THE RELATIONSHIP BETWEEN HIGH SCHOOL STUDENTS' CLOTHING SATISFACTION AND ACADEMIC ACHIEVEMENT IN A RURAL COMMUNITY

A Thesis

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ABSTRACT

This study was conducted to determine whether there was a relationship between adolescent high school students' levels of clothing satisfaction and their current levels of academic achievement.

A questionnaire eliciting (1) demographic data and (2) levels of clothing satisfaction was used. Responses of 100 Indian and White students at one rural high school in grades eight to twelve were analysed.

Students' levels of clothing satisfaction, (LCS) were correlated with their levels of academic achievement (LAA). Demographic data were examined to determine their effect on LCS and LAA.

No significant correlation existed between levels of clothing satisfaction (LCS) and levels of academic achievement (LAA). In subsequent analysis, no significant difference was found between the correlation of LCS and LAA for boys and for girls, for Indians and for Whites, or for juniors and seniors. Levels of clothing satisfaction were generally high while levels of academic achievement were low.

Demographic characteristics of the population were used to explain the lack of correlation between level of clothing satisfaction and level of academic achievement. Father's occupation, parents' income, friends' academic aspirations, self-evaluation of dress, and attitude toward self-selected clothes demonstrated a greater relationship to clothing satisfaction than did academic achievement. Race, parents' income, geographic mobility, grades repeated, friends' academic aspirations and self- confidence demonstrated a greater relationship to academic achievement than did clothing satisfaction.

DEDICATION

This work is dedicated to my husband, Derek, whose steadfast help, encouragement and inspiration throughout the project has been invaluable.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

A critical period of social, psychological, sexual and emotional development occurs with adolescence; for this reason adolescent clothing behavior has been a major topic for sociological research on clothing. Need for the approval of others, acceptance by peer group and vacillating ideals and attitudes mark adolescence as a difficult period during which clothing can play a supportive or detracting role.

School life forces adolescents into close and prolonged contact with peers. At school, the mixing of students from different races, family backgrounds, religions and socio-economic statuses tends to direct attention toward individual differences among them. In such a situation, appearance and dress can be an important means of minimizing these differences. Clothing, among such variables as leadership, sports, automobiles and academic achievement appears to be a vehicle for gaining approval from and acceptance by peers. Accepted clothes convey reassurance and self-confidence upon the wearer by focusing personality and expressing to others an idea of the self.

If clothes are important to the adolescent in the school situation, perhaps his satisfaction or dissatisfaction with clothing may have an overall effect on his school life. Such an effect might be reflected in his school work in general and specifically seen in his academic achievement. It seems reasonable to assume that students who are confident of their appearance and acceptability would perform better academically.

At the present time, there is no experimental evidence to support or refute the possibility of a relationship between clothing satisfaction and academic achievement. It was the purpose of this study to investigate the possibility of a relationship between level of clothing satisfaction and level of academic achievement for adolescent high school students.

This study is important, for, if the relationship between clothing satisfaction and academic achievement were established, this would suggest that clothing was more important to adolescents than generally believed. Such factors as parental education, income and occupation have been associated with achievement. However, a link between clothing satisfaction and academic achievement would suggest a need for further investigation in terms of equalizing and improving clothing satisfaction among students whereby level of academic achievement might also be improved.

The two concepts fundamental to this study are (1) academic achievement and (2) clothing satisfaction. Academic achievement is generally considered in this study as scholastic effort expressed in terms of a grade assigned to the student by the teacher. This achievement can be conceptualized in progressive levels.

Clothing satisfaction is comprised of three components: appearance, comfort and quantity, which together result in a total contentment with clothing possessed by adolescents. Like academic achievement, clothing satisfaction can be conceptualized in progressive levels.

The format of this thesis will be divided into seven chapters. Chapter II will contain the review of literature relevant to academic

achievement and clothing satisfaction, the two major variables in this study. In Chapter III the problem will be stated in specific terms, together with the assumptions inherent to the study. Methodology will be the subject of Chapter IV, while in Chapter V the results of the study will be presented. A discussion of the results will comprise Chapter VI. Finally, in Chapter VII, a summary of the study will be presented from which conclusions and recommendations will be drawn.

CHAPTER II

RELATED LITERATURE

Literature concerning adolescents and their clothing behavior which is relevant to this study is limited. The research most closely related to the two major variables of this study, level of clothing satisfaction and level of academic achievement, will be reviewed under the topics of (1) clothing and acceptance, (2) clothing satisfaction, (3) clothing and participation and (4) clothing and academic achievement.

Clothing and Acceptance

In the statement, "Whether we like it or not we're judged by what we wear," Kernaleguen (cited in Kilsdonk, 1972:13) reiterates the findings of Jacobsen (1945:142-5) and Ryan (1966:37), namely, that individuals tend to use clothing as a means of estimating character and personality in others. This is especially true when forming first impressions. Jacobsen (1945:142-5) demonstrated that respondents formed opinions about the physical and psychological characteristics of persons they viewed even when they were strangers. It has since been suggested by Ryan (1966:37) that specific forms of dress lead to generalized attitudes about the wearer and suggest stereotyped behavior and conditions. For example, the appearance of the so-called "hippie" may suggest left-wing political activity, shiftlessness and unhygenic living conditions, thus the viewer may reject the hippie. Ryan (1966:8) also states that impressions based on appearance tend to remain and mediate later social interaction.

Dearborn (1918:1-72) has suggested that at one time or another most people use clothing as a means of protection from rejection by others. Hurlock (1929:637-639) and Barr (1934:77) agree that one of the strongest motives for clothing choices is conformity to and acceptance by the group. Clothes appear to be very important to the adolescent in establishing his initial status among his peers according to the work of Cannon, Staples and Carlson (1952:710-713), a finding later confirmed by Kelly and Eicher (1970:246-250). Furthermore, Cannon, et al. (1952:713) found that the most popular girls met or exceeded the personal appearance norms for their group. Using a smaller group in an all-Negro study, Kittles (1961: 29) found there was a positive relationship between good clothing judgement and social acceptability.

Ryan (1966:286) has also noted that conforming to peer group norms in appearance gives adolescents a sense of security and self-confidence. Although Kelly and Eicher (1970:246-250) concluded from their study that clothing and appearance alone were insufficient grounds for long-range group acceptance, they believed that appearance was one important factor which a teenager considers in friendship choices. Clothes appear very important to the adolescent in establishing his initial status among his peers. The clothes the adolescent wears help to create the impression he makes on others and also identify him as belonging to a particular peer group.

Clothing Satisfaction

The components of clothing satisfaction reported by Ryan (Ryan 1966:180,249) include "becomingness, comfort, durability, ease of care,

ease of putting on and taking off, performance, stability and versatility". (Ryan, 1966:180). In addition, cost, beauty and similarity to friends' clothes are components of satisfaction.

