THE CLOTHING INTEREST OF THREE GROUPS OF

YOUNG ADULT MEN DIFFERENTIATED

BY STAGE IN LIFE,

by

Amy Lee Charron,

Thesis submitted to the Graduate Faculty of the

Virginia Polytechnic Institute and State University

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

Clothing, Textiles and Related Art

APPROVED:

Lois M. Gurel, Chairman

Dennis E. Hinkle   Joann R. Boles

Enid F. Tozier

June, 1977

Blacksburg, Virginia

ACKNOWLEDGMENTS

My deepest appreciation and gratitude go to Dr. Lois M. Gurel my thesis director and program advisor. For her inspiration, guidance, and confidence in my abilities, she has my highest esteem. To the other members of my committee, Dr. Dennis E. Hinkle, Dr. Joann R. Boles, and Dr. Enid F. Tozier, I wish to extend my sincerest appreciation for their encouragement and assistance in conducting this research.

I wish to thank those individuals who were subjects of this study. Without their participation, this research would not have been possible.

I am especially grateful to my family and friends for their continued reassurance and support throughout my graduate studies.

TABLE OF CONTENTS

Page

LIST OF TABLES

INTRODUCTION

Values are an essential part of every personality. They are not inherent, but are derived from personal experience based on such factors as religion, educational level, and family, ethnic, and socioeconomic backgrounds. Values are fundamental beliefs and as such are not directly observable. However, they may be partly manifested in the interest expressed by an individual for a given topic. As individuals undergo changes in their life, or are influenced by new experiences, their values may be altered. As values undergo transition, the interests expressed for those topics associated with the values may also change. By measuring the extent of change in the specific interests an individual displays, we may be able to understand better individual motivation and behavior.

The research of Creekmore (1963), Hoffman (1956), and Lapitsky (1961), have shown that relationships can be found between basic values and many behavioral aspects of clothing. Lapitsky, for instance, found positive correlations between all clothing values and their parallel general values for 160 women. Creekmore also found relationships between clothing behaviors and values for 300 women. These clothing behaviors have been termed clothing attitudes, clothing values, and clothing interest. Although clothing interest as a term has been used loosely in the past, in recent years it has become more sharply defined, and can be used as a measureable expression of basic values. From

research, we also find that clothing interest is multidimensional (Gurel, 1974). Several distinct dimensions make up the concept of clothing interest, so that as an individual changes in overall clothing interest, there may also be changes in some or all of the underlying factors of that interest.

According to Anspach (1959), of the groups studied in home economics clothing and textile research from 1925 to 1958, women composed 42 percent of the groups, men studied totaled only 6 percent, the remaining consisting of adolescents and children. Since 1958, researchers have become more aware of the need for studies involving male samples, but research is still behind that which has been done with women. In many instances, researchers have found that the degree of clothing interest differs significantly between the sexes (Humphrey, 1967; Klassen, 1967; Ryan, 1953; Vener, 1957). If men do indeed differ in the intensity and degree of their interest in clothing, then certainly this information is needed in order to understand the full concept of clothing interest. As more research is obtained, a more clearly defined picture of the clothing needs of men can be developed, and a more sharply pronounced distinction between the attitudes of men and women can be made.

The purpose of this research was to investigate the clothing interest of adult men during three transitional periods in their lives to determine whether the degree of interest in clothing changed as they experienced new stages in their life. This research also attempted to determine whether this change in clothing interest was general or specific only to certain dimensions of clothing interest. By surveying

three groups of men and statistically analyzing the data, it was the goal of this investigator to contribute to the understanding of clothing interest, and to relate it to the transitional stages in the lives of young adult men.

Theoretical Framework

Values may change as individual life experiences undergo transition. Since these changes may be observable in changing interests, they can be measured, as interests are measureable. One specific type of transition that all individuals go through is a change in their stage of life. Therefore, individual values may be altered as an individual goes from one stage in life to another. These changes are measureable through various interests and behaviors.

It has been demonstrated that basic values are related to clothing interest and behavior (Creekmore, 1963; Lapitsky, 1961). Since clothing interest is measureable, then changes in an individual's life stage should be reflected in changing interests in clothing in general, and in changing attitudes toward specific aspects of clothing.

Chapter II

REVIEW OF RELATED LITERATURE

Due to the large number of research studies that have been reported in the literature having to do with clothing behaviors, only those that relate to this study will be reviewed here. The information is divided into three sections: men's clothing interest; clothing interest terminology and measures; and clothing interest demographic variables that relate to this study.

Men's Clothing Interest

In the past 30 years, men's clothing fashions have undergone important changes. After World War II, America experienced an economic and social upheaval which brought about varieties in living patterns and a revolution in men's clothing. Colored sport shirts signaled a trend toward casual wear, possibly due to increased recreational activities, to shorter working hours, and to the move to suburbia which lent itself to more informality in clothing. Gentlemen's Quarterly (1967) reported that the revolution in sportswear brought about and inspired change in all of men's fashions including outerwear, formal wear, beach wear, and casual wear. In recent years, variations in style, color, fabrics, and details have flooded the market along with a vast array of grooming aids. Writers such as Dichter (1966) have referred to this as the Peacock Revolution. Dichter named young men from the age of 17 to 25 the peacocks of the future because they are less inhibited, are very verbal

4

about their likes and dislikes in wearing apparel, are very affluent,
and thus, exert a major influence in the overall men's wear market.
According to editors of American Fabrics (1967), men are interested in
the new fashions and the "revolution" is here to stay. Research on
men's clothing interest has been ongoing for approximately three decades,
albeit scattered and fragmented. What follows is a brief review of
those studies.

Hoult (1951) explored the importance of clothing as a factor in the
social ratings of men. Results suggested clothing to be a factor in
individual emotional security. When income, occupational needs, and
family sizes were held constant, men who were members of large organ-
ized groups typically purchased fewer clothes and exhibited less concern
over fashion than did men who were members of higher status, but were
non-members of such organized groups. Behavioral differences were
attributed to the relative security of members of organized groups.

Form and Stone (1955) investigated the difference in the social
significance of clothing between a total of 108 male white collar and
manual workers. By means of interviews, they found that white collar
workers expressed a high degree of concern about the impression clothing
had on other people, including superiors. Manual workers were not as
concerned with the symbolic nature of their dress and were more con-
cerned with the durability, comfort, and safety of their personal work
clothes. In a similar study concerning the social importance of cloth-
ing to college men, Peters (1959) found no significant differences
between 100 fraternity and 100 non-fraternity men. The majority of the

men indicated the importance to them of owning fad clothing and clothing of the latest acceptable style. Over one-half of the men indicated that clothing played an important role in being accepted.

Also using a sample of college men, Snowden (1965) investigated the clothing interests and buying habits of the male students at the University of Arkansas in order to determine whether a relationship existed between clothing interest and buying behaviors. Results indicated significant relationships between clothing interest and buying clothing to coordinate or update the wardrobe, buying clothing as a result of the influence of advertising, and buying clothing in a specialty store. A significant negative relationship was found between clothing interest and department store buying.

In an attempt to determine the importance attached to clothing, Wellan (1966) interviewed 35 men in executive positions. The importance of fashionable dress was indicated by patronage of fashion stores, inclusion of fashion items in wardrobes, and familiarity with and purchase of fashion brand names. Of three factors, fashion, comfort, and economy, fashion was rated as the most important for occupational wear and social engagements, comfort was preferred for leisure wear, and economy was rated least important.

Both Frost (1968) and O'Connor (1967) were concerned with relationships between the clothing attitudes and general values of college men. O'Connor related selected clothing behaviors to selected general values of 207 male college students. Findings indicated a significant relationship between the following: political value and conformity behavior;

political value and fashion behavior; and theoretical value and no con-
cern behavior. The exploratory value was found to correlate negatively
with fashion and positively with no concern. Frost added another
dimension. She investigated the relationship between values, body
cathexis, and clothing attitudes of 80 male university students. Her
findings indicated that relationships did exist between values and cloth-
ing attitudes, and that these varied with major and year in college.
Major in college affected the theoretical and political values and the
economy and fashion clothing attitudes; body cathexis was affected by the
year in the university. No significant relationships were found between
values and body cathexis, or body cathexis and clothing attitudes.

Harrison (1968) examined the clothing selection, buying processes,
clothing interest, and social participation of a group of 134 under-
graduate college men. Using and updating part of Rosencranz's (1948)
"You and Your Clothing," her results indicated that fit, color, price,
style, and quality were considered most important in clothing selection;
men with high clothing interest participated in social activities and
tended to spend more money for clothes; and clothing interest decreased
as the men progressed in their college careers.

In an attempt to determine the clothing interest levels of four
groups of occupational men as related to socioeconomic factors, Snow
(1969) questioned subjects on their clothing interest, wardrobe, ac-
tivity participation, organizational membership, and attitudes. She then
compared these factors to occupation, age, income level, and educational
level of each subject. The instrument was similar in format and content

to that of Rosencranz (1948). Results showed that as age increased, clothing interest, fashion acceptance, and wardrobes decreased, and that clothing interest increased up to the level of college attendance, then declined as more education was acquired. These results tend to substantiate the research of Harrison mentioned above.

In investigating the relationship between clothing behavior and the personality traits of masculinity-feminity and interest in selected fashionable clothing items, Risley (1969), using O'Connor's (1967) questionnaire, found results similar to O'Connor's study. For the group of 101 college men, the most important of the eight clothing behaviors was appearance, followed by comfort, experimental use, conformity, management, symbolic meaning, fashion, and no concern. There was a significant relationship between experimental use and fashion.

Roth (1969) conducted a study comparing clothing conformity and clothing attitudes toward current male fashion trends of fraternity men at two universities. Data suggested that there was no significant relationship between fashion attitudes and clothing conformity attitudes. She further indicated that while men might have strong feelings concerning fashions, factors such as conformity, group pressures, or financial means may prevent them from dressing in the way they preferred. Results also indicated that clothing attitudes may be affected by geographic location.

