

CHILDREN'S APPEARANCE AS A FACILITATOR  
IN PERSON PERCEPTION TYPOLOGY

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Children's Appearance as a Facilitator  
in Person Perception Typology

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Running head: PERSON PERCEPTION TYPOLOGY

## Abstract

A stimulus sex (male and female) by stimulus fashion (initiator and acceptor) within subjects design was used to determine behavioral expectations of fourth grade children and fourth grade teachers. Symbolic interaction formed the theory base. Sketches of four children representing stimulus sex and stimulus fashion were used. Behavioral expectation responses were developed from Lerner and Korn's verbal checklist of physical social and personal attributes. Significant differences were found. Boys rated the male figures more favorably; girls rated the initiator figures more favorably. Female teachers rated the male acceptor figure more favorably. No significant main effects or interactions were found for male teachers. Results were interpreted from the perspective of role theory, particularly sex-role stereotyping. Implications for parents, educators, and retailers focused on the impact of socialization of the child with possible directing toward specific behaviors and fashion consumption.

Children's Appearance as a Facilitator  
in Person Perception Typology

Introduction

Appearance is a form of nonverbal communication used to transmit messages. It is facilitated by "facial expression, gestures, physique and style of dress" (Hamid, 1968, p. 904). As we move through life, growing, changing, and playing different roles, we reflect what we are at any particular time and place through our appearance. Because a person's clothing is most frequently a personal choice, appearance as a form of nonverbal communication can be a clue to the personality, expected behavior, values, and interests of the wearer.

There is "considerable evidence that children make inferences about the behavior of others on the basis of physical appearance" (Dion, Berscheid, and Walster, 1972, p. 409). A child's life begins with identification of behavior intention from facial expression and clothing (Hamid, 1969). Fairy tales such as Cinderella and the Ugly Duckling espouse attractiveness (Langlois and Downs, 1979). Barbie dolls, My Pretty Pony, and G.I. Joe act as further reinforcers in personality and behavior stereotyping.

Equally significant are the inferences adults, particularly teachers, make about children. A teacher's perception of behavior and judgments of students is influenced by attractiveness (Clifford and Walster, 1973; Elovitz and Salvia, 1982; Langlois and Downs,

1979; Lerner and Lerner, 1977; Salvia, Algozzine and Sheare, 1977). Attractive children are perceived as more intelligent, more emotionally stable, more sociable, more likely to succeed, less aggressive and more willing to engage in quiet activities (Clifford and Walster, 1973; Langlois and Stephan, 1977; Lerner and Lerner, 1977).

Previous studies on children's appearance have emphasized facial attractiveness (Adams and Crane, 1980; Clifford, 1975; Dion, 1972; Dion, 1973; Elovitz and Salvia, 1982; Langlois and Downs, 1979; Marwitt, Marwitt, and Walker, 1978; Salvia, Algozzine, and Sheare, 1977) or a combination of facial attractiveness and physique (Adams and Cohen, 1974; Algozzine, 1977; Clifford and Walster, 1973; Dion and Berscheid, 1974; Felson and Bohrnstedt, 1979). No children's appearance studies focusing on clothing could be found. Dion (1973) and Langlois and Downs (1979) specifically cropped their photographs at the chin to eliminate clothing cues, suggesting an influence of the clothing variable on person perception. Adams and Crane (1980, p. 225) mentioned their stimulus color photographs included "smiling faces and casual attire." Some photographs were black and white (Dion and Berscheid, 1974; Langlois and Downs, 1979; Salvia, Algozzine and Sheare, 1977), thereby eliminating color as an extraneous variable.

Recent California Apparel News articles (Krein, 1986; McLean, 1986; Walsleben, 1986) stated that most kids want to choose their

own clothing and that children are very fashion aware, especially boys. Today's fashion conscious child has revolutionized children's appearance by using GUESS?, Esprit, Lizkids, Russ Girl, and Eagle's Eye to dress like an adult. Lizkids and Eagle's Eye actually size down adult fashions for children. Manufacturers concentrate on coordinated separates of easy-care fabrics and bright colors to let children create their own look.

In person perception, the ability of the sender to accurately transmit the desired message and the ability of the perceiver to correctly interpret the message and formulate a response, becomes quite important. When a child receives positive and/or negative responses from a peer or an adult, his/her self-assessment can be molded by the attributions and behaviors that are designed by others based on their perception, whether or not the attributions are true (Brophy and Good, 1970; Clifford and Walster, 1973; Lerner and Lerner, 1977). The purpose of this study is to determine the impact of children's clothing on the child's perception and behavioral expectations of peers and the impact of clothing on the teacher's perception and behavioral expectations of the child.

Specifically, the study will:

1. Investigate the effects of stimulus fashion and sex on children's behavioral expectations;
2. Compare the behavioral expectations of male and female respondents for fashion and sex variables;

3. Determine the effect of stimulus fashion and sex on teacher behavioral expectations;

4. Compare the behavioral expectations of teachers and children for fashion and sex variables.

#### Theory Base

Symbolic interaction is a dynamic process that uses symbols in two-way communication to provide information about identities and situations which enable perceivers to make sense of social interactions (Kaiser, 1985). By using shared meaning cues in social context the perceiver identifies the sender, interprets his/her actions and decides on a response. Key elements in symbolic interaction include 1) the shared meaning of the symbol by both the sender and the perceiver and 2) the perceiver's use of time, situation, and cues to obtain the sender's identity (Kaiser, 1985).

With clothing cues acting as the stimulus, children send symbolic messages to those with whom they come in contact. These symbolic messages filter through a social context such as the school classroom and playground prior to reception by the perceiver. Peers and teachers select and interpret clothing cues based on their intrapersonal and interpersonal development as well as socialization processes and determine behavioral expectations. Intrapersonal developmental factors affecting the peers' and teachers' cue perception include age, sex, cognitive capability, and perceptual skills. Socialization processes include their socioeconomic status and fashion consciousness.



## Method

### Subjects

The subjects consisted of two samples, one of adults and one of children taken from four school districts in Oklahoma. The school districts were in four metropolitan areas ranging in population size from 9,579 to 80,054 (U. S. Bureau of the Census, 1982). Each metropolitan area represented one of the four quadrants of the state and had a different economic base (agriculture, education, corporate business, and military). All of the fourth-grade children in one socioeconomically balanced school and all fourth-grade teachers in the district were asked to participate. Fourth-grade children were chosen because they are sufficiently within Piaget's concrete operational stage of cognitive development to be capable of logical reasoning and able to empathize (Boyle, 1969). School and teacher contacts were made through the Elementary Curriculum Coordinator in each district. District rules for data collection were followed and parental permission slips were provided.

### Teachers

Ninety-three of 117 teachers (79.5% return rate), ranging in age from 23 to 65 with a mean age of 40, participated in the study. Ninety percent (76) of the teacher sample was female, with males comprising 10 percent (8). Teaching experience ranged from 1 to 34 years with a mean of 11.9 years. Clusters formed at 3 to 6 years,

9 to 13 years, and 15 to 16 years. All of the fourth-grade teachers had college degrees; 67.5 percent held bachelors degrees and 32.5 percent had masters degrees. The reported annual gross household income ranged from under \$14,999 to over \$60,000 with a mean of \$35,000 and a median of \$40,000 to \$49,999. Most (90%) of the teachers had 0, 1, or 2 children living at home, with none having more than 4 children living at home.

### Children

One hundred seventy-three children from five public schools received parental permission to participate in the study. The fourth-grade children ranged in age from 9 years, 6 months to 12 years with a mean of 10 years, 5 months. There were 71 (41%) males and 102 (59%) females.

### Instrument

#### Stimulus Sketches

Fashion initiation and acceptance were chosen as the clothing manipulation. By definition a fashion initiator is a type of change agent who tries a new style during its retail introductory phase and may even experiment with new styles in unique combinations (Sproles, 1979). Fashion acceptors are persons who wear established styles, usually for social conformity (Sproles, 1979). The impact of fashion on person perception has been established for adults (Buckley and Roach, 1974; Conner, Peters and Nagasawa, 1975; Forsythe, Drake and Cox, 1984; Johnson, Nagasawa and Peters, 1977). Today's

elementary school child is bombarded with fashion consciousness through television advertising and programming, videos, and films. Celebrity role models espouse specific fashion styles. This study focused on investigating the effect of fashion initiation and acceptance on children's and teachers' behavioral expectations.

Fifteen line drawings--eight girls and seven boys--were prepared by a fashion illustrator. Line drawings were used in order to exclude color and facial features. Clothing for the drawings was determined after careful observation of fourth-grade children in two elementary schools over a two-month period. In the first sketch evaluation, clothing, textiles and merchandising faculty and graduate students used a Likert-type scale to rate the randomly ordered sketches on their fashion consciousness (see Appendix C). The purpose of this evaluation was to determine the fashion impact of the sketches and check that a "hoodlum" and "Cinderella" effect was not present. Based on the results of this evaluation the following changes were made: 1) all female figures and all male figures were given the exact same hair style, 2) all accessories were removed, and 3) several boys' sketches were modified to eliminate rater designated "hoodlum" oriented impressions.

To ensure that the fashion sketches conveyed fashion initiation or acceptance, 63 undergraduate students enrolled in a core home economics course were asked to evaluate the 15 sketches on a Likert-type scale ranging from fashion initiator to fashion acceptor (see

Appendix C). A total of six randomly ordered sets of sketches were used. Four sketches that represented fashion initiation--one boy and one girl--and fashion acceptance--one boy and one girl--were identified for use as the stimuli in the actual experiment (see Figure 1).

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Insert Figure 1 about here

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#### Responses to Stimulus Figures

All items were taken from the social and personal sections of Lerner and Korn's (1972) verbal checklist except those referring to torn or dirty clothing (Appendixes D and E). The verbal checklist was chosen because the comprehensive list included positive and negative term pairs for the social and personal attributes shown to be influenced by appearance in other literature and the content validity was 97 percent. A positive or negative term for each attribute was randomly selected. Social variables included like other children, chosen as leader, wanted as a friend, tease others, play well with others, liked by others, have many friends, and teased by others. Personal variables included neat, cheat, kind, selfish, talk a lot, brave, happy, forget, naughty and smart.

Reaves and Roberts' (1983) four-point visual scale consisting of four squares of increasing size was chosen for responses. This scale was selected because of its clarity with child subjects.

To facilitate explaining the questionnaire process to fourth graders an example using two dogs was prepared. Two sketches of dogs were developed by a fashion illustrator. Corresponding questions included: Is this dog cute? Would this dog bite? Would you like to have this dog for a pet?

A demographic data section asked the children to give their age, birthday, and sex. The teacher sample was asked to give their age, sex, years of teaching, education, gross household annual income, and number of children living at home.

#### Design

A 2x2 within subjects design was used in which the independent variables were stimulus sex (male and female) and stimulus fashion (initiator and acceptor). Dependent variables consisted of social (liking, leadership, friendliness, and teasing) and personal (neatness, cheating, kindness, selfishness, talking, braveness, happiness, forgetfulness, niceness, and intelligence) behavioral expectations. The extraneous variables of facial attractiveness, physique, gestures, and color were excluded through the use of line drawings.

#### Procedure

##### Pilot Tests

The instrument was pilot tested on 63 undergraduate students enrolled in a home economics core course at Oklahoma State University who were asked to pretend they were fourth-grade teachers. All but

two of the instruments were completed correctly. No terminology or clarity problems occurred. Completion time was 15-20 minutes.

The instrument was also pilot tested on a troop of fourth-grade girl scouts and a troop of fourth-grade cub scouts. The scouts were asked to respond based on what they thought, not on whether an answer might be considered right or wrong by someone else. All instruments were completed correctly. There were no clarity problems, regardless of reading speed. Completion time averaged 20 minutes.

#### Data Collection and Analysis

The instruments for the teachers were distributed and collected through the Elementary Curriculum Coordinator's office of each participating district between April 28 and May 9, 1986 and subsequently mailed to the researcher. The children's instrument was administered by the researcher between April 28 and May 9, 1986 at each school. Children with parental permission to participate in the survey went to a designated classroom. A sample question was done by the group and then each child completed his/her instrument independently, taking from 10 to 20 minutes to finish.

Cronbach's alpha (Cronbach, 1951), a measure of internal consistency, was computed for both samples. The children had an overall alpha of .85, with a .85 alpha for the social variables and .84 for the personal variables. The teachers had an overall alpha of .84, with a .86 alpha for the social variables and .72 for the personal variables. These figures reflect a high degree of consistency.