Many different techniques have been used by investigators to measure the degree of clothing satisfaction among individuals. The majority of these techniques have measured clothing satisfaction in terms of consumer purchasing behavior rather than individual attitudes and values. However, it has been established in various studies that clothing satisfaction has been based primarily on two factors, appearance or becomingness and comfort or fit.

In 1954 Cassidy, (cited in Ryan 1966:261) demonstrated that style and design detail were most frequently given as the reasons for liking a garment. Thompson and Tucker (1958:783-784) found appearance to be the prime consideration in clothing satisfaction for the groups they studied. Appearance was also of primary importance in the results of the Northeast Regional studies.[1] (cited in Ryan, 1966:181).

Other studies reviewed by Ryan in which appearance was of high importance include those of Shannon, Morris and Ryan, (1966:249-250, 251, 294).

Comfort has generally been considered the second most important component of clothing satisfaction. In Ryan's (1966:181) discussion of the Northeast Regional studies mentioned earlier, comfort was listed second in importance. However, Ryan also cites the works of Lawrence, Glickman

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[1]Northeast Regional Studies refers to Northeast Regional Research Project in clothing and textiles carried out under the auspices of the Clothing and Textiles Subject Matter section of the American Home Economics Association.

and Baldwin, all of whom found comfort or fit to be most important to the boys they tested. (Ryan, 1966:256,282). Magrabi is cited by Ryan (1966:256) to have found the items related to comfort placed in the two highest categories of importance by over half the girls tested. Dissatisfaction with clothing was most often found to be related to "poor fit" or lack of comfort in the studies of Lynn and Barnes. (cited in Ryan, 1966:123,257).

The quantity of clothes in the adolescent's wardrobe also seemed to influence clothing satisfaction. Ryan (1966:254) cites Morris and Silverman in support of this. In her own study, Ryan (1966:290) found quantity of garments in the wardrobe was a significant factor in clothing satisfaction.

Clothing satisfaction is related to individual interests and values. As a child matures his interests change and consequently his clothing needs change. Kelly and Turner (1970:396-400) who tested a group of lower-class, first grade children found them to have a well-developed awareness of clothing and to be generally satisfied with their clothes. Although these children were not dressed fashionably, they were satisfied merely to be dressed similar to their peers.

Gesell (1956:318-322) notes the increasing interest in clothes among adolescents during their thirteenth and fourteenth years which tapers off slightly after the age of fifteen. Whereas the thirteen-year-old was concerned with looking attractive generally, the fourteen and fifteen-year-olds seemed more sensitive to the opinions of peers, tending to imitate and comply with their specific tastes and styles. In the

studies reviewed by Ryan (1966:255,256,282) Glickman, Lawrence and Baldwin found that clothing comfort became increasingly important to boys as they matured from fifteen to nineteen, while Kitamura (1951:67-8) observed among adolescent Japanese boys that as they matured they were not only less indifferent but more generally dissatisfied with their clothes.

Clothing and Participation

Inasmuch as self-confidence and social participation may be considered elements affecting academic achievement, the work of Ryan, Silverman and Verner and Hoffer (cited in Ryan, 1966:291) suggests a possible relationship between academic achievement and clothing satisfaction. In Ryan's own work (1966:291) feelings of inadequacy of clothing were related to lack of self-confidence, lack of social confidence, hesitancy to participate in activities and withdrawal from the group. On the other hand, she found that being well-dressed produced feelings of comfort, ease and relaxation. Not only is this true, but Silverman (cited in Ryan, 1966: 291) demonstrated that for adolescents the enjoyment of an event is contingent upon appropriate dress for the occasion.

The findings of Stein (1955:81) indicated that underprivileged children were unwilling to participate in certain kinds of activities partly because they thought their clothes were inadequate. The children made specific statements about their clothes noting that they were "torn" or "not pretty enough". Lynd and Lynd (1929:163) note that felt inadequacies in clothing led to high school students dropping out of school completely, thus terminating their participation.

Leadership in activities is frequently associated with leadership in other areas, including fashion. (Katz and Lazarsfeld, 1955:247). Morton (1926:584-6) and Dickins (1944:341-49) found that participation in social events is greatly influenced by felt adequacy of wardrobe. The work of Silverman (1945:77) confirms this in demonstrating that pupils rated superior in dress participated in twice as many extra-curricular activities as pupils receiving low ratings.

Clothing and Academic Achievement

There are many factors which affect the academic achievement of high school students. In discussing the effect of socio-economic status upon achievement, Lavin (1965:122-49) notes thirteen studies which report a positive relationship between socio-economic status and academic performance, that is, the higher the socio-economic status the higher the achievement. Education and occupation(s) of the parents are important elements in the status of the student's family. The higher the education of both parents, but particularly of the father, the higher the occupational status is likely to be, and correspondingly, the higher the living standard.

Furthermore, it may be noted that family size may affect the student's academic achievement in that the lower the socio-economic status the larger the family size is likely to be. Family size is inversely related to intelligence and to academic achievement. (Nisbet, 1965:273-287).

Nelson (1969:456-58) found in his study of ninth grade pupils that there was no difference in the school achievement of children from homes

where the mother worked outside the home full-time, part-time or not at all. In fact, Tuttle (cited in Nelson, 1969:458) observed the achievement of children of working mothers to be superior. Hoffman's study demonstrated that the children of mothers who had to work obtained higher grades in school than the children of mothers who chose to work, though not for economic reasons. (Hoffman, 1961:187).

The peer group exerts a powerful influence upon achievement levels. Popular children are those who do well in school, but not too well. (Buswell, 1953:37-52). It is thought that peers at the high school level frequently value group excellence, as in sports, over individual mastery, as in scholarship. (Coleman, undated:9). Unpopular children are most often scholastic failures, according to Buswell (1953:37-52). "Although a child may compensate for rejection by his peers by concentrating on his school work it is more likely that such rejection leads to underachievement and withdrawal from the academic arena". (Medinnus and Johnson, 1969:466).

Racial differences are also important in their effect on academic achievement. Hawthorn (1967:105) believes that the Indian child enters the school system at a disadvantage due to his cultural background which contains many of the elements of "slum" culture; such as over-crowding, poor nutrition, language difficulty, lower income, less dependable income and bad housing. Though the Indian culture may have conferred its own rich experiences on the child, these are seldom the experiences demanded in the school situation. Accordingly, Hawthorn found that Indian children generally score lower on intelligence tests and demonstrate lower academic achievement.

In view of the findings of Hawthorn, it is not surprising that Elliott (1970:73) found Indians had lower educational and occupational aspirations than Whites. Though he noted that Indian students whose parents worked full-time had higher aspirations, he also noted that few aspired to do better than their parents.

Finally, it must be noted that clothing contributes to academic achievement. Miller and Swanson (cited in Ryan, 1966:294) provided evidence that the student's confidence in his clothes leads to greater participation in the classroom. It has also been suggested that inappropriate dress in the classroom leads to disruptive behavior (Langner, 1959:142), although this has not been demonstrated.

