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The relationship between older women's attitudes and behavior regarding clothing and fashion and their social participation

Fritz-Cook, Betty Dee, Ph.D.
The Ohio State University, 1990

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THE RELATIONSHIP BETWEEN OLDER WOMEN'S ATTITUDES AND BEHAVIOR REGARDING CLOTHING AND FASHION AND THEIR SOCIAL PARTICIPATION

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Betty Fritz-Cook, B.S., M.S.

* * * * *

The Ohio State University 1990

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ACKNOWLEDGMENTS

My appreciation is expressed to the following persons whose contributions made the study possible:

Dr. Hazel Jackson and Dr. Lucy Sibley for their patience and their valuable criticisms of the numerous drafts of the study.

Dr. Gwendolyn O'Neal for her encouragement and sympathetic ear, and Dr. Elizabeth Menaghan for always kindly telling me the truth.

The directors of the congregate living facilities for their generous cooperation and the residents for sharing their private thoughts and feelings.

Dr. Diane Vachon for her loyalty and empathy throughout my graduate school experience.

My fellow graduate associates for their friendship and contributions too numerous to mention.

Cindy Tucker, Associate Director of Computer Services at Kentucky State University, for her intelligence and determination during the statistical analyses.

The Fritz family for their never-ending supply of faith and financial assistance.

Tom Cook for love and devotion.
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# TABLE OF CONTENTS

ACKNOWLEDGMENTS ............................................. ii  
VITA ............................................................ iii  
LIST OF TABLES ................................................. vi  

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
</tr>
</tbody>
</table>
| INTRODUCTION ............................................. 1  
| Purpose of the Study ................................. 3  
| Discussion of the Problem ........................... 3  
| Objectives .............................................. 11  
| Definitions ............................................. 11  
| Limitations ............................................. 13  
| II.    |      |
| REVIEW OF LITERATURE ................................... 14  
| Theoretical Framework ................................ 15  
| Physical Appearance and Attractiveness ............ 21  
| Clothing and Physical Appearance ................. 24  
| Clothing, Self-concept, and Self-esteem .......... 27  
| Clothing and Social Interaction .................... 38  
| Social Participation and Life Satisfaction ....... 49  
| Measures of Clothing Attitudes and Behavior .......... 57  
| Fashion Interest Measures ......................... 58  
| Clothing Interest Measures ....................... 67  
| Summary ............................................... 77  
| Research Hypotheses ................................ 79  
| III.   |      |
| METHODOLOGY .............................................. 81  
| Selection of the Sample ............................ 82  
| Selection of Research Instruments ................ 84  
| Pretest of Instrument ................................. 101  
| Collection of Data .................................. 102  
| Analyses of Data .................................... 104  

iv
<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summary of Demographic Characteristics of Sample Members</td>
<td>110</td>
</tr>
<tr>
<td>2. Frequency Distribution of Clothing Interest</td>
<td>117</td>
</tr>
<tr>
<td>3. Frequency Distribution of Clothing Deprivation</td>
<td>119</td>
</tr>
<tr>
<td>4. Frequency Distribution of Fashion Interest</td>
<td>121</td>
</tr>
<tr>
<td>5. Frequency Distribution of Self-esteem</td>
<td>122</td>
</tr>
<tr>
<td>6. Frequency Distribution of Social Participation</td>
<td>124</td>
</tr>
<tr>
<td>7. Frequency Distribution of Life Satisfaction</td>
<td>125</td>
</tr>
<tr>
<td>8. Pearson Product-Moment Correlation Between Clothing Interest and Fashion Interest</td>
<td>127</td>
</tr>
<tr>
<td>9. Regression of Social Participation on Clothing Interest</td>
<td>131</td>
</tr>
<tr>
<td>10. Mean Social Participation Scores for Clothing Interest Groups</td>
<td>132</td>
</tr>
<tr>
<td>11. Regression of Social Participation on Clothing Interest, Self-esteem, and Their Interaction</td>
<td>136</td>
</tr>
<tr>
<td>12. Mean Social Participation Scores for Clothing Interest and Self-esteem Groups</td>
<td>136</td>
</tr>
<tr>
<td>13. Regression of Social Participation on Fashion Interest</td>
<td>139</td>
</tr>
<tr>
<td>Table</td>
<td>Title</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>14.</td>
<td>Regression of Social Participation on Fashion Interest, Self-esteem, and Their Interaction</td>
</tr>
<tr>
<td>15.</td>
<td>Mean Social Participation Scores for Fashion Interest and Self-esteem Groups</td>
</tr>
<tr>
<td>16.</td>
<td>Regression of Social Participation on Self-esteem</td>
</tr>
<tr>
<td>17.</td>
<td>Regression of Social Participation on Clothing Deprivation</td>
</tr>
<tr>
<td>18.</td>
<td>Mean Social Participation Scores for Clothing Deprivation Groups</td>
</tr>
<tr>
<td>19.</td>
<td>Pearson Product-Moment Correlation Between Social Participation and Life Satisfaction</td>
</tr>
</tbody>
</table>
Most people, whether young or old, desire the company of others and are aware of others' opinions of them. Men and women need the company of others and react to their presence and behavior (Flugel, 1950). A person "takes into account the expectations he imputes to other people" and "deliberately, intuitively, or unconsciously ... performs for some kind of audience" (Shibutani, 1962, p.129). An important and powerful component of an individual's social performance for such an audience is her appearance.

Appearance is an aspect of a culture which includes the human body as well as the embellishments placed upon it by the wearer (Hillestad, 1980). These embellishments, which include garments, accessories, and other ornamentation, combine to form most of an individual's clothed appearance. The evaluation of our clothed appearance by the members of the groups with which we participate influences the way we dress because social function requires the participants to display an appropriate manner of dress (Brenninkmeyer, 1963).
During most social interaction processes the participants exchange both verbal and nonverbal signs. One particular nonverbal sign, appearance, is the phase of the social transaction which establishes the identity of the participants since it provides information about each participant's body size and shape, stance, reputation, image, and clothing (Stone, 1962). A person's appearance, coupled with her sexual identity, form her most obvious personal characteristic during social interaction (Dion, Berscheid and Walster, 1972). Furthermore, it has been proposed that appearance can be as important as conversation in maintaining relationships between individuals (Anspach, 1967).

Since an individual's appearance can influence her social interaction, and since much of her appearance is determined by her dress, it follows that an individual's dress can directly influence her social interaction (Davis, 1984). If humans did not react to others in social situations, there would be no need for clothing beyond the need for protection from the elements (Ryan, 1966). We become acquainted with others while wearing clothes and often recognize and judge people based on the clothes they are wearing (Brenninkmeyer, 1963). "Clothes, in fact, though seemingly mere extraneous appendages, have entered into the very core of our existence as social beings" (Flugel, 1950, p. 16). In fact, individuals wear clothes to
assure themselves that they belong to a group (Langner, 1959).

**Purpose of the Study**

The main purpose of this study is to examine the relationship of older women's attitudes and behavior regarding clothing and their attitudes, and behavior regarding fashion to their social participation. Such research is needed because until recently older persons were seldom the subjects of studies concerning the role of clothing in social interaction. This empirical omission is probably the result of society's false assumptions that older persons do not regard their clothed appearance as particularly important and that they are not subject to the power of fashion. Since the size of this segment of the population is increasing compared to the remaining segments of the population, and since little is known about its members' attitudes and behavior regarding clothing, empirical data about the social behavior of this societal group should be gathered.

**Discussion of the Problem**

That a person projects a pleasing or attractive appearance during social interaction is important since this appearance strongly influences the impressions formed by and the behavior exhibited by others in present and in future
interactions. Attractive people are thought to possess more socially desirable traits and higher levels of happiness than do average or unattractive people (Dion, Berscheid and Walster, 1972). Physically attractive individuals are also rated as more popular and more desirable as friends (Barocas and Karoly, 1972).

Furthermore, society's physical attractiveness stereotype spans all ages and applies to the old as well as to the young. In American society, physically attractive people, regardless of their age, sex, race, and socioeconomic status, often receive preferential social treatments (Berscheid, 1985). Both younger and older individuals attribute more desirable personality traits and more pleasant life experiences to attractive older people than to less attractive older people (Johnson & Pittenger, 1984). As a result, for older people in American society, the physical attractiveness stereotype often works to their detriment.

Havighurst (1952) proposes that "both the human body and the human society systematically 'insult' the person as he grows older and make it difficult for him to meet his needs" (p. 11). Loss of physical attractiveness is one of the four insults to older persons identified by Havighurst. Furthermore, this change in physical appearance is a public rather than private process. Appearance changes are apparent to those with whom older persons interact and may
influence others' perceptions of and behavior toward the aging individual. Unfortunately, given the pervasive attractiveness stereotype, others' reactions are sometimes negative. Not surprisingly, negative responses from others during social interactions can influence the aging woman's social interaction as well as her perception of herself.

An individual's self develops through her participation in social activities. Through social interaction a person learns to take the attitudes of others into account before deciding on her own actions (Mead, 1956). In other words, during social interaction a person's feelings about herself as well as her actions toward others are influenced by what she thinks others think of her. The self-concept is defined from a persons' perception of how she appears to others (Schafer and Keith, 1985). It is the group of qualities that an individual attributes to herself (Kinch, 1963). Self-concept includes "social roles and positions that form part of the individual's identity, body image, personality traits, and the evaluation of self known as self-esteem" (McCrae, 1987, p. 590).

Self-esteem results from an individual's comparison of what she is like to what she would like to be like (Breytspraak and George, 1982). While older persons have high self-esteem in many areas of self-concept, their self-concept is lowest in the area of physical self (Gaber, 1984). Negative labeling of older persons by others in
society leads some older persons to behave in accordance with stereotypes which, in turn, can result in lowered self-esteem (Rodin, 1985).

Clothing is considered the manner of communication which is closest to a person's self (Soloman, 1985). This self is established, in part, through an individual's appearance which includes her gestures, grooming and clothes (Stone, 1962). As a result, clothes are often an important factor in the development of a person's feelings of self-confidence and self-respect (Horn, 1975). Since an individual's clothing is considered an integral component of her self, clothing might, therefore, be of special importance to the appearance and self-esteem of some older persons.

However, not only is an individual's actual clothing important to the development of her self and to her social interaction, but the mode or style of her dress is also important (Lauer and Lauer, 1981). As stated previously, an individual's clothed appearance contributes to group members' impressions of her. Whether an individual thinks others view her dress as appropriate or inappropriate can influence her behavior or interaction with them. For people of all ages are more likely to participate in social activities when they feel appropriately dressed (Lauer and Lauer, 1981).
Fashion has been defined as clothing that is similar to that worn by the majority of the members of a particular group at a particular time (Nystrom, 1928). The phenomenon of fashion is a general social institution that affects and shapes mankind as a whole (Konig, 1973). "Where fashion operates it assumes an imperative position. It sets sanctions of what is to be done ... it demands adherence ... This grip which it exercises over its area of operation does not bespeak an inconsequential mechanism" (Blumer, 1969, p. 276).

Therefore, fashion is one form of normative behavior (Lauer and Lauer, 1981). Social norms enable people to interact successfully because they know what is expected of them and what they can expect from others (Brown, 1985). A norm is a statement made by group members that a particular kind of behavior is valuable for themselves and for others in the group to conform to (Homans, 1961). This statement can be verbal or nonverbal. Should a member of a small group fail to conform to the group's norms, she will sacrifice social approval from some members of the group, and this cost may be greater to those who have few alternate sources of social approval available to them (Homans, 1961).

Therefore, an individual who feels her clothed appearance complies with the accepted ways of dressing, or clothing norms, of a particular group might be more likely
to feel accepted by the group and to participate in that groups' activities. Conversely, if an individual feels she cannot dress to meet the clothing norms, or fashions, of a group, she might hesitate to participate in that group's activities.

Social participation is particularly important in the lives of older persons since many have fewer opportunities for participation in group activities due to their stage in the life cycle. The position of older persons in an urban-industrial society such as the U.S. is not a valued one because no highly desirable rewards are associated with it (Atchley, 1980). Most older persons live in constantly shrinking social worlds (Cavan, Burgess, Havighurst and Goldhammer, 1949). For as individuals age, many experience a gradual decrease in social activities due to the many changes they face in the areas of marriage, employment, family, income and health (Unruh, 1983).

The transition from middle age to old age is a period full of biological and social changes; these include changes in social role which can affect an individual's sense of who she is and where she belongs in the world (Reichard et al., 1962). "The current societal definitions of old have arisen from a variety of historic and social trends, so that the position of the aged is now framed by economic and social forces that tend to limit options for participation in society" (Matthews, 1979, p. 21).
Loss of status and loss of useful and respected roles are two more of the 'insults' Havighurst (1952) contends that society offers aging individuals. Older people often experience fewer roles due to retirement, widowhood, and declining health and income. In societies with no clearly defined roles and statuses for older persons, loss of self-esteem can result. A person's image of herself is based in part on the judgments of others, for a person learns who she is through social interaction with others of various social statuses and roles (Gubrium, 1973). The prestige that is attached to one's status becomes the prestige of one's self, or becomes one's self-esteem (Gubrium, 1973).

Therefore, due to a decrease in roles and the loss of status, older people often withdraw from sources of social participation and fail to take advantage of the activities that are available to them (Rosow, 1976). Since most people participate in different types of social activities because they derive happiness and satisfaction from them, those who miss such social participation may experience less satisfaction in their lives.

There is something about social participation and involvement in the world that is conducive to experiencing positive feelings (Bradburn, 1969). Such positive feelings are often studied and measured under the larger construct of subjective well-being (George, 1982). Traditionally, sociologists have used the term 'morale' to describe
feelings of "a sense of meaningful integration into a social group" (George & Bearon, 1980). Morale and life satisfaction are two concepts which identify a basic construct which represents an individual's overall emotional reaction to her life at a given point in time (Atchley, 1976). When used by social gerontologists, morale and life satisfaction are global concepts which possess two common qualities—"a cognitive connotation and an orientation to life as a whole" (George & Bearon, 1980, p. 40).

Factors such as income, education, sex, race, housing, family, friends and health influence the life satisfaction of individuals of all ages. However, the most impressive single finding from studies of avowed happiness is the positive relationship between happiness and successful involvement with people (Wilson, 1967). This is one of the propositions on which the Activity Theory of aging is based. Proponents of this theory suggest that social participation is one of the most important influences on the life satisfaction of older people. As a result, activity theorists propose that those olders who adjust to aging most successfully, or express high life satisfaction, are often those who have high participation in social activities.
Objectives

The following objectives served as the basis of this study:

1. To identify the relationship between clothing interest and fashion interest.
2. To examine the relationship between clothing interest and social participation, clothing deprivation and social participation, and fashion interest and social participation.
3. To examine the relationship of an interaction between clothing interest and self-esteem to social participation, as well as the relationship of an interaction between fashion interest and self-esteem to social participation.
4. To identify the relationship between social participation and life satisfaction.
5. To examine the impact of demographic variables on the relationships between clothing interest, clothing deprivation, fashion interest, self-esteem, social participation, and life satisfaction.

Definitions

1. Clothing interest - the attitudes and beliefs about clothing, the knowledge of and attention paid to clothing and the concern and curiosity a person has
about her own clothing and that of others (Gurel, 1974).

2. Clothing - garments, or wearing apparel, and their component parts.

3. Clothing deprivation - an individual's discontent or dissatisfaction with her clothing based on personal feelings as well as her perceived feelings of what significant others think about her clothing (Cheek, 1978).

4. Fashion - clothing that is similar to that worn by the majority of the members of a particular group at a particular time (Nystrom, 1928).

5. Fashion interest - attitudes and behaviors regarding clothing that is similar to that worn by the majority of the members of a particular group with which an individual socially interacts or desires to socially interact.

6. Self-concept - the organization of qualities that an individual attributes to herself (Kinch, 1963).

7. Self-esteem - a basic feeling of self-worth, a belief that one is fundamentally a person of value, acknowledging personal strengths and accepting personal weaknesses (George, 1987).

8. Activity - any regular or patterned action or pursuit which is beyond routine physical or personal maintenance (Lemon, Bengtson & Peterson, 1972).
9. Social participation - participation in group activities involving family members, friends, social clubs or organizations, business clubs or organizations, and community or civic affairs.

10. Life satisfaction - the degree to which one is presently content or pleased with her general life situation (Lemon, Bengtson, & Peterson, 1972).

Limitations

The researcher recognizes the following limitations of the study:

1. Because the women studied formed a convenience sample, the results can not be generalized to the population of women at least 65 years of age.

2. Because the researcher was not allowed to personally distribute the survey instruments, the conditions under which the respondents received them might have introduced bias into the study.

3. Because the subjects lived in the communal atmosphere of congregate living facilities, they might be different than older women who live in private homes in the community.

4. Because the women who completed the survey are in some way different from those who did not, response bias may have influenced the results.
The main purpose of this study was to examine the relationship of older women's attitudes and behavior regarding clothing, and their attitudes and behavior regarding fashion, to their social participation. In addition, the relationship of interactions between clothing interest and self-esteem, and fashion interest and self-esteem, to social participation was also of interest. A secondary purpose of the study was to investigate the relationship between the social participation and life satisfaction of older women.

In the following literature review, the theoretical framework of social psychology, around which this study was organized, is described. This is followed by an examination of research regarding appearance as a cultural value of American society and by a description of clothing as a component of an individual's appearance. Next, studies about the relationship between a person's clothing and her self are reviewed, followed by a discussion of the literature linking an individual's clothing with her social participation or interaction. Empirical investigations
regarding the connection between older persons' participation in group social activities and their life satisfaction levels are then described. In the final section of the literature review, instruments which measure the variables of clothing interest and fashion interest are analyzed.

Theoretical Framework

Social psychology theory formed the conceptual framework for this study. While some researchers view it as a theory or perspective, others consider social psychology a discipline distinct from sociology and psychology. Social psychology is used as a conceptual framework for research in the disciplines of anthropology, sociology, psychology, and clothing and textiles.