The instrument data were analyzed by means of 2-way (stimulus sex X stimulus fashion) and 3-way (respondent sex X stimulus Sex X stimulus fashion) analysis of variance. Significant differences were set at the  $p \leq .05$  level. Seven behavioral expectations (tease other children, teased by others, cheat, selfish, talks a lot, forgets, and naughty) were recoded to reverse the direction of the responses from negative to positive for statistical analysis. The 18 behavioral expectations consisted of eight social variables (like other children, chosen as leader, wanted as a friend, tease other children, play well with others, liked by others, have many friends, and teased by other students) and ten personal variables (neat, cheat, kind, selfish, talk a lot, brave, happy, forget, naughty, and smart).

### Results and Discussion

The findings are presented in the following order: 1) children's response to the stimulus figures, 2) comparison of boys' and girls' responses, 3) teachers' response to the stimulus figures, and 4) comparison of the two samples' responses. Results of analyses using demographic data are not given in this paper.

#### Children's Responses

Boys. To determine the effects of stimulus fashion and sex on the boys' behavioral expectations, a 2-way analysis of variance was computed. Table 1 presents the means,  $F$ -values, and significance levels for the boys' responses to each behavioral expectation as

well as the social and personal variable subscores and the overall behavioral expectation score. Variable mean values were 1-no, 2-a little, 3-yes, and 4-a lot. The social subscore was computed by summing the means for the social variables and ranged from 8 to 32 with the higher score indicating a more favorable report. The personal subscore was computed by summing the means for the personal variables and ranged from 10 to 40. The overall mean score was a total of the subscores and ranged from 18 to 72.

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Insert Table 1 about here

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There were no significant interactions for the boys (Table 1). For the stimulus sex main effect, boys reported that males, regardless of fashion manipulation, were more likely to be chosen leader, liked by others, have more friends, be neater, and be braver than females. For the stimulus fashion main effect, boys reported that initiators, regardless of sex manipulation, were happier and less talkative than acceptors.

The overall behavioral expectation score for each stimulus figure was used to determine the rank order for the stimulus figures: male acceptor (53.56), male initiator (53.07), female acceptor (50.77), and female initiator (48.22). The female initiator received the lowest mean score for 14 of the 18 variables. This stimulus figure was rated as most likely to tease others, least likely to



play with others, most likely to cheat and least talkative. Boys reported female acceptors as more likely to be teased, kinder, braver, less happy, and smarter than female initiators. The male acceptor overall score (53.56) and the male initiator overall score (53.07) were about the same, suggesting that boys reported the two male stimulus figures as having similar behavioral expectations.

It is interesting that four of the eight social variables were significant for the sex main effect. Only four of the ten personal variables were significant; two for the sex main effect and two for the fashion main effect. It appears that the boys looked to sender/receiver interactions rather than receiver attributions to determine behavioral expectations. These data lend support to Kaiser's (1983-84) synthesis of symbolic interaction and cognitive perspectives framework (see Appendix A). Perhaps boys saw social behavioral expectations from a reference group perspective, looking for cues of peer group conformity. From another perspective, perhaps the emphasis on social behavioral expectations and a preference of males over females is explained by sex-role stereotyping. Perceiver characteristics such as sex-role intrapersonal development, self-worth interpersonal development, and demographic and psychographic socialization processes (Model, Appendix A) may be impacting the boys so as to produce a sex stereotyping effect.

Girls. Table 2 represents the means,  $F$ -values, and significance levels for the girls' responses to each behavioral

expectation as well as the social and personal variable subscores and the overall behavioral expectation score. For the stimulus Sex X stimulus fashion interaction effect (Table 2), girls reported that the female initiator was most likely to be wanted as a friend, have many friends, and be happy. For the stimulus sex main effect, girls reported that males were more likely to forget than females. For the stimulus fashion effect, girls reported that initiators were seen as more likely to like other children, be chosen as leader, be liked by others, be teased by others, and be smarter than acceptors.

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Insert Table 2 about here

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The overall behavioral expectation score for each stimulus figure was used to determine the rank order for the stimulus figures: female initiator, (55.54), male acceptor (53.55), male initiator (52.99), and female acceptor (52.41). The female initiator was rated as most likely to like other children, be chosen as leader, be most wanted as a friend, be liked by others, have many friends, be neat, be selfish, and be teased by others. Girls reported female acceptors as least likely to like other children, be wanted as a friend, be liked by others, be chosen as leader, have many friends, be neat, play well with others, and also more likely to be teased by others. The female initiator overall score (55.54) and the female acceptor overall score (52.41) suggest the

possibility that girls reported the two female stimulus figures as having different behavioral expectations.

It is interesting that sex of the eight variables were significant for the fashion main effect. Only three of the ten personal variables were significant. It appears that the girls looked to sender/receiver interactions more than perceiver attributions to determine behavioral expectations. These data lend support to Kaiser's (1983-84) synthesis of symbolic interaction and cognitive perspectives framework (see Appendix A). Utilizing external characteristics such as sex and appearance, receivers assign attributes and expected behaviors to the sender (Davis, 1984). Kaiser and Phinney (1983) and Kaiser, Rudy, and Byfield (1985) have found that preschool children linked clothing to sex role behavioral expectations. Elementary school children have used clothing as an identifying badge (Horn, 1968; Ryan, 1966). Perhaps the fashion initiator was viewed as a sex-role stereotype by the girls.

It is also interesting that the stimulus sex main effect had only one significant behavioral expectation, where the stimulus fashion main effect had eight. In addition, for the four interaction effects, the female initiator consistently received the highest (most positive mean score) rating and the female acceptor consistently received the lowest (least positive mean score) rating. Positive ratings suggest that girls may have viewed the female initiator as attractive (Clifford and Walster, 1973; Langlois and Stephan, 1977;

Lerner and Lerner, 1977). The fashion initiator, with eight of eighteen significant variables due to the fashion effect, could be viewed as representing the clothing aspect of appearance (Hamid, 1968). If so, the female initiator may represent the beautiful-is-good hypothesis of attribution theory (Dion, Berscheid, and Walster, 1972).

#### Comparison of Boys' and Girls' Responses

Data presented for the boys suggests a powerful sex effect. Boys rated male stimulus figures more favorably than female stimulus figures, regardless of fashion manipulation. The female initiator received the lowest mean score for 14 of the 18 variables. Data presented for the girls suggests a powerful fashion effect. Girls rated initiator figures more favorably than acceptor figures, regardless of sex manipulation. The female initiator received the highest overall score for the four stimulus figures; the female acceptor received the lowest overall score. A 3-way analysis of variance was computed to determine the effects of respondent sex, stimulus sex, and stimulus fashion on behavioral expectations. Table 3 presents the means,  $F$ -values, and significance levels for the significant behavioral expectations.

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Insert Table 3 about here

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For the significant respondent sex X stimulus sex X stimulus fashion 3-way interaction, the female initiator was reported most favorably by girls and least favorably for boys for neatness. For the significant respondent sex X stimulus sex 2-way interaction, boys reported males more favorably and girls reported females more favorably for chosen as leader, does not tease others, plays with others, liked by others, have many friends, and kindness. Boys reported males and girls reported females more likely to cheat, forget, and be naughty. For the respondent sex X stimulus fashion 2-way interaction, girls reported initiators more favorably for chosen as leader, not teased by others, and smart. Boys reported acceptors more favorably for not teased by others and smart. These data suggest a powerful respondent sex X stimulus sex interaction. Boys rated males more favorably than females; girls rated females more favorably than males. Korthase and Trenholme (1983, p. 899) found that "subjects from 7 to 50 years old tended to give lower ratings to opposite sex stimuli." Dion and Berscheid (1974) investigated physical attractiveness and peer perception among children and found that males and females were perceived differently for aggression, friendly approach, fearfulness, scariness, and hugging.

Another less influential factor between boys and girls was fashion. The female initiator was rated most favorably among girls and least favorably among boys. The data suggest that the boys and

girls viewed the female initiator differently. The other three stimulus figures were rated similarly by both boys and girls. Cross and Cross (1971) found that female and male subjects rated male stimuli about the same. Female stimuli were rated differently, with female subjects rating female faces more favorably than did male subjects.

It is interesting that five of the eight social variables were significant for the stimulus sex interaction with a total of six social variables significant for the 3-way ANOVA. Six of the ten personal variables were significant; four for the stimulus sex interaction, one for the stimulus fashion interaction, and one for the stimulus sex X stimulus fashion interaction. It appears that when comparing the boys' and girls' responses to the stimulus figures, sender/receiver interactions were important in the determining of behavioral expectations. One possible explanation is sex-role stereotyping. The socialization processes and the sex-role development in our society may have impacted to produce an internalization of a cognitive stereotype that would suggest sex-role behavioral expectations.

#### Teachers' Responses

Men. Table 4 presents the means,  $F$ -values, and significance levels for the men's responses to each behavioral expectation as well as the social and personal variable subscores and the overall behavioral expectation score. Due to the uniqueness of the male

elementary school teacher, this very small sample (N=8) has been included in the results. Caution must be exercised when data results are based on a limited number of responses.

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Insert Table 4 about here

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For the stimulus sex X stimulus fashion interaction effect, men reported that the male initiator would be least likely and the male acceptor would be most likely to tease other children (Table 4). In addition, male initiators were reported to talk the least, while female initiators were reported to talk the most. For the stimulus sex main effect, male teachers reported that males were more likely to be neat and less likely to forget. There were no significant fashion effects.

The overall behavioral expectation score for each stimulus figure was used to determine the rank order for the stimulus figures: male acceptor (53.79), male initiator (51.53), female acceptor (50.43), and female initiator (49.02). Men reported male initiators as less likely to be teased, to talk a lot, to be liked, and to forget. Female initiators were reported to be the most talkative and the least neat. Male acceptors were reported to be the most liked and the most likely to tease others.

It is interesting that of the four significant behavioral expectations, three were personal variables and one was a social

variable. It appears that men looked to both sender/receiver interactions as well as receiver attributions to determine behavioral expectations. These data lend support to Kaiser's (1983-84) synthesis of symbolic interaction and cognitive perspectives framework. (See Appendix A.) Using the "boys will be boys" stereotype, male teachers could expect specific behavioral characteristics from boy students based on their appearance-- physique, facial attractiveness, gestures, and clothing.

It was not surprising for male teachers to have significant effects for neat, does not forget, does not tease others, and does not talk a lot. Each of these variables might impact classroom order and academic accomplishment. These behavioral expectations are consistent with teachers' perceived behaviors of more intelligent, more emotionally stable, more sociable, less aggressive, and more willing to engage in quiet activities found in physical attractiveness studies (Clifford and Walster, 1973; Langlois and Stephan, 1977; Lerner and Lerner, 1977). As the male teachers respond to the stimuli that fit the stereotype they, in effect, reward the behavior, thus encouraging the child to behave as expected (Brophy and Good, 1970; Lerner and Lerner, 1977). From another perspective, perhaps the intrapersonal, interpersonal, and socialization processes that make up the perception capabilities of the receiver filtered through the school setting and produced a more stereotypic effect. (See Model, Appendix A.)



Women. Table 5 presents the means, F-values, and significance levels for the female teachers' responses to each behavioral expectation as well as the social and personal variable subscores and the overall behavioral expectation score. For the stimulus sex X stimulus fashion interaction effect, female teachers reported that the female initiator was most likely to be chosen as leader, wanted as a friend, and talk the most (Table 5). The male initiator was reported as the least likely to have many friends, to be teased by others and to be happy. Females and acceptors were rated as more likely to play well with others. For the stimulus sex main effect, female teachers reported that males, regardless of fashion, liked others more and were neater and smarter than the females. For the stimulus fashion effect, female teachers reported that acceptors, regardless of sex, were least likely to tease other children, to be selfish, and more likely to like others and to be kind.

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Insert Table 5 about here

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The overall behavioral expectation score for each stimulus figure was used to determine the rank order for the stimulus figures: male acceptor (53.92), female acceptor (52.98), female initiator (52.27), and male initiator (50.25). The male initiator received the lowest mean score for 11 of the 18 variables. This stimulus

figure was reported as the neatest, but also as the least liked, least wanted as a friend, least teased, least happy, least likely to like others, and as having the fewest friends. The female initiator was perceived as most likely to be chosen as leader, most wanted as a friend, most talkative, and least neat. The female acceptor was perceived as the most liked. The male acceptor, female acceptor, and female initiator were rated as having many friends, happiest, and teased most. The female acceptor overall score (52.98) and the female initiator overall score (52.57) were about the same, suggesting that female teachers reported similar behavioral expectations for the two female stimulus figures.