Perhaps one of the more serious effects of clothing on academic achievement has been seen when it results in dropping out, either physically, as McLuhan puts it (1966:40), or physically, as the term has been more commonly used. Ryan (1966:294) has suggested that refusal to recite, volunteer ideas and contribute to class discussion are forms of psychic dropping out which may often be traced to a student's reticence to draw attention to himself because of felt inadequacy of clothing. She further states that such reticence may have cumulative and lasting effects. Flynn (1963:85) also observed that the existence of a marked difference between the dress of a student and his peers may result in a student's leaving school.

A study which claimed to investigate the relationship between dress and academic achievement by Bunderson (1963:1-86), in fact looked at the relationship between teacher ratings of dress and teacher ratings

of academic achievement. It is not surprising, then, that Bunderson's results demonstrated that when a teacher rated a student inappropriately dressed, she also rated the student as a potential disciplinary problem and of low academic ability, and that these ratings correlated highly. Bunderson's study seemed, more than anything else, to demonstrate the truth of the quotation introducing this review of literature; "Whether we like it or not we're judged by what we wear".

CHAPTER III

STATEMENT OF THE PROBLEM

Although a relationship between clothing satisfaction and academic achievement has been suggested, it has not been systematically investigated. The present study proposes to investigate the possibility of a positive relationship between these two variables.

Bunderson's study was inadequate in that the teacher, as the source of data, determined through her perception both the level of acceptable clothing and level of acceptable academic achievement. In the present study, no attempt was made to establish what clothing should be considered acceptable. Rather, it was concerned with whether the student perceived his clothing as acceptable to him, and whether they met with his requirements. Hence, clothing satisfaction was a measure of his perception of his clothes relative to his own ideals of appearance, comfort and quantity. This was the independent variable. The dependent variable was academic achievement, defined as the student's scholastic performance expressed as an average of teacher-assigned grades.

This study was designed to investigate specifically the following hypothesis:

There will be no significant correlation between high school students' levels of clothing satisfaction and their concurrent levels of academic achievement.

Subsequent to the examination of the major hypothesis of the study the following hypotheses regarding sub-groups within the sample were investigated:

1. There will be no significant difference between the correlation of level of clothing satisfaction and concurrent level of academic achievement for boys and the correlation of level of clothing satisfaction and concurrent level of academic achievement for girls.

2. There will be no significant difference between the correlation of level of clothing satisfaction and concurrent level of academic achievement for Indians and the correlation of level of clothing satisfaction and concurrent level of academic achievement for Whites.

3. There will be no significant difference between the correlation of level of clothing satisfaction and concurrent level of academic achievement for juniors (students in grades 8 and 9) and the correlation of level of clothing satisfaction and concurrent level of academic achievement for seniors (students in grades 10, 11 and 12).

There are several assumptions inherent in these hypotheses which may be stated as:

1. For any subject, clothing satisfaction was the result of the interaction among the components of appearance, comfort and quantity.

2. Teachers' assignments of grades were objective and unbiased.

3. Subjects' perceptions of their demographic characteristics were accurate in an ordinal sense relative to other subjects.

CHAPTER IV

METHOD

Definition of Population

The population of the study was restricted to the students attending a high school in a rural community. A sample was not drawn from the population, instead the entire population of 120 students served as the subjects of the study.

Since the study was restricted to one community, the nature of the community was vital to the interpretation of the results of the study. Hence, it must be noted that it had a population of approximately 2,000 inhabitants and was marked by its stability of size, resistance to change, functional completeness and relative isolation of 300 miles from the nearest metropolitan center.

Source of Data

A questionnaire was developed by the researcher to obtain data on the pertinent demographic characteristics of the population and to ascertain level of clothing satisfaction (Appendix A). Part A, or the demographic section of the questionnaire, used questions with pre-specified categories for answers to elicit information on such variables as age, sex, race, socio-economic status, number of friends and educational aspirations. The B part, or the Clothing Satisfaction Test, was the specific test instrument. It was comprised of thirty forced-choice statements representing the components of clothing satisfaction: 15 pertaining to

appearance, 8 to comfort and 7 to quantity. An equal number of statements were expressed in a positive and negative form. Statements were also arranged in random order.

The Clothing Satisfaction Test was developed from an original 96 statements some of which were taken from previously used instruments and some of which were formulated by the researcher. Fifteen volunteer judges (University students) responded to the statements and commented on clarity and meaning. The list of statements was reduced to 30 by retaining only those for which there had been 75 percent or greater agreement between the judges. Data on academic achievement was obtained from school records of marks received by the students during the concurrent school year.

Pretesting of the Instrument

The complete questionnaire was administered to a randomly chosen group of 25 high school students in a community which was matched to the test population community for size, functional completeness, geographic locale, school size and racial distribution. No changes in the instrument were required.

Validity and Reliability of the Instrument

The results of the clothing satisfaction test were compared to criteria obtained with the demographic data (Appendix A, Part A, question 20) to establish the validity of the test. A high correlation (r=.51) was obtained between the test and the criteria. Thus it was concluded that the test had statistically significant face validity in that it (1) measures the perception it purports to measure and (2) it provided an adequate sample of the perception. (Selltiz, et al., 1965:165).

A split-half reliability coefficient was also calculated for the Clothing Satisfaction Test. Using Pearson's Product-Moment formula a significant correlation was obtained (r=.89). It was therefore concluded that the test was reliable in that each half of the test agrees with the other. (Selltiz, et al., 1965:176).

Administration of the Questionnaire

The questionnaire was given to subjects during a school guidance class under the supervision of their home-room teachers. Prior to its administration the researcher instructed the teachers regarding the purpose of the test and the quality of the supervision to be given during the testing. Teachers were available during the testing to clarify instructions and test questions.

Questionnaires were presented to students under a cover page which stated the purpose of the study. Space was provided for the student's name, along with a notation that the name would be removed as soon as a coded number could be substituted, thus ensuring confidentiality. Code numbers indicated academic level, race, sex, grade and number, thus designating the appropriate categorization of the questionnaire in the major analysis and all sub-analyses.

Of the 120 questionnaires, twenty could not be used either because they were spoiled or incomplete. Spoiled questionnaires were those in which more than one answer was given for a single question. Questionnaires were incomplete for any of the following reasons: lack of identity, unanswered questions or unavailable school records. The distribution of unusable questionnaires was: 7 Indians and 13 White, 11 males

and 9 females, 12 juniors and 8 seniors. It is obvious from the nearly equal distribution in each category that unusable questionnaires did not unduly affect the representativeness of the subjects tested.