Social psychology is defined in many ways. Hewitt (1976) views social psychology as "an approach to social problems that seeks an understanding of social processes and the participation in and contribution to it by individuals, singly and collectively" (p. 7). A more concise definition is provided by Allport (1985) who describes the perspective as "an attempt to understand and explain how the thought, feeling and behavior of individuals are influenced by the actual, imagined, or implied presence of others" (p. 3). While the list of definitions continues, most researchers in social psychology would agree that, basically, social
psychology is the study of how an individual member of a society is affected or influenced by that society as well as how he affects that society through interaction with the other members. Social psychology, therefore, recognizes the mutual dependence between society and the individual.

The particular social psychological theory that formed the conceptual framework for this study was symbolic interactionism. Though some researchers describe symbolic interactionism as a theoretical perspective or framework (Hewitt, 1976; Charon, 1979; Stryker & Statham, 1985), others consider it a full-fledged theory (Rose, 1962; Stone, 1962). Regardless of its label, the concerns of symbolic interactionism are the concerns of social psychology—the behavior of individuals during and as a result of interaction with other members of society. However, the symbolic interactionist perspective tends to focus on the individual and "the interaction between a person's internal thoughts and emotions and his or her social behavior" (Wallace & Wolf, 1980, p. 220).

Key to the perspective is the belief or assumption that the individual determines his social conduct rather than simply reacting passively in accordance with his society's norms, values, and roles (Mead, 1956). According to symbolic interactionists, the way an individual determines his social conduct is through a rather elaborate process of interaction, both with himself and with the other members of
his society. "Interaction implies human beings acting in relation to each other, taking each other into account, acting, perceiving, interpreting, acting again" (Charon, 1979, p. 23).

As indicated, there are several components to this elaborate interaction process. Proponents of symbolic interactionism argue that instead of an individual simply responding to a stimulus, the individual responds to the stimulus, or action, based on the meaning the action represents to the individual. According to Blumer (1962), human interaction is determined by this ability of individuals to interpret the meanings of others' actions. Wallace and Wolf (1980) expand this process of interpretation by suggesting that humans interpret each other's actions on the basis of the symbols used by the participants.

Individuals interpret the meanings of others' actions through imaginatively taking the role, perspective or place of the other person. This switching allows the individual to view his present situation and the results of his potential reactions or acts, from another's point of view. As a result, this allows him to control his own response to another's behavior (Mead, 1934). According to Charon (1979), this interaction then has meaning to both the individual and the other person as it required both persons to interact symbolically with themselves as they interacted.
Blumer approaches the perspective much as Mead did, but he clarifies and interprets some of the concepts proposed by Mead. Like Mead, Blumer views society, not as a structure or organization, but as "the actions of people taking place in situations and constructed by the persons' interpreting the situation, identifying and assessing things that have to be taken into account, and acting on the basis of this assessment" (Stryker & Statham, 1985, p. 318). Blumer (1969) identifies three premises on which symbolic interactionism is based. These are:

1. "human beings act toward things based on the meanings that the things have for them"
2. "the meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellows"
3. "these meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters" (p. 2).

According to James and Cooley, two of the original symbolic interactionism theorists, and Stone, one of the more recent researchers in the field, clothing can be considered an extension or representation of an individual's self. James (1890) suggested that in its widest sense, a person's self is the total of all that is his, and includes his body and his clothes. James divided the self into four parts, one of which was the material self, and wrote that though the body is the innermost part of the material self,
"clothes come next. The old saying that the human person is composed of three parts - soul, body and clothes - is more than a joke" (p. 292). James suggested that we identify ourselves with our clothes to such a degree that most people would choose "an ugly and blemished form always spotlessly attired" over "a beautiful body clad in raiment ... shabby and unclean" (p. 292).

Cooley (1902), the sociologist who created the "looking glass self" concept, described a social self with "three principal elements: the imagination of our appearance to the other person; the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification" (p. 184). Cooley proposed that when a person looks in a mirror, he sees his face, figure and dress and is interested in them because they are his and represent him to others. Smith (1975) goes a step further and describes clothing as the extension of an individual's image of himself and refers to clothing as the individual's second skin.

Stone (1962) considers appearance, which includes clothing, as one of the nonverbal symbols in the communication process. He contends that the study of human interaction, using Mead's symbolic interactionism perspective, requires the inclusion of appearance. In addition, Stone writes that "(1) every social transaction must be broken down into at least two analytic components or
processes—appearance and discourse; (2) appearance is at least as important for the establishment and maintenance of the self as is discourse; (3) the study of appearance provides a powerful lever for the formulation of a conception of self...; and (4) appearance is of major importance at every stage of the early development of the self" (p. 87). Stone suggests that an individual's self is established and modified through appearance which is communicated by nonverbal symbols such as gestures and clothing.

According to Soloman (1985), "clothing occupies a special place, as the manner of communication which is closest, metaphorically and literally, to the self" (p. 6). With clothing's role in the communication process in mind, Kaiser (1983) studied the applicability of the symbolic interactionism perspective to the study of clothing. She contends that clothing serves the following functions in the communication process: (1) "clothes provide cues toward which individuals can make indications allowing them to negotiate their identities or to fit their lines of action together in a manner that allows them to understand one another's identities in a given situation", and (2) clothes help "individuals define situations ... to determine the reasons or bases for interactions" (p. 2). According to Horn (1975), clothes are often a source of positive reactions from others, and as a result, can be an important
factor in developing feelings of self-confidence and self-respect.

Stone (1962) contends that the meaning of appearance can be studied by examining the responses that clothing arouses in others. He suggests that others' reviews of a person's appearance are closely linked with the reviews she makes of her own appearance. "As the self is dressed, it is simultaneously addressed, for, whenever we clothe ourselves, we dress 'toward' or address some audience whose validating responses are essential to the establishment of our self" (p. 101).

**Physical Appearance and Attractiveness**

Each culture determines the components of what it accepts as an attractive or pleasing appearance, and these components differ from society to society. This appearance standard reflects the culture's values and customs and is accepted by most of the members of the society. The expectation to conform is strong. In American society, an attractive appearance is a youthful one characterized by a thin body for women and a muscular body for men (Kaiser, 1985). Attractive individuals are often attributed with positive traits and accepted more readily by others than are unattractive persons. As a result of the youthful aspect of the appearance standard, young people are usually viewed as more attractive than older people.
Researchers from a variety of disciplines have studied physical appearance and attractiveness. In fact, between 1972 and 1976, more than 40 such studies were conducted by social psychologists alone (Berscheid, 1985). Numerous studies have shown that subjects attribute more socially desirable traits and higher levels of happiness and fulfillment to attractive individuals than to average or unattractive individuals (Miller, 1970; Mathes & Kahn, 1975; Dion, Berscheid & Walster, 1972). In addition, researchers have found that physically attractive individuals are rated as more popular, more outgoing, more desirable as friends and more likely to obtain an attractive marriage partner than are unattractive ones (Barocas & Karoly, 1972; Dion, Berscheid & Walster, 1972; Miller, Feinberg, Davis & Rowold, 1982; Jones & Adams, 1982).

Researchers have empirical support for the existence of a cultural definition of attractiveness. Douty and Brannon (1984) used somatographs to examine the attractiveness preferences of forty college students to find out if males and females agreed on the physical features that determine an individual’s attractiveness. They concluded that male and female subjects agree on the physical features that combine to create an attractive person, and that a person's physical appearance can have a powerful influence on his relationships and opportunities. The relationship between age and an attractive appearance is recognized early in
life. Korthase and Trenholme (1983) reported that by the ages of 7, 8, and 9, children already exhibit stereotypes regarding age and attractiveness.

The consequences of the American standard for attractiveness affect older persons in particular. In 1984, Wernick and Manaster found that drawings of unattractive human faces were perceived by raters of all ages to be older than drawings of more attractive human faces. Research by Mathes, Brennan, Haugen and Rice (1985) involving the relationship between individuals' ages and the physical attractiveness ratings assigned to them showed a negative relationship between the age of a model and the attractiveness rating it was assigned. However, while younger judges usually rated older models as less attractive than younger models, the older male subjects did tend to assign higher attractiveness ratings to older women models than did the younger male subjects.

In addition, when photographs of adults between the ages of 60 and 93 were rated by one group of younger judges (18-36 years old) and one group of older judges (60-84 years old), Johnson and Pittenger (1984) found that both groups of judges assumed that the attractive elderly people in the photographs possessed more desirable personality characteristics, had more pleasant life experiences, and achieved greater occupational success than did the less attractive older people in the photographs. As a result,
Johnson and Pittenger proposed that "the physical attractiveness stereotype has lifespan generality" (p. 1171). This is supported by the behavior of the children in the study by Korthase and Trenholme (1983). The children consistently rated photographs of older people as less attractive than those of younger people.

The findings of the above studies indicate that, in general, attractive individuals receive better treatment and are assumed to be more intelligent, happier, and more trustworthy than unattractive people. In addition, the attractive appearance norm in American society is characterized by youth. Because the attractiveness stereotype spans all age groups, it can negatively affect older people whose appearance strays from the youthful standard due to age-related physical changes.

**Clothing and Physical Appearance**

An individual's physical appearance is composed of many parts - her body, stance, expression, clothing, and ornamentation. These factors combine to determine whether or not the person is viewed as attractive or unattractive by those with which she interacts. Clothing often contributes more to an attractive physical appearance than do the other factors (at least in social exchanges of a short interval, which, of course, most are). However, groups differ in their definition of attractiveness and the type of clothing
that contributes to it. While some groups seek members who wear the newest styles and accessories, others more readily accept new members whose clothed appearance conforms to that of the groups' members.

Hoult (1954) was one of the first investigators to study clothing's contribution to an individual's attractiveness. He examined symbols which function as social ratings with a special interest in the types of clothing that affected the status ratings assigned to men depicted in a variety of social situations. Since the attractiveness ratings of the men rose when they changed into clothing rated high in appropriateness, Hoult (1954) concluded that clothing appeared to be associated with the attractiveness ratings of the male undergraduates.

Creekmore (1980) examined the relationship between attractiveness of clothing, awareness of and conformity to a clothing mode, peer acceptance, leadership potential and participation in school activities among male and female high school students. The findings supported her hypothesis that physical attractiveness and clothing attractiveness would be positively related to participation in social activities although the relationship was a weak to moderate one. In addition, she found a strong positive correlation between physical attractiveness and clothing attractiveness for both males and females.
Buckley and Roach (1981) investigated the aspects of dress which affect the exchange of information and interpersonal attraction between a stranger and a subject. They concluded that "when information about a stranger's attitudes, similarity in dress, and attractiveness of dress were presented to a subject, similarity in attitudes had the greatest positive effect on attraction of the subject to the stranger; similarity in dress had the next greatest effect; and attractiveness of dress had the least effect" (p. 96).

Furthermore, in 1983, Buckley continued this line of study when she explored the relationship between similarity in dress and interpersonal attraction among male and female undergraduates (while omitting information about attitudes). Buckley (1983) found a positive linear relationship between similarity in dress and attraction and concluded that, as a result, it is possible to predict a subject's attraction response to a stranger if the level of similarity in their dress is known.

Johnson and Roach-Higgins (1987) investigated the influence physical attractiveness and dress had on the impressions male and female college campus recruiters formed regarding the personality characteristics of female job applicants. The authors found that the applicants' dress influenced the recruiters' impressions more consistently than did the applicants' physical attractiveness. As an explanation, Johnson and Roach-Higgins suggested that since
college recruiters are trained in evaluating personality characteristics as they relate to job performance, the recruiters may have been less influenced by physical attractiveness than other individuals might be.

The above research suggests that an individual's clothing and body combine to form her overall physical appearance. Because clothing contributes to a person's appearance and, therefore, to her attractiveness, it can be assumed that the importance of a person's clothed appearance is recognized by men and women in all age groups in American society. Furthermore, because an individual has more control over her clothed appearance than over her basic physical structure, she might consciously or unconsciously use clothing to achieve a desired degree of attractiveness. Older people often experience age-related physical changes that distance them from the dominant youthful appearance norms of society. As a result, many of them may use clothing as a means of conforming to society's appearance norms in order to feel most comfortable during interaction with others in their social environment.

**Clothing, Self-concept, and Self-esteem**

The self-concept is the combination of qualities a person thinks she possesses which form her perception of herself. Self-concept includes the person's roles, body image, personality, and self-esteem (McCrae, 1987). Self-
Esteem is the person's evaluation of her self and results from her comparison of what she is like to what she would like to be like (Breytspraak & George, 1982).

An individual's self-concept develops through the person's participation in social activities. Symbolic interactionists, such as Mead, propose that through social interaction the person learns to take the attitudes of others into account before deciding on her own actions. Mead (1956) submits that during social interaction the person's feelings about herself (self-esteem) as well as her actions toward others are influenced by what she thinks others think of her. Since during social interaction, a person's clothed appearance can influence her feelings about herself and what others think of her, it can be argued that her clothed appearance has some relationship to her self-esteem.

Researchers have identified aspects of the relationship between an individual's clothing and her self. "Clothing occupies a special place, as the manner of communication which is closest, metaphorically and literally, to the self" (Soloman, 1985, p. 6). Studies about clothing and the self have usually examined clothing as an extension, symbolic indicator and representation of the self. In particular, the relationship between clothing and self-concept, and clothing and self-esteem have been the subject of many studies. Until recently, such studies sampled younger
populations rather than older ones possibly on the assumption that clothing does not play a role in the development or maintenance of the self-concept/self-esteem of older persons, or on the presumption that older persons form a less interesting or less important research population. As a result, few studies regarding the relationship between older womens' clothing and self-esteem or self-concept can be described. The development of research concerning clothing and self-concept and self-esteem, regardless of the age of the sample, will be discussed below.

According to Hartman (1949), "the subjective worth of any article of attire is proportionate to its contribution to some sort of extension of the self. The self with that piece of clothing must become a better self than it is without" (p. 296). Hartman (1949) further proposed that "all clothes evoke some ego-involvement on the part of the wearer and these clothes are good for him insofar as they build rather than destroy his possibilities as a person" (p. 296).

At the turn of the century, Cooley (1902) proposed that a person's social self, or looking-glass self, is formed from her communication and social interaction with others. He wrote that "as we see our face, figure, and dress in the glass, and are interested in them because they are ours, and pleased or otherwise with them according as they do or do
not answer to what we should like them to be; so in imagination we perceive in another's mind some thought of our appearance, manners, aims, deeds, character, friends, and so on, and are variously affected by it" (p. 147). Cooley went on to suggest that we are either proud or embarrassed by the effect we imagine our appearance has on others. Therefore, an individual's feelings about herself may be affected by her perception of others' opinions of her clothed appearance.

Creekmore (1974) attempted to determine the relationship between self perception, body satisfaction, social environment, and use of clothing among adolescent males and females. To gather information about the relationship, the author used measures of self-concept, social class, high school position, concern for physical body, and clothing uses. Two of Creekmore's hypotheses were (1) that male and female students would differ in self-concept, concern for their physical body, and clothing use, and (2) that the students' use of clothing would relate to their social environment, self-concept, and body cathexis. While the data only partially supported these hypotheses, Creekmore concluded that "clothing seemed to function more pervasively in self development of girls than boys" and that among girls clothing may have served to express a sense of self-worth and to cope with the social environment (p. 15).
Cheek (1978) investigated the relationship between clothing deprivation, clothing importance, and self-concept among fourth-grade students from low socioeconomic families. She hypothesized that clothing deprivation and clothing importance would be positively related while clothing deprivation and self-concept would be inversely related. The analysis revealed only a very weak positive relationship between clothing deprivation and clothing importance. However, the moderate negative correlation between feelings of clothing deprivation and self-concept indicated that the students with high feelings of clothing deprivation tended to have low self-concepts. Cheek concluded that clothing is one part of a child's extended self.

In one of the few clothing and self-concept studies involving older women, McLean and Kernaleguen (1978) studied the relationship between levels of body cathexis (satisfaction with the body) and clothing among a group of females aged 20 to 89. The authors attempted to identify the effects of the physiological changes associated with the aging process on the self-concept of the subjects. McLean and Kernaleguen found a significant, positive relationship between the subjects' positive feelings about their bodies and their clothing satisfaction. The factors that contributed most significantly to this relationship were appearance, social factors, psychological factors, and the fit of garments.
Other research (Atkins, 1976; Ollinger, 1974; Silverman, 1945) has focused specifically upon the relationship between clothing uses and the self, including self-concept. Atkins compared the attitudes and behaviors of a group of high school students, a group of college students, and a group of career women. She found that among the three groups the individuals' perceptions of their own clothed appearance were positively related to their self-concept levels. Those subjects with high self-esteem had the most positive perceptions of their appearance.

Silverman (1945) examined the attention teenage girls devoted to their appearance (which included clothes and cosmetics) and to other personal characteristics (cited in Jersild, 1963). He concluded that teenage girls who devoted much attention to their appearance and clothes seemed to have a higher estimate of themselves than the girls who devoted less attention to their appearance.

In one of the few studies involving middle-age persons, Ollinger (1974) investigated the use of clothing during social interaction by women between the ages of 40 and 60. She was particularly interested in the relationship between clothing use and the self process. "Self" was defined as "the ongoing cognitive organization of one's experience in social interaction" (p. 1). Through interviews and the resulting case studies, the author obtained information about the subjects' clothing use during the previous twenty
years. Following content analysis of the taped interviews and categorization of the responses, Ollinger concluded, among other things, that these middle-aged women wanted to look presentable in their public activities, and that their social ease or comfort was influenced by their self presentations. Not surprisingly, their clothing provided the women with both physical and psychological comfort. Finally, Ollinger proposed that the women sometimes used clothing "symbolically to identify or disidentify with significant others or situations" (p. 3).

