO
38. I think I am better dressed than most of my friends. YES NO
39. I do not mind if other people tease me about my clothes. YES NO
40. I keep wishing I had more clothes. YES NO

SOCIAL PARTICIPATION INVENTORY

Directions; Listed below are various school and non-school clubs and organizations to which you may belong. Please circle those that apply to you. Write in any office you now hold or have held during this school year. In the case of group or team membership, write in the position you held. (For example - football captain, lead in the class play, school choral trio, etc.)

	<u>Member</u>	<u>Office Held</u>
Science Club.....	YES	_____
Library Club.....	YES	_____
Boy Scouts or Eagle Scouts.....	YES	_____
4-H Club.....	YES	_____
Beta Club.....	YES	_____
National Honor Society.....	YES	_____
Student Council.....	YES	_____
Future Farmers of America.....	YES	_____
Future Teachers of America.....	YES	_____
Future Business Leaders of America..	YES	_____
D.E.C.A.....	YES	_____
Demolay's.....	YES	_____
Glee Club.....	YES	_____
Pep Club.....	YES	_____
Football Team.....	YES	_____
Basketball Team.....	YES	_____
Track and Field Team.....	YES	_____
Wrestling Team.....	YES	_____
Cheerleader.....	YES	_____
Play Cast.....	YES	_____

CLOTHING NEEDED BY A HIGH SCHOOL BOY

Directions: In the space provided, indicate the number of garments you think boys in your high school need in order to be adequately dressed. If you think that a garment is not needed by boys attending your high school, put an 0 in the blank space.

<u>Type of Garment</u>	<u>Number Needed</u>
<u>Shirts:</u>	
School	_____
Dress	_____
<u>Slacks:</u>	
School	_____
Dress	_____
<u>Jeans</u>	_____
<u>Shorts</u>	_____
<u>Coats and Jackets:</u>	
School	_____
Dress	_____
Raincoats	_____
<u>Suits</u>	_____
<u>Sweaters</u>	_____
<u>Hats and Caps</u>	_____
<u>Shoes:</u>	
School	_____
Dress	_____
Gym	_____
Boots	_____
Rain boots or shoes	_____

YOUR PLANS FOR THE FUTURE

Directions: The following questions refer to your plans for the future. Read each question then circle the number which best expresses the way you feel.

Circle one answer only for each question.

A. In general, how do you feel about school?

1. I like school very much.
2. Sometimes I like school and sometimes I don't.
3. I dislike school very much.

B. If you were given your choice about your education, what would you do?

1. I would continue my education after high school graduation.
2. I would graduate from high school only.
3. I would not graduate from high school.
4. I haven't made up my mind.

C. What kind of school would you like to attend after you graduate from high school?

1. Doesn't apply to me.
2. Trade school, business college, nursing school.
3. Junior college only.
4. College or university.
5. Other (name kind of school) _____

D. What do you think your chances are for continuing your education beyond high school?

1. I do not want to continue my education beyond high school.
2. It will be impossible or very difficult for me to go on to school.
3. I will be able to go if I can earn some money, get a scholarship or a loan.
4. I will be able to go without serious worries about money.
5. Other (write in) _____

E. If you do not plan to continue your education beyond high school, why?

(Answer only if you do not plan to continue your education beyond high school)

1. I do not want to go on to school.
2. I will have to go to work to help support my family (parents, younger brothers and sisters, husband or wife).
3. I don't think that I have the ability to continue my education.
4. My family doesn't think I need to go on to school and will not help me.

(Continued on next page)

5. My family approves of my going on to school, but they cannot help me financially.
- F. Have you considered what kind of job you would like to have when you are about 30 years old?
1. I have thought about this, but I am undecided about my future job.
 2. I haven't thought much about a future job.
 3. I have pretty well decided on my future occupation.
- G. Describe the occupation you would like to have when you are about 30 years old.

For girls only: You will probably be married when you are 30 years old. If you plan to work before or after getting married, write in, in the space above, the description of the job you would like to have. If you would like to marry, and not work, write in Housewife.

- H. Sometimes we have difficulty in getting the kind of job we want. What kind of job do you think you will actually have when you are about 30 years old?

(Write in name of job)

- I. You will probably be married when you are 30 years old. What occupation would you like for your husband or wife to have then?