Studies noteworthy because of their use of the socio-cultural variables of morality and political activism include those of Mahla (1971), Kelley and Star (1967), and Kness (1971). Mahla investigated

the relationship between clothing attitudes and lower moral values.
Ninety-six college men responded and results indicated a general trend
toward more liberal clothing by men who held lower moral values. The
men who held significantly lower moral values favored more body exposure
in women's dress; sun bathing in the nude; going barefoot to class; said
they wore their hair longer than one inch below the hairline in back,
and said they wore beads, chains or similar ornaments. Kelley and Star
attempted to show a relationship between political activism and drug
use, and clothing stereotypes for approximately 400 college students.
The research suggested that ". . . the conflict over dress and hair
styles is not a reaction to style per se, but is primarily a reaction to
the liberal beliefs symbolized by unconventional dress . . ." (p. 18).
Kness found similar results working with two groups of males designated
as conservative dressers and hippy dressers. Her findings indicated
that conservative dressers attached more status symbolism to clothing,
were more conservative in their attitude toward clothing, and had more
conservative social-political beliefs than did hippy dressers.

Using a wider age range than the studies previously reported,
Russell (1971) examined factors influencing masculine interest in
apparel. Her participants were 275 men aged 17-65. Her investigation
brought out several points; the three younger groups scored higher on
fashion interest than the two older groups; there was a tendency toward
increased interest by the oldest group; the most interest in fashionable
clothing was expressed by the upper middle class participants, the least
by the upper social class; men with the least education scored lowest

in fashion Interest while college graduates received the highest scores; and men with post graduate work showed a decreased interest in fashion.

Twenty-five male college students and 25 faculty men were compared for differences and similarities in their general values, clothing attitudes, and the acceptance of current male fashion trends by Brown (1973). Results indicated that faculty ranked theoretical, aesthetic, and religious values higher than the students; students ranked economic, social and political values higher than the faculty. In the measurement of clothing attitudes, the students ranked all attitudes higher than the faculty with the exception of the no concern attitude. Both groups ranked their preference for types of fashion in the same order, but students rated their preferences higher.

Golightly (1974) compared men's perceptual awareness of current fashions, and their acceptance through the purchase of current fashions, to age, education, occupation, and income. She further compared the above to men's self-perception of their planned and impulse buyings and to their use of sources of knowledge of current fashions. The sample consisted of 120 men aged 20 to 76. Her results showed that fashion awareness was not a matter of education or acceptance but correlated positively with income and negatively with age. Acceptance of current fashion items correlated significantly with education and income, and negatively with occupation.

The afore mentioned studies indicate that men are interested in clothes, and that this interest is related to values, buying habits, social participation, and political values, and is affected by age,

education, income, occupation, and socioeconomic levels. The relation-
ship between clothing interest and transitional stages in an individual's
life has yet to be investigated.

Clothing Interest Terminology and Measures

For several decades psychologists have been attempting to measure
different kinds of interests in a systematic way. Fryer (1931) stated
that "interest is like appetite . . . . We attend to that which interests
us and we grow more interested in that to which we attend." Tiffen,
Knight, and Asher (1946) stated that:

> Individuals differ greatly in the range and intensity of their
> interests . . . . Obviously these differences are important
> in understanding behavior; for a person's interests and values
> not only reveal what he is but indicate what he will be (p. 92).

As early as 1929, Flugel studied the relationship between clothing
interest and behavior. Since then, the term clothing interest has been
interchanged readily with fashion interest, fashion awareness, clothing
attitudes, clothing importance, and clothing behavior. It has been
related to values, other interests, political beliefs, demographic data,
social status, and a number of other factors. Comparison between
studies is hindered because of the differences in the definitions in-
vestigators have affixed to these terms. Clothing interest has been
defined in terms of awareness (Douce, 1969; Vener, 1957; Wildes, 1968),
and in terms of interest in fashion (Frost, 1968; Risley, 1969; Russell,
1971). Other definitions also exist which only differ slightly in con-
text or phrasing. In reviewing existing definitions of clothing interest,

Gurel (1974) summarized many of the definitions into an all encompassing,

broader definition:

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

The definition covers a lot of area, but because of the multidimension-

ality of clothing interest, it may be more useful in terms of under-

standing the concept of clothing interest than some of the more limited

definitions.

Not only do many definitions of clothing interest exist, but many

instruments purported to measure clothing interest also exist. A review

of clothing interest measures by Gurel (1971) revealed six categories

of instruments. Five of the categories consisted of measures that had

been revised, borrowed, or used in part from the original instrument

developer (Aiken, 1963; Creekmore, 1963; Rosencranz, 1948; Sharpe, 1963;

Vener, 1957). As far as this researcher was aware, the sixth group was

composed of original measures developed and used only once. Because

this research used Creekmore's (1968) measure, only literature pertain-

ing to its development will be reviewed.

In 1963, Creekmore developed a "Clothing Interest Inventory" for

use in her research on clothing behaviors, general values, and strivings

for fulfillments of basic needs. It consisted of 14 classifications:

appearance, status symbol, management, theoretical, conformity, tactual

aspects, modesty, fashion, experimentation, tool use, altruistic

behavior, construction, symbolic meaning interest, and no concern for clothing. The inventory was used in part and some of the questions were revised by Brady (1963) and Griesman (1965). Creekmore herself revised the instrument in 1966 and called it the Creekmore Clothing inventory, reducing the number of items and reducing the number of behaviors to eight. Further use of the instrument in part came from Dickey and O'Connor in 1967, and from Risley in 1969.

In 1967, the "Importance of Clothing" questionnaire was developed by five graduate students[1] under the direction of Creekmore based on the theoretical framework of Creekmore's (1963) doctoral dissertation. The measure supposedly measured eight aspects of clothing attitudes and behaviors: aesthetics, approval, attention, comfort, psychological dependence, interest, management, and modesty. These eight aspects became the eight subscale titles of the final instrument. Some items were modifications of those written earlier by Creekmore (1963) and Brady (1963).

Gurel (1974) used factor analysis to demonstrate construct validity for the questionnaire. Eight factors were obtained and were found to correlate significantly with Creekmore's subscales. Because of the inherent nature of the items when assembled into factors and the logic associated with their meanings, Gurel and Gurel (1977) used the terms "Importance of Clothing" and "Interest in Clothing" interchangeably. In recent research the individual factors of the total instrument have been labeled aspects of clothing interest. This was done in order to bring order into the semantically confusing terminology used up until

---

[1]Karen Engel, Carolyn Humphrey, Winifred Hundley, Mary Klassen, and Mary Jane Young.

this point (Bendorf, 1977; Darden, 1976; Settle, 1974; Williams, 1975; Worrell, 1977). The individual factors in the newly formulated clothing interest instrument were named as follows: Factor I, interest in clothing as concern with personal appearance; Factor II, interest in clothing as experimenting with appearance; Factor III, interest in clothing as conformity; Factor IV, interest in clothing as modesty; Factor V, interest in clothing as heightened awareness of clothing; Factor VI, interest in clothing as enhancement of security; Factor VII, interest in clothing as enhancement of individuality; and Factor VIII, interest in clothing as sensitivity to comfort (Gurel and Gurel, 1977).

Clothing Interest Demographic Variables

Relationships have been found between clothing interest and a number of demographic variables, such as sex, educational level, major in college, socioeconomic background, marital status, and number of children. Since this research was concerned with these demographic variables, a review of their relationship to clothing interest will follow.

Sex

Research has shown that females tend to have more clothing interest or awareness than males. Vener (1957) found that high school girls exhibited greater awareness of clothing than high school boys. Ryan (1953), Humphrey (1967), and Klassen (1967), also found differences in overall interest scores for males and females. Humphrey further found differences in the rankings of the clothing dimensions by males

and females. Both sexes rated aesthetics as their primary interest;
however, no other similarities existed. Bonaker (1970), in a study of
the relationship between demographic variables and fashion interest,
found sex to be one of the important determinants of clothing or fashion
interest for 531 persons touring the Merchandise Mart in Chicago.

Socioeconomic Level

Differences in attitudes toward clothing have also been found among
people differentiated by socioeconomic levels. Williams (1963) discovered
that teenage girls, in particular socioeconomic groups, tended to have
similar opinions on clothing and appearance and that these opinions were
different than those held by girls in other social classes. Barbar and
Lobel (1952), in obtaining data from a content analysis of copy from
six American women's fashion magazines, found class distinctions which
were reflected in dress. Vener (1957) also found a positive relation-
ship between social status and clothing importance, except for the
highest status group where clothing importance decreased. Vener's
findings were consistent with Barbar and Lobel's conclusions, in that as
social status increased, so did the importance of clothing (except for
the highest socioeconomic group). These findings were later corroborated
by Baumgartner (1961), Snow (1969), and Russell (1971). Baumgartner
was concerned with clothing consumption, and found that students with
higher income or higher occupational status spent significantly more
money on clothes and ascribed more importance to clothing than did
students from lower social classes. Snow, studying the relationship

between occupations and clothing interest, found that as socioeconomic level increased, so did clothing interest, except for the highest income bracket level which had the least interest in clothes. Russell's study of undergraduate men and their fathers also showed higher clothing interest for upper middle class men, and lower clothing interest for lower class men.

Marital Status and Number of Children

Marital status and the number of children in the family has also been found to affect attitudes toward or interest in clothing. Rosencranz (1948) found significant relationships between subjects grouped according to interest in clothing and the variables of marital status and the number of children in the family. She found that variation existed between married women without children and single women, but more variation existed between married women with children, and married women without children. In a study of demographic characteristics and interest in fashion, Bonaker (1970) found marital status to be one of the important determinants of fashion interest, while the number of children was only moderately important for the 531 men and women in the study.

Major in College

When the major area of study in college was used as a variable, significant differences in clothing interest were found. For 80 male students studied by Frost (1968), those majoring in agriculture scored higher on economy and lower in fashion interest than did business

students. Kim (1970), however, did not find these differences except
for specific instances where women in home economics scored higher on
construction. O'Connor (1967) found significant differences between the
mean score of all groups of majors on all clothing behaviors with the
exception of experimental use of clothing.