It is interesting that all eight social variables were significant: one for the sex main effect, two for the fashion main effect and six for sex X fashion interaction (one variable had two significant main effects). Six of the ten personal variables were significant: two for the sex main effect, two for the fashion main effect, and two for the sex X fashion interaction. It appears that the female teachers looked to sender/receiver interactions and receiver attributions to determine behavioral expectations. These data lend support to Kaiser's (1983-84) synthesis of symbolic interaction and cognitive perspectives framework. (See Appendix A.)

One explanation is role theory, where external characteristics such as sex and physical appearance are utilized to assign attributes and behavioral expectations (Davis, 1984). A second

possibility is reinforcement theory. The receiver is attracted to senders (stimulus figure) who are interpreted as sending a similar message and therefore confirming the attributes and behavioral expectations connected with the cues (Davis, 1984).

#### Comparison of Male and Female Teachers' Responses

No strong main effects were found for the male teachers. The sample size may have affected the results. There were two significant sex X fashion interactions. Male teachers reported male initiators as less likely to tease others and least talkative. Male acceptors were reported as more likely to tease others. Female initiators were reported as most talkative. The female teachers rated the male acceptor more favorably and the male initiator less favorably, with the male initiator receiving the lowest mean rating for seven of the nine significant fashion effects. Despite the differences observed for the individual analyses by teacher sex, a 3-way analysis of variance for respondent sex X stimulus sex X stimulus fashion yielded only one significant interaction. Girls were rated as more forgetful by both male and female teachers,  $F(1,324) = 4.203, p < .041$ .

#### Sample Comparisons

A two-way analysis of variance comparing population (boys, girls, men and women) by stimulus figures (male initiator, male acceptor, female initiator, and female acceptor) was computed. Table 6 presents the  $F$ -values and significance levels for the

significant behavioral expectations. All 18 behavioral expectations had a main effect or interaction significance.

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Insert Table 6 about here

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Children rated the stimulus figures as happier and smarter than did the teachers. Children rated the male initiator more favorably for chosen as leader, wanted as a friend, plays with others, liked by others, and not teased by others. Teachers rated the male initiator as neater and less forgetful. Children rated the male acceptor more favorably for play with others. Teachers rated the male acceptor more favorably for chosen leader, liked by others, teased by others, neat and not forgetful. In addition, teachers rated the female initiator more favorably for wanted as a friend and neat. The teacher rating for female acceptor was more favorable for chosen leader and liked by others.

Female respondents rated the stimulus figures as less likely to cheat than did the male respondents. Male respondents rated the male initiator more favorably for like others, the male acceptor more favorably for wanted as a friend, the female initiator more favorably for plays with others, and the female acceptor more favorably for wanted as a friend and plays with others. Female respondents rated the female initiator more favorably for like others, liked by others, have many friends, not teased by others, neat, and not forgetting.

Looking at the comparison holistically, some trends are evident:

1. Children tended to use the polar extremes of the semantic-differential scale when rating behavioral expectations; teachers tended to use the center of the scale.
2. No stimulus figure was without at least one highest and one lowest rating.
3. Both children and teacher respondents did not rate any of the stimulus figures as likely to cheat, be selfish, or be naughty.
4. Boys relied more heavily on social variables and stimulus sex to determine behavioral expectations than did girls, men and women.
5. The rating of stimulus figures by respondents divided along sex lines. Female respondents perceived female stimuli more favorably; male respondents perceived male stimuli more favorably.
6. Female and male respondents perceived the female initiator differently.
7. Children viewed the male initiator more favorably than did the female teachers.
8. Female teachers viewed the male acceptor more favorably than did the children.
9. The fashion stimulus appears to be a significant factor in boys' and girls' ratings of the female initiator.

#### Conclusions and Implications

In this study the use of person perception to rank behavioral expectations was sociological social psychology oriented with an

emphasis on sex-role and conformity theories. Receivers (children and teachers) selected cues presented by senders (pictures representing children) and internalized them based on their own intrapersonal and interpersonal development as well as socialization influences. The receiver's response filtered through the social context (daytime school classroom, lunchroom, and playground) and returns to the sender in the form of behavioral expectations. To complete the cycle, the sender would select and internalize responses from the receiver based on intrapersonal and interpersonal development as well as socialization influences. The sender would then adjust or maintain the cues, filter them through the social context and represent them to the receiver. (See Model, Appendix A.)

Findings from this study underscore the need for further research in the children's clothing area. Replication of the study in other locations is important for generalizability of the findings. Possible expansion of the current questionnaire include: 1) ask the respondent which stimulus figure is most like them; 2) have the respondent rank the stimulus figures for physical attractiveness; 3) use more than one fashion sketch for each independent variable to reduce extraneous variable effects; 4) present the stimulus figures in a different setting; and 5) use androgynous stimulus figures.

Implications of this study pertain to parents, educators, apparel producers and retailers. In today's "high tech, high

touch" society where children are more independent and less house and family bound, the interpretation of clothing cues could have a major impact on their self perceptions, perceptions of others, and others' perceptions of them. As teachers interact with children in the classroom, their behavioral expectations could impact on the socialization of the child and possibly direct the child toward specific behaviors based on role expectations. Parents and teachers need to guide young clothing consumers toward fashions that will meet their conformity paradigm and also stimulate their expressiveness. Producers and retailers need to invest in children's appearance research to provide a balance of initiator and acceptor clothing items to give children viable options in apparel selection.

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TABLE 1  
MEANS, ANALYSES OF VARIANCE, F-VALUES, AND SIGNIFICANCE LEVEL FOR BOYS

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	Stimulus Sex Effect		Stimulus Fashion Effect		Interaction	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Social Variables:										
Like other children	2.96	2.93	2.76	2.87	1.721	NS	.240	NS	.545	NS
Chosen as leader	2.58	2.52	2.14	2.21	9.868	.002	.000	NS	.227	NS
Wanted most as friend	2.76	2.77	2.52	2.66	2.785	NS	.564	NS	.240	NS
Tease other children <sup>a</sup>	3.14	3.28	2.87	3.11	3.620	NS	3.155	NS	.150	NS
Play well with others	2.86	3.06	2.65	2.69	7.156	.008	1.178	NS	.596	NS
Liked by others	2.87	2.90	2.63	2.65	5.525	.019	.024	NS	.011	NS
Have many friends	2.89	2.85	2.66	2.63	4.131	.043	.050	NS	.001	NS
Teased by others <sup>a</sup>	<u>2.90</u>	<u>2.93</u>	<u>2.73</u>	<u>2.76</u>	2.035	NS	.061	NS	.000	NS
Subscore	22.96	23.24	20.96	21.58						
Personal Variables:										
Neat	2.94	2.80	2.35	2.65	16.474	.000	.108	NS	.775	NS
Cheat <sup>a</sup>	3.41	3.48	3.08	3.38	3.906	.049	2.946	NS	1.288	NS
Kind	2.89	2.86	2.58	2.89	2.189	NS	1.359	NS	2.079	NS
Selfish <sup>a</sup>	3.27	3.51	3.20	3.31	1.555	NS	2.123	NS	.087	NS
Talks a lot <sup>a</sup>	2.90	3.00	2.54	2.96	2.880	NS	5.011	.026	1.533	NS
Brave	2.60	2.55	2.14	2.33	7.530	.006	.566	NS	.773	NS

TABLE 1 (Continued)

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	<u>Stimulus Sex Effect</u>		<u>Stimulus Fashion Effect</u>		<u>Interaction</u>	
					<u>F-Value</u>	<u>Significance</u>	<u>F-Value</u>	<u>Significance</u>	<u>F-Value</u>	<u>Significance</u>
Personal Variables:										
Happy	3.00	2.73	2.90	2.69	.490	NS	3.837	.051	.132	NS
Forgets <sup>a</sup>	2.94	3.10	2.79	2.86	2.695	NS	.854	NS	.155	NS
Naughty <sup>a</sup>	3.20	3.37	2.99	3.18	2.250	NS	1.917	NS	.000	NS
Smart	<u>2.96</u>	<u>2.92</u>	<u>2.69</u>	<u>2.94</u>	.945	NS	.729	NS	1.481	NS
Subscore	30.11	30.32	27.26	29.19						
Overall score	53.07	53.56	48.22	50.77						

<sup>a</sup>Data have been recoded so that the means reported here reflect positive behavioral expectations of these items.

TABLE 2  
MEANS, ANALYSES OF VARIANCE, F-VALUES, AND SIGNIFICANCE LEVEL FOR GIRLS

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	<u>Stimulus Sex Effect</u>		<u>Stimulus Fashion Effect</u>		<u>Interaction</u>	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Social Variables:										
Like other children	2.83	2.81	3.07	2.80	2.438	NS	4.452	.035	3.018	NS
Chosen as leader	2.44	3.32	2.71	2.19	.927	NS	11.016	.001	3.431	NS
Most wanted as friend	2.68	2.69	2.98	2.54	1.047	NS	4.481	.019	6.530	.011
Tease other children <sup>a</sup>	3.32	3.26	3.35	3.39	.799	NS	.046	NS	.360	NS
Play well with others	2.79	2.95	2.97	2.79	.020	NS	.020	NS	3.641	NS
Liked by others	2.82	2.78	3.11	2.78	2.581	NS	5.843	.016	2.882	NS
Have many friends	2.78	2.71	3.04	2.63	.848	NS	8.502	.004	4.966	.026
Teased by others <sup>a</sup>	<u>3.27</u>	<u>3.11</u>	<u>3.40</u>	<u>2.95</u>	.246	NS	13.471	.000	2.687	NS
Subscore	22.93	23.63	24.63	22.07						
Personal Variables:										
Neat	2.72	2.65	3.07	2.55	1.018	NS	10.608	.001	5.336	.021
Cheat <sup>a</sup>	3.47	3.52	3.50	3.58	.520	NS	.433	NS	.000	NS
Kind	2.81	2.88	2.98	2.94	1.903	NS	.016	NS	.347	NS
Selfish <sup>a</sup>	3.44	3.45	3.32	3.59	.008	NS	2.681	NS	2.588	NS

TABLE 2 (Continued)

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	<u>Stimulus Sex Effect</u>		<u>Stimulus Fashion Effect</u>		<u>Interaction</u>	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Personal Variables:										
Talks a lot <sup>a</sup>	2.83	2.97	2.83	3.03	.031	NS	1.978	NS	.165	NS
Brave	2.47	2.54	2.31	2.42	1.776	NS	.882	NS	.109	NS
Happy	2.75	2.85	3.08	2.69	1.125	NS	2.101	NS	5.842	.016
Forgets <sup>a</sup>	3.12	2.92	3.24	3.22	5.782	.017	1.603	NS	1.080	NS
Naughty <sup>a</sup>	3.43	3.28	3.47	3.43	1.343	NS	.828	NS	.380	NS
Smart	<u>3.02</u>	<u>2.86</u>	<u>3.11</u>	<u>2.89</u>	.425	NS	4.298	.039	.106	NS
Subscore	30.06	29.92	30.91	30.34						
Overall score	52.99	53.55	55.54	52.41						

<sup>a</sup>Data have been recoded so that the means reported here reflect positive behavioral expectations of these items.