The relationship between clothing and the affective aspect of the self (self-esteem) has also been investigated. Klaasen (1967) studied the relationship between high school students' self-esteem, clothing, feelings about their bodies, and perceptions of how others see them. Since previous research had suggested that individuals with low self-esteem use clothing as a means of compensation, Klaasen hypothesized that there would be a negative relationship between the students' interest in clothing and their self-esteem. However, the data revealed a significant positive (rather than negative) relationship among the female students. In addition, Klaasen found that students with high self-esteem valued aesthetics in clothing and used clothing to gain special attention. These findings suggest that an individual's interest in clothing can contribute to her feelings of self-esteem.
As stated earlier, many researchers have studied clothing as a symbolic indicator of an individual's self. The results of these studies suggest that individuals use clothing to express aspects of their identity, personality, self-esteem, and self-concept. Reed (1973) examined the use of clothing as a symbolic indicator of the self. The purpose of her study "was to investigate clothing styles as symbolic indicators of the self within the perspective of symbolic interaction theory by identifying those traits which may be used to differentiate among wearers of different clothing styles" (p. 3). Reed analyzed responses regarding the following variables: self-concept, clothing interest, and clothing styles. Her findings supported the proposition that clothing acted as an indicator of the wearer's identity, attitudes, moods, personality and values. The data revealed that individuals who wore different clothing styles also possessed different self-concepts. Reed concluded that "clothing acted, to at least a partial extent, as a symbolic indicator of identity, attitudes, moods and personality, and values as viewed within a symbolic interaction framework" (p. 124).

Dickey (1967) investigated the relationships between clothing behavior, the projection of the self during the interpretation of illustrations of clothed figures, and the personality characteristics of self-esteem and security among female undergraduates. Dickey hypothesized that there
would be a relation between "the levels of self-esteem and the projection of the self as measured by the description of the clothed-figures" (p.37). The data revealed that the clothed figures did illicit responses that reflected certain aspects of each subject's self. For example, the high self-esteem groups used more high self-esteem words to describe the illustrations they identified with than did the low self-esteem group. In addition, the high self-esteem group used more low self-esteem words to describe the illustrations of clothed figures they did not identify with than did the low self-esteem group. These results supported Dickey's proposition that there is a relationship between an individual's clothing and the self. She concluded that "clothing behavior reflects differences in personality characteristics", including self-esteem (p. 166).

When Humphrey (1968) studied clothing and human behavior, she was interested in the relationship between "how the adolescent thinks of himself and how he uses clothing" (p. 3). She examined the clothing interest, self-concept, social class, and overall feeling about the body of high school males and females. Humphrey concluded that teenagers' self-concepts influenced how they used clothing. The teenagers with unstable self-concepts used clothing as a means of coping with social situations while students with more stable self-concepts used clothing more as a means of self-expression. In a similar study, Humphrey, Klaasen and
Creekmore (1971) examined the relationships between two dimensions of self-concept (self-esteem and instability) and adolescents' uses of clothing. The authors concluded that boys and girls with a higher self-esteem valued a pleasing appearance and used clothing aesthetically to attract attention to themselves, while students with lower self-esteem were more interested in selecting and caring for their clothes.

Sontag and Schlater (1982) attempted to strengthen the relationship between clothing and the self by defining a new concept, 'proximity of clothing to self'. (This was an extension of Sontag's (1978) earlier effort to develop a scale with which to measure this same concept). They based their investigation on the empirically supported hypothesis "that those life concerns that are perceived to be close to feelings about the self are the most important determinants of perceptions of life quality" (p. 2). For the study, Sontag and Schlater (1982) developed a measure or indicator of the concept which they titled the Proximity of Clothing to Self Scale. On the PCS scale, the concept of proximity of clothing to self is composed of the following six elements: (1) self as structure, (2) self as process: judgments of others, (3) self as process: symbol of identity, mood, attitude, (4) self-esteem: evaluative process, (5) self-esteem: affective process, and (6) body cathexis.
The sample studied was composed of fairly well-educated, upper-middle income married couples. During the interviews, the subjects were asked several short-answer questions regarding their feelings about their clothing and the following open-ended question: "What are some of the most important reasons why you feel as you do about your clothing?" (p. 3). As a result of the differences in the responses of wives and husbands, Sontag and Schlater (1982) determined that the "nature of the link between clothing and self varies with sex and may be related to social roles and norms" (p. 6). The authors concluded that both men and women who have high proximity of clothing to self scores also have higher positive correlations between their feelings about clothing and their feelings about "self" than those subjects with low proximity of clothing to self scores.

Though the relationship between clothing and an individual's self needs further investigation and clarification, the current body of research supports the conclusion that an individual's attitudes and behavior regarding her clothing are positively related to how she feels about her self. In general, it seems that a higher interest in and awareness of clothing is positively related to a person's opinion of herself which leads to greater social confidence enabling her to better cope with her social environment. In fact, the self-concept can influence
both how someone uses clothing and the particular styles she selects to wear. Furthermore, there is empirical evidence that clothing is positively related to self-esteem, for people with high levels of self-esteem often have more positive perceptions of their clothed appearance than those with lower self-esteem.

Clothing and Social Interaction

As stated earlier, clothing often influences an individual's behavior, as well as the behavior of those with whom she comes in contact. An individual's clothed appearance can affect whether or not she feels confident enough to join the group activities that are available to her. Furthermore, the individual's clothed appearance can influence whether or not she is accepted by other group members during social interaction. Hartman (1949) proposed that because "clothes are both a stimulus and a response," an article of clothing is a source of stimulation to the wearer and to the observer (p. 295).

Researchers have studied the relationship between clothing and an individual's social behavior for many years and from a variety of perspectives. The aspects of clothing's role in social behavior that have been investigated most frequently include nonverbal communication, sociability, social participation, conformity, interpersonal distance, role taking and
impression formation. While most of the research is based on the behavior of younger individuals, some studies have examined the relationship between clothing and the social behavior of older people as well.

The relationship between an individual's clothed appearance and her interaction with others was proposed by Morton in the early 20th century. Morton (1926) submitted that clothes "determine how much we go into society, the places we go [to], the exercises we take" (p. 585). Though she did not indicate the research on which she based this statement, her notion was deemed interesting enough to warrant investigation by many scholars in the decades that followed. For example, Rosencranz (1962) viewed clothing as a symbol and proposed that individuals use it to assign meaning to or help them make sense of social encounters. She asked married women from different social backgrounds to interpret ambiguous social situations using the Clothing Thematic Apperception Test. This measure was composed of illustrations of clothed figures depicted in common, everyday scenes which the respondents were asked to describe. From this survey, Rosencranz determined the relationship between each subject's clothing awareness score and various background variables such as social class, education, verbal intelligence, husband's occupation, and participation in organizations. She found that the women with high clothing awareness scores were from the upper
social classes, had higher educational levels, and belonged to a greater number of organizations.

Many of the early studies involving clothing and social interaction investigated the use of clothing as an aid for group acceptance. These studies form the basis of the existing clothing conformity research. Ryan (1951) studied the relationship between students' clothing and group acceptance when she examined how feeling well dressed or poorly dressed affected the social behavior of female undergraduates. After interviewing the students, Ryan concluded that a student who felt well dressed (1) felt she could participate in more school activities and (2) felt she was part of the group more often than a student who felt poorly dressed.

Williams and Eicher (1966) were also interested in the relationship between clothing and group membership when they interviewed ninth-grade high school females in order to determine whether or not common opinions about clothing and appearance represented one of the elements which produced cohesion in a small group, such as a friendship group. The authors proposed that the members of the more cohesive friendship groups (reciprocal friendship structures) would have similar opinions and a greater consensus of opinion concerning other students' appearance, their clothing and group membership requirements than would the members of the less cohesive groups. The results of the study supported
this hypothesis. Williams and Eicher concluded that clothing played a role in group cohesion at least among junior high students.

In a longitudinal study involving their original subjects three years later as twelfth graders, Hendricks, Kelley and Eicher (1970) again examined the relationship between group cohesion and students' opinions about clothes, appearance and social acceptance. The authors identified the same relationship between these factors among the twelfth-grade girls as they did among the ninth-grade girls, and concluded that clothing did influence a student's popularity among her classmates. In 1970, Kelley and Eicher summarized the results of the two previously described studies and proposed that clothing and appearance alone do not account for group acceptance or rejection. They concluded that while a student could be well-dressed and still not be accepted into a group, appropriate dress is often a requirement for acceptance into a particular group.

The impact of clothing on group membership was further examined by Littrell and Eicher (1973) when they attempted "to determine whether individuals expressing opinions about clothing and appearance similar to those of their reference groups were more likely to become members of the groups than were individuals who did not express similar opinions to their reference groups" (p. 198). Though their study was based on the same high school females as the previously
discussed investigations, in this study the authors were interested in the factors (appearance included) that influenced the movement of girls between friendship groups. Littrell and Eicher (1973) concluded that the data "further substantiates the idea that movement from social isolation to social acceptance is aided not so much by approximation of one's opinions to those of overall class norms but to specific norms of the group into which one desires entrance" (p. 205). Clothing was one of these specific norms that influenced social acceptance within the groups.

Kelley, Daigle, LaFleur and Wilson (1974) investigated adolescents' participation in social activities within their social class and the relationship of their dress to their level of participation. Their sample included subjects of both sexes from different ethnic backgrounds from families with limited incomes. Slightly over 50 percent of the students, regardless of ethnic group, reported that they would participate in more activities if they had the appropriate clothing. Therefore, the authors concluded that appropriate clothing did influence the students' participation in social activities. In addition, the authors suggested that in a group of adolescents from different social classes, a student's clothed appearance might create barriers to social acceptance if the clothed appearance is not normative. Furthermore, they proposed that this nonnormative appearance might result in the
student's withdrawal from participation in social activities.

Other investigations have been concerned with the impact not having appropriate clothing has on social confidence or social adjustment. The purpose of Drake and Ford's (1979) study was to explore the relationship between clothing attitudes and social adjustment among male and female high school students in different grades. The authors were interested in how inadequate clothing might relate to self-concept and social participation. Drake and Ford found that feelings of clothing deprivation were negatively associated with self-acceptance among the adolescents. "It appeared that those adolescents who did not accept themselves, dressed to please others rather than self, and were likely to feel their clothing was inadequate" (p. 290). Furthermore, Drake and Ford found that the students who participated in organized activities expressed fewer feelings of clothing deprivation.

Vener (1957) studied the relationship between clothing and social confidence among 782 male and female high school students. In particular, he examined the relationship between clothing awareness, sex, age, social class and conceptions of self (which included the variables of social confidence, other-directedness and clothing deprivation). Vener developed a questionnaire based on informal interviews, direct observations at school activities,
student compositions, personal insights and a previous questionnaire he had developed. The data revealed that female students had greater clothing awareness than male students, and that female students who participated in more organizational activities exhibited greater clothing awareness. In addition, Vener found that clothing awareness was negatively related to social confidence, which tends to contradict Ryan's (1951) findings. Vener concluded that the females with lower social confidence appeared to use clothing to increase the potential for successful social involvement.

Other researchers who have examined clothing's impact on social interaction, have used impression formation theory as the conceptual framework for their studies. Johnson, Nagasawa and Peters (1977) examined the effects of clothing style differences on the formation of impressions of sociability among male and female college students. Citing impression formation theory, the authors proposed that an observer might make judgments concerning the sociability of another person based on clothing cues if the observer has no other knowledge of the person's personality. The subjects completed three impression scales after viewing photographs of a female in four costumes which had been classified by the researchers as either in-fashion or out-of-fashion. The data revealed a significant positive relationship between clothing style and impression of sociability. As a result,
Johnson, Nagasawa and Peters proposed that an individual's clothing style can affect others' impressions of his sociability.

Workman (1987) investigated fashionable clothing as a variable which affects interpersonal distance during social interaction. She hypothesized that "wearing clothing currently in fashion may give an impression of greater sociability and lead to closer interpersonal distances" (p. 31). After viewing illustrations of clothed figures, female undergraduates rated the fashionability of each illustration. In addition, the subjects indicated the distance relative to each sketched figure from which they would feel most comfortable in a social situation. Workman's hypothesis was confirmed as the distances between the subjects and the fashionably dressed figures were significantly less than those between subjects and less fashionably dressed figures. The author concluded that "if the clothing worn does not reflect current fashion, the wearer may be rejected or labeled as 'different' before having a chance to prove their worth as an individual" (p. 34).

The relationship between clothing and participation in social activities has been studied for decades. In one of the first of such studies involving older women, Ebeling (1960) investigated the relationship between the clothing interest, social participation and personal characteristics
of women over 60 years of age. Ebeling concluded that the older womens' clothes "affected aspects of their social participation -- their feeling of ease and their refusing invitations for lack of clothes" (p. 11). Ebeling and Rosencranz (1962) continued the study of the relationship between clothing and social participation among women 60 years of age and older. They compared the behavior of women who had different levels of involvement in social activities. The authors found that the women who accepted fewer invitations indicated that their clothing influenced whether or not they felt at ease at a social function. Ebeling and Rosencranz concluded that some older women refused to participate in social activities if they did not have appropriate clothing.

Harrison (1968) conducted one of the few clothing and social participation studies using a male sample and found a similar relationship between their interest in clothing and their social participation. She analyzed their clothing selection and buying processes, clothing interest and levels of social participation. While a relationship was not found between clothing selection and buying processes and the other variables, the data analysis revealed a highly significant positive relationship between interest in clothing and participation in campus activities.

In a rare study which used retired men as subjects, LaFleur (1982) examined the relationship between their
clothing attitudes, participation in activities and life satisfaction. The following clothing attitudes were examined: (1) attitudes about clothing for social activities, (2) attitudes about clothing maintenance, and (3) attitudes about clothing for retirement. LaFleur obtained social participation data by asking the subjects about their involvement in solitary activities, expressively leisure activities, and voluntary associations.

The data revealed that the sample members had "relatively positive attitudes about clothing for social activities" (p. 77). Specifically, the author identified a positive relationship between the retirees' attitudes about clothing for social activities and their participation in expressive leisure activities. LaFleur suggested that this indicated the men were concerned about the appropriateness of their clothing for certain activities and cared about the impressions they made on others. In addition, the author noted that as participation in some activities increased, concern about clothing increased also. As hypothesized, the data revealed a positive relationship between participation in activities and life satisfaction, but no relationship was identified between life satisfaction, attitudes about clothing for social activities or maintenance. However, the author concluded that "the findings indicated an indirect relationship existed because clothing attitudes were related to participation in activities, and participation in
activities was related to life satisfaction" (p. 81).

In a similar study, Robinson (1984) examined the relationship between clothing values, social participation and life satisfaction among women aged 55 and over. The four clothing attitudes she studied were thermal comfort, psychological comfort, physical comfort and care. The data analysis indicated no relationship between the clothing variables, social participation, and life satisfaction or between the clothing variables and life satisfaction. However, the author did identify a moderately low association between life satisfaction and social participation. During her discussion of the results, Robinson suggested measuring older women's fashion interest as a clothing variable in order to examine how these women present their social selves. She proposed that "future research with aging females may find that fashion, as a priority, is held in higher esteem than other clothing variables" (p. 95).

Research regarding the relationship between a person's attitudes and behaviors regarding clothing and fashion, and her involvement with others suggests that clothing and/or fashion influences how much the person interacts with her social environment. There is empirical evidence that people who feel they have appropriate clothing, or feel well dressed, are more likely to participate in social activities. In addition, clothing is a specific social norm
that can influence social acceptance. Scholars have found support for the proposition that the fashionability of one's clothing can influence whether or not one is viewed as a desirable companion during social situations. Furthermore, since appropriate dress is often a prerequisite for group acceptance, feeling appropriately dressed can enable a person to feel a sense of belonging to a particular group. Finally, these findings suggest that a person who feels she does not have suitable or appropriate clothing might be less likely to participate in some social activities.

Social Participation and Life Satisfaction

According to Levine (1952) "activity as a primary human need, expressed physically, mentally, and emotionally, is basic to the older as well as the younger person" (p. 167). In Social Bonds in Later Life, Peterson and Quadagno (1985) propose "that the essence of meaning and fulfillment in later life ... lies in belonging and participating in family, community, peer groups, reference groups, and other forms of group life ... A full and abundant social life affects mental and physical health positively; when social life is lacking or unsatisfactory, mental and physical health are adversely affected" (p. 10). According to Havighurst (1952), while older persons adjust to aging in a variety of ways, both rational and irrational, rational methods of adjustment can produce "a happier and more highly
approved life" (p. 16). These rational approaches include interests in civic and community affairs, leisure-time activities, and hobbies. In other words, social interaction or involvement through participation in activities can contribute to more fulfilling or satisfying lives for many older people.

Researchers and social gerontologists in particular have studied the social participation of older people by examining their involvement in a variety of social activities. Though this subject has been examined from various perspectives, activity theory is one of the more commonly used ones. Activity theory is based on the proposition that "there is a positive relationship between activity and life satisfaction and that the greater the role loss, the lower the life satisfaction" (Lemon, Bengtson and Peterson, 1972, p. 511). Furthermore, activity theory suggests that an individual ages successfully if she is able to preserve the activity level, attitudes, and values of middle age (Victor, 1987; Atchley, 1980). In addition, Havighurst, Neugarten and Tobin (1968) contend that activity theory "implies that, except for the inevitable changes in biology and in health, older people are the same as middle-aged people, with essentially the same psychological and social needs...The decreased social interaction that characterizes old age results from the withdrawal by society from the aging person; and the decrease in interaction
proceeds against the desires of most aging men and women" (p. 161). Activity theory suggests that self-reports of life satisfaction by older people reveal interest in many types of social activities (Gubrium, 1973). These social activities include maintaining intimate friendships; getting together with acquaintances, relatives, or family; and participating in the activities of formal community and religious organizations. In addition, activity theory is concerned with how persons react through their behavior and attitudes to changes that occur during later life (Gubrium, 1973).

Prior to the formulation of the actual theory, a few researchers had used activity theory, or at least its major propositions, as the framework for studies of the impact of social interaction, or social participation, on older individuals. For example, in 1933, when Conkey studied adjustment to aging among 50 persons over 65 years of age, she concluded that of the three factors that were of greatest importance to adaptation to aging, strong or varied interests and activities were most important, followed by economic independence and security.

