



A pilot study to measure the effects masculine clothing and a masculine work role influence the self concept of adolescent girls
by Andreen Lee Hubble

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
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Abstract:

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A PILOT STUDY TO MEASURE THE EFFECTS MASCULINE CLOTHING AND A MASCULINE
WORK ROLE INFLUENCE THE SELF CONCEPT OF ADOLESCENT GIRLS

by

ANDREEN LEE HUBBLE

A thesis submitted to the Graduate Faculty in partial
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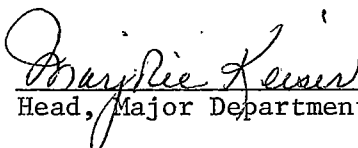
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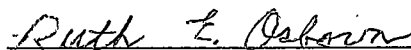
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Importance of the Study	1
Need for the Study.	3
Purpose of the Study.	4
Assumptions	4
Hypotheses.	5
Limitations of the Study	5
Definition of Terms	6
II. REVIEW OF LITERATURE.	11
The Self Concept.	11
Measurement of the Self Concept	16
Clothing and the Adolescent	20
Role Identification and the Adolescent.	26
III. PROCEDURES.	31
Population Description.	31
Instruments Used in the Study	35
Methodology	38
IV. RESULTS AND DISCUSSIONS	41
Description of Sample	41
Self Concept Scale.	45
Level of Self Esteem.	55
Correlations Between the Individual Positive Cell Scores	60

Chapter	Page
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	81
Summary	81
Conclusions	87
Recommendations	88
APPENDIXES	90
A. Tennessee Self Concept Scale Counseling Form Score Sheet	90
B. Demographic Questionnaire for Subjects.	92
C. Additional Tables	95
LITERATURE CITED	115

LIST OF TABLES

Table	Page
I. Profiles of the Average Experimental and Control Group Subject	43
II. Comparison of the Differences Between TSCS Pre-Test Positive Scores (self esteem) for the Experimental and the Control Groups	49
III. Comparison of the Differences Between TSCS Post-Test Positives Scores (self esteem) for the Experimental and the Control Groups	52
IV. Mean Differences Between the TSCS Pre-Test and Post-Test Positive Scores (self esteem) for the Experimental and the Control Groups	54
V. Distribution of the Total Positive Scores (level of self esteem) for the Experimental and the Control Groups.	56
VI. Correlations Between the Total P. Score (level of self esteem) and the Fifteen Positive Scores (self concept variables) for the Experimental and the Control Groups	57
VII. Relationships Between the Physical Self Identity and Positive Scores for the Experimental and the Control Groups.	63
VIII. Relationships Between the Physical Self-Satisfaction and Positive Scores for the Experimental and the Control Groups	63
IX. Relationships Between the Physical Self Behavior and Positive Scores for the Experimental and the Control Groups.	64
X. Relationships Between the Moral-Ethical Self Identity and Positive Scores for the Experimental and the Control Groups.	67
XI. Relationships Between the Moral-Ethical Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	67

Table	Page
XII. Relationships Between the Moral-Ethical Self Behavior and Positive Scores for the Experimental and the Control Groups.	68
XIII. Relationships Between the Personal Self Identity and Positive Scores for the Experimental and the Control Groups	70
XIV. Relationships Between the Personal Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	71
XV. Relationships Between the Personal Self Behavior and Positive Scores for the Experimental and the Control Groups.	71
XVI. Relationships Between the Family Self Identity and Positive Scores for the Experimental and the Control Groups.	74
XVII. Relationships Between the Family Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	74
XVIII. Relationships Between the Family Self Behavior and Positive Scores for the Experimental and the Control Groups.	75
XIX. Relationships Between the Social Self Identity and Positive Scores for the Experimental and the Control Groups.	78
XX. Relationships Between the Social Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	78
XXI. Relationships Between the Social Self Behavior and Positive Scores for the Experimental and the Control Groups.	79
XXII. Distribution of Subjects by Age	96
XXIII. Distribution of Subjects by Grade in School	96

Table	Page
XXIV. Distribution of Subjects by Social Class	97
XXV. Tennessee Self Concept Scale Sub-Scale Means	98
XXVI. Regression Correlations Between the Total P. Score (level of self esteem) and Positive Scores for the Experimental and the Control Group	99
XXVII. Regression Correlations Between the Physical Self Identity and Positive Scores for the Experimental and the Control Groups	100
XXVIII. Regression Correlations Between the Physical Self- Satisfaction and Positive Scores for the Experimen- tal and the Control Groups	101
XXIX. Regression Correlations Between the Physical Self Behavior and Positive Scores for the Experimental and the Control Groups	102
XXX. Regression Correlations Between the Moral-Ethical Self Identity and Positive Scores for the Experimental and the Control Groups.	103
XXXI. Regression Correlations Between the Moral-Ethical Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	104
XXXII. Regression Correlations Between the Moral-Ethical Self Behavior and Positive Scores for the Experimental and the Control Groups.	105
XXXIII. Regression Correlations Between the Personal Self Identity and Positive Scores for the Experimental and Control Groups.	106
XXXIV. Regression Correlations Between the Personal Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	107
XXXV. Regression Correlations Between the Personal Self Behavior and Positive Scores for the Experimental and the Control Groups.	108

Table		Page
XXXVI.	Regression Correlations Between the Family Self Identity and Positive Scores for the Experimental and Control Groups	109
XXXVII.	Regression Correlations Between the Family Self-Satisfaction and Positive Scores for the Experimental and the Control Groups	110
XXXVIII.	Regression Correlations Between the Family Self Behavior and Positive Scores for the Experimental and the Control Groups	111
XXXIX.	Regression Correlations Between the Social Self Identity and Positive Scores for the Experimental and the Control Groups	112
XXXX.	Regression Correlations Between the Social Self-Satisfaction and Positive Scores for the Experimental and the Control Groups.	113
XXXXI.	Regression Correlations Between the Social Self Behavior and Positive Scores for the Experimental and the Control Groups	114

Figure		Page
1.	Dress.	7
2.	Simple Suit Coordinate	8
3.	Pants Suit	8
4.	Work Garb.	9
5.	Distribution of Pre-Test TSCS Sub-Scale Scores	47
6.	Distribution of Post-Test TSCS Sub-Scale Scores. . . .	51

ABSTRACT

Adolescence is a period when the self image is established and concept of self formed. Clothing and role serve as important symbols of identity for adolescent girls. The purpose of this pilot study was to measure the effects masculine clothing and a masculine work role influence the self concept of adolescent girls. Thereby, providing insight necessary to structuring a long-term research study.

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CHAPTER I

INTRODUCTION

Importance of the Study

Modern society is beset by major social change. Today it is vital to look at man as a social product within the milieu of new cultural beliefs (McGehee, 1956: 27-29). Trends toward equality of the sexes, for example, have altered the traditional role patterns. Within the contest of this social change, the self has been interpreted as a nucleus around which man organizes his many wants and needs. The self concept, then, is regarded as the controlling force in perceiving, guiding, and directing human behavior (James, 1892: 175-177).

Clothing represents an intimate part of man for it serves in the presentation of self to others. Flügel has said, "to understand the dynamic relationships involved in a man's attitude to the garments he wears would carry us far toward a knowledge of his whole psychological development" (1929: 205). When related to the self, clothing functions as a part of one's perceptual field and contributes to man's general state of well being, or self concept (Jersild, 1952:72-73).

Roles provide structure by dictating an expected behavior to any individual occupying a specific position associated with the role (Newcomb, 1950: 180). Ryan explains (1966: 5):

The specific role an individual plays at a given moment depends upon the situation and upon his concept of himself . . . The self as object of awareness is the unit which interacts with the role to lead to specific human behavior.

Interaction between role and self becomes a presentation of man's actions and attitudes from within a personal point of view, or concept of self.

The relationship between clothing and role are integrated to the extent that certain roles require specific dress. A change in roles often times accompanies a change in dress or a change in dress often times accompanies a change in role (Wass, 1962: 50, 68). Clothing for the adolescent assumes significance in performing social roles and is important to one's self concept (Hurlock, 1955: 479-480). The self interacts with the role and clothing influences one's concept of self by making the role easier to play (Ryan, 1966: 5).

During specific times in the life cycle, the individual may be less certain of his identity, or concept of self. Adolescence is such a period. The self image becomes crucial and self identity needs to be established (Erikson, 1968: 128-129). Anspach proposes that (1967: 31):

Unlike men, identity for women is not so easy. An occupational role outside the home may conflict with the feminine role women have been trained to assume.

The importance clothing and appearance assumes in the development of an adolescent girl's self image has been demonstrated in a number of previous studies (Silverman, 1945: Cannon, et. al., 1952;

Ryan, 1953; Wax, 1957; Vener, 1957; Hurlock, 1959; Alexander, 1961; Bjorngaard, 1962; Hambleton, et. al., 1972). If in fact, clothing and role serve as significant symbols for establishing identity, adolescence may be a time when a girl's self concept is influenced the most by the type of clothing and role assumed.

Need for the Study

The concept of self is thought to be the controlling force in behavior. Clothing and role performance are fundamental in developing this self image. Adolescent girls tend to be more affected by their clothing in developing an identity of self.

In recent years, the social-psychological aspects of clothing behavior have received increasing attention. America in the late 1960's has been faced with abolishment of high school dress codes, focus upon functionality in dress, and feminine mode of dress.

Recent studies have shown the self concept in relation to clothing and role performance. Ryan points out (Ryan, 1966: 85):

. . . clothing plays a relatively important part in establishing the self-concept and conversely the self-concept is important in determining our choice of clothing. There is very little research evidence, however, which indicates the relative importance of clothing or gives us situations under which clothing affects the self-concept or how it affects it.

Although references have been made to the use of clothing and role as a means of perceiving and communicating the self, there has been little

research concerning the affects clothing and role have on the developing adolescent self concept. Insight and understanding into the concept of self will contribute to the knowledge of adolescent girls behavior.

Purpose of the Study

During adolescence when the self concept becomes so crucial, it is helpful to note if clothing and role identification serve as meaningful symbols in establishing identities. Before any comprehensive empirical study could be conducted, a pilot study is looked upon as a means of providing investigative insight and understanding to form the structure in developing a research design.

The purpose of this study was to conduct a pilot study evaluating the research techniques and design involved in measuring the effects masculine clothing and a masculine work role influence the self concept of adolescent girls. The objectives in this study are to determine changes adolescent girls experience, having assumed a masculine position, and establish a foundation for constructing an effective long-term research project.

Assumptions

The study was conducted in lieu of the following assumptions:

1. Self concept is a dimension of human behavior capable of change and measurement.

2. Individuals are aware and can accurately identify as well as relate to feelings of the self.
3. Clothing for a defined role will make identification easier.

Hypotheses

The hypotheses which guided the pilot study focused upon measuring what effects masculine clothing and a masculine work role have on the self concepts of adolescent girls. There were three major areas of study: (1) examination of preliminary descriptive data, (2) examination of descriptive experimental data, and (3) changes that occur as the result of clothing and role. Null hypotheses investigated:

1. There will be no difference between the Tennessee Self Concept Scale pre-test and post-test mean differences measured for each of the nine Positive Scores (self esteem) and the self criticism subscale within both the experimental and the control group.

2. There will be no relationship between the Tennessee Self Concept Scale pre-test and post-test mean differences measured for the Total P Score (level of self esteem) and the fifteen Positive Cell Scores within both the experimental and control group.

Limitations of the Study

It is recognized that this study contains a number of variables that are deemed unavoidable and yet could be a determining factor in

the scope of conclusions drawn. The sample size remained at a constant twenty subjects per group: experimental and control. In spite of the small sample size, it was believed that information gained from the experimental group would be especially valuable and justify a need for future research.

Another limitation was imposed on the study by the relatively shortness in the period of overall time (seven and one half weeks). Permanent adjustments in the concept of self are not expected over a brief period, nevertheless, there is considerable evidence that change occurs as a result of significant experiences (Ashcraft and Fitts, 1964: 115-118). Changes occurring over a seven and one half week experience could be deemed significant in light of the stringently controlled experimental treatments.

Definition of Terms

To facilitate communication, the following definitions are made:

1. Adolescence. That period of time between age 12-21 years (Hurlock, 1955: 4).
2. Feminine clothing. A cultural symbol of adornment ascribed to the female which emphasizes a concern for professionalism and fashion. The typical pattern of dress is composed of dresses,

jumpers, skirts with blouse or sweater coordinates, simple suits and pants suits. (Figures 1 - 4).



Figure 1. Dress



Figure 2. Simple Suit
Coordinate



Figure 3. Pants Suit

3. Feminine work role. A socially prescribed mode of competencies and behavior usually ascribed to a female. Work roles represented in the study include sales workers, clerical workers, and service workers.

4. Masculine clothing. A cultural symbol of adornment ascribed to the male manual workers style of dress accommodating a concern for durable and functional demands. Garb consists of heavy work shirt, heavy blue jeans, high top leather work boots, leather work gloves and aluminum hard hat. (Figure 4).



Figure 4. Work Garb

5. Masculine work role. A socially perscribed mode of competencies and behavior usually ascribed to a male. In this instance

competence in handling a shovel, ax, pitch fork, compass, transit, blue prints and plans, lawn mower, long handled pinchers and a variety of hand garden tools.

6. Self Concept. ". . .individual's perception of his own characteristics, his abilities or his failings, his appearance, and the total organization of characteristics which he perceives as distinguishing him as an individual" (Ryan, 1966: 82).

CHAPTER II

REVIEW OF LITERATURE

The literature selected for review aims to provide general background information concerning: (1) the self concept, (2) measurement of the self concept, (3) clothing and the adolescent, and (4) role identification and the adolescent.