TABLE 3  
 ANALYSIS OF VARIANCE F-VALUES AND SIGNIFICANCE LEVELS  
 FOR THE EFFECTS OF CHILDREN'S SEX, STIMULUS SEX,  
 AND STIMULUS FASHION ON BEHAVIORAL EXPECTATIONS

Behavioral Expectations	F-Value	Significance
Respondent Sex X Stimulus Sex		
Social Variables:		
Chosen as leader	9.190	.003
Tease others	4.323	.038
Play with others	4.619	.032
Liked by others	8.072	.005
Have many friends	4.747	.030
Personal Variables:		
Cheat	4.379	.037
Kind	4.139	.042
Forgets	7.902	.005
Naughty	3.854	.050
Respondent Sex X Stimulus Fashion		
Social Variables:		
Chosen as leader	4.434	.036
Teased by others	5.726	.017
Personal Variables:		
Smart	3.872	.050
Respondent Sex X Stimulus Sex X Stimulus Fashion		
Personal Variables:		
Neat	4.642	.032

TABLE 4  
MEANS, ANALYSES OF VARIANCE, F-VALUES, AND SIGNIFICANCE LEVEL FOR MEN

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	<u>Stimulus Sex Effect</u>		<u>Stimulus Fashion Effect</u>		<u>Interaction</u>	
					<u>F-Value</u>	<u>Significance</u>	<u>F-Value</u>	<u>Significance</u>	<u>F-Value</u>	<u>Significance</u>
Social Variables:										
Like other children	2.88	3.13	2.75	2.88	1.909	NS	1.909	NS	.212	NS
Chosen as leader	2.25	3.00	2.50	2.25	.560	NS	.560	NS	2.240	NS
Wanted most as friend	2.63	2.50	2.50	2.13	.949	NS	.949	NS	.237	NS
Tease other children <sup>a</sup>	3.75	3.13	3.25	3.50	.089	NS	.797	NS	4.342	.046
Play well with others	2.50	2.75	2.50	2.75	.000	NS	2.000	NS	.000	NS
Liked by others	2.38	3.00	2.63	2.88	.069	NS	3.396	NS	.624	NS
Have many friends	2.25	2.88	2.50	2.38	.173	NS	.691	NS	1.556	NS
Teased by others <sup>a</sup>	<u>2.75</u>	<u>3.50</u>	<u>3.00</u>	<u>2.88</u>	.481	NS	1.336	NS	2.618	NS
Subscore	21.39	23.89	21.63	21.65						
Personal Variables:										
Neat	3.00	3.00	2.25	2.63	6.231	.019	.692	NS	.692	NS
Cheat <sup>a</sup>	3.50	3.38	3.38	3.50	.000	NS	.000	NS	.359	NS
Kind	2.75	2.88	2.75	3.00	.111	NS	1.000	NS	.111	NS
Selfish <sup>a</sup>	3.50	3.50	3.25	3.63	.093	NS	.840	NS	.840	NS

TABLE 4 (Continued)

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	Stimulus Sex Effect		Stimulus Fashion Effect		Interaction	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Personal Variables:										
Talks a lot <sup>a</sup>	3.13	2.50	2.25	2.88	.659	NS	.000	NS	4.118	NS
Brave	2.13	2.63	2.00	2.00	1.680	NS	.747	NS	.747	NS
Happy	2.25	2.63	2.50	2.38	.000	NS	.230	NS	.918	NS
Forgets <sup>a</sup>	3.50	3.13	3.00	2.50	6.517	.016	3.943	NS	.080	NS
Naughty <sup>a</sup>	3.50	3.50	3.38	3.38	.452	NS	.000	NS	.000	NS
Smart	<u>2.88</u>	<u>2.75</u>	<u>2.63</u>	<u>2.88</u>	.096	NS	.096	NS	.863	NS
Subscore	30.14	29.90	27.39	28.78						
Overall score	51.53	53.79	49.02	50.43						

<sup>a</sup>Data have been recoded so that the means reported here reflect positive behavioral expectations of these items.

TABLE 5  
MEANS, ANALYSES OF VARIANCE, F-VALUES, AND SIGNIFICANCE LEVEL FOR WOMEN

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	Stimulus Sex Effect		Stimulus Fashion Effect		Interaction	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Social Variables:										
Like other children	2.67	2.96	2.93	3.00	5.640	.018	7.761	.006	3.050	NS
Chosen as leader	2.29	2.59	2.69	2.27	.174	NS	.513	NS	14.911	.000
Wanted most as friend	2.35	2.75	2.85	2.55	3.334	NS	.337	NS	16.958	.000
Tease other children <sup>a</sup>	3.27	3.39	3.08	3.41	.773	NS	7.349	.007	1.729	NS
Play well with others	2.41	2.91	2.75	2.92	6.132	.014	23.576	.000	6.236	.013
Liked by others	2.52	2.91	2.92	2.81	4.628	.032	4.454	.036	13.820	.000
Have many friends	2.40	2.84	2.87	2.65	3.109	NS	2.390	NS	17.057	.000
Teased by others <sup>a</sup>	<u>2.80</u>	<u>3.31</u>	<u>3.35</u>	<u>3.27</u>	10.510	.001	7.654	.006	14.817	.000
Subscore	20.71	23.66	23.44	22.88						
Personal Variables:										
Neat	3.04	2.93	2.61	2.65	21.278	.000	.177	NS	.997	NS
Cheat <sup>a</sup>	3.47	3.52	3.46	3.55	.043	NS	1.214	NS	.091	NS
Kind	2.64	2.89	2.73	2.99	2.355	NS	16.739	.000	.018	NS
Selfish <sup>a</sup>	3.21	3.44	3.27	3.59	2.195	NS	14.217	.000	.511	NS

TABLE 5 (Continued)

Behavioral Expectations	Male Initiator	Male Acceptor	Female Initiator	Female Acceptor	Stimulus Sex Effect		Stimulus Fashion Effect		Interaction	
					F-Value	Significance	F-Value	Significance	F-Value	Significance
Personal Variables:										
Talks a lot <sup>a</sup>	2.91	2.93	2.68	3.08	.230	NS	6.908	.009	5.498	.020
Brave	2.32	2.37	2.44	2.25	.030	NS	.131	NS	2.575	NS
Happy	2.52	2.83	2.77	2.74	1.284	NS	3.708	NS	5.395	.021
Forgets <sup>a</sup>	3.24	3.17	3.11	3.07	3.254	NS	.643	NS	.040	NS
Naughty <sup>a</sup>	3.31	3.35	3.33	3.47	1.240	NS	1.732	NS	.502	NS
Smart	<u>2.88</u>	<u>2.83</u>	<u>2.73</u>	<u>2.71</u>	4.249	.040	.382	NS	.042	NS
Subscore	29.54	30.26	29.13	29.10						
Overall score	50.25	53.92	52.57	51.98						

<sup>a</sup>Data have been recoded so that the means reported here reflect positive behavioral expectations of these items.

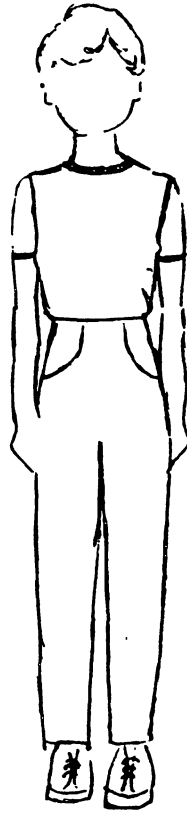
TABLE 6

ANALYSIS OF VARIANCE F-VALUES AND SIGNIFICANCE LEVELS OF BEHAVIORAL EXPECTATIONS COMPARING POPULATION (BOYS, GIRLS, MEN, WOMEN) TO STIMULUS PICTURES (MALE INITIATOR, MALE ACCEPTOR, FEMALE INITIATOR, FEMALE ACCEPTOR)

Behavioral Expectations	F-Value	Significance
Picture Main Effect:		
Selfish	5.081	.002
Talks a lot	5.994	.000
Brave	2.873	.035
Happy	2.996	.030
Respondent Sex Main Effect:		
Tease others	4.455	.004
Cheat	3.688	.012
Happy	2.996	.030
Naughty	4.096	.007
Smart	2.936	.032
Picture X Respondent Sex Interaction:		
Like others	2.450	.009
Chosen leader	2.997	.002
Wanted as friend	2.488	.008
Play with others	2.263	.017
Liked by others	3.051	.001
Have many friends	2.712	.004
Teased by others	3.874	.000
Neat	4.058	.000
Forgets	2.385	.011



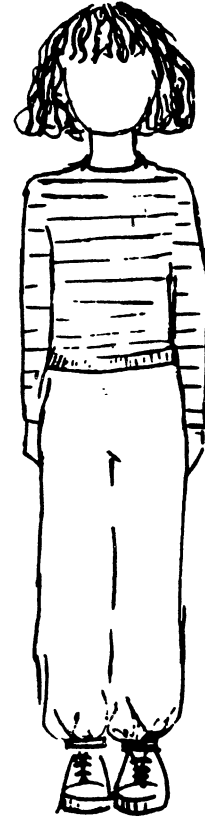
Male Initiator



Male Acceptor



Female Initiator



Female Acceptor

Figure 1. Stimulus Sketches

APPENDIX A

THEORETICAL MODEL



## THEORETICAL MODEL

### Introduction

Fashion psychology is currently a popular topic. Molloy (1975), Cho and Grover (1978) and Brothers (1978) are three examples of popular authors who have capitalized on the desire to project a specific image through clothing. More research focused publications such as The Psychology of Fashion (1985) and The Social Psychology of Clothing and Personal Adornment (1985) provide theories and empirical data to support the impact of clothing on the attributes and behavioral expectations assigned by and to each of us every day. The diversity of the literature plus the broad span of root disciplines involved in person perception can make research and study in the field quite challenging.

The purpose of this chapter is to put the challenge of person perception into a manageable format that will provide a useful education and research tool. First we will explore some ways person perception has been organized in the past and present two frameworks summarizing that work. In one, person perception theories will be organized around the interactions involved in person perception. The second framework will organize person perception theories by behaviors. Then, we will propose a new organization--a person perception model. This organization will focus on the interaction of the environment, sender, perceiver, and social context components found in each person perception theory, with the goal of facilitating the understanding of person

perception as a singular unit and the differentiation of theories within person perception.

#### Person Perception Frameworks

Susan Kaiser's thought-provoking article on the social psychology of clothing (Kaiser, 1983-84) provides a conceptual framework of clothing behavior. This article suggests a synthesis of concepts from cognitive social psychology and symbolic interaction focusing on an integrative approach to the study of dress as a form of communication. Figure 2 presents the author's pictorial representation of Kaiser's discussion as well as additional theories not included by Kaiser.

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Insert Figure 2 about here

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Simply stated, psychological social psychology focuses on the receiver. Theories assigned to this category deal with how the receiver determines attributes from the cues available. In attribution theory, the motive of the receiver is to exercise self-control and maintain environmental equilibrium through harmonious interactions (Berscheid, Graziano, Monson, and Dermer, 1976). Included in attribution are the beautiful-is-good hypothesis and impression formation. The beautiful-is-good hypothesis suggests the assigning of positive social attributes to physically attractive people (Dion, Berscheid, and Walster, 1972). Impression formation suggests stereotype attributions assigned to persons based on external, impersonal, and interpersonal cues generated by an unknown sender (Kaiser, 1983-84; Kelley and Sweat, 1983-84).

Cognitive consistency theory focuses on the consistency of sender

cues and actors in the assigning of attitudes and behavior expectations (Buckley and Roach, 1974; Festinger, 1957; Giles and Chavasse, 1975; Kaiser, 1983-84; Knox and Mancuso, 1981). If the sender's clothing cues and overt behaviors are compatible, the receiver can internalize the sender's message. If the clothing cues and overt behaviors are inconsistent, the sender's message is confounded and the receiver is unable to internalize clear perceptions.

Sociological social psychology focuses on the sender and the receiver. Theories assigned to this category deal with the relationship of the sender and receiver in interpreting social interactions. In symbolic interaction, information is communicated through symbolic meanings in a social context (Kaiser, 1985). Self-fulfilling prophecy suggests the cyclical effect of stimuli presented to the sender based on perceiver assigned attributes formulated from appearance cues. The sender's behavior corresponds to the expectations assigned by the receiver, reinforcing the receiver's judgment for both the sender and receiver (Brophy and Good, 1970; Lerner and Lerner, 1977; Rosenthal and Jacobson, 1968). In overcompensation theory, the sender over-achieves to make up for perceiver-imposed real or imagined difficulties (Moran and McCullers, 1984).

Conformity theory suggests that a sender will adjust cues by altering clothing behavior to correspond to the receiver's real or imagined pressure. The receiver is usually a reference group (Davis and Miller, 1983). Role theory utilizes external characteristics such as sex, age, race, and physical appearance to assign attributes and expected behaviors to the sender. Roles can be those expected from the

receiver, those expected from the sender or those exhibited during the interaction (Davis, 1984).

Self-presentation consists of the use of cues to establish, maintain or refine an image of oneself in the minds of others (Sweat and Zentner, 1985). In reinforcement theory, the sender is attracted to receivers who are interpreted as sending a similar message and therefore confirming the attributes and behavioral expectations connected with the message (Davis, 1984). Impression management encompasses a carefully designed performance of appearance to direct specific cues to the receiver for the purpose of assigning specific attributes to the sender (Kaiser, 1983-84). Social power theory involves the ability of the sender to obtain compliance from the receiver (Davis, 1984). Authority is an important situational variable in social power theory.

Self theory and trait factor theory focus on the sender as both stimulus and perceiver. In self theory, the sender part of the person utilizes internal cues to select the stimuli; the receiver part of the person utilizes external cues to interpret the stimuli. The joint actions of the sender and receiver produce a self description and make inferences about the self (Bem, 1978).

Trait factor theory suggests some people have personality characteristics that cross situational settings. Studies on trait factor theory focus on personality variables and value based factors (Davis, 1984).

In each theory or theory component of sociological social psychology the interaction between the sender or sender and receiver and the social context is the focus: how do shared meanings within a social context foster the exchange of attributes and lead to social interaction between the sender and receiver.