The more formalized activity theory of aging was first supported by Cavan, Burgess, Havighurst and Goldhamer (1949) as a result of their study of personal adjustment to aging. In this study, the authors surveyed approximately 1,000 persons who were at least 60 years of age and were from a
variety of socioeconomic backgrounds. Cavan et al., (1949) obtained information regarding the subjects' levels of adjustment to aging from their responses to two instruments developed by the authors—the Attitudes Inventory and the Activities Inventory. The Activities Inventory included 19 questions about leisure-time activities, religious activities, intimate social activities, economic activities, and health. The following five criteria associated with adjustment to aging were identified: (1) participation in activities, (2) satisfaction with activities, (3) happiness, (4) absence of non-adjustive behavior and (5) wish fulfillment. Cavan and her associates concluded that successful adjustment to aging is positively associated with social interaction and participation in a variety of social activities.

In their study of the relationship between disengagement and the psychological well-being among older persons, Tobin and Neugarten (1961) interviewed 180 adults between the ages of 50 and 80. During the interviews the authors obtained responses on four measures of social interaction and one measure of psychological well-being. Tobin and Neugarten (1961) concluded that "social interaction is positively associated with life satisfaction for all ages ... and that, with advanced age, this association is increased rather than decreased" (p. 346).
Reichard, Livson and Petersen (1962) investigated changes in personality, self-perception, social outlook, mental functioning, and personal adjustment during the period from middle to old age among 87 men between the ages of 55 and 84. Each subject participated in an in-depth clinical interview and took a series of psychological tests. During the interview each man responded to 11 questions concerning his participation in social activities involving clubs, organizations, friends, and entertainment. The authors concluded that "men who adjusted successfully to aging were more active socially than those who were unsuccessful" (p. 98).

In their study, Maddox and Eisdorfer (1962) examined the relationship between chronological age, activity, and morale among 250 persons who were at least 60 years of age. The authors defined the activity and morale variables based on the activity and attitude inventories developed by Cavan et al., (1949) but did not use these inventories to measure personal adjustment to aging as Cavan et al did. Instead, Maddox and Eisdorfer (1962) used the activity inventory "as a measure of the extent to which an individual reports he can and does interact both with his environment in general and in particular with other persons" (p. 256). As hypothesized, they found a significant positive relationship between activity and morale. However, the authors concluded that "the relationship is a complex one ...with limiting
conditions under which the relationship does not exist" (p. 259).

As part of a longitudinal study of human aging, Maddox (1963) again evaluated the relationship between chronological age, activity, and morale among older people. He also investigated the conditions that affect any associations between these variables. The central hypothesis of the study was that "the reported activity of an elderly subject has a positive relationship to his morale" (p. 198). One hundred eighty-two of the subjects in the previous study by Maddox and Eisdorfer (1962) were the subjects for this study. Again, activity level was measured with the Activity Inventory developed by Cavan and associates; and again, Maddox (1963) found a significant positive relationship between older persons' activity levels and their morale.

Palmore (1968) found support for the activity theory of aging in his longitudinal study of 127 persons between the ages of 70 and 93. The author used the Cavan, Burgess, Havighurst, and Goldhamer (1949) Inventory of Attitudes and Activity to measure the subjects' changes in activity level and satisfaction with eight areas of life. Analysis suggested that the activity levels of the older persons had not significantly decreased with age as disengagement theory suggests. In addition, those subjects who reduced their activity levels also expressed decreased levels of life
satisfaction, while those who increased their involvement in activities indicated an increase in satisfaction. Palmore proposed that while older persons may reduce their participation in some activities, they may compensate by increasing their participation in other activities.

Lemon, Bengtson and Peterson (1972) attempted to develop a formal statement of activity theory as they felt that the existing theory lacked a clear theoretical base as well as clearly developed concepts. The authors used their proposed theory as the basis for their examination of the relationship between the activities and life satisfaction levels of older people. The sample was composed of 400 upper-middle class people of at least 52 years of age who were considering moving into a particular retirement complex (a highly homogeneous group).

Activity was defined as "any regularized or patterned action or pursuit which is regarded as beyond routine physical or personal maintenance" (p. 513). Through personal interviews, the subjects' frequency of interaction in informal, formal, and solitary activities was measured. Life satisfaction was defined as "the degree to which one is presently content or pleased with his general life satisfaction" (p. 513). Life satisfaction was measured with Neugarten, Havighurst and Tobin's (1961) 13-item scale. Lemon et al., found only mild support for the proposition that the greater the frequency of participation in social
activities the greater the life satisfaction. However, because the activity category composed of informal activities with friends was significantly correlated to life satisfaction, the authors concluded that the quality or type of interaction, not the quantity, was the more important predictor of life satisfaction among the sample members.

Though life satisfaction among older persons is, of course, influenced by many factors, there is empirical support for the proposition that, for many older people, participation in social activities is positively related to satisfaction with life. This is the basic premise of the Activity Theory of aging on which numerous studies of older people’s social participation and life satisfaction are grounded. In addition, scholars have found that successful adjustment to aging is positively associated with participation in a variety of activities. The social activities that are most related to the morale, happiness, or satisfaction of older people include activities with family, friends, community organizations, and religious organizations.

In addition, there is empirical evidence that the positive relationship between social interaction and life satisfaction increases with age. Though participation in some types of activities decreases among some older persons, researchers have concluded that the older people may compensate by increasing their participation in other types
of activities. As a result, the older people who express some of the highest feelings of life satisfaction are also those who maintain regular involvement with groups in their social environments.

**Measures of Clothing Attitudes and Behavior**

Many researchers have investigated the role clothing plays in the lives of individuals by studying their clothing attitudes and behavior. While many variables have been used to tap these attitudes and behavior, two of the most common variables have been Clothing Interest and Fashion Interest. Though many instruments have been developed to measure these variables, exactly what most of these instruments measure is questionable due to the complicated relationship between the terms 'clothing' and 'fashion', and due to the two most commonly used definitions of fashion. Most instruments that measure clothing interest do so by combining questions about attitudes and behavior regarding both clothing and fashion.

Some researchers have realized this and have attempted to differentiate between the two. These researchers have identified fashion interest as one dimension or factor of clothing interest and have separated the fashion questions from the clothing questions on their measures of clothing interest. Other researchers have developed separate fashion interest measures. This measurement problem will be
discussed in more detail in the sections below. Fashion interest measures will be discussed first, followed by a description of the development of the most commonly used clothing interest measures.

**Fashion Interest Measures**

Fashion has been the subject of studies by sociologists, economists, psychologists, anthropologists, and home economists, among others, for many decades. Researchers who have studied this social behavior have investigated fashion motives (self-esteem, social acceptance, conformity, individuality, status, and stratification), fashion change (diffusion, innovation, and planned obsolescence), and the fashion cycle's impact on apparel merchandising. The variables used most often by researchers to measure these concepts are fashion interest, fashion involvement and fashion awareness. However, regardless of the titles, instruments that contain any of these variables obtain information about what individuals feel, think, and do regarding fashion.

While one's definition of fashion often depends on one's discipline and perspective, and while over the decades numerous definitions have been proposed, one of the classic definitions was offered by Nystrom (1928). He described fashion as the prevailing style at any given time, and proposed that whenever a style is followed or accepted
within a group it becomes the fashion. The contention that fashion results from group acceptance or conformity was supported by Ellwood (1918) who proposed that "fashion is copying the members of one's group, not for the sake of utility, but for the sake of conformity" (cited in Hurlock, 1929, p. 8). In fact, Smelser (1967) proposes that fashion is an expressive form of collective behavior (cited in Horowitz, 1975). It has been accepted that other components of the fashion definition include the wide acceptance of a style and the desire to have clothing that reflects the latest trends; therefore, conformity is one aspect of the fashion definition.

However, when the adjective 'fashionable' precedes words such as 'garment' or 'clothing', it invariably refers to the newest styles in dress and accessories, and these styles may be quite different from what the majority of people in a group are wearing. In American society, a person is often viewed as fashionable or possessing a keen sense of fashion when she displays a distinctive or individualistic clothed appearance that is quite different from that of the majority. "The fashionable person is regarded with mingled feelings of approval and envy; we envy him as an individual, but approve of him as a member of a set or group" (Simmel, 1957, p. 548).

Therefore, an interest in fashion suggests an interest in the use of clothes as both (1) a vehicle of conformity in
social situations and as (2) a vehicle with which to show others that one is aware of and accepting of the newest trends in garments and accessories. The latter version of fashion is almost always measured by testing subjects’ awareness of or purchase of the newest styles presented in fashion magazines and in retail stores. The former version of fashion is more likely to be measured through the variable of clothing conformity than through the variable of fashion interest. These are two very different components or interpretations of the same term, or variable, and a variable with two meanings is often difficult to measure with one instrument.

Conformity through clothing has been measured for decades with a variety of instruments. For example, Dillon (1962), Selker (1962), Russell (1963), Hamilton (1965), Morrow (1968), and Shrank (1970) measured different aspects of clothing conformity with young children as well as adolescents (cited in Creekmore, 1971). However, it appears that few, if any, of the researchers who used such instruments viewed them as measures of attitudes and behavior regarding fashion, even though most definitions of fashion contain a conformity component.

Not surprisingly, almost all of the existing measures of fashion interest, or fashion behavior of any kind, concentrate on the individual’s knowledge of new styles rather than on her use of fashion as a means of fitting into
a group through conformity to the clothing norms of that particular group. At most, the measure may include a few questions about conformity through clothing. Shrank (1973) conducted one of the very few studies that attempted to establish a relationship between conforming to the clothing norms of a social group (friends) and fashion behavior (fashion innovativeness and opinion leadership). However, she did not consider an interest in fashion and an interest in clothing conformity as one and the same interest since she used separate measures for clothing interest, clothing conformity, and fashion opinion leadership.

As an explanation for the failure of clothing and fashion researchers to merge fashion with conformity through the vehicle of clothing, this author proposes that at the end of the 1960s, just as clothing conformity researchers were ready to link the topic to fashion behavior, fashion retailing changed drastically. In the late 1960s and early 1970s, designer and brand name apparel and accessories became very important to American consumers, and this led to drastic changes in apparel marketing and retailing. As a result, many researchers interested in clothing and/or fashion began to focus their investigations on retailing and marketing topics such as the purchase behavior and motives of fashion buyers, the characteristics of fashion leaders and innovators, the fashion life cycle, and the factors that influence consumer acceptance of the newest fashions.
The fashion interest variable studied by these researchers usually measured interest in or awareness of new fashion trends (the second interpretation of fashion). They did not measure an interest in clothing as a means of conforming to the appearance norms of a group (the classic interpretation of fashion). As a result of this emphasis on the ‘fashion’ that is the subject of fashion merchandising or retailing studies, the link between fashion and clothing conformity as a topic of research was relegated to theoretical research, often the least funded type. Some of the major fashion interest measures that developed during this time are described below.

Grinder (1965) was one of the first researchers to attempt to measure fashion interest when she investigated the relationship between ‘fashion diffusion in women’s clothing and social stratification. Her measure of fashion interest consisted of only four questions concerning the importance of being in style, the level of interest in fashion, the extent of efforts to stay aware of new fashion trends, and knowledge of styles prior to shopping.

In contrast, Jones (1968) developed a fashion interest inventory composed of 29 questions with which she studied a sample of college women. She examined the relationship between the esteem accorded to drawings of clothed figures and the basic values, security-insecurity and fashion interest of the perceivers. Though she did not define the
term 'fashion interest', she defined a high fashion interest scorer as "a respondent who demonstrated that she is knowledgeable about fashion trends and that she tends to spend more time, money, thought, and energy on fashion as it related to clothing than the average person" (p. 39). Jones collected questions from previous measures of clothing and fashion knowledge and behavior and created her own questions as well. Following pretests and revisions, she concluded that the Fashion Interest Inventory had face validity. However, Jones measured fashion interest by investigating the subjects' knowledge of and interest in new clothing styles or fashion trends rather than their interest in conforming to the clothed appearance of others.

Rich and Jain (1968) developed an original measure of fashion interest when they investigated the influence of social class and life cycle on consumer behavior during changing socioeconomic conditions among women at least 20 years of age. In particular, they hoped to identify the effect social class had on women's interest in fashion. Rich and Jain measured interest in fashion based on the subjects' responses to five statements each of which asked about behavior regarding fashion trends. Tigert, Ring and King (1976) attempted to develop and validate an index of fashion involvement in order to "demonstrate that the highly fashion involved consumer is also the heavy clothing fashion buyer" (p. 46). Their index contained one question
regarding each of the five important dimensions of the aggregate fashion involvement continuum suggested by Sproles and King (1973) (cited in Tigert, Ring and King, 1976). These five dimensions are - fashion innovativeness and time of purchase, fashion interpersonal communication, fashion interest, fashion knowledgeability and fashion awareness, and reaction to changing fashion trends. Fashion as a means of conforming to the clothed appearance of others in a group was not measured.

In 1981, Horridge, Khan and Huffman studied differences in fashion awareness among females characterized by different demographic variables (age, marital status, education, number of dependent children, income, and fashion courses). They defined fashion awareness as "the level of fashion knowledge determined from the fashion awareness index score" (p. 302). The authors created a fashion awareness measure which contained 42 sketches of fashion items (garments and accessories) that the respondents rated as 'in' or 'out' of fashion. They used the Sproles' 1977 Consumer Interest and Priorities questionnaire "for the assessment of fashion interest and clothing economic practices, as it allowed them to measure both variables with the administration of a single instrument" (cited in Horridge et al., p. 139). Again, fashion as conformity was not measured. Horridge and Richards (1984) conducted a similar study among professional home economists using the
same measure of fashion interest.

As described previously, when Gurel (1974) factor analyzed the 89 clothing questions contained in Creekmore's original Importance of Clothing questionnaire, she was interested in identifying separate dimensions of clothing interest. As a result, Gurel determined that there are eight dimensions of clothing interest and labeled them as follows - (1) Personal appearance, (2) Experimentation with clothing, (3) Conformity, (4) Modesty, (5) Psychological awareness, (6) Self-concept, (7) Fashion interest, and (8) Comfort. However, when Gurel and Gurel (1979) further analyzed the eight factors, they narrowed the scope of the instrument to five factors. They suggested that three of the eight previously identified factors did not measure the clothing interest dimension.

The authors proposed that these three factors measures personality dimensions through the vehicle of clothing rather than dimensions of clothing interest. They labeled these three factors as follows: Factor III - Conformity; Factor IV - Modesty; and Factor VIII - Sensitivity to Comfort. It should be noted that the original name of the new "Conformity" was "Fashion Interest". While Gurel and Gurel suggested that these three factors seem to measure personality dimensions through the vehicle of clothing, it is argued that Factor III - Conformity, in fact, measures an interest in the social norm of fashion. (While the 13
questions that compose this conformity factor have not as yet been used as a measure of fashion interest, they will be used as such in the present study).

Kaiser and Chandler (1984) studied fashion alienation rather than fashion interest or involvement. The purpose of their investigation was to characterize older adults’ feelings of alienation from fashion as a symbolic representative of the social times (p. 206). The authors proposed that "fashion could play a potentially beneficial role in enabling adjustive socialization to the aging process" (p. 219). In addition, Kaiser and Chandler identified the demographic variables which influenced feelings of fashion alienation among the sample of adults over 50 years of age. The administered questionnaire contained a ten-item measure of fashion alienation (developed by the authors) and six mass media usage scales.

Chowdary (1988) used a mailed questionnaire to investigate the relationship between the self-esteem and degree of clothing fashionability among older men and women. The survey instrument was composed of a self-esteem measure, an age identification measure, and an original fashionability measure. The fashionability measure consisted of three sets of two line drawings of suits. One set of suits was male and the other was female. The subjects were asked to select the illustration that depicted the most fashionable suit. Again the subjects’ interest in
fashion as a form of normative behavior was not measured.

Clothing Interest Measures

Many researchers have investigated the role clothing plays in the lives of individuals by studying their clothing attitudes and behavior. While many variables have been used to tap these attitudes and behavior, one of the most common variables has been clothing interest. Furthermore, this clothing interest variable has received titles such as clothing awareness, clothing involvement, and importance of clothing. However, regardless of the titles, instruments that contain any of these variables obtain information about what individuals feel, think, and do regarding clothing.

Interest in clothing reflects, among other things, an interest in a garment's design and fabric, the way it makes the wearer look, feel and behave, and the impression it gives to others. As described earlier, interest in fashion suggests an interest in the use of clothing either as a vehicle of conformity in social situations or as a message to others that one is aware of and accepts the newest trends. Unfortunately, most instruments that measure clothing interest do so by combining questions about attitudes and behavior regarding both clothing and fashion. The development of some of the major clothing interest measures as well as the commonly used definitions of clothing interest as a variable follows.
In one of the first clothing interest studies, Rosencranz (1948) studied the clothing interest of both married and unmarried women. The investigation was designed to create a measure of clothing interest and to compare the clothing interests of the two groups of women with differing demographic characteristics. She defined clothing interest as 'the extent to which a woman is willing to devote time, energy, money, thought, and attention to her personal clothing'. The instrument asked a wide variety of questions about the respondents' clothes, their shopping and selection habits, their knowledge of current designers and of prominent manufacturers' brands, how often they read about clothing and fashion, the clothing in their wardrobes, and their general attitudes about clothing and fashion. Only one question asked about whether or not they would conform to a new skirt length. Following analysis and revisions, Rosencranz concluded that the instrument was a reliable measure of clothing interest.

In 1962, Rosencranz suggested the development of a clothing awareness measure when she studied clothing's role in the social behavior of married women. Specifically, she proposed that clothing is a symbol that individuals use to assign meaning to social encounters. She asked married women from different social backgrounds to interpret ambiguous social situations using the Clothing Thematic Apperception Test. This measure was composed of
illustrations of clothed figures in common, everyday scenes which the respondents were asked to describe. After transcribing each respondent's responses, the clothing awareness score was determined based on the number of remarks she made concerning the clothing worn by the figures in the scenes. Comments about clothing were not distinguished from comments about fashion.