The Self Concept

Early records of man's concern with self can be noted back to an inscription of Plutarch on the Delphic oracle, "Know thyself." Identity, the knowledge of self, has withstood the pages of time tracing from early Greek existence to present day. Psychology first focused upon introspection, the study of self-experience. William James postulated the constituents of the self-composed of "the material self, the social self, the Spiritual self and the pure self" (James, 1890; 292). It is through the social self that a self image develops and from that evolves the structure of self concept (James, 1892: 169, 177).

In more recent times, the self has been recognized as both a process and a structure. Kenneth Gergen offers a viable definition of self (Gergen, 1971: 22-23):

That process by which the person conceptualizes (or categorizes) his behavior--both his external conduct and his internal states. On a structural level, . . . the system of concepts available to the person in attempting to define himself.

The concept of self has been developed in the fields of sociology and psychology. Each school of thought has altered it to coincide with the respective disciplines, and, both point toward a quest for self-understanding.

Sociological interactionist approach

Basic to the interactionist approach is the study of human relations. The person's view of self is a product of his social environment (Mead, 1934: 135).

Cooley first enunciated the theory described as the "looking-glass" self. This was based upon the principle that one's concept of self directly reflects the imagined appraisals of others. Included in this idea is the imagination of how the individual appears to others, and some sort of self feeling which is reflective of the imagined appraisals (Cooley, 1922: 184). Within this structure, the awareness of self is a process of social interaction which is significantly affected by imagined reactions of others.

Mead further elaborated the theory of the "looking-glass" self. He sought to clarify and present a more precise development. The child is initially without a self. By observing and reacting to the behaviors of those termed "significant others" the child begins to see himself through the eyes of others (Mead, 1934: 135, 368-369). Communication with people in a socially formed setting provides the framework from

which the socially-formed self can arise. The development of the self begins with a social process of external evaluations he perceives others to have formed about him and directs his internal concept. Inasmuch as the child may possess more than one set of significant others, he, may in turn, have many structural levels from which he views himself (Mead, 1934:140-178).

Newcomb has defined the self as being an "individual as perceived by the individual is a sociably determined frame of reference" (Newcomb, 1950: 38). The concepts we hold of ourself, therefore, serve as an important framework of resources and values. The self as a resource, has the ability to weigh situations and follow through with appropriate action based upon past experiences. The self as a value, perceives present situations seeking ways to enhance and maintain some sort of self appraisal. Attitudes, perceptions, feelings, and evaluations, based upon the self-as-object, constitutes what the individual thinks of himself or his self concept (Newcomb, 1950: 318-320).

A more recent approach has been described by Shibutani. He believes that one's body is the most perceptive aspect of the self and the attention one receives is depicted by his physical appearance. As he reports, ". . . one's physical attributes provide an important foundation for the formation of self-conceptions" (Shibutani, 1961: 223). From this stand point, both the individual's image of his body and the

way others categorize his physical appearance significantly affect the concept of self.

Psychological phenomenological approach

Basic to the theory of phenomenology is the study of direct awareness. All that the person experiences and perceives is part of his phenomenal field and establishes his phenomenal self, or in fact the self concept (Wylie, 1961: 6-8).

An individual's physical self is included within the framework of the phenomenal self (Sherif and Cantril, 1947: 225). Sherif and Cantril have emphasized the body as a matter of importance in one's phenomenal field. Living in a culture where considerable emphasis is placed upon physical attractiveness, marked deviation from the norm may influence the way a person views himself (Sherif and Cantril, 1947: 225-226). Thus, the body plays an important role in the phenomenal field in which the individual experiences part of his physical self, or self concept.

A clinical psychologist, Carl Rogers, developed a client-centered approach to counseling which focused upon insight, understanding, and acceptance of self. He infers that man lives as the center of an ever changing world of experiences reacting as an organized whole within his phenomenal field (Rogers, 1951:483). One's behavior is significantly affected by these perceptions and

tendencies to maintain and enhance the self. The perceptions are therefore selective in nature and conformable to the development of the self concept (Rogers, 1951: 498).

As a result of interaction with the environment, and particularly as a result of evaluational interaction with others, the structure of self is formed---an organized, fluid, but consistent conceptual pattern of perceptions and relationships of the 'I' or the 'me', together with value attached to these concepts.

An empirical study based upon a quantitative analysis of changes in self concept was made by Raimy which made a significant contribution to the theory itself. In doing so, Raimy defined the self concept as being an organized object of awareness based upon past and present observations which serve to assist in understanding himself (Raimy, 1948: 153-154). Therefore, the self concept is a part of one's phenomenal field and through a process of selection, one chooses roles consistent with his phenomenal self in a real life situation.

Snygg and Combs phenomenal self focuses upon all that the individual experiences, the organization which is a part of his own private concept of self in all complexities (Snygg and Combs, 1949: 126). Behavior is viewed as being appropriate to the phenomenal field. Development of the self concept occurs through interaction with the total environment and the individual's perception of it (Snygg and Combs, 1949: 13, 18, 261).

Measurement of the Self Concept

Over recent years a wide variety of measuring instruments have been utilized to investigate the self concept. Inasmuch as the self concept has become a primary means of studying and understanding human behavior, scales have been devised to ascertain knowledge pertinent to both research and clinical findings. Ruth Wylie, in her book The Self Concept, has grouped the measures of self concept into the following divisions: the self-descriptive Q-sort procedure, rating scales, questionnaires, and the adjective check lists (Wylie, 1961: 61, 65, 86).

One of the first techniques used for assessing the phenomenal self-regard was executed by means of the Q-sort or slight modifications (Wylie, 1961: 41). The "Q Technique" was developed by Stephenson in 1953. In Q-methodology, the focus is upon the individual and his organization of test material under specified instructions. This forms the basic point of origin for the variates. It's now possible to study and compare an individual's concept of self with concepts of others, thus permitting correlation and factor analysis of the scores for different persons or for the individual under different test conditions (Stephens, 1935: 17-24). The procedure involves administering many tests to two or more persons on one occasion and correlations drawn between the persons rather than the test. The "Q-sort" was developed as a derivation of the "Q technique" and entails a sorting of various statements

on cards under certain given instructions. The procedure requires the individual to sort out a large number of self-referent statements into a series of classifications based upon a continuum of "most like" or "least like" himself (Stephenson, 1952: 483-498). Since then Butler and Haigh have developed a group of self-referent statements drawn at random from therapeutic protocols (Butler and Haigh, 1954: 57). The method is similar to the Q-sort technique in that the statements are to be sorted into piles either according to the degrees they were "like me" (the self concept), or how he would most like to be (the ideal-sort), or what the "ordinary person" is like (the ordinary sort) (Butler and Haigh, 1954: 55). To date, all of the Q-sort sets of self-descriptive items have been focused upon measuring a general feeling of phenomenal self regard, or concept of self.

Many instruments constructed to measure the self concept utilize ratings based upon scales with assumed or prejudge values. Statements or personality traits appear on a scale ranging from "seldom" to "most of the time" and varying individual appropriateness. Values from the ratings are used to tabulate the derived sum total numerical score (Wylie, 1961: 69). In 1952, Brownfain devised such a scale entitled the Self-Rating Inventory measuring the stability of an individual's self concept (Brownfain, 1952: 598-606). The inventory consisted of twenty-five descriptive items from which the individual rates himself four times to his "positive self concept," "negative self concept,"

"private self concept," and "social self concept," This two part index of self evaluation differentiates between the positive and negative self ratings to determine a "stability index." Essentially, the primary dimension measured is self esteem in that the self concept is appraised as both positively and negatively perceived. In 1954 Cowen, using a modification of Brown's Self-Rating Inventory, found that variance in the negative self ratings contributed to variance in the stability index (Cowen, 1954: 141). Additional confirmation of Cowen's study has been supported by LaFon (1954) and in a second article by Cowen (1956).

The use of questions or open-ended sentences have been utilized on a somewhat limited scope as a means of measuring the self concept. Bugental and Zelan have devised an instrument which identifies self perceptions by analyzing the self concept within varying social and varying experimental areas. The individual is instructed to give three written responses to the question "who are you?" (W-A-Y). Within a theoretical framework, responses are analyzed into seventeen categories depicting intra-and inter-group differences (Bugental and Zelan, 1950: 483-498). The question method of measuring self concept provides a projective aspect to the responses and allows for full expression of psychological needs.

The check list method involves the individual marking from a list of adjectives or statements appropriate responses which describe him or other persons being evaluated. An Interpersonal Personality

System was developed by Leary (1957). Leary's multilevel pattern of interpersonal responses classified an individual's responses into five levels: I. Public Communication, II. Conscious Description, III. Private Symbolization, IV, Unexpressed Unconscious and V. Ego Ideal (Leary, 1957: 81-82). Within the broad spectrum of the Interpersonal Personality System, Level II refers to the "phenomenal self concept" and Level V refers to "the phenomenal self ideal" (Leary, 1957: 132). One of the instruments employed to measure Levels II and V is the Interpersonal Check List from which the individual checks as many adjectives as he chooses. The aim is to describe how the individual actually and ideally views himself. The check list has undergone extensive revision. There have been no correlations between Check List Level II and V and any of the other measures of Levels II and V respectfully (Wylie, 1961: 81).

William H. Fitts devised a scale consisting of one hundred self descriptive statements for measuring an individual's self concept. Items originally selected for use on the Tennessee Self Concept Scale were derived from a large pooling of already devised self concept measures (Balester, 1956; Engle, 1956; and Taylor, 1953). The scale is applicable for subjects twelve years and older, with at least a sixth grade reading level and psychological adjustment ranging from healthy to psychotic patients (Fitts, 1965: 1). Correlations of all profile variables on the scale have been made between the

Tennessee Self Concept Scale and Minnesota Multiphasic Personality Inventory, Edwards, Personal Preference Schedule, Izard's Self Rating Positive Affect Scale and Kell-Hoeftlin Incomplete Sentence Blank (Fitts, 1965: 24, 28).

The Tennessee Self Concept Scale was chosen for use in this project for the following reasons: (1) the content validity, (2) the discrimination between groups, (3) the correlations with other personality measures, (4) the personality changes under particular conditions, (5) acceptable reliability, (6) the multidimensional description of self concept, (7) intercorrelations of scores, (8) the self concept measured from a positive approach and (9) the ease in administering, rating, and scoring the scale (Fitts, 1965: 17, 21, 24, 1).

Clothing and the Adolescent

Clothing is an extension of the body which carries a number of social-psychological implications within an individual's perceptual field. According to Hurlock (1955: 216):

Adolescence is the period in life when clothes assume their greatest importance. At this time, the individual's happiness, efficiency, and self-confidence are most affected by the approval or disapproval of others in regard to his clothes and general appearance.

Several studies have demonstrated the effect clothing holds for the adolescent.

The importance placed upon clothing during adolescence differs between the sexes. In a research study, Vener found that high school girls hold a greater clothing awareness than do high school boys (Vener, 1957: 77-78). Ryan found that girls frequently discussed clothing while boys rarely deemed clothing and appearance to be affected by latest fashion changes. Adolescent boys seek an appearance and clothing which has been facilitated entirely by peer groups, not fashion trends (Hambleton, et. al., 1972: 33). Alexander found that boys, more often than girls, mentioned the importance clothing impressions have upon others (Alexander, 1961: 34). The adolescent populations of ten high schools revealed that "good clothes" held a stronger importance for the girls than for the boys (Coleman, 1961: 37). In another study involving adolescent boys and girls, Ryan established that high school boys more often than rural high school girls felt clothing to be an expression of personality (Ryan, 1953: Part II 13-14). Symonds investigated the personal problems of adolescents indicating personal appearance and attractiveness to be a major interest with both sexes (Symonds, 1936: 506-518). When the desires for clothing attractiveness are not met, adolescent girls rank the difficulty as one of lifes most weighty problems (Silverman, 1945: 2).

Clothing during a girl's adolescent years assumes a particularly important position. This importance may vary between early

and late adolescence, however Ryan reports that after surveying several hundred subjects, high school girls expressed more of a clothing interest than did college girls (Ryan, 1953: Part II 7-8). Older adolescent girls place importance upon clothing due to an increasing interest in the opposite sex (Flügel, 1950: 214-215). Silverman researched 373 adolescent girls from which study results indicated (Silverman, 1960: 526):

Older girls tended to be more affected in their social relationships by their clothing and to attach more importance to appearance as a factor in social situations than younger girls.

Clothing plays a role in social transactions by serving to establish self identity (Stone, 1961: 93). A search for the comfortable self image is said to be the reason underlying eager trial of new dressing styles among the late adolescent (Wax, 1957: 591). Identity is derived from playing the role of another. Our society emphasizes that adolescent girls begin to assume the role of the adult female, Parsons comments on recent rôle changes, "From one of simple domesticity to one which allows occupational achievement in direct competition with men, along with it there is more emphasis on feminine attractiveness" (Parsons, 1951: 610). Clothing assists the adolescent to establish identity.

The concept of self merits significant recognition throughout adolescent development and clothing functions to maintain the self concept. Hurlock relates that, "For the adolescent clothing assumes

symbolic significance in social roles and is important to the individual's concept of self and thus to his personality development" (Hurlock 1955: 479-480). The adolescent's physical appearance and materialistic possessions blend with the image of self. Strang concluded that the adolescent's self concept would decrease if physical appearance was not maintained (Strang, 1957: 132). Individuals with a high level of self concept have been reported to use clothing as a means of self expression. Whereas individuals with an unstable concept of self use clothing as a means of coping with social situations (Humphrey, 1967: 103). Adolescent girls from lower socio-economic levels consider themselves to be deprived of clothing requisites for social acceptance. Development of a low concept of self results from their inferior appearance in relation to others (Hambleton, et. al., 1972:33).