Age

Age has been found by many researchers to be an important factor
in the amount of interest an individual has in clothing. While some
research studies have found no significant relationships between age and
clothing interest, many have found very significant differences. Katz
and Lazarsfield (1955), in an investigation of the clothing interest of
over 600 women through interview questions, found a strong relationship
between age, marital status, and fashion interest. They concluded that
clothing interest was significantly related to the life cycle. Young
single women had the highest interest scores; scores for married women
under 45 years of age decreased by one-third; and scores fell again for
the group of married women over 45 years of age. Harrison (1968) found
similar results in her study of undergraduate men: men's clothing inter-
est decreased as they progressed in their college career. Although
Russell (1971) did not find a significant difference between age and
clothing awareness, she did find that the highest degree of interest
was held by the younger men in her sample. Snow (1969), using a broader
range of ages, also found that as age increased, clothing interest de-
creased. She found that clothing interest increased up to the level of

college attendance, then decreased as more education was acquired.
Beeson (1965) found no significant differences between clothing inter-
est and age-grade level for girls and boys, however, she did find a trend
toward an inverse relationship between clothing interest and age-grade
level. Stilley (1970), using a younger aged sample of 125 high school
boys, also found no significant differences between clothing interest
and age, but did find trends of greater interest among boys in the
higher grades. This seems to tie into the general theory that clothing
interest increases to adolescence, where it peaks; and then steadily
declines with increasing age.

Summary

This review of literature has consisted of three sections: men's
clothing interest; clothing interest terminology and measures; and
clothing interest demographic variables. From this review, it became
apparent that research on men's clothing interest is somewhat fragmented
because of the many definitions of clothing interest and the many instru-
ments used to measure clothing interest. Research now needs to focus on
bringing the research together, by using similar definitions and by using
instruments that have acquired reliability and validity.

Chapter III

STATEMENT OF THE RESEARCH PROBLEM

The purpose of this research was to determine to what degree and how specifically an individual's interest changed as the individual progressed from one distinct period in life to another. Although a longitudinal study would more accurately measure such change, in the interests of research time, three different groups of men representing three transitional stages were tested to see if there was any change in clothing interests. Clothing interest was measured using five factors of clothing interest derived from Gurel's (1974) factor analysis of Creekmore's "Importance of Clothing" questionnaire.

Objectives

1. To determine the degree of clothing interest of three groups of men differentiated by stage in life.

2. To ascertain which of the underlying factors of clothing interest is most important for each group.

3. To indicate whether a change occurs in general clothing interest, and/or in the specific underlying factors as individuals progress from one life stage to another.

Hypotheses

The following statistical hypotheses stated in the null form were submitted for this study:

Hypothesis 1: There will be no significant difference in general clothing interest between college freshmen and college seniors.

19

Hypothesis 2: There will be no significant difference in general cloth-
ing interest between college seniors and post college
working men.

Hypothesis 3: There will be no significant difference in general cloth-
ing interest between college freshmen and post college
working men.

Subhypotheses

Subhypothesis 1: There will be no significant difference between the
three selected groups of men in their interest in
clothing as concern with personal appearance.

Subhypothesis 2: There will be no significant difference between the
three selected groups of men in their interest in
clothing as experimenting with appearance.

Subhypothesis 3: There will be no significant difference between the
three selected groups of men in their interest in
clothing as heightened awareness of clothing.

Subhypothesis 4: There will be no significant difference between the
three selected groups of men in their interest in
clothing as enhancement of security.

Subhypothesis 5: There will be no significant difference between the
•   three selected groups of men in their interest in
clothing as enhancement of individuality.

Definitions

Clothing Interest

For purposes of this research, clothing interest will refer to the
time, money, energy, and attention an individual spends on his clothes;
his regard and curiosity about his own clothes and that of others; his
degree of willingness to experiment with clothing; and his attitudes
toward and knowledge of clothing and fashion.

Stages in Life

Three life stages were investigated in this research. The first stage consisted of young unmarried men in their first year of college, having just completed high school, and who were 18 to 20 years of age. The second stage consisted of young unmarried men who completed high school, went directly on to college, were in their final year of study, and were 21 to 24 years of age. The last stage contained young men, married and single, who had completed four years of college, were in their early years of employment, and were from 23 to 35 years of age.

Limitations

1. The data collected was limited to that which could be acquired through a written questionnaire using a Likert-type rating scale, and was affected by the reliability and validity of the instrument.

2. Because only sex and education were held constant for each of the groups, interpretation of the data is limited, as a longitudinal study might be affected by fewer intervening variables.

3. Findings could only be generalized to the male freshmen and seniors at Virginia Polytechnic Institute and State University, and to post college working men in the Roanoke area of Virginia.

Assumptions

The following assumptions were basic to the study:

1. Interest in clothing varies among men and this interest can be identified and measured.

2. Freedom of response will occur because of the anonymous nature of the questionnaire.

3. The freshmen in the study will complete four years of college, and the seniors will be employed in a similar manner to the post college working men.

Chapter IV

PROCEDURE

The purpose of this study was to determine the clothing interest for three groups of men; to determine which dimensions of clothing interest were most important for each group; and to indicate any relationship between the three groups, and between demographic data and clothing interest scores. The procedures used will be discussed in the following order: selection of the instrument; selection of the sample; method of data collection; and statistical analysis of the data.

Selection of the Instrument

The "Importance of Clothing" questionnaire, developed by Creekmore (1968) and five graduate students at Michigan State University, has been one of the few clothing interest measures to have been tested for validity (Gurel, 1974). Gurel's sample consisted of 500 college students, 80 of whom were men. Fifty-four percent of the sample were freshmen, therefore, it seemed to be a suitable instrument for working with young adult men. Some reliability had already been shown for this instrument by Fetterman (1968).

In Gurel's (1974) factor analysis of Creekmore's questionnaire, eight factors were uncovered which correlated with Creekmore's eight subscales. After naming them, and further studying them, Factors I, II, V, VI, and VII were identified as the factors which thus far represent clothing interest most accurately (Gurel and Gurel, 1977). Sixteen of

the items from Creekmore's questionnaire were included in Factor I, 12 were included in Factor II, 9 were included in each of Factors V and VI, and 11 were included in Factor VII, for a total of 57 questions as compared to the 89 questions in Creekmore's total questionnaire. The factors were described as follows (Gurel and Gurel, 1977):

Factor I: Interest in clothing as concern with personal appearance was described as the largest and possibly the most central component of clothing interest. It has to do with individual's concerns or preoccupations with their appearance. "Higher scores on Factor I would indicate a person who values the aesthetic satisfaction provided by clothing and who places importance on a range of activities necessary to achieving this satisfaction." (p. 6)

Factor II: Interest in clothing as experimenting with appearance appears to be an experimental attitude toward appearance and dress. A person scoring high on Factor II would be receptive to innovations in dress and would actively experiment with something new "for the sheer existential enjoyment of the novel experience and without concern for the resultant effect." (p. 7)

Factor V: Interest in clothing as heightened awareness of clothes refers more to the literal meaning of clothing interest. Persons scoring high on Factor V "would be particularly sensitive to the issue of dress and the characteristics of clothing as distinct from appearance . . . could be characterized as academic, abstracted, and impersonal, in contrast to a personal, affectively experienced involvement with clothes." (p. 7)

Factor VI: Interest in clothing as enhancement of security refers to how clothes make the wearer feel. "The items reflect the use of clothing to boost morale and to increase feelings of security and self-confidence . . . to project an image of assurance and poise . . . as though clothes were important as a prop to the person's self-esteem." (p. 8)

Factor VII: Interest in clothing as enhancement of individuality refers to an individual's desire to establish uniqueness and attention. "Persons scoring high on Factor VII seem to sacrifice economy and convenience in order to obtain a stylish appearance, the latest fashion, or distinctive clothes." (p. 8)

Some minor changes were made in the wording of some of the statements to update them, and to make them more appropriate for the particular groups. Statement 23 which referred to "hair do's" was changed to "hair styles." Several statements (31, 39, 41) were changed in wording from "school" to "class" or "work" depending upon the group to whom it was administered. Creekmore's (1968) questionnaire and the five factors are reproduced in the appendix.

To obtain the socioeconomic class of the sample participants, the McGuire- White (1955) formula for the Index of Social Status was used. This measure of socioeconomic class was chosen because of its simplicity; only three items of information were needed, source of income, occupation of head of household, and the education of the status parent (usually father). The socioeconomic class of only the third group was determined since students were not heads of their households, and using the parents

status is sometimes not acceptable. It was assumed that the majority of the students in the first two groups were from middle class families. Gurel's (1974) study at the same university showed 50 percent of the sample to be in the upper middle class, and 31 percent to be in the lower middle class.

Certain biographical data was requested from each group. Freshmen and seniors were asked for their sex, age, year in college, major in college, marital status, and number of children. Items asked of the third group of working men consisted of sex, age, marital status, number of children, type of employment, number of years employed, level of education, and major source of income. Sex was included in the demographic data to keep from inadvertently obtaining information from women.

Selection of the Sample

College freshmen, college seniors, and post college working men were chosen as the three groups of men to whom the questionnaire would be administered. The researcher felt that the first and last year of college, and the immediate years afterwards represented three transitional periods in an individual's life. Therefore, male college freshmen and seniors from Virginia Polytechnic Institute and State University in Blacksburg, Virginia, were selected to comprise the first two groups. The post college working men were obtained through the civic association of Jaycees from the Roanoke area of Virginia, because of

the age range of the membership (18-35), which would typically include individuals in the age range of men employed after college.

Method of Data Collection

The freshmen sample was obtained by sending the questionnaire through intercampus mail to every 12th male freshman listed in the student directory, to be returned through intercampus mail. Two hundred questionnaires were mailed. Participants making up the second group, college seniors, were acquired by passing out 200 questionnaires in senior level classes in several of the colleges within the university, and having them returned through intercampus mail. Information from the third group, post college working men, was secured by giving out 125 questionnaires with stamped return envelopes to men attending monthly meetings of Roanoke Jaycee chapters.