Scoring

Responses to the clothing satisfaction test indicating satisfaction were totalled and the resulting number was used as the clothing satisfaction score. This score was used for the examination of the hypotheses. These scores were made operational for demographic analyses by categorizing them according to the following scale:

Score	Level of Clothing Satisfaction (LCS)
20-30	High
15-19	Moderate
0-14	Low

Academic achievement was obtained by assigning a numeral value to letter grades the student received during the school year in all courses. On the average, students had completed nine courses receiving a grade of A. B. C+, C, I or P and E or F which were converted to 5, 4, 3, 2, 1 or 0 respectively. The average of the numeral value represented the student's academic achievement score. This score was used for the examination of the hypotheses. Operationalization for demographic analysis was done by categorizing the scores according to the following scale:

Score	Level of Academic Achievement (LAA)
3.0 - 5.0	High
2.0 - 2.9	Moderate
0.0 - 1.9	Low

The demographic data was also defined operationally in categories of high, moderate and low (Appendix B).

Statistical Analysis

Pearson's Product-moment correlation was used to test the major hypothesis. The three sub-hypotheses involving differences between correlations was tested by means of Fisher's Z_r Transformation (Ferguson, 1966:188).

The effects of demographic variables on clothing satisfaction were examined for possible significance by means of Chi-square analyses. Similarly, the effects of the demographic variables on academic achievement were examined by means of Chi-square analysis.

CHAPTER V

THE RESULTS

Population Dimensions

The distribution of the test population by age, sex, race and grade level appears in TABLE I. The population was comprised of 56 boys with a range in age from 13 to 19 years and a mean age of 16,[1] and 44 girls with a range in age from 13 to 19 and a mean age of 15. Indians in the population numbered 35, ranging in age from 14 to 19 with a mean age of 16, while the number of Whites in the population was 65, ranging in age from 13 to 19 with a mean age of 15. There were 59 Juniors with an age range of 13 to 18 and a mean age of 15, and 41 Seniors with an age range of 15 to 19 and a mean age of 17.

The population was a little over half boys (56%) and a little over half Juniors (59%). Almost two thirds of the population (65%) were Whites and one third were Indians (35%). In most grades there was a two year overlap such that the students in a given class might be a year older or younger than some of their classmates. The mean age for the whole population was 16 years.

Levels of Clothing Satisfaction

TABLE II presents the levels of clothing satisfaction (LCS)[2] for the total population.

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[1] All numbers given in the text are rounded to the nearest whole number unless otherwise specified.

TABLE I

Percentage Distribution of 100 Rural High School Students

by Age, Sex and Grade

Age	Sex				Race				Grade				Total	
	Boys		Girls		Indians		Whites		Junior		Senior			
	%	N	%	N	%	N	%	N	%	N	%	N	%	N
13	5.4	3	11.4	5	-	-	12.3	8	13.6	8	-	-	8	8
14	28.6	16	22.7	10	22.9	8	27.7	18	44.0	26	-	-	26	26
15	21.4	12	22.7	10	22.9	8	21.5	14	23.7	14	19.5	8	22	22
16	16.1	9	18.2	8	17.1	6	16.9	11	11.9	7	24.4	10	17	17
17	12.5	7	13.6	6	11.4	4	13.9	9	5.1	3	24.4	10	13	13
18	8.9	5	6.8	3	11.4	4	6.2	4	1.7	1	17.1	7	8	8
19	7.1	4	4.6	2	14.3	5	1.5	1	-	-	14.6	6	6	6
Total	100.	56	100.	44	100.	35	100.	65	100.	59	100.	41	100.	100
Mean Age	16.4		15.4		16.0		15.2		14.6		16.8		15.5	
Age Range	13-19		13-19		14-19		13-19		13-18		15-19		13-19	

Sixty-two percent (N=62) of the total population had a high LCS. An equal percentage of students had moderate (N=19) and low (N=19) LCS's. The mean of the high LCS was 26, while for moderate it was 18, and for low it was 10. For the total population the mean LCS was 21.

Data for the subgroupings according to sex, race and grade are given in TABLE III. Sixty-six percent (N=37) of the boys and 57 percent (N=25) of the girls had a high LCS. Of the remainder of the boys 20 percent (N=11) had a moderate LCS and 14 percent (N=8), a low LCS. Eighteen percent (N=8) of the remaining girls had a moderate LCS and 25 percent (N=11) had a low LCS.

Among the Indian population 43 percent (N=15) had high, 43 percent (N=15) had moderate and 14 percent (N=5) had low LCS's. For the Whites 72 percent (N=47) had high, six percent (N=4) had moderate and 22 percent (N=14) had low LCS's.

In the Junior grades 51 percent (N=30) had high, 20 percent (N=12) had moderate and 29 percent (N=17) had low LCS's. Seventy-eight percent (N=32) of those in the Senior grades had a high LCS, while 17 percent (N=7) had moderate and five percent (N=2) had low LCS's.

Level of Academic Achievement

In TABLE IV the levels of academic achievement (LAA)[2] for the total population are presented. Twenty percent (N=20) of the population had a high LAA, while 35 percent (N=35) had a moderate LAA. Forty-five percent (N=45) achieved a low LAA.

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[2]Although raw scores were used in the correlational analysis, the information presented here is operationalized as high, moderate and low for descriptive purposes only.

TABLE II

Levels of Clothing Satisfaction (LCS) and Mean Clothing Satisfaction Scores among 100 Rural High School Students

Level of Clothing Satisfaction	Number of Students	Mean Satisfaction Scores
High	62	25.12
Moderate	19	18.05
Low	19	10.10
Total	100	20.92

TABLE III

Levels of Clothing Satisfaction (LCS) for subgroups of Sex, Race and Grade among 100 Rural High School Students

	LEVELS OF CLOTHING SATISFACTION					
	High		Moderate		Low	
	%	N	%	N	%	N
Sex:						
Boys	66.1	37	19.6	11	14.3	8
Girls	56.8	25	18.2	8	25.0	11
Race:						
Indian	42.8	15	42.8	15	14.3	5
White	72.3	47	6.2	4	21.5	14
Grade:						
Junior	50.9	30	20.3	12	28.8	17
Senior	78.0	32	17.1	7	4.9	2

TABLE IV

Levels of Academic Achievement (LAA) and Mean Clothing Satisfaction Scores among 100 Rural High School Students

Level of Academic Achievement	Number of Students	Mean Achievement Scores
High	20	3.43
Moderate	35	2.49
Low	45	1.23
Total	100	2.11

The mean high LAA[3] was 3.43, the moderate was 2.49, and the low was 1.23, while the overall mean for the population was 2.11.

Levels of academic achievement for the subgroups of sex, race and grade are given in TABLE V. It can be seen that 16 percent (N=9) of the boys had a high LAA, while 30 percent (N=17) had moderate and 54 percent (N=30) had low. For girls 25 percent (N=11) had a high LAA, while 41 percent (N=18) had moderate and 34 percent (N=15) had low.

Among the Indians three percent (N=1), 29 percent (N=10) and 69 percent (N=24) had a respectively high, moderate and low LAA. For the Whites, 29 percent (N=19) had a high LAA and 38 percent (N=25) had moderate, while 32 percent (N=21) had a low LAA.