Husband _____

Wife _____

THANK YOU VERY MUCH!

APPENDIX C

CLASSIFICATION OF SOCIAL ORGANIZATIONS

CLASSIFICATION OF SOCIAL ORGANIZATIONS

Open Membership

Science Club
Library Club
Boy or Eagle Scouts
4-H
Future Farmers of America
Future Teachers of America
Future Business Leaders of America
Distributive Education Clubs of America
DeMolay
Sunday School Class
Church Youth Group

Honorary - Elected Membership

Beta
National Honor Society
Student Council
Cheerleader
School Annual Staff
Boys' State
Home Room Officer
Class Officer
Quill and Scroll

Membership Based on Talent or Special Interest

Glee Club
Pep Club
Football Team
Basketball Team
Wrestling Team
Play Cast
Baseball Team
School Paper Staff
Church Choir
Special School Choral Group
Marching Band
Concert Band
School Chorus

APPENDIX D

FREQUENCY DISTRIBUTION AND PERCENTAGES OF
RESPONSES TO NEEDED AMOUNTS OF CLOTHING

NEEDED AMOUNTS OF CLOTHING REPORTED BY TENTH AND
TWELFTH GRADE BOYS FREQUENCY AND PERCENTAGE

Amounts Needed	Grade Level			
	10		12	
	Number	Percent	Number	Percent
<u>Shirts</u>				
0-4	11	9.57	7	6.60
5-9	38	33.04	34	32.08
10-14	39	33.91	34	32.08
15-19	11	9.57	23	21.70
20 or more	16	13.65	8	7.55
Total	115	99.74	106	100.00
<u>Slacks</u>				
0-4	39	33.91	34	31.78
5-9	43	37.39	43	40.19
10-14	22	19.13	20	18.69
15-19	3	2.61	9	8.41
20 or more	8	6.96	1	0.93
Total	115	100.00	107	100.00
<u>Jeans</u>				
0-4	54	46.96	56	52.34
5-9	48	41.74	38	35.51
10-14	9	7.83	10	9.35
15-19	1	0.87	0	0.00
20 or more	3	2.61	3	2.80
Total	115	100.00	107	100.00
<u>Shorts</u>				
0-4	88	76.52	78	72.90
5-9	16	13.91	19	17.76
10-14	7	6.09	5	4.67
15-19	1	0.87	1	0.93
20 or more	3	2.61	4	3.74
Total	115	100.00	107	100.00
<u>Coats and Jackets</u>				
0-4	70	60.87	64	59.81
5-9	39	33.91	39	36.45
10-14	3	2.61	3	2.80
15-19	0	0.00	0	0.00
20 or more	3	2.61	1	0.93
Total	115	100.00	107	99.99

Amounts Needed	Grade Level			
	10		12	
	Number	Percent	Number	Percent
<u>Suits</u>				
0-4	107	93.04	103	96.26
5-9	6	5.22	2	1.87
10-14	0	0.00	1	0.93
15-19	0	0.00	0	0.00
20 or more	2	1.74	1	0.93
Total	115	100.00	107	99.99
<u>Sweaters</u>				
0-4	109	94.78	97	90.65
5-9	4	3.48	9	8.41
10-14	1	0.87	1	0.93
15-19	0	0.00	0	0.00
20 or more	1	0.87	0	0.00
Total	115	100.00	107	99.99
<u>Hats - Caps</u>				
0-4	109	94.78	101	94.39
5-9	3	2.61	5	4.67
10-14	0	0.00	0	0.00
15-19	0	0.00	0	0.00
20 or more	3	2.61	1	0.93
Total	115	100.00	107	99.99
<u>Dress-School Shoes</u>				
0-4	96	83.48	93	86.92
5-9	15	13.04	13	12.15
10-14	1	0.87	1	0.93
15-19	0	0.00	0	0.00
20 or more	3	2.61	0	0.00
Total	115	100.00	107	100.00
<u>Special Shoes</u>				
0-4	96	83.48	96	89.72
5-9	15	13.04	10	9.35
10-14	1	0.87	0	0.00
15-19	0	0.00	1	0.93
20 or more	3	2.61	0	0.00
Total	115	100.00	107	100.00