The scale for completing the statements in the questionnaire was as follows:

  5 Almost always
  4 Usually
  3 Sometimes
  2 Seldom
  1 Almost never

The number of the response became the item weights used in computation. Because there was only one statement which was reverse scored (statement 11), the item was reversed before the data was coded. Factor I contained 16 items, had a possible high score of 80 and a low score of 16; Factor II contained 12 items, had a possible high score of 60 and a low score of 12; Factors V and VI contained 9 items each, had possible

high scores of 45 and low scores of 9; Factor VII contained 11 items, and had a possible high score of 55 and a low score of 11. Total scores from all of the factors produced a high score of 285 and a low score of 57. High scores on the questionnaire would indicate high clothing interest, high scores on any of the factors would indicate a favorable attitude toward that particular aspect of clothing interest.

The socioeconomic level of the third group of working men was obtained using the prescribed method of the McGuire-White Index of Social Status-Short Form (1955). Data was transferred to Op-Scan IBM sheets, and was then card punched through the use of the university optical scanner.

Statistical Analysis of Data

The first step in the data analysis was to sum the item scores on each of the five factors and then sum the five factor scores for a total score for each respondent. The mean scores for each group on each of the factors were calculated separately. Multivariate analyses of variance were then performed on the mean scores of the factors to determine if any significant differences existed on the linear combination of the means for the five factors. In addition, a univariate analysis of variance was performed on the total score means.

The multivariate analysis yielded an F statistic (Hotelling-Lawley Trace). If the observed value of F was greater than the criterion value of F, the result was considered to be statistically significant. When significant results were detected, simultaneous confidence intervals

were computed to determine which variables were the main contributors to the significant differences found for the linear combination. In other words, differences between the groups were determined on the five factors simultaneously.

Additionally, analysis of variance was performed on the factors by major in college for the first two groups, and marital status, number of children, type of employment, and number of years employed for the third group. The variables of college major and number of years employed were regrouped because some of the items contained only one subject. Frequency distributions were also obtained to describe the sample.

Chapter V

RESULTS AND DISCUSSION

The purpose of this research was to determine the clothing interest
of three groups of men differentiated by their stage in life, and to
determine whether differences existed between the three groups. These
differences were identified through multivariate and univariate analyses
of variance. Analysis of variance was also performed using selected
demographic data because literature has shown differences to exist
between groups on certain demographic data for various elements of
clothing interest.

The data is presented in the following order: description of the
sample, the differences in the dimensions of clothing interest and
total clothing interest between the three groups, and the relationship
between demographic data and clothing interest scores.

The Sample

Of the 200 questionnaires sent to freshmen, 107 were mailed back
for a 53 percent return. Ninety-two of the 107 questionnaires were
usable; 15 were completed by females, sophomores, or were incomplete.
Two hundred questionnaires were distributed to senior males in upper
level classes within the several colleges of the University. Forty-three
percent, or 80 questionnaires were returned. Of these, 57 were usable,
the remaining came from juniors, graduate students, or married seniors.

Because some research has shown that marital status affects cloth-
ing interest, and because this research was concerned with various stages
of college education and then employment, the married seniors were not
included. The total number of married students (8) did not constitute a
large enough group to be compared statistically with the unmarried
seniors.

Of the 125 questionnaires given to employed Jaycees, 68 were mailed
back for a 54 percent return. Only 42 questionnaires were usable,
however, as two were received too late, one was incomplete, one was
from a female associate member, and 22 had not completed four years of
college.

The total usable sample consisted of 191 respondents; 92 were
freshmen, 57 were seniors, and 42 were post college working men. The
demographic information is presented in Table 1.

Age Range

The age range of the first two groups, college freshmen (Group I)
and seniors (Group II) was small. Freshmen were divided almost evenly
between 18 and 19 years of age. The majority of the seniors were 21
(25 percent) or 22 (63 percent) years of age. Seventy percent of Group
III were from 25 to 30 years of age.

Marital Status and Number of Children

None of the freshmen or seniors included in the study were married.
The majority of the third group were married (76 percent), and of those

Table 1

Demographic Data

Variable			Number of participants	Percentage
Age				
Group 1		18	40	43
		19	52	57
		Total	92	100
Group 11		21	14	25
		22	36	63
		23	6	11
		24	1	1
		Total	57	100
Group 111		23-24	3	7
		25-26	9	22
		27-28	9	22
		29-30	11	26
		31-32	6	14
		33-35	4	9
		Total	42	100

Marital Status
  Group 111

	single	10	24
	married	32	76
	Total	42	100

Number of Children
  Group 111 (married)

	0	15	47
	1	7	22
	2	10	31
	Total	32	100

Table 1 (Continued)

Variable	Number of participants	Percentage
Major		
Group 1		
Forestry & Agriculture	8	9
Business	14	15
Architecture	6	7
Arts & Sciences	25	27
Engineering	39	42
Total	92	100
Group 11		
Forestry & Agriculture	16	28
Business	18	32
Architecture	6	11
Arts & Sciences	2	4
Engineering	15	25
TOTAL	57	100

Type of Employment		
Group 111		
Certified Public Accountant	6	14
Sales	4	10
Insurance	3	7
Management	4	10
Administrative	4	10
Banking	7	16
Law	5	12
Dentistry	2	4
Engineering	3	7
Other*	4	10
Total	42	100

---

*Included 1 each of real estate broker, architect, teacher, and communications.

Table 1 (Continued)

Variable	Number of participants	Percentage
Number of Years Employed		
Group 111		
1-3	16	38
4-6	15	36
7-13	11	26
Total	42	100
Socioeconomic Status		
Group 111		
Upper Class	5	12
Upper Middle Class	36	86
Lower Middle Class	1	2
Total	42	100

married, approximately 47 percent had no children. Of those married men who had children, 22 percent had one child, and 31 percent had two children.

Major

Initially, the students were coded according to the major they reported on the questionnaire. Because this list of majors was rather lengthy (20), and because some of the majors were identified by only one student which made statistical analysis not feasible, the majors were regrouped from 20 to five major areas, corresponding to the five colleges within the University.

Employment and Years Employed

Some problems were encountered within this area of demographic data in that several of the respondents in the third group were vague in their description of their employment. A few of the categories such as administrative and management were not very descriptive of the position that was held. Seventy-four percent of the third group had worked professionally from one to six years.

Socioeconomic Status

The majority of the post college working men were in the upper middle class (84 percent). Because they had all received college degrees and most were on a salary, they could vary somewhat as to type of employment they held, and still fall within this category. The same would hold true for the majority of college seniors provided they obtained positions receiving a salary as opposed to hourly wages. The

nature of the McGuire-White Index of Social Status short form is such that most college graduates would fall within the upper middle class category. Because of the small number of subjects falling within the upper class in this study, the sample was considered too homogeneous for further analysis. Therefore, comparisons were not made between clothing interest and socioeconomic status.

Differences Between Clothing Interest Among the Three Groups of Men

A multivariate analysis of variance (MANOVA) was computed on the linear combination of mean scores for group I (college freshmen), group II (college seniors), and group III (post college working men). The means for the five clothing interest factors for these three groups are presented in Table 2.

The researcher noted that a significant difference existed among the three groups of men on the linear combination of the mean scores ($F = 4.15$; $p<.0001$). Simultaneous confidence intervals were calculated to determine which variables were contributing to the significance observed in the MANOVA. The confidence intervals for the five clothing interest factors for the three groups of men are presented in Table 3. When the confidence intervals did not overlap, the difference between the respective groups was statistically significant ($p<.05$). When the intervals did overlap, the difference was not statistically significant.

A univariate analysis of variance was performed on the total mean scores for the three groups of men, and it was noted that a significant difference existed among the three groups. Confidence intervals were

Table 2

Factor and Total Score Means for the Three Groups as Measured by

Multivariate and Univariate Analysis of Variance

Group	Factors					
	I [*]	II	V	VI	VII	Total [**]
I	50.28	22.96	21.16	25.26	24.68	144.35
II	49.73	21.70	19.10	24.47	24.12	139.14
III	59.33	24.30	20.73	26.85	27.16	158.40

[*] Statistically significant (p < .05).

[**] Statistically significant (p < .01).

Table 3

Factor and Total Confidence Limits for the Three Groups as Measured

by Multivariate and Univariate Analysis of Variance

Factors	Group I	Group II	Group III
Factor I	(48.26 - 52.30)	(47.16 - 52.30)	(56.34 - 62.32)[*]
Factor II	(21.45 - 24.48)	(19.77 - 23.62)	(22.06 - 26.55)
Factor V	(19.99 - 22.33)	(17.61 - 20.59)	(19.00 - 22.46)
Factor VI	(24.11 - 26.40)	(23.01 - 25.92)	(25.16 - 28.55)
Factor VII	(23.41 - 25.95)	(22.51 - 25.73)	(25.29 - 29.04)
Total	(138.76 - 149.94)	(132.04 - 146.24)	(150.13 - 166.67)[**]

[*] Statistically significant ($p < .05$).

[**] Statistically significant ($p < .01$).

calculated to determine which groups were contributing to the significance observed. The total mean scores are also presented in Table 2, and the confidence intervals are also presented in Table 3. When the confidence intervals did not overlap, the difference between the respective groups was statistically significant (p<.01). When the intervals overlapped, the difference was not statistically significant.

The mean score of Factor I for post college working men was significantly different than the mean scores for college freshmen and seniors. The mean score was significantly higher, which indicated that working men had significantly higher interest in clothing as concern with personal appearance. Although no other factor showed any significant differences between the means of the three groups, a glance at the mean scores (Table 2) suggests several trends. First, the group of post college working men scored higher on all but one of the factors (Factor V). Secondly, college freshmen had higher mean scores than the seniors on all of the factors. This suggests that college freshmen have a somewhat higher interest than seniors in these particular aspects of clothing, and that post college working men have the highest interest of these three groups of men. These trends also carried through into the total scores, where the post college working men had again, significantly higher mean scores than did college freshmen or seniors, and the freshmen still had higher mean scores than the seniors.

Demographic Data and Clothing Interest

An analysis of variance was computed for the demographic data and all of the individual factor scores, and scores on the total question-naire. Previous research had indicated that these variables may affect clothing interest.