For the Juniors, 14 percent (N=8) and for the Seniors 29 percent (N=12) had a high LAA. Thirty-four percent (N=20) of the Juniors and 37 percent of the Seniors had a moderate LAA. The remaining 53 percent (N=31) of the Juniors and 34 percent (N=14) of the Seniors had a low LAA.

Analysis of Demographic Data

TABLE VI presents the results of the Chi-square analysis of certain demographic variables[4] of the population and the Level of Clothing Satisfaction (LCS) and the Level of Academic Achievement (LAA). It can be seen that there is a significant relationship between the LCS and the occupation of the father (X^2 = 11.97, df. = 4, P <.02), the parent's

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[3]Because the range of scores for the mean academic achievement was extremely limited (0 to 5) LAA is reported to two decimal points.

[4]The tables of demographic data appear in Appendix C.

income (X^2 = 14.37, df. = 4, P <.01), the academic aspirations of the subject's friends (X^2 = 24.81, df. = 4, P <.001), attitude of self selected clothes (X^2 = 11.40, df. = 4, P <.05) and self, evaluation of dress (X^2 = 13.15, df. = 4, P <.02). A significant relationship existed between the LAA and geographic mobility (X^2 = 9.61, df. = 4, P <.05), grades repeated (X^2 = 11.58, df. = 4, P <.05), academic aspirations of the subject's friends (X^2 = 9.75, df. = 4, P <.05), self-confidence (X^2 = 11.94, df. = 4, P <.02), race (X^2 = 11.83, df. = 4, P <.01) and parent's income (X^2 = 18.56, df. = 4, P <.001). All other variables yielded non-significant results.

Tests of Hypotheses

Results of the tests of the hypotheses are given in TABLE VII. It is apparent that no significant relationships were found.

For the major hypothesis the correlation coefficient between levels of clothing satisfaction (LCS) and levels of academic achievement (LAA) for the whole population (r = .09) was not significant. The results were therefore interpreted to mean that the two variables, LCS and LAA, bore no systematic relationship to each other. (Ferguson, 1966:117). It was therefore necessary to accept the null hypothesis of the study.

Hypotheses concerning subgroups concerning sex, race and grade involved comparisons of the correlations between LCS and LAA within each of the subgroups. (Fisher and Yates, 1964:63). The difference between the LCS and LAA correlation coefficient for boys (r = .21) and that for girls (r = .06) was not significant. Similarly the difference between LCS and

LAA correlation coefficient for Indians (r = .10) and for Whites (r = .05) was not significant. Finally, the difference between LCS and LAA correlation coefficient for Juniors (r = .03) and Seniors (r = .04) was not significant. Consequently, all three of these null hypotheses were accepted.

TABLE V

Levels of Academic Achievement (LAA) for subgroups of Sex, Race and Grade among 100 Rural High School Students

Sub-group	LEVELS OF ACADEMIC ACHIEVEMENT					
	High		Moderate		Low	
	%	N	%	N	%	N
Sex:						
Boys	16.1	9	30.3	17	53.6	30
Girls	25.0	11	40.9	18	34.1	15
Race:						
Indian	2.8	1	28.6	10	68.6	24
White	29.4	19	38.5	25	32.3	21
Grade:						
Junior	13.5	8	33.9	20	52.6	31
Senior	29.3	12	36.6	15	34.1	14

TABLE VI

Chi-square values for Demographic Variables Compared to Levels of Clothing Satisfaction and Levels of Academic Achievement.*

Variable	X^2 for LCS (df=4)	X^2 for LAA (df=4)
Age	7.59 (P=NS)	3.64 (P=NS)
Sex	.00 (P=NS)	3.18 (P=NS)
Living Situation	3.23 (P=NS)	8.10 (P=NS)
Race	.08 (P=NS)	14.83 (P < .01)
Health	4.64 (P=NS)	3.18 (P=NS)
Father's Occupation	11.97 (P < .02)	2.46 (P=NS)
Mother's Occupation	2.12 (P=NS)	5.17 (P=NS)
Father's Education	2.25 (P=NS)	6.59 (P=NS)
Mother's Education	2.34 (P=NS)	7.35 (P=NS)
Parent's Income	14.37 (P < .01)	18.56 (P < .001)
Family Size	5.59 (P=NS)	3.52 (P=NS)
Parent's Educational Attitudes	2.28 (P=NS)	3.25 (P=NS)
Parent's Opinion of School	3.51 (P=NS)	1.61 (P=NS)
Geographic Mobility	1.51 (P=NS)	9.61 (P < .05)
Grades Repeated	6.37 (P=NS)	11.58 (P < .05)
Friends' Academic Aspirations	24.81 (P < .001)	9.75 (P < .05)
Number of Friends	1.10 (P=NS)	3.11 (P=NS)
Self Evaluation of Dress	13.15 (P < .02)	1.15 (P=NS)
Self-confidence	7.80 (P=NS)	11.94 (P < .02)
Frequency of Choosing Own Clothes	1.73 (P=NS)	4.48 (P=NS)
Attitude on Self Selected Clothes	11.40 (P < .05)	7.82 (P=NS)

*Tables of data for the demographic variables appear in Appendix C.

TABLE VII

Correlation Coefficients for LCS and LAA

for 100 Rural High School Students

Test Group	N	Correlation Coefficients
Whole Population	100	.09 (P=NS)
Boys	56	.21 (P=NS)
Girls	44	.06 (P=NS)
Indians	35	.10 (P=NS)
Whites	65	.05 (P=NS)
Juniors	59	.03 (P=NS)
Seniors	41	.04 (P=NS)

CHAPTER VI

DISCUSSION OF THE RESULTS

The results of this study, that there was not a statistically significant correlation between clothing satisfaction and academic achievement, were contrary to those expected based on the work of Dearborn (1918), Hurlock (1955) and Ryan (1966). These investigators obtained results suggesting that participation and efficiency in school work were related to clothing satisfaction and feelings of adequacy of clothing. The relatively high level of clothing satisfaction (LCS) obtained in this study was expected to be paralleled by an equally high level of academic achievement (LAA). However, in this study the level of academic achievement was generally low. A closer examination of the demographic data seemed necessary to account for this unexpected finding of no relationship between LCS and LAA.

The lack of significant relationship between LCS and LAA may have resided in the fact that factors contributing to each contributed in different ways, or were entirely different. (TABLE VI). It was noted that only two factors, parents' income and friends' academic aspirations were significantly related to both LCS and LAA.

On the one hand, the parents' ample income provided more than adequate money for the students' clothing thus contributing to high LCS. Over one half of the students reported that they obtained money for clothes from their parents either directly or as an allowance. It was also reported by approximately 15 percent of the students that they were

given the Family Allowance cheque to purchase clothing. Only about 25 percent of the students indicated that they financed their own clothing purchases from part-time or summer employment.