The clothing interest measure developed by Sharpe (1963) has been one of the most often used instruments. She measured "women's interest in clothes and the importance they place on them" by surveying female undergraduates regarding their clothing behavior (p. 37). Though Sharpe did not define the clothing interest variable in her study, according to Creekmore's (1971) evaluation of the instrument, Sharpe's working definition of clothing interest was "willingness to spend time, energy, and money on fashionable clothing" (p. 23). After testing and revisions, Sharpe's final clothing interest instrument had 14 statements. However, nine of them obtained information about individuals' attitudes and behavior concerning the newest fashions rather than clothing. Sharpe's instrument or revisions of it have been used by Smith (1976), O'Neal (1977), and Grale (1987) and many others.

Shrank (1970) used a clothing interest measure when she attempted to identify the relationship between fashion innovativeness, fashion opinion leadership, social security,
conformity in dress, clothing interest and socioeconomic level. She interpreted clothing interest "in terms of the enjoyment gained from clothing and activities related to clothing as well as simply a liking for clothes" (p. 37). She revised Sharpe's 14-question Clothing Interest and Importance Scale into a clothing interest inventory with 20 statements. According to Shrank, the resulting measure had a reliability score of .92. However, five of the 20 statements sought information about interest in fashion rather than interest in clothing.

Smith (1976) investigated the effect of attractive and unattractive clothing on the perception of persons in a task-oriented situation. She defined clothing interest as Gurel (1974) did. Smith refined Sharpe's (1963) 14-item clothing interest measure and used it to examine the relationship between the clothing interest/importance of perceivers and the perception ratings they assigned. After analyzing an earlier version of Sharpe's measure which had 36 statements, Smith retained the 14 that composed Sharpe's final version and included eight Sharpe had earlier omitted. However, seven of the final statements in this measure of clothing interest/importance sought fashion-related information. Her revised clothing scale has a reliability coefficient of .92.

In 1981, Lapitsky and Smith examined the relationship between attractive clothing, perceivers' impressions of the
personality characteristics of the writer of an essay and the quality of the essay. As a component of their study, they tested the functional validity and reliability of Sharpe's original 36-item clothing interest scale (before it was reduced to final form with 14 statements). Following their analysis, Lapitsky and Smith retained 22 of the original statements from which they created a clothing interest measure with a reliability of .92.

Paek (1986) used a clothing interest measure in her investigation of the relationship between the clothing interest ratings and personal trait ratings associated with selected garment styles among undergraduate females. Again, Sharpe's 1963 scale served as the basis for the clothing interest measure used. Paek eliminated two statements which referred to out-dated clothing activities; therefore, the measure contained 12 statements related to clothing behavior and attitudes. However, this instrument also contained statements about fashion behavior as well as clothing behavior. Paek concluded that the first impressions associated with certain garment styles were influenced by the clothing interest of the perceivers.

The measure that has served as the basis for many measures of the clothing interest variable has been the list of 89 statements compiled by Creekmore (1963) in her study of the relationship between clothing, the satisfaction of basic needs, and the development of general values. She
divided these statements into eight scales which measured various aspects or dimensions of clothing uses. These scales were then refined by five graduate students (Engel, 1967; Humphrey, 1967; Hundley, 1967; Klaasen, 1967; Young, 1967) working under Creekmore's guidance (cited in Creekmore, 1971). The resulting instrument, Creekmore's 1968 Importance of Clothing questionnaire, contained eight Likert scales, each composed of 11 statements to which respondents indicated some level of agreement or disagreement. The scales were titled as follows: interest, dependence, attention, modesty, approval, comfort, aesthetic, and approval. Following the graduate students' analyses, five of the scales received suitable reliability ratings, while three of them received less than satisfactory reliability coefficients. This instrument or parts of it were subsequently used by many researchers during the decade that followed. However, it was Gurel (1974) who actually modified the instrument into a measure of clothing interest.

Gurel (1974) described clothing interest "as a feeling of intentness, concern, or curiosity about clothes as well as a motivational force affecting the behavior of the wearer. It can be measured by the observable behavior of people and by responses to questions about their participation in and their activities involving the use of clothing" (p. 8). She proposed that clothing interest refers to "the attitudes and beliefs about clothing, the
knowledge of and attention paid to clothing, the concern and curiosity a person has about his own clothing and that of others" (p. 12).

With this definition in mind, Gurel (1974) attempted to identify separate dimensions of the clothing interest variable by factor analyzing Creekmore’s Importance of Clothing questionnaire. In addition, Gurel examined the relationship between clothing interest and demographic variables (age, sex, college class, and socioeconomic status) of undergraduate student groups. As a result of the factor analysis, Gurel (1974) identified the following eight factors or dimensions of clothing interest - personal appearance, experimentation with clothing, conformity, modesty, psychological awareness, self-concept, fashion interest, and comfort. In addition, Gurel and Deemer (1975) evaluated the construct validity of Creekmore’s questionnaire and found strong evidence that the measure does in fact measure what it purports to measure.

Later, Gurel and Gurel (1979) attempted to develop an instrument with which to actually measure interest in clothing. They further analyzed Creekmore’s 1968 Importance of Clothing questionnaire in order to clarify "the conceptual and semantic confusion surrounding the nature and measurement of clothing interest" (p. 281). As a result, they identified the following five factors they considered central components of clothing interest - (1) concern with
personal appearance, (2) experimenting with appearance, (3) heightened awareness of clothes, (4) clothing as enhancement of security, and (5) clothing as enhancement of individuality. The three factors that were deemed least related to clothing interest, and consequently omitted from the measure, were — (1) conformity, (2) modesty, and (3) sensitivity to comfort. The authors concluded that clothing interest is indeed multidimensional and that additional dimensions of clothing interest have yet to be identified. (That the statements in the omitted "conformity" factor measure conformity through clothing, and therefore address an interest in fashion as it is traditionally defined, will be argued in the next section).

Worrell (1977) investigated the relationship between degree of depression and clothing interest among male and female college students. She measured interest in clothing by using two of the five factors Gurel and Gurel (1979) identified from Creekmore's Importance of Clothing questionnaire. These two factors were: (1) Interest in Clothing as Heightened Awareness of Clothing, which is Factor 5, and (2) Interest in Clothing as Enhancement of Security, which is Factor 6. Worrell selected these factors because statements in them make reference to the emotional and psychological aspects and effects of clothing awareness.

Creekmore's measure was also used by Miller, Feinberg, Davis and Rowold (1982) who also measured clothing interest
in their study of the differences in individuals' sensitivity to appearance. However, they used all of Creekmore's 89 items in their questionnaire, scored it based on Gurel and Gurel's (1979) factor analysis, and created a seven-point Likert-type rating scale for the response alternatives. When Harrison (1968) investigated the clothing selection and buying processes, clothing interest and social participation of male college undergraduates, she also measured clothing interest by including the 11 questions that form the Clothing Interest subscale within Creekmore's Importance of Clothing measure.

Perry, Schutz and Rucker (1983) used two measures of clothing interest to study "the relationship between clothing interest and a holistic concept of personality, self-actualization" (p. 281). They defined clothing interest as Gurel and Gurel (1979) did. However, the authors used not only the 11 statements in the Creekmore Clothing Interest Subscale (Creekmore, 1971), but developed an original measure they titled "Perceptual Recall Measure of Clothing Interest". Respondents viewed each slide for 10 seconds and then were given one minute to list articles they remembered seeing. This measure is composed of seven colored photographic slides which were chosen to "maximize variability with respect to number and types of people, types of apparel, and types of background settings" (p. 283). Perry, Schutz, and Rucker (1983) determined the
reliability of this measure to be .80.

When Rowold (1984) examined the relationship between subjects' sensitivity to the appearance of others and their projection of characteristics of the self to others, she also turned to Creekmore's Clothing Interest Subscale. Subjects completed a clothing awareness measure, a self-esteem measure and a scale which recorded their impressions of stimulus persons. Rowold used this factor since Miller, Feinberg, Davis and Rowold (1982) had previously identified a positive relationship between this factor, interest in clothing, and sensitivity to the appearance of others.

The clothing attitudes and behavior of different groups have been examined many times through the use of the clothing interest and fashion interest variables. However, most researchers did not distinguish between the terms 'clothing' and 'fashion' in their studies, and, therefore, they usually measured attitudes and behavior regarding both in the same instrument. While the two terms address an interest in apparel, 'clothing' refers to garments, their designs, and the materials from which they are made. Clothing is merely a vehicle through which the social phenomenon of 'fashion' operates. Furthermore, most researchers did not distinguish between the two commonly used definitions of the term 'fashion', and as a result, they measured attitudes and behaviors regarding both interpretations in the same instrument. As a result,
differences between people's interest in and use of clothing and their interest in and use of fashion remain unclear.

**Summary**

Social interaction is needed and desired by most people, regardless of age, because it provides them with personal satisfaction as well as the pleasures that result from the companionship of others. How an individual appears and how she behaves in the presence of others can influence how the individual is treated during present and future interactions. The opinions others form about an individual are often influenced by her physical appearance and the manner of dress that contributes to this appearance. Therefore, because clothing comprises so much of an individual's physical appearance, clothing can certainly influence her behavior during social interaction.

However, not only can clothing influence an individual's participation in social activities, but for some individuals the degree to which their clothing follows the clothing norms, or fashions, of others in these activities might also influence their acceptance during social activities. If some individuals are more likely to participate in social activities when they are appropriately dressed, an individual whose clothing does not comply with the clothing norms, or fashions, of the group with which she wishes to interact might be less likely to participate in
that group’s activities.

In addition, a person’s clothed appearance and her feelings about herself are related in such a way that the person’s clothing may affect how she feels about herself (self-esteem). At the same time how she feels about herself may influence her clothed appearance. Since an individual’s opinion of herself, or her self-concept, is formed in part through her social interaction, an older woman’s self-concept and her associated self-esteem might be affected by others’ negative reactions to her appearance during social participation. This is complicated by the fact that American society values a youthful appearance. As a result, a younger person’s physical appearance is often perceived by both younger and older people as more attractive than an older person’s. Because of this attractiveness stereotype, members of society often offer more preferential social treatments to younger persons than to older ones, and, as a result, may omit older persons from some opportunities for social involvement.

Clothed appearance and self-esteem aside, whether or not an individual participates in social activities depends on the number and types of activities that are available to her. The number of activities available to an older person often decreases due to an age-related reduction in her social roles and associated statuses. As a result, at a time when most persons especially need avenues of social
interaction due to the decreasing opportunities for social participation that result from the age-related loss of roles, activities, and statuses, their physical appearance strays from the established youthful norm. Therefore, it would seem that some older persons might regard their clothing as a means with which to compensate for age-related physical appearance changes in order to feel more confident during social participation.

It is proposed that older women's attitudes and behavior regarding clothing may be positively related to their participation in group social activities. It is also proposed that older women's attitudes and behavior regarding clothing, or their attitudes and behavior regarding fashion, may combine with their self-esteem to affect their level of social participation. Finally, it is proposed that older women's levels of social participation are positively related to their life satisfaction.

Research Hypotheses

Based on the previous review of the body of research on which the current study is based, the following research hypotheses have been formulated:

1. There will be no significant relationship between the clothing interest and fashion interest of older women.
2. Differences in clothing interest will have a significant effect on the social participation of older women.

3. The interaction between clothing interest and self-esteem will have a significant effect on the social participation of older women.

4. Differences in fashion interest will have a significant effect on the social participation of older women.

5. The interaction between fashion interest and self-esteem will have a significant effect on the social participation of older women.

6. Differences in feelings of clothing deprivation will have a significant effect on the social participation of older women.

7. There will be a significant relationship between the social participation and life satisfaction of older women.
CHAPTER III
METHODOLOGY

The main purpose of this study was to examine the relationship of older women's attitudes and behavior regarding clothing and their attitudes and behavior regarding fashion to their social participation. Such research is needed because until recently, older persons were seldom the subjects of studies concerning the role of clothing in social interaction. This empirical omission is probably the result of society's false assumption that older persons do not regard their clothed appearance as particularly important and are not subject to the power of fashion. Since this segment of the population is increasing proportionately compared to the remaining segments of the population, researchers should become interested in all aspects of the social behavior of its members.

The dependent variable in this study was social participation. The independent variables were clothing interest, clothing deprivation, and fashion interest. Self-esteem was treated as an independent variable only in combination with the clothing interest and fashion interest variables in order to identify the relationship between their
interactions and the social participation variable. The relationship between social participation and life satisfaction was of secondary interest. In addition, the influence of the different categories of the seven demographic variables on the relationships between the dependent and independent variables was determined. The demographic variables were - financial resources, age, education, employment, marital status, health, and vision/hearing impairments. The components of the research methodology will be discussed in the following order: (1) Selection of Sample, (2) Selection of Measures, (3) Pretest of Instrument, (4) Collection of Data, and (5) Analyses of Data.

Selection of Sample

The population represented by the sample was adult women at least 65 years of age living independently in congregate living facilities. The sample was a convenience sample composed of married and unmarried older women who resided in congregate living facilities in two southern cities. While one city was small with a population of about 40,000, the other was a large city with about 500,000 residents. Each congregate living facility is referred to as a campus by the organization which owns the campuses (Christian Church Homes of Kentucky), and each campus provided two types of housing. The first type was composed
of apartments whose rents vary based on the financial resources of the residents. Not surprisingly, some of these residents had limited resources. The second type of housing provided apartments with the same designated monthly rent. The residents of these apartments had greater financial resources than those who live in the first type of facility.

In order to reside in either structure, an individual could need neither in-house medical assistance or physical assistance in order to maintain his or her daily routine. The residents lived independently in individual apartments and were of sufficient physical and mental health to participate in a variety of social activities. The residents had access to social activities in the communities as well as to activities sponsored by the congregate living facilities, though they were not required to participate in either. While many residents depended on friends and relatives for transportation, others had their own vehicles. In addition, transportation to activities was also provided by the facilities. As a result, the subjects' residence in these facilities did not limit their participation in social activities, and the residents did not lack transportation to activities.

The director of the small campus was contacted several months prior to the study as the campus is in the author's hometown and was home to her grandmother for several years. Following a visit to the campus, during which the author
explained in detail the purpose and importance of the research, permission to survey the residents was obtained. The director then put the author in contact with the director of the campus in the larger city. Following an introductory phone conversation and visit with the director, permission was given to survey the larger campus also. The campus in the larger city has approximately three times the residents as the one in the smaller city.

Selection of Research Instruments

The following measures were combined into an 11-page survey instrument which obtained information regarding the subjects' attitudes and behavior regarding clothing (clothing interest and clothing deprivation), attitudes and behavior regarding fashion (fashion interest), self-esteem, social participation, and life satisfaction:

(1) Clothing Interest (CI) measure
(2) Clothing Deprivation (CD) measure
(3) Fashion Interest (FI) measure
(4) Self-esteem (SE) measure
(5) Social Participation (SP) measure
(6) Life Satisfaction (LS) measure

In addition, the first part of the survey instrument contained seven demographic questions which obtained descriptive data regarding each respondent's age, financial
resources, education level, employment status, general health, vision/hearing impairments, and marital status.

**Clothing Attitudes and Behavior**

The respondents' attitudes about and behavior regarding clothing were measured with two variables - Clothing Interest and Clothing Deprivation. These variables were measured with 34 questions which were grouped into six factors which formed Section C of the 11-page survey instrument. The first five factors formed the Clothing Interest variable and originated from Creekmore's (1971) Importance of Clothing questionnaire. The sixth factor, the Clothing Deprivation variable, is derived from a clothing deprivation measure developed by Cheek (1978). A description of the Clothing Interest section of the instrument will be discussed first followed by a description of the Clothing Deprivation section.

**Clothing Interest (CI)**

The variable measured by the first five factors is labelled Clothing Interest since this seems to be the term used most often in studies concerned with general clothing attitudes and behavior. When Gurel (1974) factor analyzed the 89 clothing questions contained in Creekmore's original questionnaire, she extracted factors that represented eight dimensions of clothing interest. At that time, Gurel
labelled the eight factors as - personal appearance, experimentation with clothing, conformity, modesty, psychological awareness, self-concept, fashion interest, and comfort. In an investigation of the construct validity of the scale, Gurel and Deemer (1975) found a strong relationship between the constructs that Creekmore indicated the instrument measured and those identified in their analysis. As a result, Gurel and Deemer concluded that there was strong evidence that the instrument is a valid measure of clothing interest.

However, when Gurel and Gurel (1979) further analyzed the eight factors, they narrowed the scope of the instrument to five factors. They suggested that three of the eight previously identified factors do not measure the same theme or dimension as the remaining five do. The authors proposed that these three factors instead measure personality dimensions through the vehicle of clothing rather than dimensions of clothing interest. They labelled these three factors as follows: Factor III - Conformity, Factor IV - Modesty, and Factor VIII - Sensitivity to comfort. The authors also renamed the remaining five factors as follows: Factor I - Concern with Personal Appearance; Factor II - Experimenting with Appearance; Factor V - Heightened Awareness of Clothes; Factor VI - Clothing as Enhancement of Security; and Factor VII - Clothing as Enhancement of Individuality. Gurel and Gurel (1979) concluded that
clothing interest is multidimensional and is composed of at least five "related but distinguishable dimensions (p. 281). Since the original instrument was designed with an adolescent sample in mind, prior to use in the present study, some of the questions were reworded to make them more appropriate for use with an older population. In addition, since the original measure was very long (81 questions), and length could influence whether or not an older sample completes the survey, the instrument was shortened. Most of the statements from the original instrument that were eliminated had received low numerical factor loadings in the factor analysis performed by Gurel and Gurel. The majority of the deleted statements had factor loadings below .450, though a few items with higher loadings were also removed. This occurred because a few items could not be reworded to make them as appropriate for an older sample as they were for the original adolescent sample.