Major

A oneway analysis of variance was computed to test for differences between mean scores on each factor, total interest scores, and each college major. This was done for both the freshmen and senior groups. The analysis did not show any significant differences between the mean scores for both freshmen and seniors for clothing interest and major in college. However, close scrutiny of Tables 4 and 5 which contain the mean scores for major area in college of the two groups, indicates some interesting trends. Freshmen seemed to have higher mean scores than seniors on all of the factors for the areas of Forestry & Agriculture, Arts & Sciences, and Engineering & Computer Science. Seniors had a ten-dency to score higher than freshmen on all of the factors for the areas of Business and Architecture.

Marital Status

Analysis of variance produced no significant differences between the means of married and single post college working men. However, except for Factor I, interest in clothing as concern with personal ap-pearance, mean scores for married men were slightly higher than those of single men for the remaining factor and total scores, indicating a

Table 4

Factor and Total Score Means for Major in College of Freshmen

Major	Factors					
	I	II	V	VI	VII	Total
Forestry & Agriculture	50.75	23.50	22.25	26.00	25.12	147.62
Business	47.50	21.42	19.85	23.92	25.35	138.07
Architecture	53.16	21.00	25.33	28.16	23.33	151.00
Arts & Sciences	52.68	25.96	21.12	26.36	27.32	153.44
Engineering & Computer Science	49.20	21.97	20.79	24.43	22.87	139.10
Total	50.28	22.96	21.16	25.26	24.68	144.35

Table 5

Factor and Total Score Means for Major in College of Seniors

Major	Factors					
	I	II	V	VI	VII	Total
Forestry & Agriculture	49.06	20.00	18.87	24.56	22.12	134.62
Business	51.55	23.00	17.83	24.27	25.94	142.61
Architecture	55.16	28.00	22.33	30.16	27.50	163.16
Arts & Sciences	39.50	25.00	17.50	31.00	21.50	134.50
Engineering & Computer Science	47.46	19.00	19.80	21.46	23.06	130.80
Total	49.73	21.70	19.10	24.47	24.12	139.14

tendency toward more interest in clothing by married individuals. The mean scores are presented in Table 6.

Number of Children

When an analysis of variance was computed for the number of children of married, post college working men, no significant differences were found between the means of the groups (Table 7). A closer look at the means for this data, however, indicates a tendency toward higher clothing interest for those individuals with more children.

Type of Employment

Because several of the categories of types of employment specified by the working men contained only one respondent, the analysis of the data was misleading, and since it would have been difficult to correctly regroup the types of employment categories, further analysis was not carried out. The mean scores are presented in Table 8. It should be noted that the highest and the lowest total score means for this data were contributed from employment categories containing one person each.

Number of Years Employed

A oneway analysis of variance was computed to test for differences between mean scores for each factor, total interest scores, and the number of years of employment. No significant differences were observed between means (Table 9). The tendency seen in the mean scores for this data indicate increasingly higher interest scores with an increase in the number of years of employment.

Table 6

Factor and Total Score Means for Marital Status of Working Men

		Factors					
		I	II	V	VI	VII	Total
Married	N = 32	59.00	24.87	21.71	27.31	27.34	160.25
Single	N = 10	60.40	22.50	17.66	25.40	26.60	152.50
Total		59.33	24.30	20.73	26.85	27.16	158.40

Table 7

Factor and Total Score Means for Number of Children

of Married Working Men

Number of children	Factors					
	I	II	V	VI	VII	Total
0	56.60	22.20	19.93	27.06	25.13	150.93
1	60.85	24.14	24.00	28.42	29.14	166.57
2	61.30	29.40	22.80	26.90	29.40	169.80
Total	59.00	24.87	21.71	27.31	27.34	160.25

Table 8

Factor and Total Score Means for Type of Employment

of Working Men

Employment	Factors					
	I	II	V	VI	VII	Total
Certified Public Accountant	61.16	23.66	21.33	28.00	27.16	161.33
Sales	61.25	32.75	23.25	27.00	29.50	173.75
Insurance	63.33	19.33	21.00	24.00	22.00	149.66
Management	58.50	28.25	18.50	29.50	32.35	167.00
Administrative	61.00	28.25	25.75	27.50	30.75	173.25
Banking	62.85	27.71	20.85	28.14	27.71	167.28
Law	64.00	21.80	21.00	26.60	29.00	162.40
Real Estate	56.00	15.00	12.00	20.00	23.00	126.00
Dentistry	51.00	16.50	19.50	30.00	18.00	135.00
Engineering	46.66	17.66	12.66	18.00	22.66	117.66
Communications	70.00	28.00	37.00	31.00	33.00	199.00
Architecture	51.00	15.00	18.00	27.00	26.00	137.00
Teaching	33.00	17.00	15.00	30.00	17.00	112.00
Total	59.33	24.30	20.73	26.85	27.16	158.40

Table 9

Factor and Total Score Means for the Number of

Years Employed (Working Men)

Number of years	Factors					
	I	II	V	VI	VII	Total
1-3	58.18	21.37	18.87	26.56	25.18	150.18
4-6	60.06	23.86	21.26	27.06	26.33	158.60
7-13	60.00	29.18	22.72	27.00	31.18	170.09
Total	59.33	24.30	20.73	26.85	27.16	158.40

Summary of Demographic Data

Although no statistically significant differences between means were observed for the demographic data and clothing interest scores, several trends were evident. Clothing interest mean scores were higher for married men than for single men, higher with an increasing number of children, and higher when the number of years of employment were increased.

Chapter VI

CONCLUSIONS

The conclusions for this study, concerning the relationship be-
tween clothing interest and life stages will be divided into sections
based on the three objectives, and eight hypotheses and subhypotheses
proposed for this research.

Objectives

Objective 1: To determine the degree of clothing interest of three
             groups of men differentiated by stage in life.

Through multivariate analysis of variance, significant differences
between the mean total interest scores for the three groups of men were
determined. The mean total interest scores showed college seniors to
have the least interest in clothing of the three groups of men. The
post college working men had interest scores significantly higher than
those of the college freshmen and seniors. The higher scores of the
third group of working men could be due to a renewed interest in clothes
brought about in the last few years by more relaxed dress codes, and
more fashionable clothes for men, or to the type of public oriented posi-
. tions they hold, where first impressions and, therefore, dress is very
important. Previous research showed clothing interest to decrease with
increasing levels of college attendance. This seemed to hold true for
this study also; college freshmen had higher mean scores than seniors

48

on all of the factor scores, and on the total score, although the differ-
ence was not significant. The freshmen may have been more preoccupied
with clothes, particularly their appearance, since they had just entered
a new environment. Their concern with appearance in this instance,
might reflect visually their attempt to "fit in" to new surroundings.
After four years of college, seniors may be more relaxed, hence their
decreased interest in clothes and appearance. One might expect seniors
about to enter the working world to have more interest in clothes,
indeed, if the working Jaycees are any indication of what to expect
from these college seniors in the next few years, then this change in
their lives may significantly affect their interest in clothing. Ob-
jective 1 was therefore fulfilled.

Objective 2: To ascertain which of the underlying factors of clothing
interest was most important for each group.

Earlier research had shown appearance to be the most important
aspect of clothing interest. This study showed similar results. Factor
I, interest in clothing as concern with appearance mean scores, was
higher than any other factor mean scores for each of the three groups of
men. In fact, the mean scores for the other four factors were substanti-
ally lower by comparison. Interest in clothing as concern with appear-
ance seemed to be the most important aspect of clothing interest for
each group, therefore, Objective 2 was fulfilled.

Objective 3: To indicate whether a change occurs in general clothing interest, and/or in the specific underlying factors as individuals progress from one stage of life to another.

There was an across-the-board decrease in clothing interest from the freshman group to the senior group, and a general increase over and above that of the freshmen for the post college working men. There were significant differences between group means of the post college working men and college students in overall score, and Factor I. Working men scored significantly higher on interest in clothing in general and as concern with personal appearance. It appeared that freshmen, coming into a new situation, may have relied more on clothing as a means of gaining acceptance to a new group. Seniors, on the other hand, may have been more relaxed, and, therefore, had less interest in clothing. The increased interest on the part of the working men may be again due to a new environment, especially where appearance and making impressions is very important. Objective 3 was fulfilled.

Hypotheses

Hypothesis 1: There will be no significant difference in general clothing interest between college freshmen and college seniors.

Multivariate analysis of variance showed no significant differences between the total mean scores of the two groups for clothing interest, although there was a tendency for college freshmen to have higher scores in all of the factor and total mean scores. Therefore, Hypothesis 1 was not rejected.

Hypothesis 2: There will be no significant difference in general cloth-
ing interest between college seniors and post college
working men.

Post college working men had significantly higher mean scores on
Factor I, and had significantly higher mean scores than college seniors
on total clothing interest. Furthermore, the working men showed a ten-
dency to have higher scores also on the remaining factors. Therefore,
Hypothesis 2 was rejected.

Hypothesis 3: There will be no significant difference in general cloth-
ing interest between college freshmen and post college
working men.

As in the previous hypothesis, post college working men scored sig-
nificantly higher mean scores than did freshmen on Factor I, and on the
total interest score. Trends again pointed to higher mean scores for
working men than for freshmen, for the remaining factors. Because sta-
tistically significant differences existed, Hypothesis 3 was rejected.

Subhypotheses

Subhypothesis 1: There will be no significant difference between the
three selected groups of men in their interest in
clothing as concern with personal appearance.

Multivariate analysis of variance showed a significant difference be-
tween the mean score for Factor I of working men, and the mean scores

of freshmen and seniors. This factor was also the most important factor for the three groups of men as the mean scores were substantially higher on this particular factor. Although there was no significant difference between the mean scores of the freshmen and seniors, the freshmen tended to score higher than the seniors. Because there was a significant difference between the group means, Subhypothesis 1 was rejected.

Subhypothesis 2: There will be no significant difference between the three selected groups of men in their interest in clothing as experimenting with appearance.

Post college working men scored higher mean scores for Factor II than did college freshmen or seniors, however, the difference was not significant. Again, college freshmen had higher mean scores than did college seniors. Because there was no significant difference between the means of the three groups for Factor II, Subhypothesis 2 was not rejected.