APPENDIX E

FREQUENCY DISTRIBUTION AND PERCENTAGE OF
RESPONSES TO CLOTHING
ATTITUDE CHECKLIST

FREQUENCY DISTRIBUTION AND PERCENTAGE OF RESPONSES ON THE CLOTHING
ATTITUDE CHECKLIST FOR TENTH AND TWELFTH GRADE BOYS

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number			Percent				Number			Percent			
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
<u>Sense of Belonging</u>														
1. I like to wear clothes my friends wear.	115	67	48	115	58.26	41.79	100.00	106	67	39	106	63.21	36.79	100.00
2. I think a lot about my clothes.	114	92	22	114	80.70	19.30	100.00	107	83	24	107	77.57	22.43	100.00
3. I think a person's appearance has much to do with popularity.	115	74	41	115	64.35	35.65	100.00	107	71	36	107	66.36	33.64	100.00
4. I feel I have enough clothes, but I always want more.	115	58	57	115	50.43	49.57	100.00	107	54	53	107	50.47	49.53	100.00
5. I am more talkative when I feel well-dressed.	115	59	56	115	51.30	48.70	100.00	107	44	63	107	41.12	58.88	100.00
6. I feel better when I am dressed the way my friends are dressed.	115	67	48	115	58.26	41.74	100.00	105	61	44	105	58.10	41.90	100.00
7. I hardly pay any attention to my clothes after I put them on.	115	38	77	115	33.07	66.96	100.00	107	29	78	107	27.10	72.90	100.00

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number				Percent			Number				Percent		
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
8. I like to wear clothes my friends think are a little wild.	115	46	69	115	40.00	60.00	100.00	106	29	77	106	27.36	72.64	100.00
9. I have only a few friends.	115	17	98	115	14.78	85.22	100.00	105	21	84	105	20.00	80.00	100.00
10. I never like to be teased about my clothes.	113	66	47	113	58.41	41.59	100.00	105	47	58	105	44.76	55.24	100.00
<u>Withdrawal Tendencies</u>														
11. I often ask for advice on what clothes to wear.	115	36	79	115	31.30	68.70	100.00	107	39	68	107	36.45	63.35	100.00
12. I am usually ashamed of my clothes.	115	5	110	115	4.35	95.65	100.00	107	5	107	107	4.67	95.33	100.00
13. I worry a lot about what clothes to wear.	115	38	77	115	33.04	66.96	100.00	106	37	69	106	34.91	65.09	100.00
14. I would feel more at ease if I had nicer clothes.	115	30	85	115	26.09	73.91	100.00	106	28	78	106	26.42	73.58	100.00
15. I need more money to buy the clothes I need.	115	46	69	115	40.00	60.00	100.00	107	49	58	107	45.79	54.21	100.00
16. I feel bad when people criticize my clothes.	114	65	49	115	57.02	42.98	100.00	107	51	56	107	47.66	52.34	100.00

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number				Percent			Number				Percent		
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
17. I think the popular kids in school have better clothes than I do.	115	36	79	115	31.30	68.70	100.00	107	33	74	107	30.84	69.16	100.00
18. I worry a lot about what other people think about my clothes.	111	45	66	111	40.54	59.46	100.00	107	42	65	107	39.25	60.75	100.00
19. I think other people judge me by the clothes I wear.	115	45	70	111	39.13	60.87	100.00	105	47	58	105	44.76	55.24	100.00
20. I sometimes stay at home because I do not have the right clothes to wear.	115	8	107	115	6.96	93.04	100.00	106	8	98	106	7.55	92.45	100.00
<u>Anti-Social Tendencies</u>														
21. I usually get into trouble because of the clothes I wear.	115	10	105	115	8.70	91.30	100.00	107	3	104	107	2.80	97.20	100.00
22. I have all the friends I need.	115	49	66	115	42.61	57.39	100.00	106	35	71	106	33.02	66.98	100.00
23. I wear some clothes just to get other people shook up.	114	23	91	114	20.18	79.82	100.00	105	13	92	105	12.38	87.62	100.00