In her 1984 Home Economics Research Journal article, Leslie Davis suggests another organizational framework for clothing behavior research. Four divisions based on behavioral response to social and personal variables are used to focus on the impact of clothing. Figure 3 presents the author's pictorial representation of Davis' discussion, as well as additional theories not included by Davis.

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Insert Figure 3 about here

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Impression formation focuses on attribute and behavioral expectation judgments based on observable characteristics. Brief encounters and limited cues are used by the perceiver to provide an index for age, sex, social status, occupation, group membership, personality, interests, and values. Judgments made in impression formation can set the stage for future interaction. Related theories include attribution, cognitive consistency, symbolic interaction, and impression management.

The behavior of others division centers on labeling through clothing cues. Categorization is based on external cues and certain behaviors are expected. Theories related to behavior of others include role, social power, and reinforcement.

In conformity, clothing behavior is changed to produce peer and/or social acceptance. Factors influencing the adoption of specific clothing patterns include judgment ambiguity, reference group pressures, opinions, and the need for acceptance. Related theories include conformity, self-fulfilling prophecy, and overcompensation.

Personality and lifestyle represents those perceivers with enduring and distinctive personalities that provide consistent responses

to clothing cues, regardless of situational factors. These individuals relate to clothing values such as comfort, conformity, economics, politics and sociability, and to self-concept factors such as the real self, ideal self, and actual self. Corresponding theories include self, self-presentation, and trait factor.

Both of these frameworks provide excellent perspectives for person perception theories, but whether the divisions are behavior oriented or action oriented, the same basic elements still exist: coded messages are presented by the sender and their interpretation is based on the unique characteristics of the receiver in a specific time and place. Would it not be helpful to have a pictorial view of the component parts of person perception to facilitate the understanding of each part, the interrelationship of each part and the global view of each theory?

#### Model

A person perception model has been developed to assist in the comprehension of person perception theories. Each theory consists of an interaction of four components: 1) the environment, 2) the sender, 3) the perceiver, and 4) the situation of social context. Figure 4 represents a schema to pictorially illustrate these component parts and their relationship to each other.

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Insert Figure 4 about here

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#### The Environment

An environment is an "aggregate of surrounding things, conditions or influences" (Stein, 1978, p. 300). Bubolz, Eicher, and Sontag (1979, p. 29) suggest the environment is composed of natural, human

constructed, and human behavioral elements that "furnish the resources necessary for life." Natural elements consist of time, space, soil, air, plants, animals--things found in nature in a true state. Constructed elements refer to man's modification of nature--technology, law, art, objects of modern society. Behavioral elements include physical presence, values, thoughts, emotions, and relationships.

In this model, the environment refers to the physical, technological, aesthetic, and cultural domains which nurture and mold the individual's nonverbal communication skills. Examples include: 1) the impact of color from one's physical surroundings on the selection and combination of colors in art, architecture and adornment; 2) the climatic and topographical influence on forms of dress and adornment; and 3) the varied technological capabilities available to tap natural and man-made resources for use in adornment.

#### The Sender/Receiver

The key to person perception is the participants. The sender/receiver interaction is dependent on the sender, transmitting a receivable message to the receiver. Both the sender and receiver bring unique and specialized personalities to the interaction. To further complicate matters, the sender and receiver can be the same person. In appearance perception there are three aspects of the person that are important in the creation of unique senders and receivers: intrapersonal development, interpersonal development, and the socialization processes influencing development.

Intrapersonal Development. The intrapersonal aspect of an individual includes cognitive, perceptual, and sex/role development. Cognitive development involves the interaction of biology and the

environment on a person during the maturation process. Individuals pass through a series of sequential stages of maturation in the development of their ability to think. Each stage is unique in that it entails the reorganization of the mental processes for more sophisticated information collection, storage and use. Using Piaget's cognitive stages of development one can see the progression from the hands-on exploring of the sensorimotor stage to the feeling, looking and hearing of the preoperational stage to the rudiments of logic in the concrete operational stage to the final stage, formal operational with abstract logic and reasoning (Boyle, 1969; Kuhn, 1984).

Perception is a tool used by individuals to gain information from the environment to behave adaptively. Gibson's (1969) Differentiation Theory of Perception lends itself to clothing perception. Differentiation theory looks at the perceptual features of the environment. Emphasis is placed on the discrimination of stimuli information and the filtering of designated irrelevant variables. The developmental process goes from the generalized, unrefined selection of the infant to the complex, discriminant relational differentiation of the adult (Gibson, 1969). In clothing behavior, discriminant stimuli are selected, filtered, internalized, and applied to make inferences about personality and behavioral expectations. First impressions tend to be critical as these perceptions tend to be long-lived (Douty, 1963).

Sex-role development refers to learned gender behavioral expectations set by one's culture (Ruble, 1984). From the pre-1700 Sumptuary Laws to New York City ordinances against transvestitism, society has regulated the distinction of wealthy vs. poor, royal vs. common, and male vs. female. "Differentiation in roles on the basis of sex is



probably the most universal determinant of social behavior" (Horn, 1968, p. 132). Implicit in sex-role differentiation are the clothing cues used to set the stage for sex-role assignment. The color of an infant's clothing is an instant sex identifier. Preschoolers use dress-up to act out various societal roles. The use of skirts and pants in some societies is restricted by sex.

Interpersonal Development. The second area, interpersonal development is best represented by Sontag and Schlater's (1982) five perspectives of Proximity to Self. The first perspective, one's picture of oneself, consists of a profile of the individual's physical, mental, and material characteristics. Clothing cues are used to communicate how a person characterizes the self. Corresponding theories are Impression Management, Trait Factor, and Self. Second is the presentation of self to others. This perspective includes on-going behavior used to reflect identity, mood, and attitude. Clothing within a specific context projects the desired image. Corresponding theories are Symbolic Interaction, Self-Presentation, Conformity, Role and Reinforcement. Perspective three is self-worth or the cognitive comparison of the self to a societal standard. Clothing would be viewed as a reflection on one's self-esteem. Corresponding theories are Attribution, Self-fulfilling Prophecy, and Overcompensation. Feelings about self-worth is the fourth perspective. It consists of the emotional and behavioral response to self-evaluation. It impacts the behavior and projected image of the self. Cognitive consistency is a corresponding theory. Last is body cathexis, the level of satisfaction one feels toward one's physical self. Here clothing can be used in a compensatory way. Related theories include Self-fulfilling Prophecy and the Beautiful-is-Good hypothesis.

Socialization Processes. The third aspect, socialization processes influencing development, comprise demographic and psychographic data about the sender or receiver such as age, occupation, education, income, group membership, values, and attitudes. Specific socialization processes related to clothing include fashion involvement and consumer behavior. As the sender prepares a coded message using dress and adornment selection, precoded structures of the symbolic meanings of clothing cues derived through knowledge, perception, maturity, society, and self-esteem impact the choices and combinations used to prepare the nonverbal information. By the same token, receivers are equally influenced by the molding of intrapersonal, interpersonal, and socialization forces on the reception, interpretation, and response to the message.

#### Social Context

The social context component brings situations and motives involved in interactions to the model (Damhorst, 1985). Situation-specific characteristics such as physical setting, emotional climate, purpose, interpersonal relationships, social status, and power act as a filter between the sender and receiver much like a camera lens acts between the scene and the film. A Bob Mackie ball gown is appropriate at a presidential inaugural ball but not at the laundromat. Should a policeman knock at your door, the uniform would elicit one kind of response if you were in danger and another kind of response if you were hosting a loud party. A body draped in a white sheet sends one message on Halloween night and another message at a Klu Klux Klan meeting.

### Interaction

Up to this point, the component parts of the person perception model have been described. Now it is time to look at the relationship of the components and how they interact to produce inferences. Using a play as an analogy, the situation is the stage, the motives are the script and the clothing items are the props. The sender uses props, (clothing chosen through a complex developmental and socialization process unique to the individual) on the stage (the situation designated by time and place and as defined by formality, power, familiarity, situation salience, and potential overt actions), with a script (the motives) to perform the play (communicate an identity to the perceiver). In response the audience claps in praise or hisses in rejection of the performance (the perceiver accepts or rejects the identity).

### Conclusion

This paper has been an attempt to present a comprehensive, dyadic model of the person perception process. The model is based on the idea that person perception theories have common components that are critically relevant to explaining the perception process. The simple, consistent format was designed to help researchers and educators understand each component part of person perception, to fully grasp the impact of the interrelationships between and among the parts and to visualize a holistic view. This model stands as a beginning; further development and refinement will be needed as empirical data reveal new insights into the person perception process.

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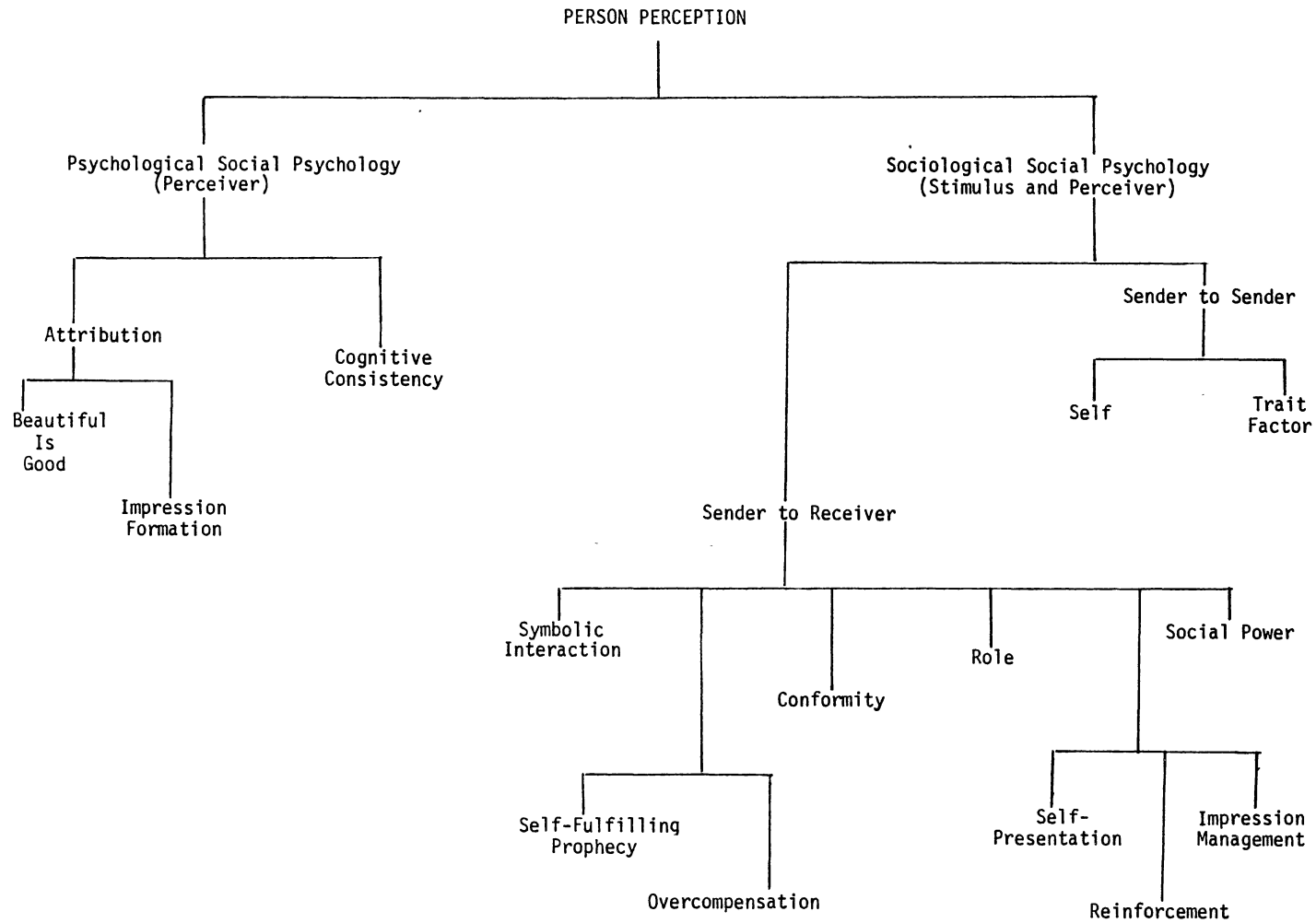