On the other hand, only some parents contributed to LAA by providing the possibility of educational enrichment. Concern of these parents for the educational enrichment of their children was apparent from the purchase of such materials as books and encyclopedias for home use. Thus it can been seen that the parents' income influenced both the LCS and LAA, but in quite different ways.

Students' perceptions of their friends' academic aspirations were highly correlated with their own levels of clothing satisfaction and academic achievement. It is likely that students perceived their friends' academic aspirations as similar to their own. Moreover, it follows that the measured academic achievement of students and their friends would be fairly similar. The students in this population do not differentiate between each other on the basis of clothing. This is demonstrated by the fact that over half the population stated that they felt that their clothing had no effect on the attitude of their peers toward them. They have generally known each other from such an early age that a direct knowledge of other attributes of the person or peer is used. It is because some of the students do have similar academic aspirations, clothing satisfaction and academic achievement that they are friends. Thus it is the peer which is the critical and common factor in the relationship between their friends' academic aspirations and students' LCS and LAA.

It must be noted also that friends' academic aspirations correlated more highly with LCS than with LAA. The fact that friends' academic

aspirations and clothing satisfaction were both perceptions of the same student tended to enhance this correlation. In contrast, though friends academic aspirations were the perception of the student, LAA was derived from a source independent from the student, namely, teacher-assigned grades. It follows, then, that a higher correlation would result from two perceptions from the same subject than from correlating a perception with a non-perceptual measure.

A significant relationship between father's occupation and LCS was observed. It is known that father's occupation is a reliable indicator of socio-economic status. (Flemming: 1957). Perhaps it follows then, that students whose fathers had low status occupations, perceived their clothing to be of low status despite the fact that it was no different from their peers. In this population, considering its stability of size and resistance to change, fathers' occupations are generally known to the whole community and this knowledge affects the students' perception of the clothes that are worn. An example of this may be seen in the case of the doctor's daughter who wears jeans with a patch, and everyone knows it is for effect, whereas the farmer's daughter may wear a similar patch which observers interpret as necessary, rather than for effect.

The relationship between self evaluation of dress and LCS can undoubtedly be accounted for by the fact that the students compare themselves to their peers, who all dress similarly. This was suggested in the work of Silverman (1945) and Ryan (1966) in their discussion of peer acceptance and conformity.

Attitude on self-selected clothes and LCS was significantly related. This relationship resides in the fact that control over clothing

purchases remained almost entirely in the hands of the students. Slightly more than 50 percent of the students almost always chose their own clothes. Barnes (1955), Lawrence (1958) and Ryan (1965) noted this same trend which was substantially stronger in the present study. Even though money for clothes came from parents, students were free to spend it as they chose. Ninety-five percent of students indicated that exercising their freedom to choose their own clothes resulted in a higher level of clothing satisfaction.

Relationships between demographic variables and LAA of this study were similar to those reported by other researchers in that race, geographic mobility, grades repeated and self-confidence were significantly related to the LAA. These findings were expected, based on research reported by Nisbet (1961), Lavin (1965), Hawthorn (1967) and Elliott (1970).

These authors also stated that the parents' attitudes towards education would affect students' academic achievement. For this population, however, no significant relationship was shown. Almost all of the students perceived their parents to believe that a good education was either essential or desirable. There was, however, an apparent discrepancy between students' perception of their parents' educational beliefs and their parents' behavior. It is common for parents to state that a good education is necessary to obtain a good, paying job. At the same time they serve as examples in pointing out that high wages can be obtained "with only a grade eight education".

In summary, the principal factors contributing to LCS in the population studied were father's occupation, parents' income, friends'

academic aspirations, self-evaluation of dress and attitude toward self-selected clothes. The principal factors contributing to LAA were race, parents' income, geographic mobility, grades repeated, friends' academic aspirations and self-confidence.

Since the factors that influenced LCS and LAA contributed in a different manner to each or were completely different, a lack of significant relationship between clothing satisfaction and academic achievement resulted.

It should be noted that certain characteristics of the population and of the instrument may limit the inferences which can be drawn from these results.

(1) The population included all the high school students and was representative of this community only. However, the results of the pretest, using a sample drawn from an identically matched community, indicated that this population is representative of other communities having the same characteristics.

(2) The homogeneity of the population, especially given the small size of the community, restricted the range of individual differences which, in a larger community, would have been expressed.

(3) Much of the demographic data of the study was obtained as perceptions of the students. For example, the parents' attitude toward education was as given by the student rather than by the parents themselves.

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of this study was to discover whether there was a relationship between clothing satisfaction and academic achievement for high school students in a rural community. It was hypothesized that the level of clothing satisfaction would not be correlated with the level of academic achievement for these students. Sub-hypotheses stated that there would not be a difference between the correlation of clothing satisfaction and academic achievement for boys and for girls, Indians and Whites, juniors and seniors.

Data in questionnaire form was obtained from 100 high school students attending grades eight to twelve inclusive at a rural high school. The first part of the questionaire included general demographic characteristics. The second part of the questionnaire was a clothing satisfaction test consisting of thirty first-choice statements which resulted in a clothing satisfaction score. Grade point averages for the year in which the population was tested were calculated yielding an academic achievement score. Clothing satisfaction scores and academic achievement scores were categorized as high, moderate or low and conceptualized as Level of Clothing Satisfaction (LCS) and Level of Academic Achievement (LAA).

The LCS and LAA for all students were correlated using the Pearson's Product-moment formula. Fisher's Z_r Transformation was used to test for the significance of differences between the correlations for boys and girls, for Indians and Whites and for juniors and seniors on their LCS and LAA.

In this study, levels of clothing satisfaction and levels of academic achievement were not significantly correlated. Students in the population were found to have generally high levels of clothing satisfaction and generally low levels of academic achievement. The proportion of students having a high LCS was greater than predicted on the basis of studies previously carried out by other investigators.

It was also found that there was no significant difference between the correlation coefficient between LCS and LAA for boys and for girls, or for Indians and for Whites, and finally, for juniors and for seniors.

The failure to obtain a significant correlation between LCS and LAA was in part accounted for by certain demographic variables. Father's occupation, parents' income, friends' academic aspirations, self-evaluation of dress and attitudes toward self-selected clothes influenced LCS. Race, parents' income, geographic mobility, grades repeated, friends' academic aspirations and self-confidence influenced LAA. Since these factors operate to influence LCS and LAA independently, no significant relationship between LCS and LAA was found.

Based upon these results and conclusions, the following recommendations for further study are suggested.

(1) The replication of this study using an urban population would provide a comparison of the possible differences between rural and urban communities and insight into the effects of these differences upon clothing satisfaction.

(2) Either a longitudinal or cross-sectional study should be carried out to disclose changes, if any, in the clothing satisfaction levels of people.

(3) The possible effect of fathers' occupation and income on the adolescents' clothing satisfaction should be explored further.