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number				Percent			Number				Percent		
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
24. I hate to shop for clothes because the sales people are so unfriendly.	115	17	98	115	14.78	85.22	100.00	106	9	97	106	8.49	91.51	100.00
25. I do not care if other people like my clothes or not.	114	50	64	114	43.86	56.14	100.00	105	67	38	105	63.81	39.19	100.00
26. I would rather be alone than with other people.	113	6	107	113	5.31	94.69	100.00	105	8	97	105	7.62	92.38	100.00
27. I wear a lot of crazy clothes if someone dares me to.	115	12	103	115	10.43	89.57	100.00	106	15	91	106	14.15	85.85	100.00
28. I always hate it when I have to wear a required style of clothes.	113	78	35	113	69.03	30.97	100.00	106	71	35	106	66.98	33.02	100.00
29. I like to wear a different style of clothes than my friends wear.	113	36	77	113	31.86	68.14	100.00	102	45	57	102	44.12	55.88	100.00
30. I wear clothes like my classmates wear only when I am told to do so.	115	18	97	115	15.65	84.35	100.00	105	27	78	105	25.71	74.29	100.00

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number				Percent			Number				Percent		
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
<u>Peer Group Relations</u>														
31. I like to wear hand-me-downs.	111	16	95	111	14.41	85.59	100.00	104	25	79	104	24.04	75.96	100.00
32. I give advice to my friends on what clothes they should wear.	115	9	106	115	7.83	92.17	100.00	105	17	88	105	16.19	83.81	100.00
33. I like to be one of the first to wear a new style of clothes.	115	45	70	115	39.13	60.87	100.00	105	37	68	105	35.24	64.76	100.00
34. I do not think my clothes are as good as the clothes my friends wear.	115	36	79	115	31.30	68.70	100.00	104	26	78	104	25.00	75.00	100.00
35. I do not take part in many social activities.	115	60	55	115	52.17	47.83	100.00	106	45	61	106	42.45	57.55	100.00
36. I have a lot of trouble making up my mind about what clothes to wear.	115	44	71	115	38.26	61.74	100.00	106	35	71	106	33.02	66.98	100.00
37. I do not mind wearing clothes that are out of style.	114	50	64	114	43.86	56.14	100.00	105	49	56	105	46.67	53.33	100.00

Clothing Attitude Checklist Item	Grade Level													
	10							12						
	Number				Percent			Number				Percent		
	N	Yes	No	Total	Yes	No	Total	N	Yes	No	Total	Yes	No	Total
38. I think I am better dressed than most of my friends.	115	34	81	115	29.57	70.43	100.00	104	23	81	104	22.12	77.88	100.00
39. I do not mind if other people tease me about my clothes.	114	49	65	114	42.98	57.02	100.00	106	54	52	106	50.94	49.06	100.00
40. I keep wishing that I had more clothes.	113	57	56	113	50.44	49.56	100.00	104	62	42	104	59.62	40.38	100.00

APPENDIX F

SOCIAL ADJUSTMENT RATING SCALE

SOCIAL ADJUSTMENT RATING SCALE

Characteristics

- A. A person rating high in sense of belonging
 - 1. follows dress standards set by peers
 - 2. feels self-confident in social situations
 - 3. attends many social activities

- B. A person rating high in withdrawal tendencies
 - 1. is highly interested in clothes, seeks advice from friends
 - 2. is very sensitive and insecure about personal appearance
 - 3. seldom holds office in clubs or organizations

- C. A person rating high in anti-social tendencies
 - 1. wears 'noticeable' clothes that deviate from peer dress norms
 - 2. creates an unfavorable first impression
 - 3. attends few social events

- D. A person rating high in peer group relations
 - 1. sets clothing standards, wears new styles of dress
 - 2. feels secure in social situations
 - 3. holds office in clubs and organizations

Questionnaire Categories

- A. Sense of Belonging -
 - California Test of Personality - questions 46 through 60
 - Clothing Attitudes Checklist - questions 1 through 10

- B. Withdrawal Tendencies -
 - California Test of Personality - questions 61 through 75
 - Clothing Attitudes Checklist - questions 11 through 20

- C. Anti-Social Tendencies -
 - California Test of Personality - questions 121 through 135
 - Clothing Attitudes Checklist - questions 21 through 30

- D. Peer Group Relations -
 - California Test of Personality - questions 151 through 165
 - Clothing Attitudes Checklist - questions 31 through 40

VITA

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Candidate for the Degree of

Master of Science

Thesis: THE INFLUENCE OF SOCIAL PARTICIPATION AND OCCUPATIONAL ASPIRATION ON CLOTHING NEEDS OF ADOLESCENT BOYS

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