Subhypothesis 3: There will be no significant difference between the three selected groups of men in their interest in clothing as heightened awareness of clothing.

No significant differences between the means of the three groups for Factor V were found. For this aspect of clothing interest, post college working men did not have the highest mean score; college freshmen did. Seniors had the lowest mean score. This was the only instance where the third group of working men had a mean score below that of the

other two groups. Because no significant differences were found, Sub-
hypothesis 3 was not rejected.

Subhypothesis 4: There will be no significant difference between the
three selected groups of men in their interest in
clothing as enhancement of security.

Multivariate analysis of variance of the mean scores of the three
groups showed no significant differences between mean scores for this
factor. Post college working men had the highest mean scores, and col-
lege seniors had the lowest mean scores, but because there were no
significant differences, Subhypothesis 4 was not rejected.

Subhypothesis 5: There will be no significant difference between the
three selected groups of men in their interest in
clothing as enhancement of individuality.

No significant differences between the mean scores of the three
groups were obtained for Factor VII. Post college working men had
higher scores than the college freshmen or seniors, and college seniors
scored lower mean scores than the freshmen. Because there was no sig-
nificant difference between the mean scores of the three groups for
Factor VII, Subhypothesis 5 was not rejected.

Summary

Several research studies have shown that clothing interest decreases
with age (Golightly, 1974; Russell, 1971), level of college attendance

(Harrison, 1968; Snow, 1969), and stage in the life cycle (Katz and Lazarsfield, 1955). The seniors in this study did have lower mean clothing interest scores than freshmen, but they were not statistically significant. What made this research different from that of others is that the third group of working men were the most concerned with clothing, suggesting several possibilities. Some researchers (Golightly, 1974; Russell, 1971) indicated a renewed awareness of interest in clothing from their older participants, and although their older participants were considerably older than those in this study, several years have passed since those studies were reported and it is possible that men are becoming increasingly more aware of and interested in fashion and clothing. A second possibility concerns their stage in life. Clothing has been shown to be important in creating impressions. Since the third group of working men are still in their early years of work, clothing may be very important to them as a means of conveying impressions. Even more important though is that the types of employment held by these men are public oriented. Clothing may not be as important to someone who works in a back office and does not have a lot of contact with the public. This seems to be substantiated in part by the higher mean scores held by all of the groups for interest in clothing as concern with appearance (Factor I). Several researchers have found appearance to be the most important aspect of clothing for subjects in their studies (Brady, 1963; Creekmore, 1966; Dickey, 1967; Gurel, 1974; O'Connor, 1967; Risley, 1969). The results of this research agree with previous

studies that have shown appearance to be an important aspect of clothing interest and behavior.

While some researchers have found differences between major area of interest in college and clothing interest, this study found indications that freshmen and seniors of the same major differed in the degree of their clothing interest. Freshmen agriculture, arts & sciences, and engineering and computer science majors were more interested in clothing than their senior counterparts. On the other hand, senior business and architecture majors scored higher on clothing interest factors than freshmen of the same major. No relationships were visible between major in college of freshmen and seniors, and type of employment held by the working men for clothing interest scores.

Marital status has been an important determinant of clothing interest in some studies (Bonaker, 1970; Rosencranz, 1948). While no significant differences were found between single and married working men in this study, there was evidence of a tendency toward higher interest among married men. The same held true for the variable of number of children. No significant results were obtained, but clothing interest scores tended to increase as the number of children increased.

Because the results of this research cannot be generalized to large populations, it would be difficult to speculate about the clothing interest of other young adult men as they progressed through these same life stages. Further research is needed to give some credence to the results obtained in this research which tend not to agree with results of previous research.

Chapter VII

SUMMARY

Research in the area of men's clothing interest is somewhat limited. In previous research, women have been used most frequently, perhaps because of the greater interest women have usually been assumed to have in their adornment. At this time, however, men's fashions and accessories are becoming increasingly more available in a wider variety of styles, colors, and textures. As men become more aware of clothing, and its potential use, research needs to be done in order to be able to understand fully the concept of clothing interest and how it relates to different peoples and backgrounds. Therefore, this research attempted to gain more information about clothing interest by using an all male sample.

This researcher theorized that as individuals pass through various stages in their life, their values change as a result of their new environments or experiences, and that these value changes might be reflected in their interests in different topics such as clothing. The stated purpose of this research then, was to investigate the clothing interest of adult men during three stages of their life, to determine whether their degree in clothing interest changed as they experienced new stages in their lives, and whether this change was general or specific only to certain dimensions of clothing interest.

The Instrument

Gurel's (1974) factor analysis of Creekmore's 1968 "Importance of Clothing" questionnaire derived eight factors which correlated with the eight subscales of Creekmore's measure. After further study, Gurel and Gurel (1977) determined that five of those factors identified clothing interest most accurately: Factor I, interest in clothing as concern with appearance, Factor II, interest in clothing as experimenting with appearance, Factor V, interest in clothing as heightened awareness of clothing, Factor VI, interest in clothing as enhancement of security, and Factor VII, interest in clothing as enhancement of individuality. These five factors were used in this research study for several reasons: some validity had been established through the factor analysis (Gurel, 1974), some reliability had already been established (Fetterman, 1968), and the instrument had been used previously with college men (Gurel, 1974) and thus seemed appropriate for use with the sample for this research.

Because socioeconomic levels had previously been shown to affect clothing interest, the McGuire-White Index of Social Status short form (1955) was used to determine the socioeconomic level of part of the sample. The socioeconomic level of the students was not determined. Because of former research done at the same university, it was assumed that the majority of the college students would fall in the middle class levels. Demographic data was also collected through additional questions added to the five factor questionnaire.

The Sample

The sample used in this investigation consisted of 191 men. Ninety-two freshmen and 57 seniors from Virginia Polytechnic Institute and State University made up groups one and two, respectively. Forty-two post college working men from the nearby area of Roanoke, Virginia made up the third group. The data was collected in the spring of 1977.

The Statistical Analysis

Differences between the three groups of men among the five factors of clothing interest were determined through multivariate analysis of variance. A significant difference between the groups was noted only on Factor 1, interest in clothing as concern with appearance (p<.05), where the third group of working men scored significantly higher than the college freshmen and seniors. Although no significant differences were noted on the remaining four factors, the third group of working men scored consistently higher mean scores than college freshmen, and college freshmen scored consistently higher mean scores than college seniors on all of the factors but Factor V, interest in clothing as heightened awareness of clothing. For this factor, the third group of working men scored a slightly lower mean score than college freshmen, but had a slightly higher mean score than college seniors.

Comparisons between the three groups of men for total clothing interest was accomplished by using a univariate analysis of variance. Results of this analysis also indicated a significant difference between the groups (p<.01). The third group of working men scored significantly

higher on total clothing interest than college freshmen or seniors.
Although there was no significant difference between the freshmen and
senior groups, the tendency for freshmen to score higher mean scores on
the factors was also evidenced in their total interest mean score which
was higher than that of the seniors.

Of the three null hypotheses stating that there would be no sig-
nificant differences between the three groups of men in their general
clothing interest, two hypotheses were rejected, as significant differ-
ences existed between college freshmen and post college working men, and
between college seniors and post college working men. The third hy-
pothesis was accepted, since no significant difference was found between
college freshmen and college seniors for general clothing interest.

Of the five subhypotheses stating that there would be no significant
differences between the three groups of men for each factor, only one was
rejected. The subhypothesis of no significant difference between the
three groups of men for interest in clothing as concern with personal ap-
pearance was rejected, since the post college working men scored sig-
nificantly higher than the college freshmen and college seniors. All
of the remaining subhypotheses were not rejected, as there were no sig-
nificant differences between the three groups for the other four factors.

Demographic Data

Because previous research had shown some relationship to exist
between some aspects of clothing interest and demographic data, an
analysis of variance was run between items to determine whether

differences existed for the data of this research. Although no signi-
ficant differences were obtained for the data, several tendencies were
noted. For major in college, freshmen scored higher mean scores than
seniors in the areas of Forestry & Agriculture, Arts & Sciences, and
Engineering and Computer Science. College seniors scored higher mean
scores than freshmen in the areas of Business and Architecture.

Within the third group of working men, married men scored consis-
tently higher mean scores than unmarried men on all of the factors and
on the total score. For those married men, there was a consistent trend
indicating that clothing interest increased when the number of children
increased. A trend was also found in the number of years this group
had been employed. Clothing interest mean scores increased as the
number of years of employment increased. Analysis of type of employ-
ment and socioeconomic status would have been misleading. The socio-
economic status of the group was too homogeneous to be able to analyze
and the frequency of the men holding similar types of employment were
too small to analyze statistically.

Conclusions

Some of the results of this research agree with studies done pre-
viously. Concern with appearance had been found by many investigators
to be the most important aspect of clothing, and for the three groups of
men in this research, appearance was also the most important aspect of
clothing interest. Researchers had also found clothing interest to
decline with increasing levels of college attendance. Although there

were no significant differences between the college freshmen and seniors in this study, the college freshmen did score consistently higher mean scores than the seniors.

Through the many studies done in the area of clothing interest, it has been demonstrated that clothing interest increases during adolescence where it peaks, and then clothing interest declines with increasing age. Results of this study did not fully agree with the literature in this instance. The third group of working men had consistently higher scores than college freshmen and seniors. This research was concerned with the life cycle stages of these men. It might be reasonable to assume that men recently out of college would attach greater importance to clothing, especially since the clothing practices of college students and working men can be appreciably different. The clothing of a person can affect other people in the impression it may make. The working men in this study may be very aware of this, particularly since the types of employment they hold are very public oriented. Further research may not find similar results among non-college graduates or blue collar workers. If this research has shown that men are indeed becoming more interested in clothing in this stage of their life, then further research is definitely indicated, especially since it could probably affect retailers, and it could change existing ideas about the concept of clothing interest.

Chapter VIII

SUGGESTIONS FOR FUTURE RESEARCH

1. The results of this research indicated that the five factors derived from the "Importance of Clothing" questionnaire need further revision. Several of the respondents commented on the instrument's inappropriateness for use with a male sample, in that some of the phrasing was feminine or out of date. The factors could be revised and developed into one or more instruments which would be more suitable for use with a wider variety of age ranges, ethnic and religious backgrounds, and socioeconomic levels of people.