Figure 2. Person Perception Theoretical Framework: Interactions



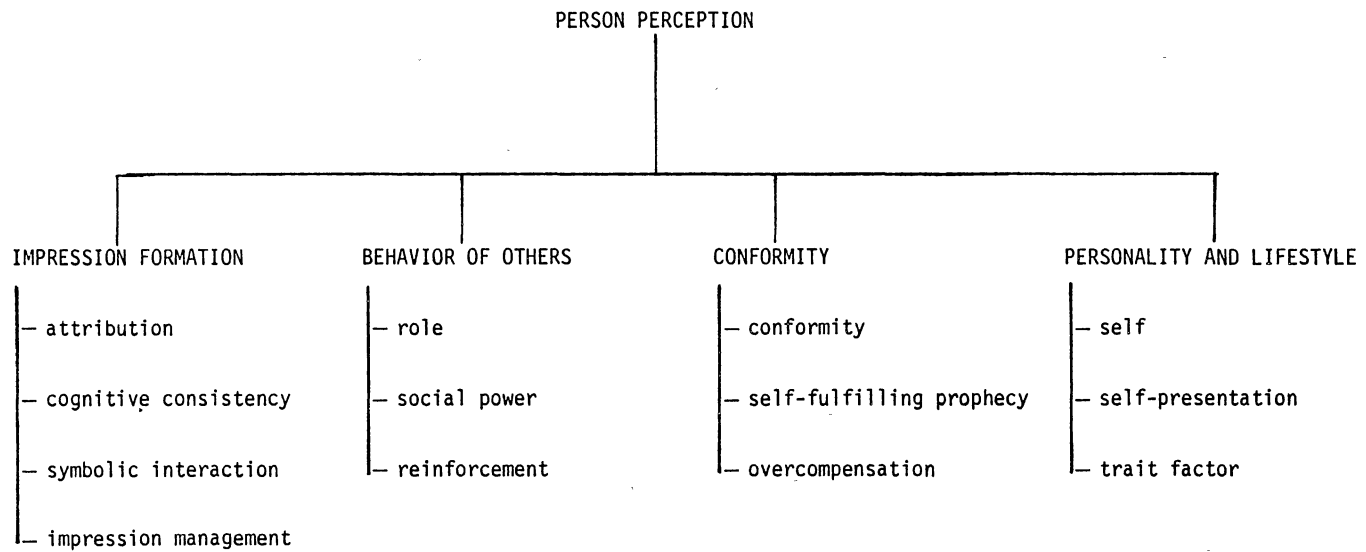


Figure 3. Person Perception Theoretical Framework: Behaviors

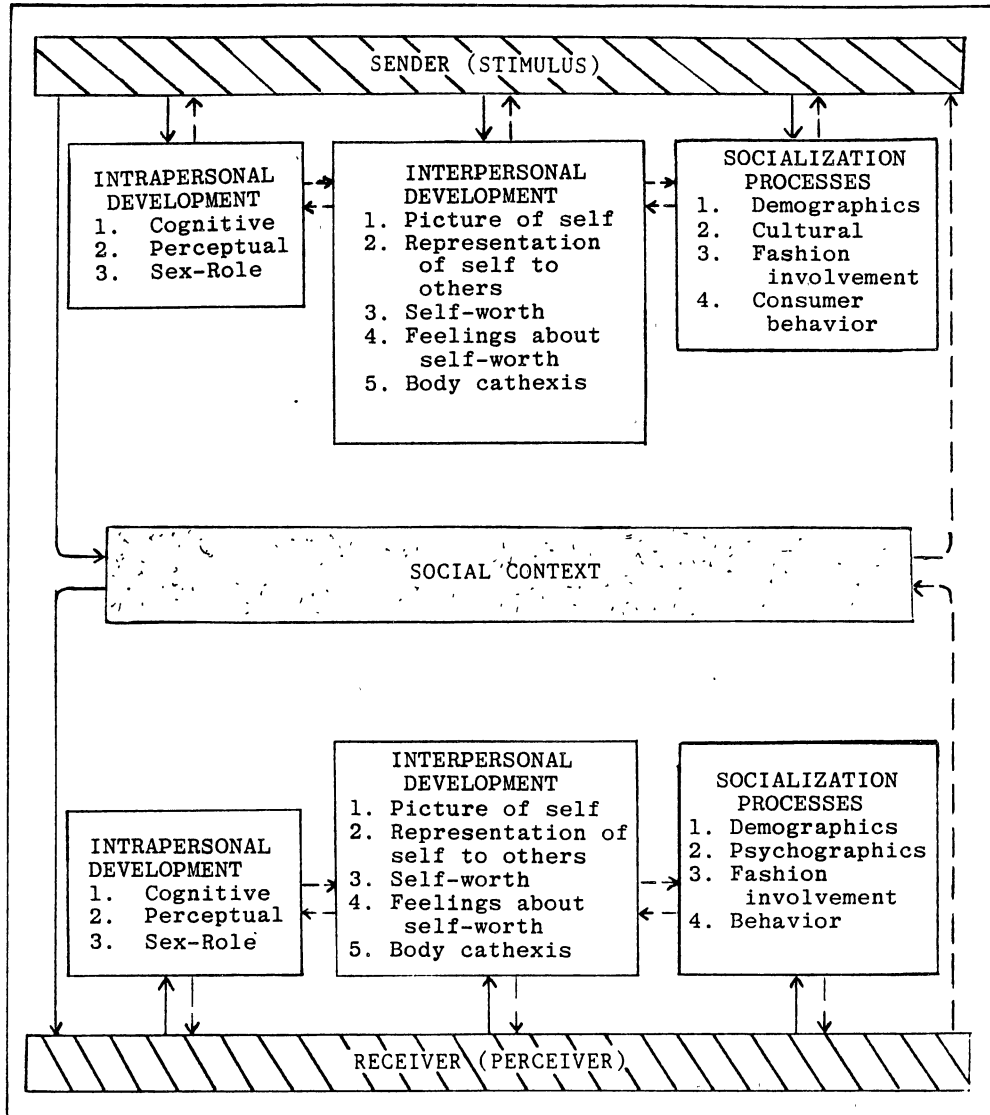


Figure 4. Person Perception Model

APPENDIX B

REVIEW OF LITERATURE

## REVIEW OF LITERATURE

This review of literature focused on a background in child study and children's clothing, the relationship of cognitive development to person perception studies involving children and the logistics of previous studies involving person perception and children.

### Background

#### Historography

Historically, the child was simply a miniature adult (Latzke and Quinlan, 1935; Kaiser, 1985). Prior to 1880, studies of children did not exist, save a few naturalistic observations (McCullers and Love, 1976). Children were present and cared for routinely until becoming adults. Clothing for children did not reflect their physical or mental needs and did not conform to their figures (Latzke and Quinlan, 1935).

In 1882, G. Stanley Hall's publication "The Contents of Children's Minds" marked the beginning of the scientific study of children. Late in the 1800s, the first university course on child study was offered and textbooks related to children became available (McCullers and Love, 1976). Dewey's progressive education began early in the 20th century. The emphasis of this period was on "intelligence tests, the rise of educational psychology, and the beginnings of child welfare" (McCullers and Love, 1976, p. 197). The post World War I era saw a continued development of child study research techniques, an increased interest in mental testing and a research concentration on learning and language acquisition. Watson's behaviorism surfaced resulting in parents and

teachers receiving child rearing advice (McCullers and Love, 1976). The years of 1930-1960 saw the rise of Watson's environmentalism and the development of the McCandless and Marshall scale for measuring the social attitudes of children. By the 1960s Watson's behaviorism was subsiding and the developmental process of child study was experiencing a revival. Specialists were shifting to Piaget and embracing his four stages of cognitive development. The research of this period centered on the preschool and early elementary school-age child.

### Children's Clothing

Early books on family clothing emphasized the physical and economic aspects of clothing children (Latzke and Quinlan, 1935). Though Locke and Rousseau had opened the way for style modifications in children's clothing to meet physical and emotional needs, little was said about fit, freedom of movement, and comfort until the 1930s (Latzke and Quinlan, 1935). Textbooks in the late 1960s and early 1970s focusing on clothing behavior had incorporated the role identity, sex distinction and socialization functions of children's clothing (Horn, 1968; Ryan, 1966). Rosencranz (1972) mentioned memories of clothing from childhood and the impact of those memories on self-esteem. Kefgen and Touchie-Specht (1971) related clothing to developmental stages.

Not until the mid 1960s was fashion--the individual preference for a particular style of clothing (King and Ring, 1979)--mentioned in reference to children's clothing. Tate and Glisson (1961), citing advertising as an influence, contended that fashion took precedence over all physical needs. Recent California Apparel News articles (Walsleben, 1986; Krein, 1986, McLean, 1986) stated that most kids want to choose their own clothing and that children are very fashion

aware, especially boys. Today's fashion conscious child has revolutionized children's appearance by using GUESS?, Esprit, Lizkids, Russ Girl, and Eagle's Eye to dress like an adult. Lizkids and Eagle's Eye actually size down adult fashions for children. Manufacturers concentrate on coordinated separates of easy-care fabrics and bright colors to let children create their own look.

### Cognitive Development, Person

#### Perception and Children

#### Child Development

The cognitive developmental stage of a child can affect attribution judgment abilities. In his article on changes in person perception, Hamid (1969) suggested that children begin learning behavioral intentions from parental facial gestures--a part of appearance. Early on, clothing cues aid in the classification of people, and therefore help children make sense of their world. Piaget's constructivism theory of cognitive development consists of a process of "meaning-making" (Kuhn, 1984, p. 142) to understand one's self and the world. This process has four discontinuous stages: 1) sensorimotor, ages 0-2; 2) preoperational, ages 2-7; 3) concrete operational, ages 7-11½; and 4) formal operational, ages 11½+ (Boyle, 1969). As the child moves from stage to stage, cognitive abilities--particularly logic--shift and the child varies in cognitive capability when making person perception judgments.

In a 1965 article, White (1965) synthesized several cognitive and behavioral theories, including Piaget's theory, and hypothesized a major transition in mental processes for children between the ages of five and seven. Behavioral changes experienced by the child included 1) the onset of more human-like learning patterns of logic compared to the

more animal-like learning patterns of stimulus-response conditioning, and 2) a more direct route inference, increased use of reversal shifts and the use of learned relationships in logical thinking and problem solving. Perceptually, the child transitions from tactile to visual exploration and from color to form dominance. Other changes included the increased use of planning, symbolic and abstract thought and the conceptualization of hypothetical maxima and minima.

Closely tied to White's (1965) exploration of the child's transfer from associative to cognitive learning was temporal stacking. In classical conditioning the pre-transition child would respond to a stimulus with the first learned response, but the post transition child would possess the capability of inhibiting responses in order to select the one response that would be the best response to the stimulus.

With clothing cues acting as the stimulus, person perceptions could be formulated based on White's (1965) associative vs. cognitive learning hypothesis. Should the receiver be five or younger, the response would be a first learned, conditioned response. Should the receiver be seven or older, the response would be chosen from a temporal stack of responses and more closely coincide with the stimulus and the social context. In first impression perceptions, anxiety and the time span could negatively affect the response choice. In stereotyped person perceptions, inhibition of first learned responses could affect the overcoming or developing of stereotypes.

#### Person Perception and Age

Some meaningful research on judgments of attribution by age has been done by Cross and Cross (1971), Lerner and Korn (1972), and Langlois and Stephan (1977). In all three studies the sample groups

were sufficiently separated in age for comparison. Cross and Cross (1971) looked at the perception of beauty in the human face using age, sex, and race as variables. Beauty was defined as "pleasing to look at for a long time" (Cross and Cross, 1971, p. 438). The subject group ages were 7, 12, 17, and adult representing Piaget's (Boyle, 1969) preoperational, concrete operational, and formal operational stages. Stimulus group ages were 7, 17, and adult representing Piaget's (Boyle, 1969) preoperational and formal operational stages. The subjects, acting as judges, choose the most beautiful/handsome face from each of the 12 design categories. Each category consisted of photographs of people with the same age, sex, and race characteristics as the subject population. The 12 choices were then ranked on a 7-point semantic differential scale.

Results indicated that the age of the subject had no effect on the ratings. This study suggests the completion of White's (1965) transition. The lack and significance of preference for the adult compared to preference patterns for the 7- and 17-year-old subjects could indicate a use of extreme values on the scale due to limited temporal stacking. This study also suggests a continuity of stereotyping across age, resulting in the preference of the 17-year-old stimulus for all age groups.