(4) More research is needed regarding the relationship between clothing satisfaction and who chooses the clothes at various age levels.

(5) Given changes in societal acceptance of types of clothing, for example, jeans, re-examination of the basic concepts regarding appearance and acceptability are needed.

(6) Research is required to clarify what components individuals use to judge their clothing as satisfactory and whether these components change with age, peer group, or other external factors.

(7) Research on satisfaction with clothing which may result from making one's own clothing, or applying individual touches to ready-made clothing, needs to be investigated.

(8) Research on the interrelationship between leadership in such areas as cars and sports, and leadership in clothing is needed.

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APPENDIX A.

THE QUESTIONNAIRE

INSTRUCTIONS

This questionnaire is concerned with your clothing. It is specifically designed to find out how you feel about the clothes you wear regularly to school. There are no right or wrong answers. Please think about the questions and answer them as honestly as you can.

Please PRINT your name in this box.

Code No.		

A code number will be assigned to your questionnaire and your name will then be removed. In this way your answers will all be completely confidential.

Thank you.

PART A

The questions in this section are about you. They are necessary to establish a background for interpreting your answers to the section on your clothing. Check the appropriate box or fill in the blank.

For example:

Sex: ( ) Male ( ) Female

1. Age at last birthday: _____

2. Sex: ( ) Male ( ) Female

3. I make my regular home with:

   ( ) my parents

   ( ) one parent

   ( ) other relatives

   ( ) independently

   ( ) other (specify): _____

4. My racial origin is:

   ( ) Canadian Indian

   ( ) Caucasian

5. In the past year my health has been:

   ( ) very good

   ( ) good

   ( ) average

   ( ) poor

   ( ) bad

6. My father's job is: _____

   My mother's job is: _____

7. My father's education was (check one): Mother's education was (check one):

( ) less than grade 5	( ) less than grade 5
( ) grade 6, 7, or 8	( ) grade 6, 7, or 8
( ) some high school	( ) some high school
( ) graduated from high school	( ) graduated from high school
( ) some university	( ) some university
( ) university graduate	( ) university graduate
( ) special training (mechanic, electrician, bookkeeper, etc.)	( ) special training (nurse, secretary, etc.)

8. My father (and my mother, if she works) earn together <u>about</u>:

( ) less than $2,000 per year

( ) $2,000 to $3,999 per year

( ) $4,000 to $6,999 per year

( ) $7,000 to $9,999 per year

( ) over $10,000 per year

9. The names and ages of all the other children in my family are:

(eldest): _____, _____ years

(next): _____, _____ years

(etc..): _____, _____ years

_____, _____ years

_____, _____ years

10. My parents feel that getting a good education is:

( ) essential, to make a success of life

( ) desirable, to make a success of life

( ) neither an advantage nor a disadvantage

( ) unnecessary

( ) undesirable

11. My parents think the quality of education available in this school is:

    ( ) above average

    ( ) good

    ( ) average

    ( ) below average

    ( ) poor

12. The number of towns, cities, places I have lived in for 6 months or more: _____

13. I have repeated a complete grade (check any which apply):

    ( ) never

    ( ) in primary school (grade 1 - 3)

    ( ) in elementary school (grade 4 - 6)

    ( ) in junior high school (grade 7 - 9)

    ( ) in high school (grade 10 - 12 or 13)

14. Most of my friends (check one):

    ( ) plan to complete grade 11

    ( ) plan to complete grade 12 or 13

    ( ) plan to go to college

    ( ) have dropped out of school

15. The number of friends I have is:

    ( ) none

    ( ) between one and five

    ( ) between six and ten

    ( ) between ten and twenty

    ( ) more than twenty

16. Compared with other people, I would rate myself:

( ) very well dressed

( ) dressed better than average

( ) average in dress

( ) dressed more poorly than average

( ) poorly dressed

17. When I am at school I usually feel:

( ) very sure of myself

( ) quite sure of myself

( ) sure of myself

( ) not very sure of myself

( ) very unsure of myself

18. How often do you choose your own clothes:

( ) always

( ) often

( ) sometimes

( ) seldom

( ) never

19. When you choose your own clothes how do you feel about them:

( ) always like them better

( ) usually like them better

( ) sometimes dissatisfied with my choice

( ) often dissatisfied with my choice

( ) no effect on how much I like them.

20. How satisfied are you with the clothes you have this year:

( ) very satisfied

( ) quite satisfied

( ) generally satisfied

( ) not very satisfied

( ) very dissatisfied

21. How do you pay for your clothes (check any which apply to you):

( ) money from parents

( ) my own allowance

( ) money from part-time or summer job

( ) money from Family Allowance cheque

( ) family charge account

22. What quality do you consider most important when buying clothes:

( ) color

( ) fits well

( ) style

( ) price

( ) comfort

23. How do you think your clothes make other people feel about you:

( ) envy you

( ) admire you

( ) like you

( ) ignore you

( ) dislike you

( ) no effect

PART B

The statements in this section refer to your school clothing. Read each statement and decide whether it is TRUE or FALSE for you. Then circle TRUE or FALSE after the statement. For example:

I have about the same number of clothes as everyone else has	TRUE	FALSE

1. Everyone thinks my clothes really suit me, and so do I. TRUE FALSE
2. I often feel that other people's clothes look better than mine. TRUE FALSE
3. I think my clothes express my personality pretty well. TRUE FALSE
4. Most people seem to dress better than I. TRUE FALSE
5. I could have a better time at school if I had more clothes. TRUE FALSE
6. Most of my clothes are a good fit. TRUE FALSE
7. Most of my clothes don't make me look the way I want to. TRUE FALSE
8. I have many clothes which I don't wear because they aren't comfortable. TRUE FALSE
9. Everybody else seems to have about as many clothes as I. TRUE FALSE
10. Most people look better in their clothes than I do in mine. TRUE FALSE
11. Everyone else has lots more clothes than I have. TRUE FALSE

12. I am often embarrassed because I have to wear the same clothes all the time. TRUE FALSE

13. My clothes wouldn't suit everyone but they are just what I want. TRUE FALSE

14. Even though my clothes are what everyone is wearing they still make me look like a creep TRUE FALSE

15. Hardly any of my clothes are uncomfortable. TRUE FALSE

16. I don't have any clothes that are just right for my looks. TRUE FALSE

17. Most of my clothes are comfortable as well as good looking. TRUE FALSE

18. Other people's clothes make them look better than I. TRUE FALSE

19. Most of the clothes I wear feel good because they're comfortable. TRUE FALSE

20. Most of my clothes just aren't right for the kind of person I am. TRUE FALSE

21. I seem to have about as many clothes as everyone else. TRUE FALSE

22. Most of the clothes I pick are comfortable TRUE FALSE

23. Other people always seem to have better clothes than I. TRUE FALSE

24. I can keep up to the number of clothes most people have. TRUE FALSE

25. Almost all of the clothes I wear to school are comfortable. TRUE FALSE

26.	Most of my clothes don't make me look as good as other people	TRUE	FALSE
27.	I never seem to have enough clothes.	TRUE	FALSE
28.	Hardly any of my clothes are really comfortable	TRUE	FALSE
29.	I am satisfied with the way most of my clothes make me look.	TRUE	FALSE
30.	My clothes are okay but they would look better on someone else.	TRUE	FALSE