The feeling of self confidence has been given as a reason for wearing certain clothes during adolescence (Alexander, 1961: 34). Flaccus reported that being well dressed made girls feel more self confident and sociable, while being poorly dressed, made them self-conscious and sensitive about being seen (Flaccus, 1906: 61-83). These findings were later supported by Wass who revealed that clothing made ninth grade girls feel more self confident, grown up, better behaved, and comfortable (Wass, 1962: 68). Proper clothing contributes to certain needs and desires for teenage girls and evolves a particular feeling of self confidence (Silverman, 1945: 61). Dearborn investigated

the relationship between clothing and appearance and concluded that clothing functioned to increase one's self confidence (Dearborn, 1918: 56). As the adolescent self confidence increases, the individual becomes less aware of clothing (Vener, 1957: 77-78).

Adolescents seek to establish a feeling of belonging. Conformity in dress provides a means to satisfy this need. Alexander concluded that acceptance into the peer group was achieved through clothing conformity (Alexander, 1961: 36). Dress, which approximates a uniform, is often worn by adolescents who conform in personality; whereas, dress which deviates from the accepted standard is often worn by least conforming persons (Gurel, et. al., 1972: 46). In a study of ninth grade girls, Wass found that there was a high degree of conformity in dress judged to be ideal attire (Wass, 1962: 29-51). When comparing degrees of conformity, boys display a greater tendency to be high conformers and are more likely to display that preferred appearance (Hambleton, et. al., 1972: 32-33). Group pressure has been known to exert strong influence over group behavior. Williams studied adolescent group cohesiveness. His findings supported the idea that group members held similar clothing opinions which differed from those non group members (Williams, 1959: 132).

The adolescent is a social being and seeks acceptance and approval from other persons. Clothing and appearance assume importance in achieving social acceptance for the adolescent. Bjorngaard studied

a group of ninth grade girls. Data revealed that the upper and lower class members viewed appearance as the standard of social acceptance. Subjects considered popular were often labeled best dressed (Bjorngaard, 1962: 146). In a similar investigation appearance and social acceptance was found to be significantly related for seventh through twelfth grade girls. Popularity of the subjects was deemed to those who conformed to dress norms (Cannon, et. al., 1952: 712). The importance of clothing for acceptance into a particular high school clique was recognized by Gordon. Patterns of dress were indicative of behavior centering around prestige (Gordon, 1957: 133). Finding from Washington Agricultural Experiment Station revealed a significant relationship between social acceptance and social participation from a high school sample totaling 2,114 subjects (Washington Agricultural Experiment Station, 1972: 14). Social achievement among adolescents is said to be influenced by the clothing worn. Ryan discovered that for both sexes, social achievement was the most important reason claimed for maintaining a well dressed appearance (Ryan, 1953: Part III 13-14). Clothing claims value for getting into the right crowd and was related to family status (Coleman, 1961: 37). Clothing, appearance, and social acceptance is related to social class (Hollingshead, 1957: 446).

Hurlock notes that clothing serves three values for the individual: utilitarian value, esthetic value, and value as a symbol of social role (Hurlock, 1955: 479). Clothing assumes importance as a

means of establishing identity and clarifying a concept of self to the adolescent.

Role Identification and the Adolescent

Role Theory

Role, as used by Sarbin, constitutes a pattern of actions and attitudes assumed by an individual in a specific social situation (Sarbin, 1954: 223). Originating from the field of drama, participants are said to enact a role by playing a series of parts. Talcott Parsons notes role as being, "a sector of the total orientation system of an individual actor which is organized about expectations in relation to a particular interaction context" (Parsons, 1951: 38). Thus, the concept of role theory refers to a complex pattern of responses which have been organized subdivided and related to one's structured environment (Lindesmith and Strauss, 1956: 374).

The specific role as individual assumes at a given moment demands that certain elements be met. Lindesmith and Strauss have formulated the following essentials of role enactment (1956: 385):

1. an identification of self (what his part in the situation should be);
2. behavior in given situations which is appropriate to this identification;
3. a background of related acts by others (counter roles) which serves as cues to guide specific performance.
4. an evaluation by the individual and by others, of the role enactment.

Observation of role enactment nets the critical issue in role learning. Coutu differentiates between the aspects of taking a role and playing a role. Actors have been deemed role takers by capturing the behavior of another person. Role playing demands a socially modeled pattern of behavior for persons occupying a given position (Coutu, 1951: 180). Sociologists Ralph Turner distinguishes between role behavior and role performance, a second dimension to role learning (Turner, 1956: 316-317):

Role refers to behavior rather than position, so that one may enact a role but cannot occupy a role. However, role is a normative concept. It refers to expected or appropriate behavior and is distinguished from the manner in which the role behavior or role performance. While a norm is directive to action, a role is a set of norms, with the additional normative element that the individual is expected to be consistent. The role is made up of all those norms which are thought to apply to a person occupying a given position.

Goffman feels that we all are involved in playing a role or performing during our every day life (Goffman, 1959: 23).

Self concept is connected with role theory to the degree that a person who perceives himself in a certain way will act a certain way (Ryan, 1966: 131). Manifestations of maladjustment may arise when the role being played is not appropriate to the self concept. Leonard Cottrell suggests (1942: 618-619):

1. The degree of adjustment to roles which a society assigns to its age-sex categories varies directly with the clarity with which such roles are defined.

2. Clarity of definition of role is reduced by inconsistency in the response and in the expectations exhibited to the individual by members of his social world.
3. The degree of adjustment to a future role varies directly with the degree of importance attached to it and the definiteness of the transitional procedures used by the society in designating the change of role.
4. The degree of adjustment to a future role varies directly with the completeness of the shift in the responses and expectations exhibited by the society to the individual in his new role.

The Adolescent Role

Adolescence is that period of transition between childhood and adulthood. Parsons reports "it is at the point of emergence into adolescence that there first begins to develop a set of patterns and behavior phenomena which involve a highly complex combination of age, grading, and sex role elements" (Parsons, 1942: 606). It is during the late adolescent years, fifteen to eighteen years old, that the individual seeks an answer to that crucial question of "Who am I" (Erikson, 1959: 146).

Identity is sought in terms of defining himself psychologically and socially (Gold and Douvan, 1969: 340). Rosenberg notes three reasons why the self image gains momentum during adolescence: (1) it is a time for formulating occupational goals, (2) innumerable physical and psychological changes and (3) society does not clearly define the status of the late adolescent (Rosenberg, 1965: 111). Parsons recognizes that adolescence is a period of considerable strain and

insecurity. Easing the change from the security of childhood into a role of assuming the full responsibilities of adulthood (Parsons, 1951: 614). Vital interest is focused upon gaining the approval and acceptance of other people. Clothing and appearance represent tangible items apportioned to receiving the social approval sought (Ryan, 1953: Part III 2).

Clothing and Role

Society grants to its members a set of individual alternatives in performing roles. Each performer establishes identity through a various assortment of non-verbal signals: clothing, office, sex, age and the like (Goffman, 1959: 23). In her writing on adolescence, Hurlock pointed out that clothing represents a significant symbol in social roles (Hurlock, 1955: 479-480).

Several studies have demonstrated the importance that clothing serves in playing a role. Ryan explains (1966: 5):

Role is regarded as a pattern of attitudes and actions taken by an individual in social situations. The self as object of awareness is the unit which interacts with the role to lead to specific human behavior. . . Clothing may influence the self-concept and so make the playing of a role easier, it may even determine whether a particular role is to be played.

Founded on motivation, Treece used a behavioral theory founded on perception, learning to establish that clothing makes the role one is performing real to the perceiver and observer (Treece, 1959: 163-164).

In studying the role behavior of adolescent girls, Wass found that

subjects who selected clothing for a role, often times changed the apparel with a role change (Wass, 1962: 68). Rosencranz investigated clothing symbolism noting the degree of clothing awareness and assessed reference to clothing in social interactions. Clothing was concluded to play "an important guide in determining the role and status of unknown persons" (Rosencranz, 1960: 111).

Role choice represents a major conflict to the adolescent. Clothing interest increases as the demands of role choice are imposed. Morton terms (1926: 584):

Clothes help to make us self-confident, self-respecting, jolly, free, or they make us self-conscious, shy sensitive, restrained. They determine how much we go into society, the places we go to, the exercise we take. They help us to get jobs and to hold them, to miss them, and to lose them.

Just as clothing becomes a part of an individual's behavior, clothing also assumes importance as a symbol of various roles.

CHAPTER III

PROCEDURES

The purpose of this study was to measure the effects masculine clothing and a masculine work role influence the self concept of adolescent girls. Further insight and understanding of the concept of self should contribute to the knowledge of human behavior.

Population Description

Subjects for this study consisted of two groups of adolescent girls. Each group was composed of twenty subjects representing high school students from two Montana cities and participants in a vocational program which demanded the wearing of specific attire to comply with job standards.

Experimental group

The population designated as "experimental" consisted of the twenty female enrollees affiliated with the Lolo National Forest's summer Youth Conservation Crop (YCC) program under the auspicious of the U. S. Forest Service, Missoula Ranger District, Missoula, Montana. YCC is the three year pilot program set forth under Public Law 91-378. It was approved August 13, 1970 and made operational by the U. S. Departments of Agriculture and the Interior. Summer camps have been in operation throughout the United States providing work, earn, and

learn opportunities to approximately 3,000 male and female enrollees. The Lolo Work Center was selected as the research site. Operation of the camp encompasses a seven and one half week period extending from July 5, 1972 to August 25, 1972.

Subjects chosen to participate in Lolo National Forest's all girl residential YCC camp were made from application with the final selection the joint responsibility of high school and district forest service personnel. No stipulations were imposed governing ethnic background, socio-economic background, religion, academic achievements, or noted extra curricular activities. Qualifications required for participation in the program focused upon age (14-18 years), sex (female), and physical condition (good). Selection was based upon an applicants interest and enthusiasm in preserving the natural environment.

Girls chosen to participate in the Lolo National Forest's summer YCC program were paid minimum wage (\$1.80 per hour) for a forty hour work week. The job began 7:30 a.m. each Monday at which time the girls were transported from the Missoula Ranger District meeting place to the Lolo Work Center approximately thirty miles south of Missoula. The enrollees resided at the camp for the remainder of the week assuming a normal 8:00 a.m. to 5:00 p.m. work day with morning, noon, and afternoon breaks. Summer work projects included: piling brush, building hiker's foot bridges, trail development and maintenance, road improvement and construction of Kelly Bumps, gardening, fence post digging

and erecting, rodent analysis, and general camp maintenance and improvement. On Friday, the girls were transported back to the Missoula Ranger District office with arrival scheduled for approximately 4:30 p.m. Work projects completed by the enrollees were typical of those jobs normally assigned to all male summer Forest Service work crews.

Clothing attire demanded by all YCC enrollees consisted of the regulation Forest Service work garb. Safety has been emphasized by U. S. Departments of Agriculture and Interior and full dress for work consisted of a heavy work shirt, heavy blue jeans, high top leather work boots, leather work gloves and an aluminum hardhat. YCC enrollees were obligated to dress appropriately for the full days work experience.

Control group

The population designated as "control" consisted of twenty female volunteer participants affiliated with the Bozeman Senior High School's fall Distributive Education Club of America (DECA), Bozeman, Montana. DECA is a nationwide vocational high school program set forth to provide an environment where a member may derive a work, earn, and learn opportunity in a vocation of his choice. Students enrolled in the DECA program frequently attend morning high school classes and are excused early from school to assume work responsibilities of a part time job. Bozeman Senior High School's DECA classes met during second

and third periods and were selected as the site for the control group. The program is in operation on a full school year basis.

Subjects represented students enrolled in the two DECA classes at Bozeman Senior High School. No stipulations were imposed governing ethnic background, socio-economic background, religion, academic achievements, noted extra curricular activities or sex. Qualifications required for participation in the program focused upon age (14-18 years) and enrollment in one of the scheduled DECA classes offered. Selection was based upon a participants interest and enthusiasm in vocational education. Subjects selected for the study were limited to the female DECA members.

Girls participating in DECA, held jobs in the city of Bozeman. Although pay was estimated at minimum wage (\$1.80 per hour), the precise salaries were established by the employers. Work hours varied with the individuals, the job, and the available time of each member. Generally, the students worked an average of 28 hours per week. Jobs employing female DECA members included: sales personnel, office workers, clerk, and waitress. These work roles are frequently held by women.

Maintaining an attractive and appropriate appearance was stressed in the DECA program as playing an important factor in professionalism. DECA students were given classroom instruction as to the role attractive clothing plays in the occupational world. Dress varied

with the individual job, however, dresses, coordinating pantsuits, skirts and sweater separates were typical of the work roles held by control group subjects. DECA participants were asked by the researcher to exert a conscious effort toward maintaining an attractive and professional appearance throughout the test period.

Instruments used in the Study

The measuring instruments chosen for use in this part of the project were: (1) the Tennessee Self Concept Scale (TSCS) and (2) a demographic questionnaire.

Tennessee Self Concept Scale

The TSCS Counseling Form, developed by William H. Fitts, is a standardized and multi-dimensional psychometric description of the self concept (Appendix A). The scale consists of one hundred self descriptive statements which can be completed in ten to twenty minutes and yields fourteen sub-scale scores. A description of the TSCS sub-scales follows:

1. Self-Criticism Score (S.C.). This scale is composed of ten mildly derogatory statements which most people will admit as being true for them. High scores indicate a normal and healthy capacity for self-criticism. Low scores indicate a defensiveness and conscious effort to elevate a positive picture of self. These scores reflect

the feelings the individual holds regarding his relationship with the external world (Fitts, 1965: 2).