As a result, the Clothing Interest section of the Clothing Attitudes and Behaviors instrument was composed of 26 questions. Since no previous reliability ratings for the measure (whether in the eight-factor form or the five-factor one) were located, the revised instrument's reliability was tested using a sample of older women. A Kuder Richardson reliability coefficient of .90 was computed for the measure, and this was deemed acceptable.
Clothing Deprivation (CD)

The Clothing Deprivation section of the Clothing Attitudes and Behavior instrument was a modification of a longer instrument developed by Cheek (1978) for use with low socioeconomic fourth grade children. When Cheek (1978) investigated the relationship between clothing deprivation, clothing importance and self-concept among fourth grade students from low socioeconomic families, she combined questions regarding both clothing deprivation and clothing importance to form one instrument. Her original measure had 22 statements, each with five Likert-type responses.

Following pretests and data analysis, Cheek created an instrument with a Kuder Richardson reliability coefficient of .88. Through the evaluations of a panel of textiles and clothing faculty and graduate students, Cheek established content validity for the measure. Twelve of the statements in her instrument measure clothing deprivation, while ten measure the importance of clothing. Not all of the 12 clothing deprivation statements could be reworded to make them appropriate for the older sample being studied. As a result, eight were used to form the sixth clothing factor, Clothing Deprivation, of the Clothing Attitudes and Behavior measure.

Because some of the statements were reworded, the revised measure's reliability was determined from the responses of a small sample of older women. While the
resulting Kuder Richardson coefficient of .68 was not as high as that of the other measures used in the present study, it was viewed as acceptable. Since the measure contained only 8 statements, the researcher decided not to eliminate the two statements that most reduced the measure's reliability. Furthermore, at least one of the statements, which had a strong item-total correlation (.57) in Cheek's measure and which was repeated verbatim in the revised measure, received lower test-retest correlation (.31) when used with the older women.

As a result, the Clothing Attitudes and Behavior instrument was composed of 34 statements to which the women indicated their level of agreement or disagreement. The subjects chose a response to each statement from a four-point Likert-type scale with the following responses: strongly agree, agree, disagree, and strongly disagree. Gurel and Gurel's instrument uses one set of five responses (almost always, usually, sometimes, seldom, and almost never), while Cheek's instrument uses another set of five responses (I strongly agree, I agree, I can't decide, I do not agree, and I strongly do not agree). This response set was chosen because it is forced the respondents to choose an answer rather than opting for a neutral answer (I can't decide).

Furthermore, since two of the other instruments in the final questionnaire use this same response set, hopefully,
this reduced confusion among the respondents. The alternatives were numbered 4, 3, 2, and 1 respectively. Since some questions were worded positively and some negatively, prior to analysis, these were coded so that their values could be reversed. As a result, the higher the total score, the higher the respondent's level of Clothing Interest and Clothing Deprivation. The Clothing Interest scores can range from 26 to 104, while the Clothing Deprivation scores can range from 8 to 32.

**Fashion Interest (FI)**

Fashion Interest was measured using a measure composed of 13 statements which formed Section F of the survey instrument. Ten of these were statements Gurel and Gurel (1979) identified as Factor III - Conformity - following their factor analysis of Creekmore's original Importance of Clothing questionnaire. As noted previously, this was one of the three factors they omitted from their revised Clothing Interest instrument. Because fashion was defined in the present study as an appearance-related social norm, and because Gurel and Gurel (1979) propose that the statements in the omitted Factor III tap behavior regarding clothing conformity, ten of these statements from Factor III were used as a measure of interest in fashion as a vehicle of conformity.
Following pretesting, three additional questions created by this researcher and her advisors were added, so the final Fashion Interest instrument contained 13 statements. Again some statements were reworded to make them more appropriate for an older population. The statements had the same response categories as the statements in the Clothing Attitudes and Behavior instrument. Since some statements were worded positively and some negatively, prior to analysis, they were coded so that the higher the total score, the higher the level of fashion interest. Because no studies were located that used the original set of 'conformity' statements as a measure of fashion interest, no reliability rating existed for the measure. Therefore, the revised measure's reliability was tested using a sample of older women. A Kuder Richardson reliability coefficient of .87 was computed for the measure, and this was deemed acceptable. The scores on the Fashion Interest measure could range from 13 to 52.

Self-Esteem (SE)

Rosenberg's Self-Esteem Scale was used as a measure of the older women's global self-esteem and formed Section D of the survey instrument. The scale's items directly measure self-worth and self-acceptance (Robinson & Shaver, 1973). This measure was designed to be an easily-administered global and unidimensional measure of self-esteem (George &
Bearon, 1980). This scale and the Tennessee Self-Concept Scale are among the most frequently used measures of self-esteem in gerontological studies (Breytspraak & George, 1982). The scale's reliability and validity have been well-documented (Breytspraak & George, 1982; George & Bearon, 1980; Robinson & Shaver, 1973). However, since the sample in the current study was an older one, and since until fairly recently most instruments have been designed and administered to younger samples, a reliability score was obtained from a sample of older women. As a result, a Kuder Richardson reliability coefficient of .87 was computed for the measure.

The self-administered instrument contained 10 items with responses arranged on a four-point scale. Each statement offered the same response alternatives as the previously described instruments—strongly agree, agree, disagree, and strongly disagree. These responses were numbered 4, 3, 2, and 1 respectively. Though the scale was designed to be scored as a Guttman scale, some researchers have used simple summing methods for scoring (Breytspraak & George, 1982; George & Bearon, 1980). In the present study the responses were summed to create a total self-esteem score as suggested by Ward (1977) (cited in George & Bearon, 1980). Since some questions were worded positively and some negatively, prior to analysis the responses were coded. As a result, each subject received a composite score ranging from 10 to 50.
with a higher number representing a higher level of self-esteem.

Social Participation (SP)

Social participation was measured with seven questions regarding the women's frequency of participation in group activities associated with one of the following broad categories of social activities: church or religious, civic or service, political, business or professional, social, voluntary, and recreational (with family and friends). These questions formed Section E of the survey instrument. The development of this measure and the rationale for its content and design are described below.

Most instruments which measure the social participation of older persons are either in an interview format or ask the respondents to manually list on the actual survey instrument the activities they participate in. This approach is used because the same specific activities are not available to all older persons and it would be impossible for a researcher to provide respondents with an all-inclusive list of activities from which to choose. As a result, many social participation measures seek information about the subjects' involvement in broad categories or types of social activities rather than in specific clubs, organizations and activities. These broad categories of social activities include - activities with family and
friends, religious or church-related activities, civic or political activities, business or professional activities, activities in social organizations or clubs, and voluntary activities.

Open-ended questions and lists which require the respondent to manually list activities he/she is involved in also present major coding and analysis problems. For this reason, a self-administered measure composed of objective questions regarding older persons' participation in the broad activity categories described previously was developed. This instrument was similar to the social participation measure described below. The Role Activities in Later Maturity instrument developed by Havighurst and Albrecht (1953) was first used to study a sample of 100 people at least 65 years of age. The questions in the instrument ask about older persons' involvement in thirteen role-areas. These role-areas, or dimensions, are: great-grandparent, grandparent, parent, home, kinship, social clubs, business clubs, church activities, peer relationships, clique activities, civic activities, and occupation (Graney, 1982).

Though five of the areas (great-grandparent, grandparent, parent, home and kinship) all relate to involvement in family activities, each of the other role-areas coincides with one of the major social activity categories described earlier. The social participation
areas that are missing from this measure, and which were included in the measure used in the present research, are: (1) involvement in political activities and (2) involvement in voluntary associations. These are important categories of social activities in the lives of many older persons.

Originally, the Role Activities measure was used by Havighurst and Albrecht (1953) in an interview format. The interviewer determined each subject’s level of participation in each activity category through a conversation with each subject. The interviewer then decided the appropriate participation level based on a list of ten response levels. The ten responses for each question were slightly different depending on the type of activity. Rather than indicating a subject’s frequency of involvement in an activity category, the responses measured a subject’s intensity of involvement (serving on one committee versus serving as the club’s president).

The final Social Participation instrument used in the present study was composed of seven short-answer questions. Each question asked about the respondent’s frequency of participation in group activities associated with one of the following broad categories of social activities: church or religious, civic or service, political, business or professional, social, voluntary, and recreational (with family and friends). Following each question regarding one of the broad activity categories was a list of more specific
activities available in the areas in which both sets of respondents live. These were included to simply remind the respondents of specific examples of activities associated with each broad social participation category.

Though Havighurst and Albrecht (1953) suggested that under proper supervision, their instrument could be used as a mailed questionnaire, it seemed unlikely that most older women would be willing to sift through the questions and the original ten rather tedious response categories without the help of an interviewer. Because the older women in the present study were asked to complete the questionnaire on their own, fewer and shorter objective response categories were needed. In addition, since the present study is designed to measure the older women's frequency of involvement (not intensity of involvement) in the social activities in question, identical and objective response categories were devised. The researcher tried to phrase these response alternatives using words the respondents might actually use to describe how often they did something, rather than using only numerical response categories (1-3 times, 4-6 times, etc.). This was done to avoid pressuring the subjects to try to remember specific trips, meetings, activities and such during the past year because, following the pretest, the researcher realized some of the respondents had gone to great lengths to accurately represent their activities. The researcher did not want the older women to
consider the completion of the questionnaire a struggle since this might have affected the response rate.

Since there was no reliability rating for the original or modified measure, the instrument’s reliability was tested using a sample of older women. A Kuder Richardson reliability coefficient of .75 was computed for the measure, and this was deemed acceptable. Prior to analysis, the response alternatives were coded so that the higher the total score, the higher the respondent’s level of social participation. The scores on the Social Participation instrument could range from 7 to 49.

**Life Satisfaction (LS)**

Life satisfaction was measured using four questions which obtained global assessments of life quality, and these questions formed Section B of the survey instrument. Andrews and Withey (1976) found "that it is meaningful to investigate assessments of life as a whole" (p. 65). In addition, they have found that individuals respond to such broad questions promptly and with apparent ease. Furthermore, the authors suggest that such global questions can be used in a questionnaire format as well as in an interview format.

In the present study, the first two life satisfaction questions asked were single-item measures of global life satisfaction devised by Rose (1955) and Streib (1956).
(cited in Sauer & Warland, 1982). These items have previously been used in large, representative national studies of older persons. The first question was "In general, how satisfied are you with your life?". The five response alternatives were: (1) very satisfied, (2) somewhat satisfied, (3) average, (4) somewhat dissatisfied, and (5) very dissatisfied. These responses were coded 7, 5.5, 4, 2.5, and 1 respectively. The second question is "On the whole, how satisfied are you with your way of life today -- Would you say very satisfied, fairly satisfied, or not very satisfied?" These responses were coded 7, 4 and 1 respectively.

The third life satisfaction question was "How do you feel about your life as a whole?". The respondents chose a response from the seven categories of the Delighted-Terrible Scale. This scale measures subjects' very general affective evaluations of different aspects of their lives. The seven response categories are: (1) delighted, (2) pleased, (3) mostly satisfied, (4) mixed (about equally satisfied and dissatisfied), (5) mostly dissatisfied, (6) unhappy and (7) terrible. While Andrews and Withey (1976) suggest obtaining a measure of global life quality by calculating the mean of two responses to this question, in the present study it was only asked once. The authors suggest that this measure of global life quality is one of the most sensitive measures available and "shows meaningful
and reasonable relationships to a variety of more specific life qualities; it relates substantially to feelings of life being happy, satisfying, interesting, rewarding, ideal, enjoyable, and the respondent's sense of his or her own capability" (p. 108).

The fourth and final life satisfaction question was also one proposed by Andrews and Withey (1976). It measures global life quality but on the basis of more specific qualities. The question is — "In general, how satisfying do you find the way you're spending your life these days?" This question was also answered using the D-T Scale with the seven responses numbered from 1 to 7 from terrible to delighted, respectively. Since the four life satisfaction questions had different numbers of responses, the responses were coded so that each question had the same possible score. The possible range of scores on the Life Satisfaction instrument was 4 to 28, with a higher score representing a higher level of life satisfaction.

Since there was no reliability rating for a life satisfaction measure composed of these four questions, the reliability of the measure used in the present study was tested using a sample of older women. A Kuder Richardson reliability coefficient of .88 was computed for the measure, and this was deemed acceptable.
Demographic Information

Since many factors influence a person's social participation and life satisfaction, Section A of the survey instrument included seven questions which sought basic demographic data. As a result, information regarding the influence of age, education, financial resources, employment, general health, marital status, and vision and hearing impairments was obtained. The questions regarding the demographic factors were worded similarly to those found in other studies of older populations.

The only one that varied from the typical wording was the one regarding financial resources. Since older persons often have sources of financial support other than work-related income, the respondents were not asked to indicate their annual income in dollar figures (Hendricks & Hendricks, 1986). Instead, they were asked the extent to which their financial resources meet their needs (regardless of what those needs were). While a general health question was listed, a second question was included which asked how often vision and hearing problems prohibited the respondents from participating in social activities. This was done since most older persons routinely describe their general health as relatively good (Hendricks & Hendricks, 1986).
Pretest of Instrument

The self-administered questionnaire was pretested on a group of 17 women aged 65 or older in order to identify problems that might affect the results. Initially, women who attended a church in a city near the author's hometown were contacted to participate in the pretest. Through these women, the additional participants were recruited. The major difference between these women and those in the final sample was their residence. The members of the pretest sample did not live in congregate living facilities. In addition to completing the sample questionnaire, these women answered questions about the length of the Clothing Attitudes and Behavior measure, the size of the survey's print, ambiguous wording, unclear directions, repetitive or monotonous questions, and completion time. These participants reported no problems completing or understanding the survey instrument, though a few thought some of the life satisfaction questions seemed repetitive.

Following this pretest involving women in the desired age group, the questionnaire was submitted to a panel of textiles and clothing faculty and graduate students for the same type of evaluation. Based on their suggestions, several changes were made in the format of the instrument. First, though generalizations should not be made regarding the eyesight of older women, the format of the survey was rearranged in order to make the questionnaire more visually
appealing and easier to follow. Extra spacing was added between some sections to aid those older respondents with less-than-perfect eyesight.

Second, the short Self-esteem measure was placed between the longer Clothing Attitudes and Behavior and Fashion Interest measures to help the respondents separate the clothing questions from the fashion questions. This also separated the life satisfaction questions from those involving self-esteem which some panel members thought were somewhat similar. Third, due to the length of the questionnaire, the directions were clarified and separated into shorter paragraphs in order to appear less intimidating. Fourth, the response categories for the clothing and fashion sections were repeated at the top of a second page since the questions in each of those sections appeared on two pages.

Collection of Data

The data were collected at the congregate living facilities during December 1989 and January 1990. The only requirements placed on the research study by the facilities' directors were (1) that the survey instruments must be distributed by the campus directors, since the author was not permitted access to the residents' mailboxes or apartments for the purpose of solicitation, and (2) that the results of the research would be shared with the residents
within a reasonable length of time. The author would have preferred to distribute the questionnaires personally to guard against actions and statements that might have influenced the residents in some way, but she took the conditions as they were offered. The importance of objectivity and of treating each of the residents in the same manner during the distribution of the survey was explained to the directors. The author was allowed to explain briefly the purpose of the survey to a group of residents at the smaller campus.

The author originally planned to fold each cover letter and questionnaire and place them in a plain white envelope for distribution. However, when preliminary discussions with some of the residents revealed that manipulating a folded, eleven-page survey instrument was not their preference, this plan was changed. Instead, each unfolded questionnaire was placed beneath the unfolded cover letter, and the pieces were held together with a large paper clip. A plain white envelope, in which the questionnaire was to be sealed and returned, was attached clipped beneath it.

The designated number of survey instruments was left with each campus director for distribution. A questionnaire packet was placed in each resident's mailbox or slid under her apartment door by campus personnel. The cover letter introduced the author, explained the purpose and value of the research, and described clearly what was expected of
each respondent. In the cover letter, each resident was asked to insert the completed questionnaire in the attached envelope, seal it and place it in the designated box in the director's office within ten days of distribution. Between ten days and two weeks after distribution, the author returned to each campus and collected the completed questionnaire and left additional ones. At that time the directors sent a memo to all residents reminding them to complete the questionnaire. Between ten days and two weeks later, the author returned to collect the final group of survey instruments.

Analyses of Data

Preliminary analyses of the data included the computation of the following descriptive statistics: means, medians, ranges, percentages, standard deviations and frequency distributions. In addition, the number of respondents in each of the categories (high, medium, and low) of clothing interest, clothing deprivation, fashion interest, self-esteem, and social participation was determined.

The data were then analyzed using the following parametric statistical techniques: (1) Pearson product moment correlation coefficient, (2) simple linear regression, and (3) multiple regression. Pearson product moment correlations were also calculated to recognize the
influence of the different categories of each demographic variable on the main variables of interest.

Hypotheses Testing

The strength and direction of the relationship between clothing interest and fashion interest, as proposed in Hypothesis I, were determined using the Pearson product-moment correlation coefficient. This statistic was also calculated to test Hypothesis VII, which proposed that social participation and life satisfaction would be significantly and positively related among the women.

The relationship between the independent variable, clothing interest, and the dependent variable, social participation, as described in Hypothesis II, was determined using simple linear regression. In addition, the relationship between the independent variable, fashion interest, and the dependent variable, social participation, as described in Hypothesis IV, was calculated using simple linear regression. These same statistical tests were used to test Hypothesis VII which proposed that clothing deprivation would have a significant effect on the social participation of older women.

The relationship between the interaction of the independent variables, clothing interest and self-esteem, and the dependent variable, social participation, as described in Hypothesis III, was calculated using multiple
linear regression. Hypotheses V, which proposed that the interaction between fashion interest and self-esteem would be significantly related to social participation, was calculated, again using multiple linear regression.

**Additional Analyses**

Due to the expected influence of the demographic variables (age, financial resources, education, general health, vision and hearing difficulties) on the relationships between some of the independent and dependent variables, Pearson product-moment correlations were also calculated between the main variables while controlling for the presence of the different categories of each of these demographic variables.
CHAPTER IV
PRESENTATION OF DATA

The main purpose of this study was to examine the relationship of older women's attitudes and behavior regarding clothing and their attitudes and behavior regarding fashion to their social participation. An additional intent of the research was to identify the strength and direction of the relationship between the older women's frequency of social participation and their life satisfaction.