APPENDIX B

OPERATIONAL DEFINITIONS OF DEMOGRAPHIC DATA

TABLE I

Operational Definitions of Demographic Data

DEMOGRAPHIC VARIABLE	DEFINITION	
	Level	Description
Living situation	High	student is living with both parents.
	Moderate	student is living with one parent.
	Low	student has other living arrangement.
Health	High	health of student is very good or good.
	Moderate	health of student is average.
	Low	health of student is poor or bad.
Father's Occupation*	High	student's father is a minor government official, manager of a large logging company, store manager, accountant, surveyor or principal of a school.
	Moderate	student's father is a small business owner, skilled specialist such as ship's captain, bus driver, foreman, farmer or ranch owner.
	Low	student's father is a logger, fisherman, bricklayer, carpenter, mill worker, packer, mechanic, pensioner or retired.
Mother's Occupation*	High	student's mother is a full-time teacher, post-mistress, nurse, chief clerk, bookkeeper or cafe-owner.

*Adapted from W. C. Fleming, Background and Personality Factors Associated With Educational and Occupational Plans and Careers of Ontario Grade 13 Students (O.C.E., Toronto, 1957), Table 11.7.

Mother's Occupation	Moderate	student's mother is a part-time clerk, ward aid, waitress, weather reporter, cook, maid, substitute teacher, deck-hand, net-worker, fish-packer, night cleaner, hobby craft worker, or door-to-door salesperson.
	Low	student's mother is a housewife.
Father's Education**	High	father of student has post-high school training.
	Moderate	father of student has high school graduation.
	Low	father of student has less than high school graduation
Mother's Education**	High	mother of student has post-high school training.
	Moderate	mother of student has high school graduation.
	Low	mother of student has less than high school graduation
Parent's Income***	High	student's parents income is $7,000 or more per year.
	Moderate	student's parents income is between $4,000 to $6,999 per year.
	Low	student's parents income is below $4,000 per year.

**Adapted from: D.B.S., University Student Expenditure and Income in Canada, 1961, part 11 (Ottawa, 1963); and Census of Canada, 1961, vol. 2, 1-9, Table 80 as given by Porter, 1966, p. 189.

***Adapted from: D.B.S., University Student Expenditure and Income in Canada, 1956-57 (Ottawa, 1959), 15, Table 6., as given by Porter 1966, p. 184.

Family Size	High	the student's family contains six or more persons.
	Moderate	the student's family contains four or five persons.
	Low	the student's family contains three persons or fewer.
Parents' Educational Attitudes	High	student's parents believe a good education is essential.
	Moderate	student's parents believe a good education is desirable.
	Low	student's parents believe a good education is not necessary or even undesirable.
Parents' Opinion of the School	High	student's parents believe school is above average, or good.
	Moderate	student's parents believe school is average.
	Low	student's parents believe school is below average or poor.
Geographic Mobility	High	student has lived all his life in one place (town).
	Moderate	student has lived in two or three towns for at least 6 months each.
	Low	student has lived in more than three towns for at least 6 months each.
Grades Repeated	High	student has never repeated.
	Moderate	student has repeated one grade once.
	Low	student has repeated a grade more than once.
Friends' Academic Aspirations	High	student's friends plan to complete grade 12, 13 or college.

Friends' Academic Aspirations	Moderate	student's friends plan to complete grade 11.
	Low	student's friends have dropped out of school.
Number of Friends	High	student claims more than 10 friends.
	Moderate	student claims from 1 to 10 friends.
	Low	student claims to have no friends.
Self-Evaluation of Dress	High	student claims he is very well dressed or better than average in dress.
	Moderate	student claims he is average in dress.
	Low	student claims he is dressed poorly, more poorly than average.
Self-Confidence	High	student claims he is either very or quite sure of himself.
	Moderate	student claims he is sure of himself.
	Low	student claims he is not very sure or very unsure of himself.
Frequency of Choosing Own Clothes	High	student often or always chooses his own clothes.
	Moderate	student sometimes chooses his own clothes.
	Low	student seldom or never chooses his own clothes.
Attitude on Self-Selected Clothes	High	student claims he always likes them better when he chooses his clothes.
	Moderate	student claims he usually likes them better when he chooses his clothes.
	Low	student claims he is often dissatisfied with his own clothing choices.

APPENDIX C

TABLES OF DEMOGRAPHIC CHARACTERISTICS

TABLE I

Levels of Demographic Characteristics for

100 Rural High School Students

Demographic Characteristic	LEVEL High %	High N	Moderate %	Moderate N	Low %	Low N	Total %	Total N
Living Situation	84.0	84	7.0	7	9.0	9	100.0	100
Health	67.0	67	29.0	29	4.0	4	100.0	100
Father's Occupation	21.0	21	7.0	7	72.0	72	100.0	100
Mother's Occupation	8.0	8	14.0	14	78.0	78	100.0	100
Father's Education	20.0	20	6.0	6	74.0	74	100.0	100
Mother's Education	13.0	13	21.0	21	66.0	66	100.0	100
Parents' Income	58.0	58	16.0	16	26.8	26	100.0	100
Family Size	69.0	69	30.0	30	1.0	1	100.0	100
Parents' Educational Attitudes	63.0	63	35.0	35	2.0	2	100.0	100
Parents' Opinion of School	34.0	34	49.0	49	17.0	17	100.0	100
Geographic Mobility	65.0	65	20.0	20	15.0	15	100.0	100
Grades Repeated	12.0	12	32.0	32	56.0	56	100.0	100
Friends' Academic Aspirations	73.0	73	15.0	15	12.0	12	100.0	100
Number of Friends	78.0	78	20.0	20	2.0	2	100.0	100
Self-Evaluation of Dress	15.0	15	81.0	81	4.0	4	100.0	100
Self-Confidence	35.0	35	33.0	33	32.0	32	100.0	100
Frequency of Choosing Own Clothes	56.0	56	31.0	31	13.0	13	100.0	100
Attitude on Self-Selected Clothes	27.0	27	66.0	66	7.0	7	100.0	100

TABLE II

Methods of Payment for their Clothing

for 100 Rural High School Students

Method of Payment	%	N
Money from parents	34.0	48
Student's own allowance	21.3	30
Money from Part-time or summer jobs	27.7	39
Money from Family Allowance cheque	14.9	21
Family Charge Account	2.1	3
Total Responses Checked	100.0	141*

*Almost all students checked more than one form of payment.