2. Positives Scores (P.). This scale is composed of a three dimensional analysis of the self concept directed from an internal frame of reference, an external frame of reference, and an overall level of self esteem. The positive scores encompass a set of items sorted vertically into columns (external frame of reference), horizontally into rows (internal frame of reference), and summation of the three row sub-scores (overall level of self esteem) (Fitts, 1965: 2).

The vertical columns measure one's physical self (C.A.), moral-ethical self (C.B.), personal self (C.C.), family self (C.D.), and social self (C.E.). The horizontal rows measure identity (R.I.), self-satisfaction (R.II.), and behavior (R.III.). Summation of all eight scores constitutes the level of self worth, the total positive score (T.P.). In all cases, the higher the score, the more positively a subject views himself (Fitt, 1965: 3).

3. The Variability Scores (V.). This scale reflects a numerical measurement of inconsistency from one aspect of self perception to another. Scores are derived on a three dimensional basis. Column total variability (C.V.), measures variations within the columns. Row total variability (R.V.), sums the variation across the row. Total variability (T.V.), measures the total amount of variation experienced within the entire scale. Extremely high scores indicate

little integration or unity of self concept while extremely low scores approach rigidity. A healthy score should fall slightly below the mean giving an indication of flexibility (Fitts, 1965: 3).

4. Distribution Score (D.). The TSCS format is based upon a five point Likert Scale ranging from statements which read "completely true" to "completely false." A distribution score is the measurement of overall certainty of the subject's responses. High scores indicate that the subject is very certain about his self-perception while, low scores indicate that the subject is less definite and defensive about his self concept (Fitts, 1965: 3).

The TSCS was validated by a panel of seven trained clinical psychologists who served as judges in passing unanimous support before retaining an item. Reliability coefficients were computed for all test sub-scales.

Demographic questionnaire

Recent literature has revealed that the self concept is influenced by certain demographic variables. In studies utilizing the TSCS with high school students (Wendland, 1968; Healey, 1969; Looper, 1970; Pegg, 1970), high school students (Pulliam, et. al., 1971; Walton, 1971; Lossner, 1971), and college students (Wagner and Fitts, 1969), age was found to play a significant role in one's self concept. Race among high school aged students was noted to be a variable in measuring

the self concept (Williams and Byars, 1967; Herskovitz, 1969; Pulliam, et. al., 1971) by means of the TSCS instrument. Data from self concept studies utilizing the TSCS concluded that economically disadvantaged high school and young adult samples report interaction between age and disadvantage which is reflected in the self concept scores (Flemister, 1967; Hershovitz, 1969).

Age, grade in school, race, and social class were found to be influential variables in the measurement of self concept necessitating control.

Information pertaining to age and grade in school was taken from the subject identification portion of the TSCS score sheet. Knowledge of race and social class formed the basis of a demographic questionnaire devised by the researcher (Appendix B). Hollingshead's (1959) Two Factor Index of Social Position was used to determine social position by identifying the head of the household's occupational role and amount of education received. Hollingshead's socioeconomic classification index has been used with previous success which sought to develop a social background questionnaire (Lott, 1966; Klaasen, 1967; Humphrey, 1968; Tutterow, 1968; Scheurer, 1971).

Methodology

The primary method of data collection was on the basis of a pre-test and post-test design. Seven and one half weeks encompassed the time interval lapsing between the two administration.

Experimental group

On July 5, 1972, the first day of the Lolo Work Center's summer YCC program, the TSCS pre-test and demographic questionnaire were administered as the camp's first scheduled group activity. Testing was conducted in a large group setting. At that time, the purpose and nature of the study was explained to the enrollees along with strict guarantees of confidentiality. A set of standardized test instructions for each instrument was given by the researcher. This format served to establish the operational testing procedures used throughout the remainder of the study.

On August 25, 1972, the last day of the Lolo Work Center's YCC program, the TSCS post-test was administered to the original twenty enrollees following the established testing procedures.

Control group

On November 15, 1972, the TSCS pre-test and demographic questionnaire were administered to the twenty female volunteer members of Bozeman Senior High School's second and third period DECA classes. At that time, the purpose and nature of the study was explained to the participants along with strict guarantees of confidentiality. The established set of operational testing procedures was followed.

On January 5, 1973, the TSCS post-test was administered to the original twenty participants following the established testing procedures.

Scoring by the subjects was facilitated manually for all instruments. Test data from the two groups was matched according to identification found on the TSCS answer sheet. Tabulation of the answer sheets was figured by hand for the cell tallies. Subsequent additions of all row, column, and grand totals were summarized on a desk calculator. All statistical computations were run on a computer program at the Computer Services Center, Montana State University, Bozeman, Montana.

CHAPTER IV

RESULTS AND DISCUSSION

The pilot study was conducted to evaluate the research techniques and design involved in measuring how masculine clothing and a masculine work role influence the self concept of adolescent girls. The objectives in this study were to determine changes adolescent girls who have assumed a masculine position, compared to those who had assumed a mere normal role, and thus establish a foundation for structuring a long-term research project.

Description of Sample

The population chosen for this study consisted of two groups of adolescent girls, each containing twenty subjects and enrolled in high schools located in two Montana cities. Groups were designated experimental and control. The experimental group represented the summer enrollees affiliated with the Lolo National Forest's Youth Conservation Corps, Missoula Ranger District, Missoula, Montana. The control group consisted of participants affiliated with Bozeman Senior High School's fall Distributive Education Club of America, Bozeman School District, Bozeman, Montana. Data from the experimental group was separated from the control group to first describe, then compare, analyze, and correlate findings from the two samples.

Background information concerning each subject that was considered to be most influential in measurement of self concept was age, grade in school, race and social class. Before comparison can be justly alleged between two groups, standardization and similarity must be established. A minimal amount of variance between the experimental and the control group permits direct comparisons of scores derived from the TSCS instrument and attribute variation to be due to the experimental treatment.

Age

Pulliam, Wilkins, Womack and Wuntch (1971), Walton, (1971), and Lossner (1971) reported age to play a significant role in one's self concept. A complete distribution of subjects according to age was compiled (Table XXII). Age span for both groups conforms with Hurlock's definition of adolescence: ages 12-21 years (Hurlock 1955: 4). Mean scores were computed to determine the average age among the experimental and control groups; for the experimental group it was sixteen years three months, while the average subject age for the control group was sixteen years two months (Table I). This is a difference of one month in age between the two groups and considered to be non-significant.

Grade in school

Pulliam, Wilkins, Womack and Wuntch (1971) reported the level of self concept varies between grades ten to twelve represented in a

high school environment. A distribution was compiled of grades in school for subjects in both the experimental and the control groups (Table XXIII). Most of the students were in twelfth grade. For the experimental group this was 40 per cent and for the control group 70 per cent.

TABLE I. PROFILE OF THE AVERAGE EXPERIMENTAL AND CONTROL GROUP SUBJECT

Background Information	Experimental Mean	Control Mean
Age	16 yr. 3 mo.	16 yr. 2 mo.
Grade	11.50	11.70
Race	Caucasian	Caucasian
Social class	III	III

The average grade in school was 11.50 for the experimental group and the control group was found to be 11.70 (Table I). This too shows little variation and believed to be non-significant.

Race

Williams and Byars (1967), Herskovitz (1969) and Pulliam, Wilkins, Womack, and Wuntch (1971) acknowledged race as being a significant variable in the measurement of self concept. In all cases subjects in the experimental and the control groups fell under the Caucasian ethnic category (Table I). The level of self concept varies

between race thus, control of the ethnic origins represented in the sample facilitates similarities among self concept scores.

Social class

Scheurer (1971), reported that the self concepts among persons of a low socioeconomic background measure below those individuals of a higher social level. Attempts were executed prior to the study to control the social class variable within both the experimental and the control groups.

A distribution of the subjects according to their social class was compiled according to Hollingshead's method of Two Factor Index of Social Position (Table XXIV). Social Class is determined by the occupation and level of education claimed the family's main wage earner. The occupation index consists of a seven-point scale setting "1" as the highest occupational position and "7" as the lowest occupational position. The education index consists of a seven-point scale with "1" representing a graduate college degree and "7" representing less than seven years schooling. Scores are recorded, numerically weighted (occupational scores multiplied by seven and educational scores multiplied by four), totaled and numerically compared to ranges established for five social class categories (Hollingshead, 1957: 2-3, 9-10).

More than half of both the experimental group (50%) and the control group (55%) fell within the boundaries of Hollingshead's social class III. Mean scores were computed to determine the average

social class representative of the experimental and the control groups. In both cases, social class III was determined to the average position among both groups of subjects (Table I). Occupation of the main wage earner represented in this category consist of administrative personnel, small independent business owners and minor professionals (Hollingshead, 1957: 4).

Self Concept Scale

The TSCS was selected as the instrument used to measure the self concept. Developed on a multi-dimensional plane, the scale yields fourteen sub-scale: self criticism, Total P Score (level of self esteem), Row I (identity), Row II (self-satisfaction), Row III (behavior), Column A (physical self), Column B (moral-ethical self), Column C (personal self), Column D (family self), Column E (social self), total variability, row variability, column variability, and distribution (answer distribution). The self concept has been found to establish a means by which human behavior can be studied and understood. It is the intent of this section to elaborate upon the self concept test scores for both the experimental and the control groups.

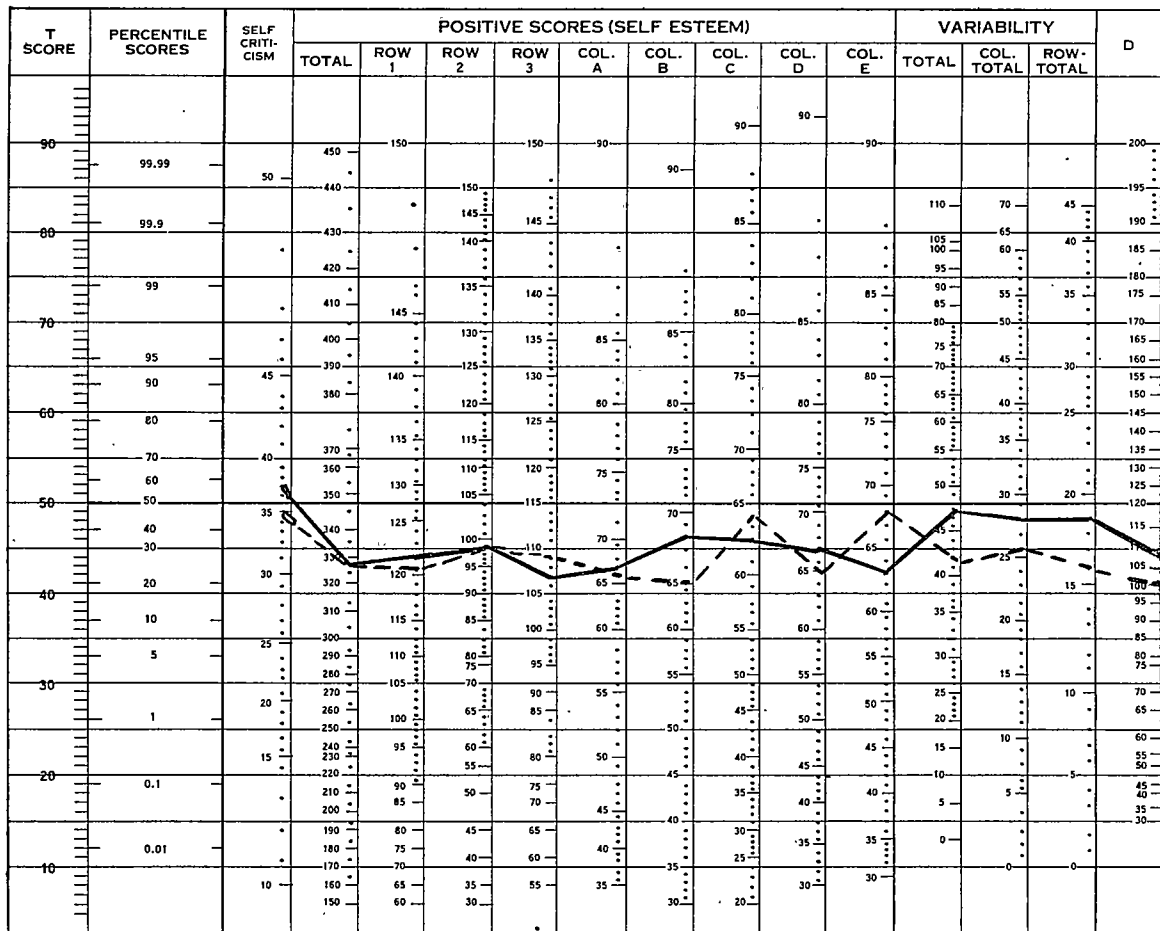
Distribution of TSCS pre-test scores

Means on each of the fourteen TSCS subscales were computed for the experimental and the control groups (Table XXV). Comparing the mean scores of each group to mean scores supplied by the test

designer, it was generally found that both groups scored within a band of one deviation below the test norms (Figure 5). These findings support those of Lossner (1971) who reported that high school students uniformly measured below the TSCS fiftieth percentile mean score. Self-criticism scores measured slightly above the fiftieth percentile for both the experimental (52) and the control (51) indicating a capacity for healthy openness. The total range of scores for the experimental group measured from the 41 to 52 percentile, while the control group noted percentile readings from 41.5 to 51. This indicates that both the experimental and the control groups recorded approximate high and low scores within the self concept pre-test.