In their article on body build behavior associations, Lerner and Korn (1972) used three all male age group samples (5-, 15-, and 20-year-olds) to determine the indirect effects of body build stereotypes on personality development. Stimulus sketches consisted of male ectomorph, mesomorph, and the endomorph figures corresponding in age to subjects' age. A 28-item verbal checklist of positive and negative



physical, social and personality attributes was used to establish the subjects preferred physique and self-perceived physique. Attributes included size, strength, health, and dexterity for physique, friendship and leadership for social behavior and intelligence, thoughtfulness, morality, and happiness for personal behaviors.

Results indicated that age played an important role in the attribution process. For the five-year-old sample, there was no clear association of attributes to a single figure. Conversely, the 15- and 20-year-old samples showed a clear association of half of the attributes. In addition, there was a significant increase in correct self-rating of body type between the five-year-old males and the other two groups. Lerner and Korn's (1972) study showed the impact of cognitive developmental stages on stereotyping. The five-year-old boys' choices represented the lack of logic in reversal shifts and limits due to near transition capabilities only.

Langlois and Stephan (1977) were interested in the contributions of physical attractiveness and race stereotypes to attribution and peer relations. Males and females of three racial groups (white, black, Mexican-American) made up two age-group samples; one of 6-year olds and one of 10-year-olds. Color photographs of the face and shoulders of physically attractive and physically unattractive children who were the same age, sex, and race as the subjects were prepared.

Overall results indicated that stereotypes are evident at an early age. Attractiveness preferences were more consistent with the 10-year-old group than the 6-year-old group. The 6-year-old males failed to differentiate between physical attractiveness and physical unattractiveness among black and white stimulus photographs. The 10-year-old group

was more likely to rate stimulus photographs for their own racial group as more attractive.

The two age groups chosen by Langlois and Stephan (1977) differ on a cognitive developmental level. The six-year-old children were in a transition period from conditioned response to logic. Results suggest the boys were not as close to completing the transition as the girls. The 10-year-old children were at Piaget's (Boyle, 1969) concrete operational developmental stage. Results indicated these children were novices at problem solving and used polarized responses in making differentiations. In addition, the color photographs contained clothing. The impact of color and form between these two groups could have influenced the responses, particularly those of the kindergarten child.

In each of the preceding studies, the cognitive developmental level of the sample groups, though not always taken into consideration, influenced the results in some way. Cavior and Lombardi (1973) studied the effect of the cognitive developmental level of the subject on attractiveness judgments. Using sequential age-group samples from age five to eight, subjects were asked to rank full-length photographs of male and female 11- and 17-year olds on a 5-point semantic differential scale with the hope of determining when reliable physical attractiveness judgments begin.

Results indicated that interrater reliability begins at six and crystalizes by eight. "Prior to six years of age, individual concepts of physical attractiveness seem to be idiosyncratic" (Cavior and Lombardi, 1973, p. 69). The authors suggested that the change in cognitive developmental stages and the impact of socialization influenced the results. The potential for these factors influencing extraneous

variables in the stimulus is also possible. Color pictures of fully clothed figures encompasses three of the four variables involved in appearance, namely physique, facial attractiveness and clothing. If the pose in each photo was not identical, the fourth factor, gestures, would need to be included. The prelogic child (5 to 6) might deal with each factor independently and not as a whole, where the internal locus of control capability of the logic child (7 to 8) allowed the child to sort through the factors, select important parts and relate them back to appearance.

#### Person Perception Studies and Children

Person perception studies involving children can be organized into three groups: 1) studies focusing on the various aspects of physical attractiveness such as scholastic achievement, behavioral expectations, and child/adult interactions; 2) studies using various methodological aspects of data collection, stimuli and physical attractiveness rating; and 3) studies focusing on one or more of the four factors in appearance, physique, facial attractiveness, gestures, and clothing.

#### Physical Attractiveness

Past research shows a trend toward the beautiful-is-good hypothesis (Dion, Berscheid, and Walster, 1972) in studying physical attractiveness in children. Clifford (1975), Felson and Bohrnstedt (1979) and Salvia, Algozzine, and Sheare (1977) found that physically attractive children were judged to have more favorable expectation ratings, more athletic and academic ability and receive higher grades than physically unattractive children. In their study on physical attractiveness as a bias in teacher judgments, Clifford and Walster (1973) found that the physically attractive child was judged to have a higher education

potential, higher I.Q., more interested parents and better peer relations. Elovitz and Salvia (1982) found that special education program recommendations by school psychologists were affected by physical attractiveness. The physically attractive special education student was assigned less stigmatized programs.

In their studies on the effect of physical attractiveness on the rating of transgressions, Dion (1972) and Marwitt, Marwitt, and Walker (1978) found that the physically unattractive children's transgressions are rated more chronic, supporting the beautiful-is-good hypothesis. Studies by Dion (1973), Dion and Berscheid (1974), Langlois and Downs (1979) and Adams and Crane (1980) focused on personality behavioral expectations between physically attractive and physically unattractive children. Results suggested physically attractive children exhibited more positive social behavior. The physically unattractive child was characterized as more antisocial, more aggressive, less conforming, more scary, less popular, and more involved in physically active play.

Two closely related studies assessed the physical attractiveness influence on student-teacher interactions. In both studies student-teacher interactions were observed by trained college students, followed by teacher ratings and student physical attractiveness. Algozzine (1977) and Adams and Cohen (1974) found that physical attractiveness influenced the frequency and quality of the interactions: physically attractive children had more positive interactions more frequently.

### Methodology

Sample populations for person perception studies with children centered primarily on the elementary school child (Clifford, 1975; Salvia, Algozzine, and Sheare, 1977; Elovitz and Salvia, 1982; Clifford

and Walster, 1973; Dion, 1972, Marwitt, Marwitt, and Walker, 1978; Adams and Cohen, 1974; Algozzine, 1977) followed by the preschool child (Clifford, 1975; Langlois and Downs, 1979; Dion and Berscheid, 1975; Dion, 1973; Adams and Crane, 1980). This placed the children 6 to 12 years of age and well within Piaget's (Boyle, 1969) concrete operational stage with some transitioning to the formal operational stage.

The most popular stimulus for children perception studies was photographs rated by adults (Clifford, 1975; Felson and Bohrnstedt, 1979; Salvia, Algozzine, and Sheare, 1977; Elovitz and Salvia, 1982; Clifford and Walster, 1973; Langlois and Downs, 1979; Dion and Berscheid, 1974; Dion, 1972; Marwitt, Marwitt, and Walker, 1978; Adams and Cohen, 1974; Algozzine, 1977). Judgments were made using grades (Clifford, 1975; Felson and Bohrnstedt, 1979; Salvia, Algozzine, and Sheare, 1977; Clifford and Walster, 1973); academic scores (Clifford, 1975); athletic performance tests (Clifford, 1975); likert-type scales (Elovitz and Salvia, 1982; Marwitt, Marwitt, and Walker, 1978; Adams and Cohen, 1974); semantic differential scales (Dion, 1972; Algozzine, 1977); other socio-metric scales, particularly the "guess who" technique (Felson and Bohrnstedt, 1979; Clifford and Walster, 1973; Dion and Berscheid, 1974; Dion, 1973; Adams and Crane, 1980). Langlois and Downs (1979), Adams and Cohen (1974), and Algozzine (1977) used observations with trained personnel.

#### Appearance Factors

Studies on physical appearance have emphasized facial attractiveness (Clifford, 1975; Salvia, Algozzine, and Sheare, 1977; Elovitz and Salvia, 1982; Langlois and Downs, 1979; Dion, 1972; Dion, 1973; Adams and Crane, 1980; Marwitt, Marwitt, and Walker, 1978) or a combination of facial

attractiveness and physique (Felson and Bohrnstedt, 1979; Clifford and Walster, 1973; Dion and Berscheid, 1974; Adams and Cohen, 1974; Algozzine, 1977). No studies involving clothing could be found. Langlois and Downs (1979) and Dion (1973) specifically cropped their photographs at the chin to eliminate clothing cues, suggesting an influence of the clothing variable on person perception. Adams and Crane (1980, p. 225) mentioned their stimulus color photographs included "smiling faces and casual attire." Some photographs were black and white (Dion and Berscheid, 1974; Salvia, Algozzine, and Sheare, 1977; Langlois and Downs, 1979), thereby eliminating color as an extraneous variable.

#### Summary

This review of literature has focused on studies involving person perception and children. As the child progresses from associative to cognitive learning, appearance cues--physique, facial attractiveness, gestures, and clothing--help children cope with their environment. Empirical studies indicate that children five and younger have difficulty making clear attribute associations with appearance stimuli and cannot make consistent preference choices. The past seven-year-old child makes clear associations and consistent preferences, a capability that has crystalized by age eight.

Research indicates an early emphasis of physical and economic aspects of children's clothing transitions to role identity, sex distinctions, and socialization needs by the 1960s. Appearance studies involving children have focused on 1) the beautiful-is-good hypothesis, a part of attribution theory, and 2) facial attractiveness, a part of appearance. Color photographs of children rated by adults for physical

attractiveness and the "guess-who" sociometric technique were the most popular instruments for data collection.

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APPENDIX C

FASHION SKETCH EVALUATION SHEETS

## SKETCH EVALUATION

	Fashion Acceptor			Fashion Initiator	
Sketch G-1	1	2	3	4	5
Sketch G-2	1	2	3	4	5
Sketch G-3	1	2	3	4	5
Sketch G-4	1	2	3	4	5
Sketch G-5	1	2	3	4	5
Sketch G-6	1	2	3	4	5
Sketch G-7	1	2	3	4	5
Sketch G-8	1	2	3	4	5
Sketch B-1	1	2	3	4	5
Sketch B-2	1	2	3	4	5
Sketch B-3	1	2	3	4	5
Sketch B-4	1	2	3	4	5
Sketch B-5	1	2	3	4	5
Sketch B-6	1	2	3	4	5
Sketch B-7	1	2	3	4	5

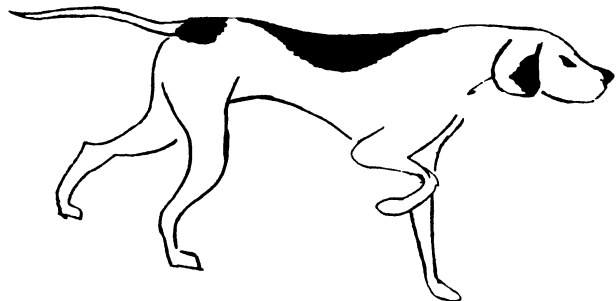
APPENDIX D

CHILDRENS' QUESTIONNAIRE

I am a boy /  / girl /  /

My age is /  /

My birthday is /  /



Mark the box which best represents what you think

Is this dog cute?

Would this dog bite?

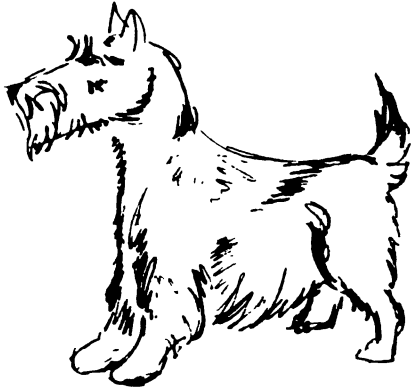
Would you like to have this dog for a pet?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

I am a boy /  / girl /  /

My age is /  /

My birthday is /  /



Mark the box which best represents what you think

Is this dog cute?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

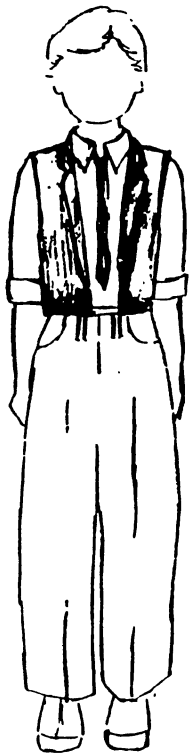
Would this dog bite?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Would you like to have this dog for a pet?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot





Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

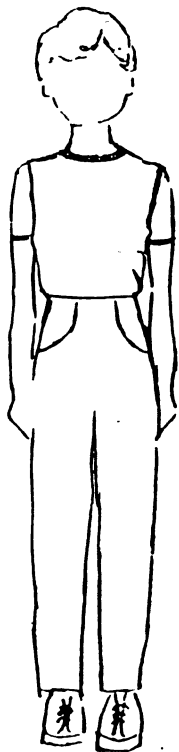
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

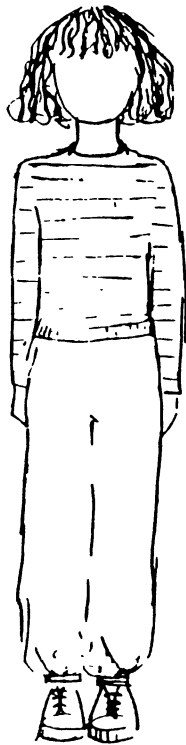
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