2. The relationship of clothing interest to life stages could be investigated using the sexes, cross cultural respondents, varied ethnic or religious backgrounds, and different socioeconomic levels in the sample.

3. Research on clothing interest and life stages could be expanded to include a wider age range in order to incorporate more of the major stages in life.

4. The concept of value change with stage in life, in respect to clothing interest, could be further explored by means of longitudinal research using the five factors and a measure of values.

5. The change in clothing interest during different stages in life could be investigated to determine the effect on buying habits or clothing practices.

BIBLIOGRAPHY

Aiken, L. R. The relationship of dress to selected measures of per-
     sonality in undergraduate women. Journal of Social Psychology,
     1963, 59 (1), 119-128.

Anspach, K. Clothing research in home economics, 1925-1958. Journal
     of Home Economics, 1959, 51 (9), 769-773.

Barbar, B., and Lobel, L. Fashion in women's clothes and the American
     social system. Social Forces, 1952, 31.

Baumgartner, C. W. Factors associated with clothing consumption among
     college freshmen. Unpublished doctoral dissertation, The Ohio
     State University, 1961.

Beeson, M. S. Clothing apperception among high school and college stu-
     dents. Unpublished master's thesis, Louisiana State University,
     1965.

Bonaker, D. L. A study of fashion interest and clothing selection mo-
     tives. Unpublished master's thesis, Indiana University, 1970.

Brady, B. L. Clothing behavior: refinement of a measure and relation-
     ships with social security and insecurity for a group of college
     women. Unpublished master's thesis, The Pennsylvania State Uni-
     versity, 1963.

Brown, C. Acceptance of current male fashions as related to general
     values and clothing attitudes by faculty men and male college stu-
     dents. Unpublished master's thesis, Texas Technical University,
     1973.

Creekmore, A. M. Clothing behaviors and their relation to general
     values and to the striving for basic needs. Unpublished doctoral
     dissertation, The Pennsylvania State University, 1963.

Creekmore, A. M. Methods of measuring clothing variables. Michigan
     Agricultural Experiment Station Project No. 783, 1971.

Dichter, Dr. E. The peacock revolution. Department Store Economist.
     May, 1966.

Dickey, L. E. Projection of the self through judgments of clothed
     figures and its relation to self-esteem, security-insecurity and to
     selected clothing behaviors. Unpublished doctoral dissertation,
     The Pennsylvania State University, 1967.

Douce, P. D. M. Selected aspects of personality related to social ac-
     ceptance and clothing oriented variables. Unpublished doctoral
     dissertation, Utah State University, 1969.

Fetterman, N. I. An analysis of the Creekmore scales of eight clothing variables. Unpublished master's thesis, Michigan State University, 1968.

Flugel, J. C. The psychology of clothes. London: Hogarth Press, 1930.

Form, W., and Stone, G. The social significance of clothing in occupational life. Technical Bulletin No. 247, Michigan State College, 1955.

Frost, E. A. Values, body cathexis, and clothing attitudes of male university students. Unpublished master's thesis, Utah State University, 1968.

Fryer, D. The measurement of interests in relation to human adjustment. New York: Henry Holt and Company, 1931.

Golightly, A. L. Men's perceptual awareness and acceptance of fashion. Unpublished doctoral dissertation, Utah State University, 1974.

Griesman, K. S. Clothing behavior related to attitudes toward certain clothing standards, clothing interest, orthodoxy, and conformity. Unpublished master's thesis, Oregon State University, 1965.

Gurel, L. A review of studies using measures of clothing interest. Unpublished manuscript, 1971.

Gurel, L. Dimensions of clothing interest based on factor analysis of Creekmore's 1968 clothing measure. Unpublished doctoral dissertation, The University of North Carolina at Greensboro, 1974.

Gurel, L., and Gurel, L. The structure of clothing interest. Unpublished paper submitted to Home Economics Research Journal May, 1977; presented at the American Home Economics Association annual meeting, Boston, 1977.

Harrison, E. L. Clothing interest and social participation of college men as related to clothing selection and buying processes. Unpublished master's thesis, University of Tennessee, 1968.

Hoffman, A. Clothing behavior factors for a specified group of women related to aesthetic sensitivity and certain socioeconomic and psychological background factors. Unpublished doctoral dissertation, The Pennsylvania State University, 1956.

Hoult, T. Clothing as a factor in the social status rating of men. Unpublished doctoral dissertation, The University of Southern California, 1951.

Humphrey, C. A. The relationship of stability of self-concept to the clothing of adolescents. Unpublished master's thesis, Michigan State University, 1968.

Katz, E. and Lazarsfield, P. Personal influence. New York: Free Press of Glencoe, Inc., 1955.

Kelley, J. and Star, S. Dress as communication. Sandoz Psychiatric Spectator. 9, 15-17.

Kim, J. G. Selected clothing behaviors, interests in clothing, and selected clothing practices for a group of college women in Korea. Unpublished master's thesis, University of Tennessee, 1970.

Klassen, M. G. Self esteem and its relationship to clothing. Unpublished master's thesis, Michigan State University, 1967.

Kness, D. M. The clothing attitudes and social-political beliefs of university men identified as conservative and hippy dressers. Unpublished master's thesis, Stout State University, 1971.

Knits lead the way to the coordinated man. American Fabrics. 77, 1967.

Lapitsky, M. Clothing values and their relation to general values and to social security and insecurity. Unpublished doctoral dissertation, The Pennsylvania State University, 1961.

Laver, J. Why men dress the way they do. The New York Times Magazine. September 16, 1962, 32-34.

Mahla, C. C. The relationship of selected clothing attitudes and specific moral values for a group of undergraduate college men. Unpublished master's thesis, Stout State University, 1971.

McGuire, C., & White, G. D. The measurement of social status. Research paper on Human Development No. 3 (revised), The University of Texas, 1955.

O'Connor, A. R. Clothing behaviors as related to selected general values for a group of male students. Unpublished master's thesis, The Pennsylvania State University, 1967.

Off the cuff. Gentlemen's Quarterly. (Winter, 1967-68).

Peters, K. S. Beliefs expressed by selected college men concerning the social importance of clothing. Unpublished master's thesis, Kansas State University, 1959.

Risley, L. The relationship of certain clothing behaviors, clothing interest, and the personality trait of masculinity-femininity of a select group of college men. Unpublished master's thesis, University of Tennessee, 1969.

Rosencranz, M. L. L. A study of interest in clothing among selected groups of married and unmarried young women. Unpublished master's thesis, Michigan State University, 1948.

Roth, J. R. Clothing conformity and fraternity men's attitudes toward male fashion trends. Unpublished master's thesis, Ohio State University, 1969.

Russell, S. S. Masculine fashion indices as related to external motivations of yesterday and today. Unpublished doctoral dissertation, Texas Women's University, 1971.

Ryan, M. S. Psychological effects of clothing, part II. Cornell University Agricultural Experiment Station, Bulletin 898, August, 1953.

Sharpe, E. S. Development of a clothing interest and importance scale. Unpublished master's thesis, Ohio State University, 1963.

Snow, J. B. Clothing interest in relation to specified socioeconomic factors of men in four selected occupations. Unpublished master's thesis, Texas Women's University, 1969.

Snowdon, C. E. Influential sources of fashion information and the relationship of fashion interest to consumer behavior of the college male. Unpublished master's thesis, The University of Arkansas, 1974.

Stilley, S. Y. Clothing interest of teenage boys in relation to academic status and social adjustment. Unpublished master's thesis, Texas Women's University, 1970.

Tiffin, J., Knight, F., and Asher, E. The psychology of normal people. Boston: D. C. Heath and Company, 1946.

Vener, A. M. Adolescent orientations to clothing: a social-psychological interpretation. Unpublished doctoral dissertation, Michigan State University, 1959.

Wellan, D. K. The importance ascribed to clothing by a select group of men, and the influence of certain factors on their selection of clothing. Unpublished master's thesis, Louisiana State University, 1966.

Wildes, D. V. Clothing in relation to adolescent behavioral problems. Unpublished master's thesis, Auburn University, 1968.

Williams, M. C. Opinions on clothing appearance and social acceptance as factors in group cohesion of ninth grade girls. Unpublished master's thesis, Michigan State University, 1963.

APPENDICES

APPENDIX A

FIVE FACTOR QUESTIONNAIRE

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

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

_____1. I carefully coordinate the accessories that I wear with each outfit.

_____2. I pay a lot of attention to pleasing color combinations.

_____3. I keep my shoes neat and clean.

_____4. I spend more time than others coordinating the colors in my clothes.

_____5. I see that my out-of-season clothing is cleaned and stored.

_____6. I am more concerned about the care of my clothing than my friends are about theirs.

_____7. The way I look in my clothes is important to me.

_____8. I look over the clothing in my wardrobe before each season so that I know what I have.

_____9. I have something to wear for any occasion that occurs.

_____10. I carefully plan every purchase so that I know what I need when I get to a store.

_____11. I wear clothes which have buttons or snaps missing.

_____12. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.

_____13. I plan for and prepare clothes to wear several days in advance.

_____14. I consider the fabric texture with the line of the garment when choosing my clothes.

70

APPENDIX A (continued)

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

_____15. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.

_____16. It bothers me when my shirt tail keeps coming out.

_____17. I try on some of the newest clothes each season to see how I look in the styles.

_____18. It's fun to try on different garments and accessories to see how they look together.

_____19. I try on clothes in shops just to see how I will look in them without really planning to buy.

_____20. I enjoy trying on shoes of different styles or colors.

_____21. My friends and I try each others clothes to see how we look in them.

_____22. I read magazines and newspapers to find out what is new in clothing.

_____23. I experiment with new or different hair styles to see how I will look.

_____24. I like to know what is new in clothing even if none of my friends care and I probably would not want to wear it anyway.