Clearly, there was variation among the sub-scales but variations did not encompass the extremes ranging between highs and lows to show abnormality among either group. Scores were indicative of a normal healthy overall concept of self concept. The experimental group recorded slightly higher scores for the self-criticism, Row I, Column A, Column B, Column D, total variability, column variability, row variability and distribution scores. These findings indicate that subjects in the experimental group measured slightly higher feelings than did the control group in light of their identity, physical self, moral-ethical self, family self, answered TSCS statements as a well integrated person, and were fairly certain about the way he views himself. The control group measured slightly higher means in Row III,

Figure 5. Distribution of pre-test TSCS sub-scale scores



Experimental group - ————

Control group - - - - -

Column C, and Column E. Findings for the subjects in the control group indicated a slightly higher level of self acceptance, personal self and social self.

Within the instrument, the Positive Scores (self esteem) represent the internal frame of reference from which the self concept is defined. Composed of the scales rows and columns, this block yields fifteen cell scores. Before comparison between two groups could be justly drawn, variations must be mentioned. Mean comparisons were computed for each of the fifteen positive cell scores and presented on Table II. Results indicated that there was no significant difference between either the experimental or the control group. From the standpoint of control both groups were found to be statistically identical below the .05 level of confidence.

TABLE II. COMPARISON OF THE DIFFERENCES BETWEEN TSCS PRE-TEST POSITIVE SCORES (SELF ESTEEM) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

Sub-scales	Experimental Pre-test	Control Pre-test	Mean Diff.	t-value
S.C.	37.10	35.80	1.30	.717
T.P.	329.45	329.95	-.50	.052
R.I.	122.55	121.05	1.50	.482
R.II.	99.60	99.45	.15	.034
R.III	107.30	109.20	-1.90	.557
C.A.	67.45	66.00	1.45	.538
C.B.	68.25	65.65	2.60	1.143
C.C.	62.90	64.75	-1.85	-.829
C.D.	67.65	65.50	2.15	.773
C.E.	63.30	68.20	-4.90	-1.802

*Significant at .05 level of confidence

**Significant at .01 level of confidence

Distribution of TSCS post-test scores

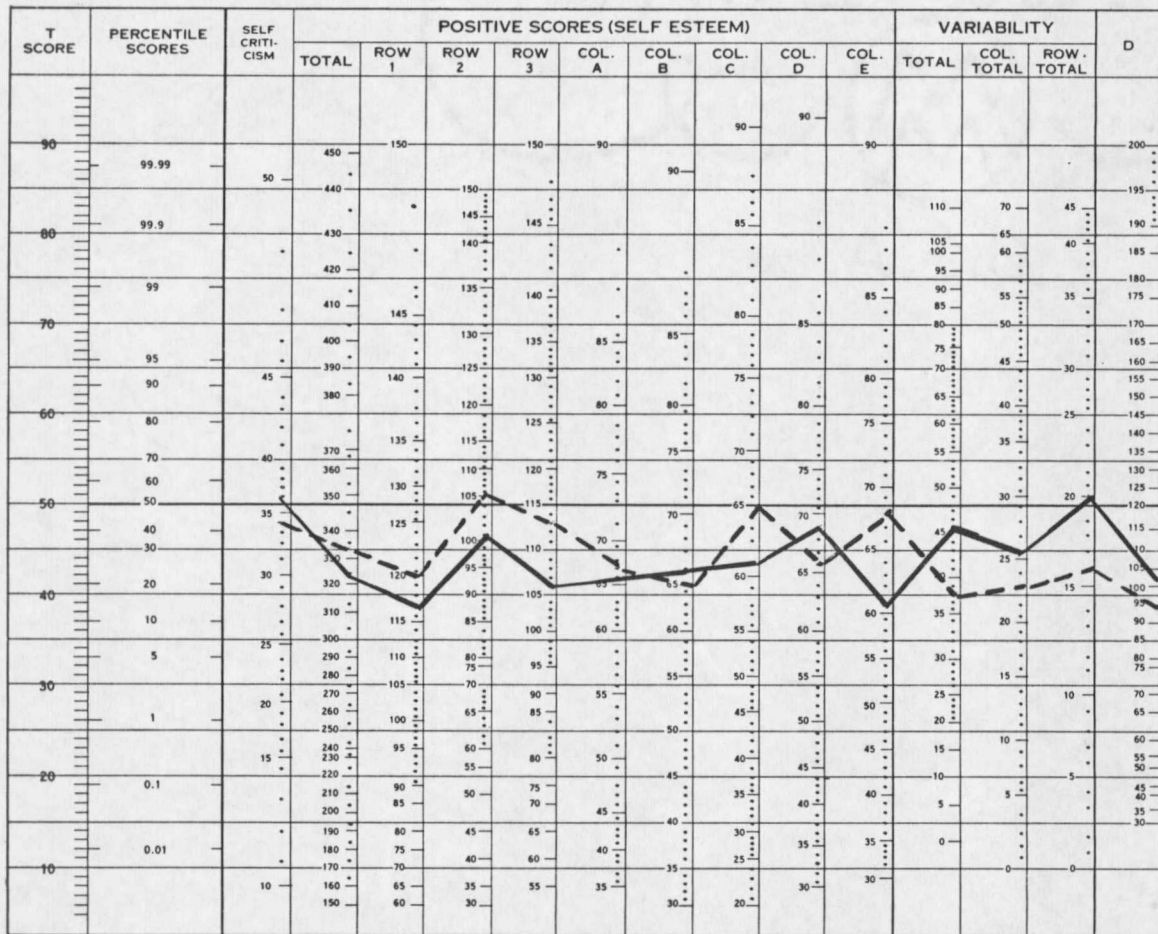
Means for each of the TSCS fourteen sub-scales were computed for the experimental and the control groups (Table XXV). The range of sub-scale scores broadened for both the experimental (38.5 to 52) and the control (38.5 to 52) groups. Generally, sub-scale scores fell within the band one standard deviation below the TSCS normed fiftieth percentile. These findings again agree with the reports from Lossner's

(1971) study. Self concept profiles from high school students generally fall within the fortieth and fiftieth percentile.

Variation among post-test scores did not indicate abnormality and the subjects in both groups viewed themselves with a healthy overall self concept. The experimental group recorded higher scores than did the control group for self-criticism, Column B, Column D, total variability, column variability, row variability, and distribution scores. Findings suggest the experimental group measured a higher concept of healthy capacity for self-criticism, moral-ethical self, family self, functioning as well integrated person and certainty in his view of self. The control group measured higher scores for the Total Positive Score, Row I, Row II, Row III, Column A, Column B, Column C, Column E. Findings suggest the control group retained higher measures than the experimental group for the dimensions of self acceptance, personal self, and social self. By the post-test, the control group surpassed the experimental group in claiming stronger scores in the aspects of identity, behavior physical self, and moral-ethical self. Comparisons of the TSCS sub-scale scores between the experimental and the control group are shown in Figure 6.

Mean comparisons were computed for each of the fifteen TSCS post-test positive cell scores (Table III). Results indicated that the only sub-scale recording significance beyond the .01 level of confidence, using a t-value of 2.88 for Column E, was the social

Figure 6. Distribution of post-test TSCS sub-scale scores



Experimental group - ———

Control group - — — — —

self. The social self is a reflection of one's perceived feelings of self held in relation to other, the sense of adequacy, and the sense of worth in social interactions (Fitts, 1965: 3). The finding that clothing plays a significant role in the adolescent's social self agrees with studies conducted by Cannon (1952), Coleman (1961), Stone (1961), and Bjorngaard (1962).

TABLE III COMPARISON OF THE DIFFERENCES BETWEEN TSCS POST-TEST POSITIVE SCORES (SELF ESTEEM) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

Sub-scales	Experimental Post-test	Control Post-test	Mean Diff.	t-value
S.C.	36.65	34.45	2.20	1.033
T.P.	324.35	333.30	-8.95	- .793
R.I.	117.30	120.55	-3.25	- .763
R.II.	101.00	105.35	-4.35	-1.112
R.III.	106.05	108.60	-2.55	.575
C.A.	66.00	67.25	-1.25	- .485
C.B.	66.15	65.55	.60	.191
C.C.	61.55	65.65	-4.10	-1.996
C.D.	69.10	66.40	2.70	.809
C.E.	61.85	68.45	-6.60	-3.131**

*Significant at .05 level of confidence

**Significant at .01 level of confidence

Mean differences between the TSCS pre-test and post-test

Mean differences within both the experimental and the control groups were computed for each of the fifteen positive self esteem cell scores (Table IV). Differences noted over the seven and one half week interval tended to decrease for the experimental group and increase for the control group. This would indicate that the experimental group experienced doubt about their own worth; viewed themselves as undesirable; felt anxious, depressed and unhappy; and lost faith and confidence in themselves. The control group's increase reflects a general positive feeling of value, worth, self confidence and general sense of adequacy. Row II, self-satisfaction, measured significant within the control group indicating that subjects expressed a healthy level of self acceptance. It is interesting to note that the Row II, self-satisfaction score decreased while Rows I and III increased.

Fitts reports (1965: 2):

An individual may have very high scores on Row 1 and Row 3 yet still score low on Row 2 because of very high standards and expectations for himself. Or vice versa, he may have a low opinion of himself as indicated by Row 1 and Row 3 Scores yet still have a high Self Satisfaction Score on Row 2.

Findings of the experimental group support the idea that the subjects possessed high standards and expectations of self incapable of attainment. The influence of a masculine garb and masculine work role on

TABLE IV. MEAN DIFFERENCES BETWEEN THE TSCS PRE-TEST AND POST-TEST POSITIVE SCORES (SELF ESTEEM) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

Sub-scales	Experimental	t-value	Control	t-value
	X Diff.		X Diff.	
S.C.	- .45	- .429	-1.35	-1.234
T.P.	-5.10	- .653	3.35	.619
R.I.	-5.25	-1.509	- .50	- .223
R.II.	1.40	.527	5.90	2.498*
R.III.	-1.25	- .469	- .60	- .319
C.A.	-1.45	- .614	1.25	.839
C.B.	-2.10	-1.074	- .10	- .079
C.C.	-1.35	- .674	.90	.597
C.D.	1.45	.831	.90	.794
C.E.	-1.45	- .738	.25	.155

*Significant at .05 level of confidence

**Significant at .01 level of confidence

the adolescent girl's self concept evokes feeling of inferiority.

Findings from the control group's mean differences reflect a decrease in Rows I (identity) and Row III (behavior) while increase in Row II (self-satisfaction) indicating a less threatening set of expectation and role security.

Level of Self Esteem

The level of self esteem, the Total Positive Score, is the most important single score derived from the TSCS Counseling Form. It reflects the overall feeling of self worth, confidence, and value. A striving for self esteem has been recognized as a striving for recognition, attention, dominance and status (Maslow, 1954: 90). The intent of this section will be to elaborate on the changes noted in both the experimental and control groups level of self respect, the overall self esteem.

Distribution of scores

Means were computed for the level of self esteem, the Total P Score, for both the experimental and control groups. Each subject's self esteem score was measured by taking the totals of all fifteen cells within the TSCS Positive Scores (Table V). The range possible on this measure varies from 150 to 450. Findings show that the actual range was wider for the control group on the pre-test measurement and wider for the experimental on the post-test measurement. This would indicate that the experimental group thought less of themselves after the seven and one half week test interval than the control group. Assuming a masculine work garb in a masculine work role position tended to lower the level of self esteem for subjects in the experimental group. This would indicate that subjects viewed

TABLE V. DISTRIBUTION OF THE TOTAL POSITIVE SCORES (THE LEVEL OF SELF ESTEEM) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

Group	Actual Range		T.P. Mean		Mean Difference
	Pre-test	Post-test	Pre-test	Post-test	
Experimental	263-383	197-373	329.45	324.35	-5.10
Control	255-381	270-386	329.95	333.30	3.45

themselves as undesirable, depressed, unhappy and possessing little faith or confidence in themselves (Fitts, 1965: 2). The control group, on the other hand, experienced confidence, self respect, adequacy, and self-importance (Maslow, 1954: 90).

Differences between the pre-test mean scores indicated that the level of self esteem decreased for the experimental group while increased for the control group. These findings support those of Stotland who reported that the stronger the degree of coincidence between a person's ideal and actual concept of self the greater the level of self esteem (Stotland, *et. al.*, 1957: 56).

Correlations between the Total P. Score (self esteem) and the fifteen Positive Scores

Simple regression correlations were computed between the level of self esteem, Total P Score, and the fifteen Positive Scores comprising the internal framework (rows) and external framework (columns) of the self concept (Table XXVI). Significant relationships

were found to correlate with the dimensions of self and the overall level of self esteem for the experimental and the control groups (Table VI).

TABLE VI. CORRELATIONS BETWEEN THE TOTAL P SCORE (LEVEL OF SELF ESTEEM) AND THE FIFTEEN POSITIVE SCORES (SELF CONCEPT VARIABLES) FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

	Physical Self	Moral-Ethi- cal Self	Personal Self	Family Self	Social Self
<u>Identity</u> What he IS	S**	S*	S**	S**	S**
<u>Self</u> <u>Satis-</u> <u>faction</u> ACCEPTS himself	S**	S**	S**	S*	S**
<u>Behavior</u> How he ACTS	S**	S**	S**	NS	S**

S Significant

NS Non-significant

* Significant at .05 level of confidence

** Significant at .01 level of confidence



Experimental
Group



Control
Group

As predicted, self esteem and the three internal aspects of the physical self were positively related to each other at the .01 level of confidence for both the experimental and control groups with one exception cited in the control group. The identity of the physical self recorded significance at the .05 level of confidence within the control

group. These findings suggest that the level of self esteem relates to one's view of his physical self, his body, his state of health, and his appearance. Moreover, the way in which an individual physically views himself, accepts himself and behaves is influenced by the overall internal level of self esteem.