A second purpose of the study was to identify the relationship between older women's interest in clothing and their interest in fashion (using clothing as vehicle of conformity). Finally, the study also examined the direction and strength of the relationships between each pair of the following six variables: clothing interest, clothing deprivation, fashion interest, self-esteem, social participation, and life satisfaction. With the effect of the demographic variables in mind, these relationships were also examined acknowledging the presence of the different categories of the demographic variables.
Participants in the Study

The participants in the study were older women who resided in two congregate living facilities in two southern cities (one with a population of about 40,000 and one with about 500,000 residents). Since the facilities were owned and managed in the same way by the same corporation, both sets of residents had somewhat similar physical environments and daily activities and experiences. There were approximately 110 women living in the smaller facility and about 360 living in the larger one. Of the 470 surveys distributed, 202 were returned by the deadline. Since 16 of these were unusable, the final response rate was approximately 40 percent.

Since this researcher was very interested in factors that might have influenced the response rate, she compared the demographic characteristics of the women in the group which returned unusable instruments (Group A) with those of the group which returned usable ones (Group B) using descriptive statistics. This could be done because, for some reason, even if the respondents did not complete the rest of the questionnaire, they almost always completed the demographic section. (This might be because each of the seven demographic questions required a short answer, and because these were located at the beginning of the questionnaire). The comparison revealed that the only significant difference between the women in Group A and
those in Group B was their level of education. The women in
Group A had a lower mean education level than those in Group
B. While 53 percent of those in Group B had at least some
education following high school, only 13 percent of those in
Group A had some education following high school. Maybe
those with less education did not feel confident in their
ability to read and understand the survey's directions and
questions.

Demographic Characteristics

The demographic characteristics of the group of older
women who completed the questionnaire were compared to the
same characteristics of all women 65 years of age or older
in the U.S. A summary of the demographic profiles of the
respondents is found in Table 1. The summary revealed that
most of the women surveyed were in the middle-old (75 to 84)
and the old-old (85 and over) age categories (Hendricks &
Hendricks, 1986). Approximately 76 percent of the women in
the sample were 75 years of age or older, with about 28
percent of them being 85 years of age or older (see Table
1). In the U.S. population, about 57 percent of the older
women are 75 years of age or older, with approximately 36
percent of them 85 years of age or older (Hendricks &
Hendricks, 1986). Because the women in the study were older
on average than those in the total population, it was not
surprising that the vast majority (87 percent) of the older
### Table 1

**Summary of Demographic Characteristics of Sample Members**

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 - 74 years</td>
<td>46</td>
<td>24.7</td>
</tr>
<tr>
<td>75 - 84 years</td>
<td>88</td>
<td>47.3</td>
</tr>
<tr>
<td>85 - 94 years</td>
<td>49</td>
<td>26.3</td>
</tr>
<tr>
<td>over 94 years</td>
<td>2</td>
<td>0.01</td>
</tr>
<tr>
<td>(no response)</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td><strong>2. Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>first - eighth</td>
<td>28</td>
<td>15.1</td>
</tr>
<tr>
<td>ninth - twelfth</td>
<td>60</td>
<td>32.3</td>
</tr>
<tr>
<td>post-secondary</td>
<td>23</td>
<td>12.4</td>
</tr>
<tr>
<td>1 - 2 yrs. college</td>
<td>35</td>
<td>18.8</td>
</tr>
<tr>
<td>3 - 4 yrs. college</td>
<td>23</td>
<td>12.4</td>
</tr>
<tr>
<td>over 4 yrs. college</td>
<td>17</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>3. Financial Resources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do not meet needs</td>
<td>11</td>
<td>5.9</td>
</tr>
<tr>
<td>barely meet needs</td>
<td>53</td>
<td>28.5</td>
</tr>
<tr>
<td>meet needs satisf.</td>
<td>98</td>
<td>52.7</td>
</tr>
<tr>
<td>more than meet needs</td>
<td>23</td>
<td>12.4</td>
</tr>
<tr>
<td>(no response)</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>4. Employment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes, full-time</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>yes, part-time</td>
<td>3</td>
<td>1.6</td>
</tr>
<tr>
<td>no</td>
<td>180</td>
<td>97.3</td>
</tr>
<tr>
<td>(no response)</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>5. Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>below average</td>
<td>25</td>
<td>13.4</td>
</tr>
<tr>
<td>average</td>
<td>86</td>
<td>46.2</td>
</tr>
<tr>
<td>good</td>
<td>47</td>
<td>25.3</td>
</tr>
<tr>
<td>excellent</td>
<td>16</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>6. Social Participation Affected by Vision or Hearing Impairments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>often</td>
<td>25</td>
<td>13.4</td>
</tr>
<tr>
<td>sometimes</td>
<td>65</td>
<td>34.9</td>
</tr>
<tr>
<td>never</td>
<td>96</td>
<td>51.6</td>
</tr>
</tbody>
</table>
women did not have a spouse at the time of the survey. Only about 59 percent of all women 65 years or older in the U.S. do not have a spouse (U.S. Bureau, 1989).

The women in the study, as a group, were also more educated than the total population of older women. While a little over 18 percent of women aged 65 and over in the U.S. have some education following high school, 53 percent of the women in the study had at least some education following high school (U.S Bureau, 1989). In fact, about 22 percent of them had at least three or four years of college.

Though the women in the study were not asked their annual income, and therefore, can not be compared exactly with women in the total population regarding finances, their descriptions of their financial resources suggests that they were somewhat better off financially than older women in the total population. Most of the women studied (75 percent) reported that their financial resources satisfactorily met or exceeded their needs. About 29 percent indicated that
their resources barely met their needs, while only 6 percent reported that their needs were not met by their present financial resources. In the total population of older women householders, about 13 percent have incomes below the poverty level (U.S. Bureau, 1989). It can be assumed that the 6 percent of women in the study whose financial resources did not meet their needs might be categorized as near or below the poverty level. As expected, the vast majority (97 percent) of the women in the study were not employed at the time of the survey. This is similar to the 93 percent of older women in the total U.S. population who are not employed (U.S. Bureau, 1989).

While about 20 percent of the women studied rated their health as below average or poor, most of the women (80 percent) reported that their general health was average or good or excellent. This can probably be compared with the 22 percent of the total population of older people (both men and women) that rank their health as fair or poor and the 78 percent that feel they are in good or excellent health.

Though it is unknown how the visual and hearing impairments of the general population of older women directly affect their social participation, their frequency of vision and hearing impairments are somewhat similar to those of the women in the study. About 35 percent of the women in the study reported that vision or hearing impairments sometimes affected their participation in social
activities. Among the total population of older women, 33 percent have some sort of hearing impairment, while about 11 percent use a hearing aid, and 15 percent are deaf in one or both ears. In addition, on average, 32 percent of older adults in the U.S. are either blind in one eye, or blind in both eyes, or have had cataracts removed (U.S. Bureau, 1989).

This comparison indicates that the women in the study were rather similar to the general population of older women in three of their demographic characteristics. Before listing these demographic similarities, it should be noted again that because of the services provided by the congregate living facility in which they resided, the older women in the study were in no way isolated and had access to a wide variety of social group activities as do most older women in the U.S. population. First, not surprisingly, the vast majority of the women in the study and of the older women in the U.S. population are not employed. In addition, similar percentages of the women in the study and of older women in the total U.S. population reported that their general health was good. (In order to reside in the congregate living facilities, the older women had to be able to function without the physical assistance of others.) Finally, though the comparison could not be as direct as desired, both groups reported somewhat similar percentages of hearing and vision impairments.
Three major demographic differences were identified between the older women in the study and the general population of older women in the U.S. First, as a group, the women studied were older, and as a result, a higher percentage of them had no spouse compared to older women in the U.S. population. In addition, the women in the study had a higher education level than older women in the U.S. population. Finally, the women in the study were slightly better off financially than older women in the U.S. population.

With these demographic differences in mind, a discussion of the influence these differences might have on the attitudes and behavior of the older women in the study is warranted. Having no spouse might influence the women in the study to seek the companionship of other individuals and groups of individuals more than married older women might. This in turn might influence them to pay greater attention to the clothed appearance of others in the social groups they belong to. This might influence their attitudes and behavior regarding their own clothing and the clothing of others they socially interact with. Since the women in the study had a higher mean educational level than older women in the U.S. population, they might tend to be more aware of and active in the wide variety of group activities (civic/service, voluntary, business/professional, social, religious, political) available to them. If they, in fact,
participate in more of these group activities more often than less educated women, their participation might influence their attitudes and behavior regarding clothing and/or fashion. Finally, because the women in the study were somewhat better off financially than the older women in the U.S., the women studied might have more opportunities to appreciate clothing and have fewer feelings of clothing deprivation.

Results of Data Analyses

Both descriptive and inferential statistics were calculated from the data produced by the survey. The descriptive statistics included frequencies, means, ranges, and standard deviations for the main variables under investigation (Clothing Interest (CI), Clothing Deprivation (CD), Fashion Interest (FI), Self-esteem (SE), Social Participation (SP), and Life Satisfaction (LS)). Each of these variables was divided into the categories of High, Medium, and Low by dividing the possible score for each variable by three. As a result, each category for each variable represented approximately one-third of the possible range of scores.

The inferential statistics calculated included Pearson's product moment correlations ($r$), simple linear regression, and multiple linear regression ($R^2$). In addition, correlations were calculated between the six main
variables while controlling for the influence of the different categories of the demographic variables. A summary of the descriptive statistics for each of the six main variables is provided below. This is followed by a discussion of the inferential statistics as they relate to the hypotheses, and finally by a description of the additional correlation analyses.

**Clothing Interest (CI)** -

Each respondent’s score for the Clothing Interest variable was determined from her answers to the first 26 statements on the Clothing Attitudes and Behavior measure. The possible range of scores was from 26 (indicating the lowest clothing interest) to 104 (indicating the highest clothing interest). The respondents’ actual range of scores was between 34 and 89, with a mean of 60.91 and a standard deviation of 10.42 (see Table 2). The CI scores were divided into the following three categories: High Clothing Interest, Medium Clothing Interest, and Low Clothing Interest. The vast majority (94 percent) of the women expressed an interest in clothing that fell into either the High CI or Medium CI categories. While only 22 percent of the respondents had scores in the High CI group, 72 percent had scores in the Medium CI category. Finally, only nine percent of the women indicated a low interest in clothing.
Table 2

Frequency Distribution of Clothing Interest

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Clothing Interest</td>
<td>35</td>
<td>22.0</td>
</tr>
<tr>
<td>Range - 79 to 104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Clothing Interest</td>
<td>115</td>
<td>72.3</td>
</tr>
<tr>
<td>Range - 53 to 78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Clothing Interest</td>
<td>9</td>
<td>5.7</td>
</tr>
<tr>
<td>Range - 26 to 52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing Cases</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>26 to 104</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>34 to 89</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>60.91</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>10.42</td>
<td></td>
</tr>
</tbody>
</table>
Clothing Deprivation (CD) -

Each respondent's score for the Clothing Deprivation (CD) variable was derived from her answers to the last 8 statements on the Clothing Attitudes and Behavior measure. The possible range of scores was from 8 (indicating the weakest feelings of clothing deprivation) to 32 (indicating the strongest feelings of clothing deprivation). The actual range of the women's scores was from 8 to 24, with a mean of 18.86 and a standard deviation of 2.76 (see Table 3). The CD scores were also divided into three categories - High Clothing Deprivation, Medium Clothing Deprivation, and Low Clothing Deprivation. No respondents expressed feelings of clothing deprivation that placed them in the High CD group. Almost 66 percent of the scores were in the Medium CD category, while the remaining 34 percent of the women expressed feelings of clothing deprivation that placed them in the Low CD category.

Fashion Interest (FI) Measure

Each respondent's score for the Fashion Interest variable was determined from her answers to the 13 statements in the measure. The possible range of scores was from 13 (indicating low fashion interest) to 52 (indicating high fashion interest). The women's range of scores was from 22 to 52, with a mean of 30.65 and a standard deviation of 5.32 (see Table 4). The FI scores were divided
### Table 3

**Frequency Distribution of Clothing Deprivation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Clothing Deprivation</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Range - 25 to 32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Clothing Deprivation</td>
<td>105</td>
<td>65.6</td>
</tr>
<tr>
<td>Range - 17 to 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Clothing Deprivation</td>
<td>55</td>
<td>34.4</td>
</tr>
<tr>
<td>Range - 8 to 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing Cases</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>8 to 32</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>8 to 24</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>18.86</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>2.76</td>
<td></td>
</tr>
</tbody>
</table>
into three categories - High Fashion Interest, Medium Fashion Interest, and Low Fashion Interest. As a group, the women in the study had an average or medium level of fashion interest. The majority of the respondents (73 percent) had scores in the Medium FI group, while 25 percent of them expressed a level of fashion interest that fell in the lowest category.

**Self-esteem (SE) Measure**

Each woman's score on the Self-esteem variable was determined by her answers to the 10 statements on the SE measure. The possible range of scores was from 10 (lowest self-esteem) to 40 (highest self-esteem). However, respondents' scores ranged from 21 to 40, with a mean of 29.70 and a standard deviation of 4.43 (see Table 5). The SE scores were divided into three categories - High Self-esteem, Medium Self-esteem, and Low Self-esteem. The analysis revealed that none of the respondents indicated feelings of self-esteem that placed them in the Low SE group. In fact, most of the women (67 percent) expressed such positive feelings of self-esteem that their scores fell in the High SE category. The remaining 33 percent were in the Medium Self-esteem category.
Table 4

**Frequency Distribution of Fashion Interest**

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Fashion Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range - 40 to 52</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>Medium Fashion Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range - 27 to 39</td>
<td>116</td>
<td>73.4</td>
</tr>
<tr>
<td>Low Fashion Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range - 13 to 26</td>
<td>40</td>
<td>25.3</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>Missing Cases</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>13 to 52</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>22 to 52</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>30.65</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>5.32</td>
<td></td>
</tr>
</tbody>
</table>
Table 5

Frequency Distribution of Self-esteem

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Self-esteem</td>
<td>110</td>
<td>67.1</td>
</tr>
<tr>
<td>Range - 31 to 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Self-esteem</td>
<td>54</td>
<td>32.9</td>
</tr>
<tr>
<td>Range - 21 to 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Self-esteem</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Range - 10 to 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td>Missing Cases</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>10 to 40</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>21 to 40</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>29.70</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>4.43</td>
<td></td>
</tr>
</tbody>
</table>
Social Participation (SP) Measure

Each respondent's score on the Social Participation (SP) measure was determined from her answers to the seven questions that comprised the SP measure. The possible range of scores was from 7 (indicating the lowest level of social participation) to 49 (indicating the highest level of participation). The respondents' SP scores ranged from 17 to 39, with a mean score of 21.04. The standard deviation was 6.45 (see Table 6). The respondents' social participation scores were also divided into three categories - High Social Participation, Medium Social Participation, and High Social Participation. The majority of the women (61 percent) indicated a low level of social participation, and the most of the remaining women (37 percent) fell into the Medium SP category. Only two percent of the respondents had SP scores in the High category.

Life Satisfaction (LS) Measure

Each woman's score on the Life Satisfaction variable was compiled from her responses to the four statements on the LS measure. The scores could range from 4 (indicating the lowest life satisfaction) to 25 (indicating the highest life satisfaction). The actual range of the respondents' scores was from 4 to 25, and had a mean score of 21.97 (see Table 7). The most common score was 21, while the standard deviation was 4.80. The LS scores were divided into the
Table 6

Frequency Distribution of Social Participation

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Social Participation</td>
<td>3</td>
<td>1.8</td>
</tr>
<tr>
<td>Range - 36 to 49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Social Participation</td>
<td>62</td>
<td>36.9</td>
</tr>
<tr>
<td>Range - 22 to 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Social Participation</td>
<td>103</td>
<td>61.3</td>
</tr>
<tr>
<td>Range - 7 to 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>168</td>
<td></td>
</tr>
<tr>
<td>Missing Cases</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>7 to 49</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>7 to 39</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>21.04</td>
<td></td>
</tr>
<tr>
<td>SD</td>
<td>6.45</td>
<td></td>
</tr>
</tbody>
</table>
Table 7

Frequency Distribution of Life Satisfaction

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Life Satisfaction</td>
<td>104</td>
<td>56.8</td>
</tr>
<tr>
<td>Range - 21 to 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium Life Satisfaction</td>
<td>71</td>
<td>38.8</td>
</tr>
<tr>
<td>Range - 13 to 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Life Satisfaction</td>
<td>8</td>
<td>4.4</td>
</tr>
<tr>
<td>Range - 4 to 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>183</td>
<td></td>
</tr>
<tr>
<td>Missing Cases</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Possible Score Range</td>
<td>4 to 28</td>
<td></td>
</tr>
<tr>
<td>Actual Score Range</td>
<td>10 to 25</td>
<td></td>
</tr>
<tr>
<td>( M )</td>
<td>21.97</td>
<td></td>
</tr>
<tr>
<td>( SD )</td>
<td>4.80</td>
<td></td>
</tr>
</tbody>
</table>
following categories: High Life Satisfaction, Medium Life Satisfaction, and Low Life Satisfaction. Over half of the respondents (57 percent) had high life satisfaction scores, while most of the remaining scores (39 percent) were in the Medium LS category. Only four percent of the women received life satisfaction scores that fell in the lowest LS group.

Hypotheses Testing and Discussion of Findings

The relationships between the data analyses and the seven hypotheses around which the study was designed will be discussed below. A description of the relationships that were identified between the variables (clothing interest, clothing deprivation, fashion interest, self-esteem, social participation, and life satisfaction) and the demographic variables listed previously will follow.

Research Hypothesis 1

There will be no significant relationship between the clothing interest and fashion interest of older women.