_____25. I study collections of accessories in the stores to see what I might combine attractively.

_____26. When I buy a new garment I try many different accessories before I wear it.

_____27. I decide on the clothes to wear according to the mood I'm in that day.

_____28. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line and texture.

_____29. I am curious about why people wear the clothes they do.

_____30. I wonder why some clothes make me feel better than others.

APPENDIX A (continued)

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

_____31. When someone comes to work dressed unsuitably, I try to figure out why he is dressed as he is.*

_____32. I wonder what makes some clothes more comfortable than others.

_____33. I am interested in why some people choose to wear such unusual clothes.

_____34. When things are not going well I like to wear brighter colors.

_____35. I try to figure out why some people's clothes look better on them than others.

_____36. Days when I feel low I wear my gayest clothes.

_____37. I try to find out how I can save as much time, energy, and money as possible with my clothes.

_____38. Certain clothes make me feel more sure of myself.

_____39. I have more self-confidence when I wear my best work clothes.**

_____40. I am aware of being more friendly and outgoing when I wear particular clothes.

_____41. I feel and act differently according to whether I am wearing my best work clothes or not.**

_____42. I buy clothing to boost my morale.

_____43. I get bored with wearing the same kind of clothes all the time.

_____44. I wear different clothes to impress people.

_____45. I select clothes which do not call attention to myself in any way.

_____46. I like dark or muted colors rather than bright ones for my clothes.

* "work" was changed to "class" for the college students.
** "work" was changed to "school" for the college students.

APPENDIX A (continued)

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

_____47. I try to buy clothes which are very unusual.

_____48. When new fashions appear on the market, I am one of the first to own them.

_____49. I enjoy wearing very different clothing even though I attract attention.

_____50. I avoid wearing certain clothes because they do not make me feel distinctive.

_____51. I have clothes that I don't wear because everyone else has them.

_____52. I go to nearby cities to shop for better fashions.

_____53. I try to buy clothes with the best labels.

_____54. I try to keep my wardrobe in line with the latest styles.

_____55. I enjoy trying to get the most for my money in clothing purchases.

_____56. I like to be considered an outstanding dresser by my friends.

_____57. I "dress-up" to make an ordinary occasion seem more exciting.

APPENDIX B

FACTOR LISTS

Factor I: Interest in clothing as concern with appearance

1. I carefully coordinate the accessories that I wear with each outfit.

2. I pay a lot of attention to pleasing color combinations.

3. I keep my shoes clean and neat.

4. I spend more time than others coordinating the colors in my clothes.

5. I see that my out-of-season clothing is cleaned and stored.

6. I am more concerned about the care of my clothing than my friends are about theirs.

7. The way I look in my clothes is important to me.

8. I look over the clothing in my wardrobe before each season so that I know what I have.

9. I have something to wear for any occasion that occurs.

10. I carefully plan every purchase so that I know what I need when I get to a store.

11. I wear clothes which have buttons or snaps missing. (reverse scored)

12. I wear a raincoat or carry an umbrella to protect my clothes in rainy weather.

13. I plan for and prepare clothes to wear several days in advance.

14. I consider the fabric texture with the line of the garment when choosing my clothes.

15. I have a long-term idea for purchasing more expensive items of clothing such as coats or suits.

16. It bothers me when my shirt tail keeps coming out.

APPENDIX B (continued)

Factor II: Interest in clothing as experimenting with appearance.

1. I try on some of the newest clothes each season to see how I look in the styles.

2. It's fun to try on different garments and accessories to see how they look together.

3. I try on clothes in shops just to see how I will look in them without really planning to buy.

4. I enjoy trying on shoes of different styles or colors.

5. My friends and I try each others clothes to see how we look in them.

6. I read magazines and newspapers to find out what is new in clothing.

7. I experiment with new or different "hair do's" to see how I will look.

8. I like to know what is new in clothing even if none of my friends care and I probably would not want to wear it anyway.

9. I study collections of accessories in the stores to see what I might combine attractively.

10. When I buy a new garment I try many different accessories before I wear it.

11. I decide on the clothes to wear according to the mood I'm in that day.

12. I use clothing as a means of disguising physical problems and imperfections through skillful use of color, line and texture.

APPENDIX B (continued)

Factor V: Interest in clothing as heightened awareness of clothing.

1. I am curious about why people wear the clothes they do.

2. I wonder why some clothes make me feel better than others.

3. When someone comes to school dressed unsuitably, I try to figure out why he is dressed as he is.

4. I wonder what makes some clothes more comfortable than others.

5. I am interested in why some people choose to wear such unusual clothes.

6. When things are not going well I like to wear brighter colors.

7. I try to figure out why some people's clothes look better on them than others.

8. Days when I feel low I wear my gayest clothes.

9. I try to find out how I can save as much time, energy, and money as possible with my clothes.

APPENDIX B (continued)

Factor VI: Interest in clothing as enhancement of security.

1. Certain clothes make me feel more sure of myself.

2. I have more self confidence when I wear my best school clothes.

3. I am aware of being more friendly and outgoing when I wear particular clothes.

4. I feel and act differently according to whether I am wearing my best school clothes or not.

5. I buy clothing to boost my morale.

6. I get bored with wearing the same kind of clothes all the time.

7. I select clothes which do not call attention to myself in any way.

8. I wear different clothes to impress people.

9. I like dark or muted colors rather than bright ones for my clothes.

APPENDIX B (continued)

Factor VII: Interest in clothing as enhancement of individuality.

1. I try to buy clothes which are very unusual.

2. When new fashions appear on the market, I am one of the first to own them.

3. I enjoy wearing very different clothes even though I attract attention.

4. I avoid wearing certain clothes because they do not make me feel distinctive.

5. I have clothes that I don't wear because everyone else has them.

6. I go to nearby cities to shop for better fashions.

7. I try to buy clothes with the best labels.

8. I try to keep my wardrobe in line with the latest styles.

9. I enjoy trying to get the most for my money in clothing purchases.

10. I like to be considered an outstanding dresser by my friends.

11. I "dress-up" to make an ordinary occasion seem more exciting.

APPENDIX C

BIOGRAPHICAL DATA FOR WORKING MEN

The following information provided by you will in no way identify you, and is also essential for my research.

1. Sex _____

2. Age _____

3. Marital Status _____

4. Number of Children _____

5. Number of years of professional employment _____

6. Type of employment _____

7. Highest educational level achieved:

    _____advanced college degree
    _____graduate of a 4 year college
    _____less than 2 years of college or junior college graduate
    _____high school graduate, and/or post-high school training or
           trade school
    _____attended high school but did not graduate

8. Major source of income:

    _____inherited savings and investments (inherited money)
    _____earned wealth--savings and investments
    _____profits, fees from business or profession
    _____salary and/or commissions, and/or monthly check
    _____weekly checks and hourly wages
    _____odd jobs, seasonal work
    _____public relief or assistance

APPENDIX D

BIOGRAPHICAL DATA FOR STUDENTS

The following information provided by you will in no way identify you,
and is also essential for my research.

1. Sex _____

2. Age _____

3. Marital Status _____

4. Number of Children _____

5. Major in College _____

APPENDIX E

COVER LETTER AND DIRECTIONS FOR WORKING MEN

May 1, 1977

Dear Sir:

I am a graduate student working on a master's degree in the Department of Clothing, Textiles and Related Art. The attached questionnaire is part of the research for my thesis. I would greatly appreciate your time and assistance in completing it.

The questionnaire will remain anonymous, please do not sign your name, and feel free to express your feelings as honestly as possible. When you have completed the questionnaire, please return it to me in the enclosed self-addressed envelope.

If you would be interested in knowing more about this research, please contact me through Dr. Lois Gurel in room 101 Wallace Hall. I would be happy to share the results with you.

Thank you for your participation, your time and help are very much appreciated.

Sincerely,

Amy L. Charron
Graduate Teaching Assistant
Virginia Polytechnic Institute
and State University

Dr. Lois M. Gurel
Thesis Director
Virginia Polytechnic Institute
and State University

APPENDIX F

COVER LETTER AND DIRECTIONS FOR STUDENTS

May 1, 1977

Dear Student:

I am a graduate student working on a master's degree in the Department
of Clothing, Textiles and Related Art. The attached questionnaire is
part of the research for my thesis. I would greatly appreciate your time
and assistance in completing it.

The questionnaire will remain anonymous, please do not sign your name,
and feel free to express your feelings as honestly as possible. When
you have completed the questionnaire, please return it to me in the en-
closed envelope through intercampus mail. Either place the envelope
in any campus mail box or give it to a secretary in any of the depart-
ments.

If you would be interested in knowing more about this research, please
contact me through Dr. Lois Gurel in room 101 Wallace Hall. I would
be happy to share the results with you.

Thank you for your participation. Your time and help are very much
appreciated.

Sincerely,

Amy L. Charron
Graduate Teaching Assistant
Virginia Polytechnic Institute
and State University

Dr. Lois Gurel
Thesis Director
Virginia Polytechnic Institute
and State University

THE CLOTHING INTEREST OF THREE GROUPS OF

YOUNG ADULT MEN DIFFERENTIATED

BY STAGE IN LIFE

by

Amy Lee Charron

(ABSTRACT)

The purpose of this research was to investigate the clothing inter-
est of three groups of men in three stages of their lives, to determine
whether their clothing interest changed as they progressed from one stage
to another. The sample consisted of 92 college freshmen, 57 college
seniors, and 42 post college working men. The instrument used was a five
factor questionnaire derived from Gurel's 1974 factor analysis of Creek-
more's 1968 "Importance of Clothing" questionnaire. Statistical analy-
sis included frequency distributions, and multivariate and univariate
analysis of variance. There was a significant difference between post
college working men and the two groups of college students for overall
interest in clothing and for Factor I, interest in clothing as concern
with appearance. The working men scored significantly higher than the
students on Factor I, and on overall clothing interest. There was addi-
tionally, a tendency for the working men to score higher on the remain-
ing factors, and for freshmen to score higher than seniors on all of the
factors and on the total score. Analysis of demographic data showed
tendencies for married working men to score higher than single working

men, and for the scores of married working men to increase with increasing number of children. For the working men, interest scores seemed to increase also with the number of years employed. Factor I, interest in clothing as concern with personal appearance, was the most important aspect of clothing interest for all three groups of men.