The moral-ethical self was found to be significantly related to the Total P Score in both the experimental and the control groups. This would indicate a feeling of being a "good" or "bad" person and personal satisfaction with one's religion or lack of religion are related to the overall level of self esteem. It appears that individuals possess a high level of self esteem hold a satisfying view of their personal moral worth.

Within the internal framework of the personal self the experimental group held the level of self esteem to be significant at the .01 level of confidence in all three dimensions of the self. These findings indicate that value and worth held by an individual relates positively to his feeling of adequacy as a person and his relationships with others. The control group found this to be so in all aspects but the behavior of self. These findings support the views of Jourard who states, "High degree of self esteem means that a person accepts and approves of his over-all personality" (Jourard, 1963: 127). Self esteem was not significantly related to one's evaluation of his

personality. This was contrary to expectations since a persons level of self esteem was predicted to affect one's personal self by governing the individual behavior in specific instances.

The family self identity was significantly related to the level of self esteem at the .05 level of confidence for both the experimental and control groups. Findings suggest that family identity, and individual's perception of self in reference to his intimate associates is related to his feeling of worth. When comparing the level of self esteem with the family self-satisfaction, it was noted that the experimental group measured a non-significant relationship whereas, the control group measured significance at the .01 level of confidence. This would indicate that the experimental group experienced doubt regarding acceptance by family members where as the control group noted confidence in their acceptance by family associates. Behavior within the internal frame of the family self was significantly related to the level of self esteem for the experimental and not significantly related to the control group. This would suggest that actions within the family environment were positively affected by the level of self esteem, whereas the control group's behavior was not affected by their level of self worth.

As predicted all aspects of the social self were related to the level of self esteem at the .01 level of confidence for the control group and all but the social self acceptance aspect of the experimental

group which recorded significance at the .05 level of confidence. This clearly indicates that the level of self worth relates to an individual's sense of security and confidence in social situations. These findings support Adler's sense of inferiority philosophy. Persons experiencing a sense of inadequacy will respond abnormally within one's framework of interpersonal relations (Adler, 1929: 215-230).

Correlations Between the Individual Positive Cell Scores

The Positive Scores derived from the TSCS Counseling Form yield fifteen cell scores which convey a measurement of self concept from both an internal and external frame of reference. Row scores describe the subject from his internal concept of self. The analysis includes a message of: 1. who I am (identity), 2. how I feel about myself (self-satisfaction), and 3. what I do (behavior). Column scores focus upon the subjects external concept of self. The picture includes a description of: 1. the physical self, 2. the moral-ethical self, 3. the personal self, 4. the family self, and 5. the social self. The pool of scores yielded from the TSCS Counseling Form can be read vertically, horizontally, or individually describing the self concept.

It is the intent of this section to identify those areas where individual positive cell scores measured common relationships with the block of remaining self concept cell scores. Attention will be focused upon inter-correlations between each individual external self

and the three internal dimensions of the self concept. Significance is based upon .05 level of confidence however, the .01 level of confidence will be noted when reached.

Relationships between physical self and the moral-ethical self, the personal self, the family self and the social self

Simple regression correlations were computed between the internal messages of the physical self (identity, self-satisfaction and behavior) and the external dimensions of the self concept (moral-ethical, personal, family, and social) for both the experimental and the control groups (Tables XXVII - XXIX). The physical self encompasses one's view of his body, his general state of health, his physical skills, his sexuality and his physical appearance (Fitts, 1965: 3). Within the internal concept of self, cell scores reflect a message of how the individual views his physical self, feelings he holds with regard to the physical self, and how he behaves in light of his physical self.

The experimental group expressed strong relationships between their physical self and the external dimensions of the self concept. Physical self identity, when compared to the Positive Cell Scores, measured significant relationships between the physical self-satisfaction and behavior; the moral-ethical self identity, self-satisfaction, and behavior; the personal self identity, self-satisfaction, and behavior; the family self identity; and the social self identity and behavior (Table VII). The physical self-satisfaction

cell was found to relate significantly to the physical self identity; the moral-ethical self identity and self-satisfaction; the personal self identity, self-satisfaction, and behavior; and the social self identity (Table VIII). The physical self behavior was significantly related to the physical self identity; the moral-ethical self satisfaction and behavior; and the family self identity (Table IX). These findings would seem to indicate that physical self identity relates quite strongly with the overall concept of self. Likewise, influences the subjects manner in which he both accepts and behaves within this framework. Aspects of the physical self identity and the physical self acceptance were deemed to show strong significance within the experimental groups concept of self.

TABLE VII RELATIONSHIPS BETWEEN THE PHYSICAL SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS			S**	NS	S**	S*	S*	NS	S**	S*
<u>Self Satisfaction</u> ACCEPTS himself	S**	NS	S*	NS	S**	NS	NS	NS	NS	NS
<u>Behavior</u> How he ACTS	S**	S*	S**	NS	S*	NS	NS	NS	S*	NS

TABLE VIII RELATIONSHIPS BETWEEN THE PHYSICAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	NS	S*	NS	S*	S*	NS	NS	S**	NS
<u>Self Satisfaction</u> ACCEPTS himself			S**	NS	S*	S**	NS	NS	NS	S**
<u>Behavior</u> How he ACTS	NS	S**	NS	S*	S*	NS	NS	NS	NS	NS

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

TABLE IX RELATIONSHIPS BETWEEN THE PHYSICAL SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	S*	NS	S*	NS	S**	S*	NS	NS	S*
<u>Self Satisfaction</u> ACCEPTS himself	NS	S**	S*	NS	NS	S*	NS	NS	NS	S**
<u>Behavior</u> How he ACTS			S*	S*	NS	NS	NS	NS	NS	NS

S Significant

NS Non-significant

* Significant at .05 level of confidence

** Significant at .01 level of confidence

	Experimental Group
	Control Group

The control group expressed less frequent relationships between their view of the physical self and the external dimensions of the self concept. The physical self identity was significantly related to the physical self behavior; the personal self identity and the social self identity (Table VII). The correlations between the physical self-satisfaction measured significant between physical self behavior; moral-ethical behavior; person self identity and self-satisfaction; and social self self-satisfaction (Table VIII). The physical self behavior was related to the physical self identify and self-satisfaction; the moral-ethical self identity and behavior; the

personal self identity and self-satisfaction; and the social self identity and self-satisfaction (Table IX). Findings from the control group suggest that the physical self generally did not significantly relate to the identity and self-satisfaction aspects of the internal self. Behavior was noted as slightly influencing the overall set of self concept cells and related with the physical identity and physical self-satisfaction.

Relationships between moral-ethical self and the physical self, the personal the family self, and the social self

Regression correlations were computed between the internal components of the moral-ethical self (identity, self-satisfaction, and behavior) and the external dimensions of the self concept (physical, personal, family and social) the experimental and the control groups (Tables XXX - XXXII). The moral-ethical self focuses upon an individuals view of moral worth, feelings of being either a "good" or "bad" person, and personal satisfaction concerning a spiritual relationship (Fitts, 1965: 3). The internal frame of reference describes how an individual views himself, accepts how he feels and acts in conjunction with his moral-ethical concept of self.

The experimental group related occasional significance between their view of the moral-ethical self to the external dimensions of the self concept. The moral-ethical identity related to the physical self identity and self-satisfaction; the moral-ethical behavior; the

personal self identity, self-satisfaction, and behavior; and the social self identity and behavior (Table X). The aspect of moral-ethical self-satisfaction measured significant relationships between the physical self-identity and behavior along with the moral-ethical behavior components of self (Table XI). Moral-ethical behavior correlated significantly with the physical self identity and behavior; the moral-ethical identity and self-satisfaction; the personal self-satisfaction; and the social self identity (Table XII). General findings suggest that occasional relationships exist between both the moral-ethical identity and behavior and the overall components of self concept. Within the internal frame work of the moral-ethical self, behavior related significantly to identity and acceptance indicating that actions governed the view of self and self-satisfaction. The moral-ethical self was deemed to display occasional significance in the experimental group's concept of self.

TABLE X. RELATIONSHIPS BETWEEN THE MORAL-ETHICAL SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identify</u> What he IS	S**	NS			S**	NS	NS	NS	S**	NS
<u>Self</u> <u>Satis-</u> <u>faction</u> ACCEPTS himself	S*	NS	NS	NS	S*	NS	NS	NS	NS	NS
<u>Behavior</u> How he ACTS	NS	S*	S**	NS	S**	S*	NS	NS	S*	NS

TABLE XI. RELATIONSHIPS BETWEEN THE MORAL-ETHICAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identify</u> What he IS	S*	NS	NS	NS	NS	NS	NS	NS	NS	NS
<u>Self</u> <u>Satis-</u> <u>faction</u> ACCEPTS himself	NS	NS			NS	NS	NS	NS	NS	NS
<u>Behavior</u> How he ACTS	S*	NS	S*	S*	NS	NS	NS	NS	NS	S*

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

TABLE XII. RELATIONSHIPS BETWEEN THE MORAL-ETHICAL SELF BEHAVIOR AND THE POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	NS	S**	NS	NS	NS	NS	NS	S*	NS
<u>Self Satisfac-</u> <u>tion</u> ACCEPTS himself	NS	S*	S*	S*	S*	NS	NS	NS	NS	S*
<u>Behavior</u> How he ACTS	S*	S*			NS	NS	S*	NS	NS	NS

S Significant

NS Non-significant

* Significant at .05 level of confidence

** Significant at .01 level of confidence

 Experimental Group
 Control Group

Subjects in the control group measured little relationship between their view of the moral-ethical self and to the external dimensions of the self concept. Only the physical self behavior and the personal self behavior related significantly to the cell designated moral-ethical identity (Table X). The moral-ethical self-satisfaction aspect related significantly only to the moral-ethical behavior and the social self behavior (Table XI). The correlation between the moral-ethical self behavior related significantly to the physical self-satisfaction and behavior; the moral-ethical self-satisfaction; and

the social self-satisfaction (Table XII). Few relationships existed between the full self concept, however, within the internal framework, the moral-ethical self linked behavior to acceptance.

Relationships between personal self and the physical self, the moral-ethical self, the family self, and the social self

Simple correlations were computed between the internal components of the personal self (identity, self-satisfaction, and behavior) and the external dimensions of the self concept (physical, moral-ethical, and social) for both the experimental and the control groups (Table XXXIII - XXXV). The personal self reflects an individual's personal sense of worth, adequacy, and personality (Fitts, 1965: 3). Internally, the personal self is viewed in terms of what I am, how I feel about myself and what I do.

The experimental group indicated frequent significance between their view of the personal self with regard to the external dimensions of the self concept. Correlations between the personal self identity related significantly with the physical self identity and self-satisfaction; the moral-ethical identity; the personal self-satisfaction and behavior; and the social self identity and behavior (Table XIII). The personal self-satisfaction aspect was related significantly to the physical self identity and self-satisfaction; the moral-ethical self identity and behavior; the personal self identity and behavior; and the social self identity and behavior

(Table XIV). Findings indicate the personal self behavior relates significance between the physical self identity and self-satisfaction; the moral-ethical self-identity; the personal self identity and self-satisfaction; and the social self identity and behavior (Table XV). Results suggest that the personal self identity, acceptance, and behavior relate quite frequently with the overall concept of self. Likewise, all dimensions of the internal personal self interrelate among themselves. The view one holds of self, the self-satisfaction accepted and the behavior assumed by the personal self all influence one another. The personal self was frequently deemed to relate to all aspects of the overall self concept held by subjects representing the experimental group.

TABLE XIII RELATIONSHIPS BETWEEN THE PERSONAL SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	S*	S**	NS			NS	NS	S**	NS
<u>Self</u> <u>Satis-</u> <u>faction</u> ACCEPTS himself	S*	S*	NS	NS	S*	NS	NS	NS	NS	S**
<u>Behavior</u> How he ACTS	NS	S**	NS	NS	S**	NS	NS	NS	S**	NS

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

TABLE XIV RELATIONSHIPS BETWEEN THE PERSONAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	NS	S**	NS	S*	NS	NS	NS	S**	NS
<u>Self Satisfaction</u> ACCEPTS himself	S*	S**	NS	NS			NS	NS	NS	NS
<u>Behavior</u> How he ACTS	NS	S*	S*	NS	S*	NS	NS	NS	S*	NS

TABLE XV RELATIONSHIPS BETWEEN THE PERSONAL SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S*	NS	S**	S*	S**	NS	NS	NS	S**	NS
<u>Self Satisfaction</u> ACCEPTS himself	S*	NS	NS	NS	S*	NS	NS	NS	NS	NS
<u>Behavior</u> How he ACTS	NS	NS	NS	NS			NS	NS	S*	NS

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

The control group noted marginal significance between their view of the personal self and the external dimension of the self concept. Results of the study showed that the personal self identity related significantly with the physical self identity, self-satisfaction and behavior and the social self-satisfaction (Table XIII). The personal self-satisfaction only related significance to the aspects of physical self-satisfaction and behavior (Table XIV). Relationships drawn between the personal self behavior and the aspects of self concept noted significance to the moral-ethical self identity and non-significance to the remaining cell variables (Table XV). Correlations cited for the personal self identity focused upon all three components of the physical self. This suggests that personality was related to the control group's concept of appearance. Internal components of the personal self were not significantly related. Marginal significance was deemed to exist between the personal self and self concept in all areas other than the physical self.