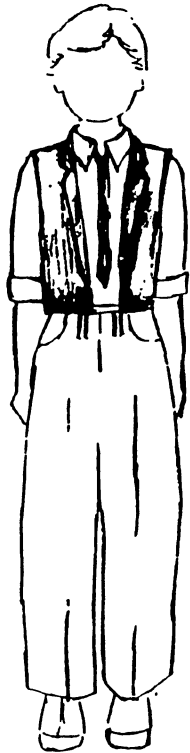
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

APPENDIX E

TEACHERS' QUESTIONNAIRE



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

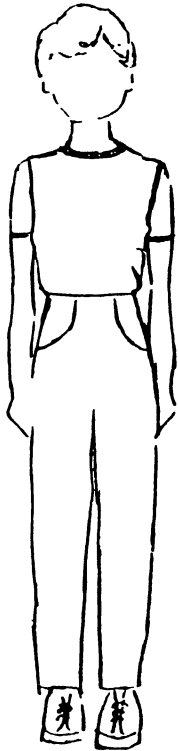
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot



Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

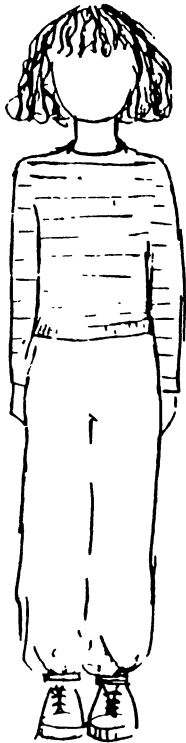
Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot





Mark the box which best represents what you think:

Do you think this person would like other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be chosen as a leader?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be most wanted as a friend?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would tease other children?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would play well with others?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be liked by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would have many friends?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Do you think this person would be teased by other students?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person neat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person cheat?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person kind?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person selfish?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person talk a lot?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person brave?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person happy?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Does this person forget?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person naughty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

Is this person smart?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No	A Little	Yes	A Lot

And, now some questions about you:

Sex: Male \_\_\_\_\_ Female \_\_\_\_\_

Age at last birthday \_\_\_\_\_

Number of years of teaching \_\_\_\_\_

Education: BA/BS \_\_\_\_\_ MA/MS/MED \_\_\_\_\_ PhD/EDD \_\_\_\_\_

Number of children living at home \_\_\_\_\_

Total annual household gross income:

to \$14,999 \_\_\_\_\_  
\$15,000 - \$19,999 \_\_\_\_\_  
\$20,000 - \$24,999 \_\_\_\_\_  
\$25,000 - \$29,999 \_\_\_\_\_  
\$30,000 - \$34,999 \_\_\_\_\_  
\$35,000 - \$39,999 \_\_\_\_\_  
\$40,000 - \$49,999 \_\_\_\_\_  
\$50,000 - \$59,999 \_\_\_\_\_  
\$60,000 + \_\_\_\_\_

APPENDIX F  
CORRESPONDENCE



Oklahoma State University

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING  
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337  
HOME ECONOMICS WEST 312  
(405) 624-5034

Dear Parent:

I am conducting a research project on the acceptance of a new child into the classroom as part of the requirements for my doctorate at Oklahoma State University. Twelve million children between the ages of one and 19 move annually. The stress of moving and the challenge of making new friends is hard on children. This research will result in a teacher workshop designed to help teachers make the new child's adjustment easier. I would like to ask your cooperation in permitting your child to participate in the project. Your child will be asked to look at four sketches of children and answer several questions about how your child feels about the child in the sketch. There are no right or wrong answers. No child will be pressured into completing the questionnaire. The questionnaire will take about 20 minutes to complete. The questionnaire will be done during the school day the last week of April or first week of May.

The children will complete the questionnaire in their regular classroom. Your child's name will not be on the questionnaire to ensure confidentiality. The data from this study will be used for education purposes, publications and professional presentations. It will not be used for any other purpose without your prior consent.

Please sign the form at the bottom of this note and return it to the child's school to allow your child to participate. If you have any questions or reservations and require more information prior to giving your consent, please contact me through the Department of Clothing, Textiles and Merchandising, Oklahoma State University (405/624-5036).

I respect the right of the parent and of the child to withdraw from the study at any time. No child will be forced to participate if he or she does not want to. I do not foresee any physical, emotional, or social risks to you or the child which might result from participation. I will be more than happy to share the results with you upon completion of the research.

Please sign the form below and return it to the child's school if you give permission for your child to participate. Thank you for your cooperation.

Respectfully,

Sue Stanley

-----  
Permission Form

I acknowledge that I have been informed of the nature of this study on new student acceptance and give consent for my child(ren) to participate.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Name(s) of child(ren): \_\_\_\_\_





*Oklahoma State University*

DEPARTMENT OF CLOTHING, TEXTILES & MERCHANDISING  
COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078-0337  
HOME ECONOMICS WEST 312  
(405) 624-5034

Dear Fourth Grade Teacher:

Most families change locations at least once during the 20 years a child matures. Twelve million children between the ages of one and 19 move annually. One of the most challenging aspects of relocating is getting established in a new school. Many of us have childhood memories of those first days of being the new kid in class or of having a new person join the class. The stress of the move and the challenges of making new friends and finding one's niche can make small, usually commonplace, things seem like insurmountable obstacles on the road to normalcy.

As a fourth grade teacher you experience the joys and pains of student adjustment, whether it be the new student becoming part of the group or the old student making room for the new student in the group. The purpose of this study is to obtain information for the development of an in-service workshop to help teachers facilitate the acceptance of new students. Sponsored by Home Economics University Extension, the workshop will be offered in Mid-August. (Contact Sharon Klingaman at 405/624-6571 for further information.)

Enclosed you will find a questionnaire. Please read and follow the instructions on the front page of the questionnaire. Remember to complete all items. Place the completed questionnaire in the box marked questionnaire located in (wherever school designates). Complete anonymity is assured. A copy of the findings will be sent to every elementary school that was contacted.

Thank you for your help with this important project. Best wishes in your work with fourth graders.

Sincerely,

Sue Stanley  
OSU Doctoral Student



APPENDIX G

DEMOGRAPHIC DATA

TABLE 7  
 ANALYSIS OF VARIANCE F-VALUES AND SIGNIFICANCE  
 LEVELS FOR THE EFFECTS OF THE RESPONDENTS'  
 AGE ON BEHAVIORAL EXPECTATIONS

Behavioral Expectations	<u>F</u> -Values	Significance
Boys' Age Main Effect		
Happy	3.230	.041
Boys' Age X Stimulus Sex		
Like others	3.841	.023
Teased by others	3.805	.023
Boys' Age X Stimulus Fashion		
Tease others	3.155	.044
Cheat	5.592	.004
Selfish	4.196	.016
Naughty	3.902	.021
Girls' Age Main Effect		
Brave	3.513	.031
Girls' Age X Stimulus Fashion		
Brave	2.652	.072 <sup>a</sup>

<sup>a</sup>Trend toward significance

TABLE 8  
ANALYSIS OF VARIANCE F-VALUES AND SIGNIFICANCE  
LEVELS FOR MEN TEACHERS' BEHAVIORAL  
EXPECTATIONS BY DEMOGRAPHIC DATA

Behavioral Expectations	F-Values	Significance
<b>Age</b>		
Main Effect:		
Cheat	3.286	.038
Brave	3.082	.046
Forgets	2.628	.073 <sup>a</sup>
Naughty	3.312	.037
Smart	4.634	.011
Age X Stimulus Sex Interaction:		
Play with others	3.051	.048
<b>Years Teaching</b>		
Main Effect:		
Wanted as a friend	6.795	.004
Cheat	3.821	.035
Happy	4.519	.021
Years Teaching X Stimulus Sex Interaction:		
Play with others	3.900	.033
Neat	5.437	.011
Smart	2.492	.102 <sup>a</sup>
<b>Education Level</b>		
Main Effect:		
Like other children	4.398	.045
Selfish	3.150	.087 <sup>a</sup>
Brave	3.817	.061 <sup>a</sup>
Happy	5.057	.033
<b>Number of Children at Home</b>		
Main Effect:		
Cheat	5.339	.011
Brave	4.535	.020
Forgets	3.964	.031
Naughty	5.236	.012
Smart	6.132	.007
<b>Annual Household Gross Income</b>		
Main Effect:		
Wanted as a friend	3.457	.047
Play with others	5.200	.013
Kind	3.315	.052
Cheat	6.196	.008
Selfish	2.858	.076 <sup>a</sup>
Brave	2.458	.108 <sup>a</sup>
Happy	2.538	.098 <sup>a</sup>
Income X Stimulus Fashion Interaction:		
Like other children	3.134	.060 <sup>a</sup>

<sup>a</sup>Trend toward significance



TABLE 9

ANALYSIS OF VARIANCE F-VALUES AND SIGNIFICANCE LEVELS FOR  
WOMEN TEACHERS' BEHAVIORAL EXPECTATIONS BY DEMOGRAPHICS

Behavioral Expectations	F-Value	Significance
<b>Age</b>		
Main Effect:		
Chosen leader	2.762	.099 <sup>a</sup>
Age X Stimulus Sex Interaction:		
Neat	3.440	.017
Happy	2.621	.051
Age X Stimulus Fashion Interaction:		
Like other children	2.939	.089 <sup>a</sup>
Neat	3.356	.019
Smart	4.009	.008
<b>Years Teaching</b>		
Main Effect:		
Like other children	3.241	.023
Play with others	2.133	.096 <sup>a</sup>
Kind	2.258	.082 <sup>a</sup>
Years Teaching X Stimulus Sex Interaction:		
Happy	2.488	.061 <sup>a</sup>
Years Teaching X Stimulus Fashion Interaction:		
Chosen leader	2.922	.034
Wanted as friend	3.391	.018
Liked by others	2.221	.086 <sup>a</sup>
Neat	3.719	.012
Brave	2.573	.054
<b>Education Level</b>		
Main Effect:		
Play with others	5.036	.026
Brave	6.998	.009
Forgets	3.020	.083 <sup>a</sup>
Naughty	2.941	.087 <sup>a</sup>
Education X Stimulus Sex Interaction:		
Neat	3.467	.064 <sup>a</sup>
Education X Stimulus Fashion Interaction:		
Chosen leader	4.245	.040
Tease other children	3.917	.049
Liked by others	3.231	.073 <sup>a</sup>
Neat	3.648	.057
<b>Number of Children at Home</b>		
Main Effect:		
Play with others	2.812	.062 <sup>a</sup>
Happy	3.262	.040
Children at Home X Stimulus Fashion Interaction:		
Tease others	3.917	.049
<b>Annual Household Gross Income</b>		
Main Effect:		
Like other children	2.938	.055
Play with others	2.773	.064 <sup>a</sup>
Have many friends	2.514	.083 <sup>a</sup>
Kind	3.536	.031
Talks a lot	3.562	.030
Brave	2.555	.080 <sup>a</sup>
Happy	6.116	.003
Income X Stimulus Sex Interaction:		
Forgets	3.124	.046
Income X Stimulus Fashion Interaction:		
Neat	3.202	.042

<sup>a</sup>Trend toward significance

VITA<sup>2</sup>

M. Sue Stanley

Candidate for the Degree of

Doctor of Philosophy

Thesis: CHILDREN'S APPEARANCE AS A FACILITATOR IN PERSON PERCEPTION  
TYPOLOGY

Major Field: Home Economics-Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Los Angeles, California, August 4, 1944,  
the daughter of Mrs. Memoree Lucille Moore Osborn and  
Mr. Russell Glen Osborn.

Education: Graduated from Woodland High School, Woodland,  
California, in June, 1962; received Bachelor of Arts degree  
in Home Economics from California State University, Chico,  
in January, 1967; received Master of Science degree in Home  
Economics from University of Arizona in June, 1969; completed  
requirements for Doctor of Philosophy degree at Oklahoma  
State University in December, 1986.

Professional Experience: Graduate Teaching Associate, Department  
of Clothing, Textiles and Merchandising, Oklahoma State  
University, 1984-86; Graduate Administrative Associate, Family  
Resource Center, Oklahoma State University, 1983-84; Head  
Patternmaker and Fit Specialist, Stretch & Sew, 1979-80;  
Assistant Professor, Bakersfield College, 1974-78; Instructor,  
Pima College, 1972-73; Adult Education Instructor,  
Amphitheater School District, 1969-73.

Professional Organizations: American Home Economics Association,  
Association of College Professors of Textiles and Clothing,  
Omicron Nu, Phi Upsilon Omicron.