Relationships between family self and the physical self, the moral-ethical self, the personal self, and the social self

Simple regression correlations were computed between the three internal components of the family self and the external dimensions of the self concept (physical, moral-ethical, personal, and social) for the experimental and the control groups (Tables XXXVI - XXXVIII).

The family self reflects an individual's feeling of worth, value and adequacy as a family member and evaluation of how he is perceived by his most immediate associates (Fitts, 1965: 3). His identity, his self-satisfaction and his behavior as a family member compose the internal framework for the family self.

The experimental group indicated relatively no significance between their view of the family self and the external dimensions of the self concept. The findings of this study indicated the family self identity to be significantly related with only two physical self aspects, the identity and the behavior (Table XVI). Significance was measured between the family self-satisfaction and the social self-satisfaction while, the family self behavior related significance to the moral-ethical self behavior and the social self-satisfaction also (Table XVII and XVIII). Analysis would indicate little significance existed for the experimental group between the family self and the concept of self.

TABLE XVI RELATIONSHIPS BETWEEN THE FAMILY SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S*	NS	NS	NS	NS	NS			NS	S*
<u>Self Satisfac-</u> <u>tion</u> ACCEPTS himself	NS	NS	NS	NS	NS	NS	NS	S**	NS	NS
<u>Behavior</u> How he ACTS	S*	NS	NS	NS	NS	NS	NS	NS	NS	S*

TABLE XVII RELATIONSHIPS BETWEEN THE FAMILY SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUP

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	NS	NS	NS	NS	NS	NS	NS	S**	NS	NS
<u>Self Satisfac-</u> <u>tion</u> ACCEPTS himself	NS	NS	NS	NS	NS	NS			S*	NS
<u>Behavior</u> How he ACTS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

TABLE XVIII RELATIONSHIPS BETWEEN THE FAMILY SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS
<u>Self Satisfac-</u> <u>tion</u> ACCEPTS himself	NS	NS	NS	NS	NS	NS	NS	NS	S*	NS
<u>Behavior</u> How he ACTS	NS	NS	S*	NS	NS	NS			NS	NS

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

As in the experimental group, the control group was unsuccessful in suggesting a definite relationship to exist between the family self and the overall self concept. The correlation between the family self identity significantly related the family self-satisfaction and the social self identity and behavior (Table XVI). The family self-satisfaction was significant to the family self identity while non-significant relationships occurred between the family self behavior and all dimensions of the self concept variables (Tables XVII and XVIII). Within the internal family self framework,

identity and acceptance were related. This would indicate that the control group subjects were satisfied with their identity within their family environment.

Relationships between social self and the physical self, the moral-ethical, the personal self and the family self

Correlations were calculated between the three internal components of the social self (identity, self-satisfaction and behavior) and the external dimensions of the self concept (physical, moral-ethical, personal, and family) for the experimental and the control groups (Tables XXXIX - XXXXI). The social self reflects an individual sense of adequacy and worth in social interactions with others (Fitts, 1965: 3). The internal frame of reference conveys the message of identity, self-satisfaction, and behavior with regard to the individual as an interacting social being.

The experimental group expressed frequent relationships between their social self and the external dimensions of the self concept. The social self identity aspect of self related significantly to the physical self identity and self-satisfaction; the moral-ethical identity and behavior; the personal self identity, self-satisfaction, and behavior; and the social self behavior (Table XIX). Between the social self-satisfaction significant relationships were deemed to the family self-satisfaction and behavior aspects of self (Table XX). Last, results

from the study of social self behavior, significant relationships existed between the physical self identity; the moral-ethical identity; the personal self identity, self-satisfaction, and behavior; and the social self identity (Table XI). These findings would indicate that the social self identity and behavior were frequently related to the overall concept of self. The social self-satisfaction on the other hand, measured little significance to self concept variables. This would indicate that possibly the experimental group's subjects did not feel socially accepted in their masculine role. Viewing just the internal framework of the social self, identity, and behavior correlations suggest role identity might come easier if subjects were allowed to assume the role behavior. Aspects of the social self were deemed frequently to show significance in the experimental group's overall concept of self.

TABLE XIX RELATIONSHIPS BETWEEN THE SOCIAL SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S**	S*	S**	NS	S**	NS	NS	S*		
<u>Self Satisfaction</u> ACCEPTS himself	S**	NS	NS	NS	S**	NS	NS	NS	NS	S*
<u>Behavior</u> How he ACTS	NS	S*	S*	NS	S**	NS	NS	NS	S**	S*

TABLE XX RELATIONSHIPS BETWEEN THE SOCIAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	NS	NS	NS	NS	NS	NS	NS	NS	NS	S*
<u>Self Satisfaction</u> ACCEPTS himself	NS	NS	NS	NS	NS	NS	S*	S*		
<u>Behavior</u> How he ACTS	NS	NS	NS	NS	NS	NS	S*	S*	NS	S**

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

TABLE XXI RELATIONSHIPS BETWEEN THE SOCIAL SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	Physical Self		Moral-Ethical Self		Personal Self		Family Self		Social Self	
<u>Identity</u> What he IS	S*	NS	S*	NS	S**	NS	NS	S*	S**	S*
<u>Self-Satisfaction</u> ACCEPTS himself	NS	NS	NS	S*	S**	NS	NS	NS	NS	S**
<u>Behavior</u> How he ACTS	NS	NS	NS	S*	S*	NS	NS	NS	[Patterned Box]	

S Significant
 NS Non-significant
 * Significant at .05 level of confidence
 ** Significant at .01 level of confidence

 Experimental Group
 Control Group

The control group frequently measured significant relationships between their social self and the external dimensions of the self concept. From the results of the study, the social self identity was significantly related to the physical self identity and behavior; the family self identity; and the social self-satisfaction and behavior (Table XIX). The social self-satisfaction related to the family self-satisfaction and behavior as well as to the social self identity and behavior (Table XX). The results of this study indicated that the social self behavior of the control group related significantly to the

moral-ethical self-satisfaction and behavior; the family self identity; and the social self identity and self-satisfaction (Table XXI).

Findings suggest the social self to be frequently related to the full concept of self. As in the experimental group, identity and behavior recorded more significant correlations to the other cell components. Social self acceptance had more of relationships between the cells in the overall concept of self. This observation strengthens the indication that subjects who felt socially accepted in a role often experience less difficulty accepting the role as part of his overall self concept. Aspects of the social self were deemed to frequently measure significance in the control group's concept of self.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Adolescence is a period when self image becomes crucial, self identity established and the self concept thought to be the controlling force underlying behavior patterns of the individual. During recent years equality of the sexes has altered the traditional sex role patterns placing females in positions typically held by males. Clothing and role serve as symbols from which the adolescent girl defines her identity and molds an individual's concept of self. Exploring the internal effects experienced by a sex role reversal will contribute to the understanding of an adolescent girl's behavior.

A pilot study was initiated to measure the effects masculine clothing and a masculine work role influence the self concept of adolescent girls. Insight gained from conducting a small scale investigation would provide the understanding necessary in future structuring of long-term research projects.

The sample consisted of forty subjects, two evenly divided groups of adolescent girls deemed experimental and control, enrolled in high schools located in two Montana cities, and participants in a vocational program demanding the maintenance of a designated attire. Subjects constituting the experimental group represented enrollees in

Lolo National Forest's summer Youth Conservation Corps while, the control group represented female members of Bozeman Senior High School's fall Distributive Education Club of America. The average subject representative of the experimental and the control group was found to be sixteen years old, in the eleventh grade, caucasian and a member of Hollingshead III social class category.

Treatments introduced into the study focused upon the specific clothing and role designated to subjects in the experimental and the control groups. The experimental group wore a regulation Forest Service field work garb consisting of hard hat, work shirt, work pants, high top work boots and leather work gloves. Subjects engaged in summer field projects regularly assigned all male work crews; brush piling, trail maintenance, fencing, tree marking, rodent analysis and tree thinning. The control group assumed a feminine mode of dress consisting of dresses, skirt and sweater coordinates, jumpers, simple tailored suits, and pantsuits. Subjects were placed in occupational positions frequently held by women: sales personnel, office worker, clerk and waitress.

Data was collected by means of two instruments. The Tennessee Self Concept Scale Counseling Form which served as the measurement of self concept, while a demographic questionnaire developed served to yield background information about the subjects

age, grade in school, race, and social class; variables deemed influential in the level of self concept. Testing was administered on a pre-test and post-test basis for the Tennessee Self Concept Scale, with the demographic questionnaire completed during the pre-test session. A seven and one half week time interval lapsed between pre- and post-tests for each group which conformed to the full duration of the Youth Conservation Crops program. Analysis of the data involved a paired t-test and simple regression correlations with significance established at .05 level of confidence.

From the review of literature the concept of self has been demonstrated to be highly influential in much of human behavior from both an internal and external frame of reference. The TSCS represented a multidimensional description of self concept. From the row scheme three internal messages are conveyed: 1. what I am (identity), 2. how I accept myself (self-satisfaction) and 3. what I do (behavior). The column scheme conveys the external description of one's: 1. physical self, 2. moral-ethical self, 3. personal self, 4. family self and 5. social self. Horizontal row scores and vertical column scores comprise a block composed of fifteen cells which when totaled constitute the total Positive or total P Score a measurement of self esteem. Change measured within the individual cell variables suggests a change in one's perception of self, or his concept of self.

Hypotheses for this study were:

1. There will be no difference between the TSCS pre-test and post-test mean differences measured for each of the nine Positive Scores (self esteem) and the self-criticism sub-scale within both the experimental and the control groups.

The results of the study show that, for the experimental group, there was no difference between pre-test and post-test mean differences for each of the nine TSCS Positive Self Esteem Scores and the TSCS self criticism sub-scale as was not predicted. Thus: for this sample, the Positive Scores, a reflection upon both the internal and external self concept frame of reference, did not measure significant differences over the seven and one half week test interval. Self criticism, a measure for the open capacity to accept self criticism, significant differences were not measured. The null hypothesis was therefore accepted. However, in the case of self criticism, the result of this finding was noteworthy lacking in defenses and may be pathologically undefended. Extremely low scores would indicate defensiveness. The fact that no differences between the pre-test and the post-test mean scores would suggest that assuming masculine clothing in a masculine work role did not alter the experimental group's capacity for self criticism.

Findings from the control group acknowledged only one sub-scale to measure significance between pre-test and post-test mean differences

for each of the nine TSCS Positive Scores and the TSCS self criticism sub-scale. Self-Satisfaction, a description of how the individual feels about the self he perceives, measured significance between pre-test and post-test mean differences. Thus, for the control group, subjects expressed increased self satisfaction and acceptance over the seven and one half week period of investigation. Again, as was the case with the experimental group, non-significant mean differences for the self criticism portion of the TSCS indicated no change from the healthy level of openness to levels of extreme defensiveness. The remaining eight Positive Scores and the self criticism score experienced no significant change. Therefore, the null hypothesis was accepted in all aspects other than Row II where significance was deemed at the .05 level of confidence.

2. There will be no relationship between the TSCS pre-test and the post-test mean differences measured for the Total P Score (level of self esteem) and the fifteen Positive Cell Scores within both the experimental and the control groups.

The experimental group recorded significant positive relations between mean differences measured for the Total P. Score and fourteen of the Positive Cell Scores. At the .05 level of confidence, the Total P. Score, the level of self esteem, was significantly correlated with the family self identity, family self behavior, and social self acceptance. At the .01 level of confidence the level of self esteem

was related to the physical self, identity, acceptance and behavior; the moral-ethical self, identity, acceptance and behavior; the personal self, identity, acceptance, and behavior; and the social self, identity and behavior. The null hypothesis was rejected for all the aspects cited above. The family self acceptance was the only aspect of self which did not show a relationship to self esteem, thus the null hypothesis was accepted.

The control group recorded significant positive relationships between the TSCS pre-test and the TSCS post-test mean differences measured for the Total P. Score and thirteen of the Positive Cell Scores. At the .05 level of confidence with the physical self, identity, moral-ethical acceptance, and personal self acceptance. At the .01 level of confidence the level of self esteem was related to the physical self acceptance and behavior; the moral-ethical self identity and behavior; the personal self identity; the family self acceptance and social self identity, acceptance and behavior. The null hypothesis was rejected for all of the above aspects cited for the control group. Personal self behavior and family self behavior were not significantly related to the level of self esteem. Therefore, the null hypothesis was accepted.

Conclusions

Differences noted between pre-test and post-test scores over a seven and one half week time interval indicated no change for the experimental group and increase in the level of self-satisfaction for the control groups concept of self. This would indicate that members in the group of adolescent girls which wore feminine clothing in a feminine work role found it easier to accept the concept of her perceived self.

The direct relationship between the level of self esteem to the internal and external concept of self, subjects from both the experimental and control groups indicated self esteem to correspond with external dimensions of the physical self moral-ethical self and social self. Identity, or how the individual internally perceives himself, was found to relate to the overall level of self esteem among subjects in both the groups.

From the standpoint of interrelationships within the various external self concept variables subjects representing the experimental group felt the physical self influenced the concept of self. Where as the control group expressed the social self as relating to their self concept. Identity for the experimental group came from behavior or actions. While identity for the control group came from self-satisfaction or acceptance.

Recommendations

For this study

This study was limited within the realm of population size, methods of sampling, and existing time limitations. Conditions were believed to be adequate in light of a pilot study. Correlations, however, cannot be drawn to the total population of adolescent girls due to the limitations imposed. The investigation needs to be repeated on a more inclusive scale by using a larger population, clothing values, methods of random sampling, and encompass a longer time period.

For other studies

This study was limited to adolescent girls placed entirely in the position of an out-of-door Forest Service field work position. It would be interesting to know if adolescent girls placed within an indoor environment with a male work role would measure similar responses.

A clothing interest questionnaire might be devised to measure a subjects feelings about clothing in general. Analysis to determine the degrees of self concept change with an individual's expressed clothing interest could be correlated and conclusive comparisons facilitated. An instrument, such as this might have been useful in the present study to determine how the girls felt about the importance of clothing. Changes in self concept could then have been compared to the value placed upon clothing at the beginning and end of the study.

A longitudinal follow up study of the two groups of adolescent girls could be conducted to determine if changes noted in the experimental group's self concept remained permanent, or if after a time away from the experimental treatment returned to their original point of origin.

A study could be done to determine the affects masculine attire influences adolescent girls behavior in a school environment. Such knowledge would be helpful in clarifying questions raised in conjunction with changing high school dress code policies.

APPENDIX A

Tennessee Self Concept Scale Counseling Form Score Sheet

SCORE SHEET

NAME	GRADE	AGE	SEX	DATE
------	-------	-----	-----	------

HOW THE INDIVIDUAL PERCEIVES HIMSELF

	C.A.	C.B.	C.C.	C.D.	C.E.	S.C.	Row Totals
R.I.	P _____	P _____	P _____	P _____	P _____	Pos itive P	V.
R.II.	P _____	P _____	P _____	P _____	P _____		
R.III.	P _____	P _____	P _____	P _____	P _____	S.C. []	
Col. Totals	P _____	P _____	P _____	P _____	P _____	T.P.	R.V. []

91

C.V. [] T.V.

Distribution of Responses

Totals 5 4 3 2 1
 x2 x1 x1 x2

D = _____ + _____ + _____ + _____ = []

APPENDIX B

Demographic Questionnaire for Subjects

BACKGROUND INFORMATION

1. Where have you lived most of your life?

_____, _____
(city or town) (state)

2. What adults do you live with?

1....father and mother

2....father only

3....mother only

4....other (please specify) _____

3. Who contributes most to the financial support of your family?

1....your father

2....your mother

3....some other person (Explain who this person is; an uncle,
your brothers, etc.) _____

4. How far did the person who contributes most the financial support of your family go in school? (Circle the appropriate number.)

1....no school

6....some college

2....some grade school

7....graduated from college

3....graduated from grade
school

8....other (explain) _____

4....some high school

9....don't know

5....graduated from high school

5. What does the person who contributes most to the financial support of your family do for a living? (Describe what this person does and state the name of the company he or she works for.)
-
-

6. Does your family receive financial support from any other person or source?

1....no

2....yes (Explain who: mother, brother, pension, welfare,
social security) _____

7. Please estimate the yearly income which the main wage earner receives.

1....less than \$5999

3....\$10,000 - \$24,999

2....\$6000-\$9999

4....over \$25,000

APPENDIX C
Additional Tables

TABLE XXII. DISTRIBUTION OF SUBJECTS BY AGE

Age	Experimental		Control	
	No.	%	No.	%
14	--	--	--	--
15	3	15	--	--
16	8	40	6	30
17	7	35	9	45
18	2	10	5	25
Other	--	--	--	--
Total	20	100	20	100

TABLE XXIII. DISTRIBUTION OF SUBJECTS BY GRADE IN SCHOOL

Grade	Experimental		Control	
	No.	%	No.	%
10	2	10	--	--
11	7	35	6	30
12	8	40	14	70
graduate	3	15	--	--
Total	20	100	20	100

TABLE XXIV. DISTRIBUTION OF SUBJECTS BY SOCIAL CLASS

Social Class	Experimental		Control	
	No.	%	No.	%
I	1	5	1	5
II	3	15	2	10
III	10	50	11	55
IV	6	30	6	30
V	--	--	--	--
Unknown	--	--	--	--
Total	20	100	20	100

TABLE XXV. TENNESSEE SELF CONCEPT SCALE SUB-SCALE MEANS

Sub-Scale	Experimental		Control	
	pre-test	post-test	pre-test	post-test
S.C.	37.10	36.65	35.80	34.45
T.P.	329.45	324.35	329.95	333.30
R.I.	122.55	117.30	121.05	120.55
R.II	99.60	101.00	99.45	105.35
R.III.	107.30	106.05	109.20	108.60
C.A.	67.45	66.00	66.00	67.25
C.B.	68.25	66.15	65.65	65.55
C.C.	62.90	61.55	64.75	65.65
C.D.	67.65	69.10	65.50	66.40
C.E.	63.30	61.85	68.20	68.45
C.V.	28.70	26.05	26.35	23.10
R.V.	19.90	20.40	16.10	16.30
T.V.	48.45	46.30	42.45	38.90
D.	107.60	101.55	100.30	94.10

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXVI. REGRESSION CORRELATION BETWEEN THE TOTAL P SCORE (LEVEL OF SELF ESTEEM) AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.8212**	.7365**	.6434**	.0542*	.8274**
RII	.7165**	.5744**	.7348**	.0158	.4510*
RIII	.6166**	.7006**	.6028**	.5048*	.6078**
<u>Control</u>					
RI	.4837*	.5110*	.8163**	.5043*	.5775**
RII	.7385**	.5318*	.4934*	.6143**	.7758**
RIII	.8713**	.6028**	.3252	-.0439	.6756**

* Significant at .05 level of confidence

** Significant at .01 level of confidence

TABLE XXVII. REGRESSION CORRELATIONS BETWEEN THE PHYSICAL SELF IDENTITY
AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL
GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	--	.7720**	.6174**	.4982*	.6055**
RII	.7215**	.5229*	.6128**	-.3752	.0177
RIII	.5960**	.6001**	.4997*	.2700	.4798*
<u>Control</u>					
RI	--	-.0303	.5250*	.2454	.4835*
RII	.2791	-.1336	.3615	.4186	.2218
RIII	.5295	.0854	.0809	.0188	.0105

* Significant at .05 level of confidence

** Significant at .01 level of confidence

TABLE XXVIII. REGRESSION CORRELATIONS BETWEEN THE PHYSICAL SELF SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.7215**	.5365*	.4599*	.1327	.5829**
RII	--	.5759*	.4645*	.0687	.2176
RIII	.3773	.4381	.4509*	.2004	.3167
<u>Control</u>					
RI	.2791	.2223	.5565*	.0838	.2339
RII	--	.4115	.6640**	.3949	.5879**
RIII	.6962**	.4662*	.1972	.0753	.3375

* Significant at .05 level of confidence

** Significant at .01 level of confidence

TABLE XXIX. REGRESSION CORRELATIONS BETWEEN THE PHYSICAL SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.5960**	.2551	.3512	.5691**	.4371
RII	.3773	.5566*	.3736	-.0812	.1933
RIII	--	.4994*	.3771	.2264	.0768
<u>Control</u>					
RI	.5295*	.4456*	.6220**	.3204	.4915*
RII	.6962**	.3595	.5213*	.4891	.5783**
RIII	--	.5152*	.3499	.0513	.4373

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXX. REGRESSION CORRELATIONS BETWEEN THE MORAL-ETHICAL SELF
IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE
CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.7720**	--	.6386**	.2976	.5647**
RII	.5365*	.1187	.5835**	-.2580	.1169
RIII	.2551	.6205**	.6448**	.3303	.4995*
<u>Control</u>					
RI	-.0303	--	.4125	.2016	.2165
RII	.2223	.3652	.0602	.1633	.3291
RIII	.4456*	.4226	.5240*	.0631	.4208

* Significant at .05 level of confidence

** Significant at .01 level of confidence

TABLE XXXI. REGRESSION CORRELATIONS BETWEEN THE MORAL-ETHICAL SELF-SATISFACTION AND POSITIVES SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.5229*	.1187	.1484	.3510	.4255
RII	.5759**	--	.3296	.0066	.1360
RIII	.5566*	.4724*	.1553	.2251	.1505
<u>Control</u>					
RI	-.1336	.3652	.3992	.2597	.0906
RII	.4115	--	.0288	.3516	.2402
RIII	.3595	.4906*	.2572	.0520	.4730*

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXII. REGRESSION CORRELATIONS BETWEEN THE MORAL-ETHICAL SELF BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.6001**	.6205**	.2296	.2272	.4553*
RII	.4381	.4724*	.4774*	.0240	.0922
RIII	.4994*	--	.4431	.5332	.2343
<u>Control</u>					
RI	.0854	.4226	.4277	-.0113	.0716
RII	.4662*	.4906*	.0725	.3308	.5616**
RIII	.5152*	--	.3581	-.0913	.4041

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXIII. REGRESSION CORRELATIONS BETWEEN THE PERSONAL SELF
IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND
THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.6174**	.6386**	--	.1682	.6295**
RII	.4599*	.1484	.5791**	-.4430	.2967
RIII	.3512	.2296	.6505**	.0432	.6410**
<u>Control</u>					
RI	.5250*	.4125	--	.4357	.4397
RII	.5565*	.3992	.2514	.4262	.6230**
RIII	.6220**	.4277	.3758	.0751	.4240

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXIV. REGRESSION CORRELATIONS BETWEEN THE PERSONAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.6128**	.5835**	.5791**	.2744	.6182**
RII	.4645*	.3296	--	-.1604	.2494
RIII	.3736	.4774	.6380**	.1166	.5923**
<u>Control</u>					
RI	.3615	.0602	.2514	-.0227	.2365
RII	.6640**	.0288	--	.3664	.3959
RIII	.5213*	.0725	-.0011	-.0536	.0315

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXV. REGRESSION CORRELATIONS BETWEEN THE PERSONAL SELF
BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL AND
THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.4997*	.6448**	.6505**	.3146	.5891**
RII	.4209*	.1553	.6380**	.0457	.4281
RIII	.3771	.4431	---	.1323	.5076*
<u>Control</u>					
RI	-.0809	.5240*	.3758	-.2049	-.0786
RII	.1972	.2572	-.0011	-.2256	.3209
RIII	.3499	.3581	---	.0751	.3469

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXVI. REGRESSION CORRELATIONS BETWEEN THE FAMILY SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.4982*	.2976	.1682	--	.4093
RII	.1327	.3510	.2744	-.1010	.0999
RIII	.5691**	.2272	.3146	.3199	.2441
<u>Control</u>					
RI	.2454	.2016	.4357	--	.5004*
RII	.0838	.2597	-.0227	.6033**	.3937
RIII	.3204	-.0113	-.2049	-.0886	.5604*

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXVII. REGRESSION CORRELATIONS BETWEEN THE FAMILY SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	-.3752	-.2580	-.4430	-.1010	-.0333
RII	-.0687	-.0066	-.1604	--	.4655
RIII	-.0812	.0240	.4377	.3022	-.1469
<u>Control</u>					
RI	.4186	.1633	.4262	.6033**	.2669
RII	.3949	.3516	.3664	--	.3457
RIII	.4091	.3308	-.2256	-.0777	.2276

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXVIII. REGRESSION CORRELATIONS BETWEEN THE FAMILY SELF
BEHAVIOR AND POSITIVE SCORES FOR THE EXPERIMENTAL
AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.2700	.3303	.0403	.3199	.3013
RII	.2004	.2251	.1166	.3022	.4824*
RIII	.2264	.5332*	.1323	--	.1312
<u>Control</u>					
RI	.0188	-.06319	-.0751	-.0886	-.1160
RII	-.0705	.0520	-.0536	-.0777	-.2650
RIII	.0513	-.0913	-.0582	--	-.1606

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXIX. REGRESSION CORRELATIONS BETWEEN THE SOCIAL SELF IDENTITY AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.6055**	.5647**	.6295**	.4093	--
RII	.5829**	.4255	.6182**	-.0333	.3530
RIII	.4371	.4553*	.5891**	.3013	.6191**
<u>Control</u>					
RI	.4835*	.2165	.4397	.5004*	--
RII	.2339	.0906	.2365	.2669	.4546*
RIII	.4915*	.0716	-.0786	-.1160	.5338*

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXX. REGRESSION CORRELATIONS BETWEEN THE SOCIAL SELF-SATISFACTION AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL GROUPS.

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.0177	.1169	.2967	.0999	.3530
RII	.2176	.1360	.2494	.4655*	--
RIII	.1933	.0922	.4281	.4824*	.2097
<u>Control</u>					
RI	.2218	.3291	.6230**	.3937	.4546*
RII	.5879**	.2402	.3959	.3457	--
RIII	.5783**	.5616**	.3209	-.2650	.6844**

*Significant at .05 level of confidence

**Significant at .01 level of confidence

TABLE XXXXI. REGRESSION CORRELATIONS BETWEEN THE SOCIAL SELF BEHAVIOR
AND POSITIVE SCORES FOR THE EXPERIMENTAL AND THE CONTROL
GROUPS

	C.A.	C.B.	C.C.	C.D.	C.E.
<u>Experimental</u>					
RI	.4798*	.4995*	.6401*	.2441	.6191**
RII	.3167	.1505	.5923**	-.1469	.2097
RIII	.0768	.2343	.5076*	.1312	--
<u>Control</u>					
RI	.0105	.4208	.4240	.5604*	.5338*
RII	.3375	.4730*	.0315	.2276	.6844**
RIII	.4973	.4841*	.3469	-.1606	--

*Significant at .05 level of confidence

**Significant at .01 level of confidence

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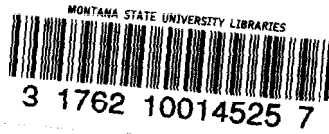
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