The data analysis revealed a nonsignificant relationship between the older women's interest in clothing and their interest in fashion. As indicated in Table 8, the Pearson product-moment correlation was extremely low, \( r = .091 \) (using alpha at .05 as the criterion). While 35 of the respondents indicated a high interest in clothing, only
Table 8

Pearson Product-Moment Correlation Between Clothing Interest and Fashion Interest

(N = 155)

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Interest and Fashion Interest</td>
<td>.091</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

Note: The r is not significant at p < .05.

three of them indicated a high interest in fashion. In addition, only nine of the women had a low interest in clothing, but 40 expressed a low interest in fashion. This supports the proposition that the Clothing Interest and Fashion Interest variables so often used in the study of the attitudes and behavior regarding clothing and/or fashion address very different sets of attitudes and behavior. Just because a person is very interested in clothing does not mean she is interested in fashion as it is defined in this study. The results of this research indicate that the older women in this study were not interested in using clothing as a means of conforming to the clothed appearance of others in a group during social participation. As a result, Research Hypothesis 1 was accepted.
These results can not be compared to previous results because no studies were located which investigated the differences between fashion interest and clothing interest as these variables were defined in this study. Most of the instruments located that measure clothing interest do so by combining questions or statements about both clothing and fashion, and they are not the same thing.

Furthermore, most of the instruments located that measure fashion interest do so by asking about individuals’ awareness of, or acceptance of, the newest trends in clothing and accessories, not about individuals’ interest in using clothing as a vehicle with which to follow the clothing norms of a group (whether the norms are trendy or not). Such measures were deemed unacceptable for the present study because they did not accurately define the variable they purported to measure. As a result, these measures either obtained information about more than one variable (clothing interest and fashion interest) at a time, or they obtained information about a variable that has two widely accepted definitions (fashion interest).

As stated previously, in the present research, the Clothing Interest variable measured the women’s attitudes and beliefs about their clothing, their knowledge of and attention paid to clothing, and their concern and curiosity about their clothing and the clothing of others (Gurel, 1974). On the other hand, the Fashion Interest variable
measured the women's attitudes and beliefs about obtaining and wearing clothing that is similar to that worn by the majority of members of a particular group with which they socially interact or wish to interact with. The proposition that these two variables do, in fact, measure different attitudes and behavior was supported by at least one previous study. In Gurel and Gurel's (1979) factor analysis of Creekmore's lengthy clothing importance instrument, they showed, indirectly, that the two variables do not tap the same attitudes and behavior. They identified several statements that were not statistically related to the bulk of the clothing interest statements. However, rather than interpreting 11 of the statements that they suggested measured conformity, as measures of an interest in fashion as a social behavior, Gurel and Gurel proposed that in these statements clothing served as a vehicle for measuring personality dimensions. As a result, Gurel and Gurel excluded these 'conformity' statements from their final Clothing Interest measure.

The basis for the definition of the fashion interest variable used in the present study is a classic definition of the term 'fashion'. Nystrom (1928) described fashion as the prevailing style at any given time, and proposed that whenever a style is followed or accepted within a group it becomes the fashion. Ellwood (1918) supported Nystrom's contention that fashion depends on group acceptance and
conformity and argued that "fashion is copying the members of one's group, not for the sake of utility, but for the sake of conformity" (cited in Hurlock, 1929, p. 8). Individuals who have an interest in this social behavior as a goal of course must use clothing as a product to achieve their goal. However, individuals who have an interest in the product of clothing often simply enjoy the appearance and design of the product with little interest in the process of fashion. The results of the present study suggest that older women with an interest in clothing do not automatically choose to use clothing to pursue the social phenomenon of fashion. An interest in clothing was not significantly related to an interest in fashion.

**Research Hypothesis 2**

Differences in clothing interest will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on clothing interest indicated that the older women's interest in clothing was significantly related to their social participation, $F(1, 152) = 29.81, p < .0001$. The Clothing Interest variable significantly contributed to the regression model (see Table 9). The analysis also revealed that the older women's clothing interest accounted
Table 9
Regression of Social Participation on Clothing Interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Interest</td>
<td>29.81</td>
<td>.260</td>
<td>.0001</td>
</tr>
<tr>
<td>Intercept</td>
<td>21.140</td>
<td>.0001</td>
<td></td>
</tr>
</tbody>
</table>

R-Square of Model = .16

for about 16 percent of the variation in their social participation scores. The women in the High CI group had the highest mean level of social participation. While the mean SP score for all of the respondents in the study was 37.0, the women in the High CI group had a mean SP score of 42.67 (see Table 10). These findings support the notion that the older women's attitudes and behavior regarding clothing, as measured by the clothing interest variable, were related to their frequency of social participation in group activities. Therefore, Research Hypothesis 2 was accepted. It is recognized that many factors affect the social participation of older women. An older person's desire and ability to be involved in group activities are influenced by the demographic factors of financial resources, health, age, marital status, and education. When access to transportation and the availability of activities
Table 10

**Mean Social Participation Scores for Clothing Interest Groups**

<table>
<thead>
<tr>
<th>CI Group</th>
<th>N</th>
<th>Mean SP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High CI Group</td>
<td>34</td>
<td>42.67</td>
</tr>
<tr>
<td>Medium CI Group</td>
<td>112</td>
<td>38.08</td>
</tr>
<tr>
<td>Low CI Group</td>
<td>9</td>
<td>32.26</td>
</tr>
</tbody>
</table>

are added to the above list, it certainly includes the major factors that affect the social participation of older people. Because none of the subjects lived in remote geographical areas which offered few opportunities for involvement in group social activities, and because all of the subjects lived in similar congregate living facilities that provided them with in-house group activities as well as with transportation to activities in the surrounding community, the women in the study had access to a variety of group social activities in which they could choose to participate. Therefore, the relationship between the women's interest in clothing and their social participation was examined with knowledge of the influence of these other factors in mind.

Though most previous researchers have examined the relationship between clothing interest and social
interaction among younger samples, the findings of the present study lend support to those that identified a positive relationship between clothing and social interaction (Ryan, 1951; Vener, 1957; Rosencranz, 1962; Williams & Eicher, 1966; Hendricks, Kelley, & Eicher, 1968; Harrison, 1968; Littrell & Eicher, 1973; Kelley, Daigle, LaFleur & Wilson, 1974; Johnson, Nagasawa & Peters, 1977; Drake & Ford, 1979; Workman, 1987).

The present findings also support the results of two studies involving older persons' clothing and their social participation. Ebeling (1960) and Ebeling and Rosencranz (1961) found that older women's clothing influenced how comfortable they were in social situations and their level of participation in social organizations. However, these findings contradict the results of LaFleur's (1982) study of the relationship between retired men's clothing attitudes and their participation in activities which revealed no significant relationship between the variables. In addition, the results of this study are in contrast to the findings of Robinson (1984) who identified no significant relationship between clothing values and social participation among women at least 55 years of age.

One explanation for the difference in results might lie in differences between the way LaFleur and Robinson measured their subjects' social participation and the way it was measured in the present study. LaFleur and Robinson
obtained information about older persons' involvement in both solitary and group social activities. The present study measured their frequency of participation in group social activities only. Most people's attitudes and behavior regarding their clothing are probably reflected more during their participation in group activities (clubs, meetings, trips) than during solitary activities (watching television) in which their appearance is unobserved.

As a result, the findings of the present study support the proposition of a linear relationship between older women's attitudes and behavior regarding clothing and their frequency of social participation in group activities. Though previous research has focused on the relationship between clothing and social involvement among adolescents rather than older women and men, the findings of the present study offer support for the conclusions of these prior investigations.

**Research Hypothesis 3**

The interaction between clothing interest and self-esteem will have a significant effect on the social participation of older women.

The results of the multiple linear regression analysis of social participation on clothing interest, self-esteem, and their interaction indicated that there was no linear
relationship between the interaction and social participation, $F(1,150) = 2.41, p < .12$. The interaction between clothing interest and self-esteem did not contribute significantly to the regression model (see Table 11). The analysis also revealed that this regression model (which included the older women's clothing interest, self-esteem, and the interaction) accounted for about 19 percent of the variation in their social participation scores. (This is compared to the 16 percent of the variance that clothing interest alone accounted for).

The older women with the highest mean social participation scores were those who had both a high level of Clothing Interest and a high level of Self-esteem (see Table 12). These findings indicate that while the older women's clothing interest contributed significantly to the model, the interaction between clothing interest and self-esteem did not. Based on these results, Research Hypothesis 3 was not accepted. Though this regression model accounted for slightly more of the variance in social participation scores than did the model described in Hypothesis 2, the Clothing Interest variable was the only one to contribute significantly, $F(1, 150) = 30.39, p < .007$.

This hypothesis was based on the proposition that a relationship exists between a person's clothing and his/her self, and that this relationship influences a person's social participation. Previous research has provided, at
Table 11

Regression of Social Participation on Clothing Interest, Self-esteem, and Their Interaction

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Interest</td>
<td>30.39</td>
<td>0.536</td>
<td>0.007</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>2.55</td>
<td>1.183</td>
<td>0.07</td>
</tr>
<tr>
<td>CI * SE</td>
<td>2.41</td>
<td>-0.016</td>
<td>0.12</td>
</tr>
<tr>
<td>Intercept</td>
<td>1.461</td>
<td></td>
<td>0.90</td>
</tr>
</tbody>
</table>

R-Square of Model = .19

Table 12

Mean Social Participation Scores for Clothing Interest and Self-esteem Groups

<table>
<thead>
<tr>
<th>Clothing Interest/ Self-esteem Group</th>
<th>N</th>
<th>Mean SP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High CI High SE</td>
<td>29</td>
<td>43.80</td>
</tr>
<tr>
<td>High CI Medium SE</td>
<td>5</td>
<td>41.25</td>
</tr>
<tr>
<td>Medium CI High SE</td>
<td>72</td>
<td>38.90</td>
</tr>
<tr>
<td>Medium CI Medium SE</td>
<td>40</td>
<td>37.63</td>
</tr>
<tr>
<td>Low CI High SE</td>
<td>5</td>
<td>32.10</td>
</tr>
<tr>
<td>Low CI Medium SE</td>
<td>4</td>
<td>33.20</td>
</tr>
</tbody>
</table>
best, only indirect support for this hypothesis. Many studies have identified a positive relationship between clothing and a person's self-concept or self-esteem (Dickey, 1967; Klaasen, 1967; Humphrey, 1968; Reed, 1973; Creekmore, 1974; Ollinger, 1974; Atkins, 1976; Cheek, 1978; Sontag & Schlater, 1982). Many other studies have identified a positive relationship between clothing and social participation (Ryan, 1951; Ebeling, 1960; Ebeling & Rosencranz, 1961; Rosencranz, 1962; Williams & Eicher, 1966; Hendricks, Kelley, & Eicher, 1968; Harrison, 1968; Littrell & Eicher, 1973; Kelley, Daigle, LaFleur, & Wilson, 1974; La Fleur, 1982; Workman, 1987). However, few efforts have been made to identify a direct link between a person's clothing, her self-esteem, and her level of participation in group social activities. Unfortunately, this study does not provide support for such a link.

As stated in the discussion of Hypothesis 2, it was the interpretation of the social participation variable, in particular, that differentiated the present study from the previous investigations. Most of them measured some type of less specific social involvement, such as involvement in social situations or social environments. The present study measured the frequency of participation in a variety of group social activities.
Research Hypothesis 4

Differences in fashion interest will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on fashion interest revealed a nonsignificant linear relationship between the older women's fashion interest and their social participation, $F(1, 152) = .45$, $p < .50$. The Fashion Interest variable did not contribute significantly to the regression model (see Table 13). The analysis also revealed that the older women's fashion interest accounted for only .3 percent of the variation in their social participation scores. Based on these findings, Research Hypothesis 4 was not accepted.

The results of the present study suggest that the older women's levels of social participation were not affected by their desire and/or efforts to conform to the clothed appearance of others in the groups with which they socially interact (fashion interest). Because of the way the fashion interest variable was defined in the present study, it was not surprising that no research was located which specifically examined the relationship between fashion interest and participation in group activities. However, the results of the present study can be discussed relative to some previous studies about the relationship between clothing conformity and group acceptance (though most of
Table 13
Regression of Social Participation on Fashion Interest

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion Interest</td>
<td>.45</td>
<td>-0.068</td>
<td>.50</td>
</tr>
<tr>
<td>Intercept</td>
<td>39.53</td>
<td>.0001</td>
<td></td>
</tr>
</tbody>
</table>

R-Square of Model = .003

these studies are based on adolescent samples).

The findings of the present study are in contrast to several studies involving clothing and group acceptance. When Kelley and Eicher (1970) analyzed two studies regarding the relationship between clothing and group cohesion, they concluded that the results indicated that appropriate dress is often a requirement for group acceptance. In Littrell and Eicher's (1973) study of the impact of clothing on group membership, they found that acceptance into a group was aided by an individual's adherence to the group's specific norms, one of which was clothing. Williams and Eicher (1966) investigated clothing's role in cohesion within a small group, and concluded that, among junior high females, common opinions about clothing contributed to group cohesion.
The findings of the present study are also in contrast to the conclusions reached in one of the few related studies based on a sample of older women. When Ollinger (1974) examined the ways middle-aged (40 to 60 years) women used clothing during social interaction, she concluded that the women used clothing to symbolically identify with significant others and situations. While she did not use either the word 'conformity' or 'fashion', Ollinger suggested that the women identified with others and situations by wearing clothing that was similar to garments worn by these others and/or to these situations.

Since the variables in the present study are defined differently than those in the studies described above, different conclusions might certainly be expected. However, the fashion interest variable in the present study seems to measure attitudes and behavior that are somewhat similar to those measured by the clothing conformity variables in the previous studies. Therefore, the extremely low $F (45)$, which indicates that there is no linear relationship between fashion interest and the social participation of the older women, was surprising. This might be explained by the fact that most of the results of the previous studies were based on the behavior of adolescent samples. For it could be argued that by the time individuals reach 75 years of age (the minimum age of the majority of the sample), they have achieved a sense of satisfaction with themselves. This
self-satisfaction or self-acceptance might cause them to be less inclined to depend on the opinion of others for approval and, therefore, be less likely to need to conform to certain social group norms such as clothing norms.

The differences in the results of the present study and those of previous studies can probably be attributed to (1) researchers' different definitions of the term 'fashion' and different interpretations of its relationship to clothing conformity, and (2) the different ages of the samples on which the studies were based. The findings of the present study suggest that the older women's level of social participation was not related to their desire and/or efforts to conform to the clothed appearance of others in the groups with which they socially interact.

Research Hypothesis 5

The interaction between fashion interest and self-esteem will have a significant effect on the social participation of older women.

The results of the multiple linear regression analysis of social participation on fashion interest, self-esteem, and their interaction indicated a significant linear relationship between the interaction and the social participation of the older women, $F(1, 150) = 12.10$, $p < .0007$ (see Table 14). The interaction between fashion
interest and self-esteem contributed significantly to the regression model. The analysis also revealed that the model accounted for about 12 percent of the variation in the older women’s social participation scores. (This is compared to the .3 percent of the variance that the model containing only fashion interest accounted for).

The older women with the highest mean social participation scores were those who had a low level of fashion interest and a medium level of self-esteem (Table 15). These findings suggest that the older women’s self-esteem combined with their interest in fashion to significantly affect their level of social participation. Based on these results, Research Hypothesis 5 was accepted.
Table 15

Mean Social Participation Scores for Fashion Interest and Self-esteem Groups

<table>
<thead>
<tr>
<th>Fashion Interest/ Self-esteem Group</th>
<th>n</th>
<th>Mean SP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High FI Medium SE</td>
<td>2</td>
<td>33.33</td>
</tr>
<tr>
<td>Medium FI High SE</td>
<td>73</td>
<td>38.88</td>
</tr>
<tr>
<td>Medium FI Medium SE</td>
<td>41</td>
<td>36.21</td>
</tr>
<tr>
<td>Low FI High SE</td>
<td>33</td>
<td>36.85</td>
</tr>
<tr>
<td>Low FI Medium SE</td>
<td>6</td>
<td>46.50</td>
</tr>
</tbody>
</table>

However, since it was previously noted that the fashion interest variable alone accounted for only .3 percent of the variance in the subjects' social participation scores, the author was interested in the amount of the variance that self-esteem alone accounted for. Therefore, an additional regression operation was performed between social participation and self-esteem. This analysis revealed that self-esteem alone accounted for only 4.7 percent of the variance in the subjects' social participation scores (see Table 16). These findings suggested that together the variables of fashion interest and self-esteem accounted for more of the variance (12 percent) in the older women's participation than the variables did individually.
Table 16

Regression of Social Participation on Self-esteem

<table>
<thead>
<tr>
<th>Variable</th>
<th>F</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-esteem</td>
<td>7.60</td>
<td>.330</td>
<td>.0066</td>
</tr>
<tr>
<td>Intercept</td>
<td>30.910</td>
<td></td>
<td>.0001</td>
</tr>
</tbody>
</table>

R-Square of Model = .047

In order to explain this last finding, the statistical analysis was continued to include a Pearson product moment correlation between fashion interest and self-esteem. Correlation was chosen since knowing the relationship between the two independent variables (FI and SE) in the regression analysis might help explain their relationship with the dependent variable (SP). The correlation revealed that the variables had a significant but negative relationship, $r = -.321, p < .01$ (see Table 20). One would not expect two independent variables that are negatively related to affect a dependent variable in the same way. The relationship between these two variables helps explain how, individually, they behaved in one way, yet when combined they behaved in another to affect the social participation variable.
Given this correlation, it appeared that, among the older women, as their self-esteem increased, their interest in fashion decreased (or vice versa). Because of the way the fashion interest variable was defined in the present study, it was not surprising that no research studies were located which specifically examine how a combination of fashion interest (as defined in the present study) and self-esteem might affect older women's participation in group social activities. However, as described previously, there is empirical evidence that a person's ability to follow the clothing norms (fashions) of a group can influence her participation in that group's activities. In addition, as described in a previous section, there is empirical support for the proposition that a person's clothing often influences how she feels about her self.

Therefore, it is argued that an older woman might use clothing that is similar to that worn by fellow group members in order to bolster her opinion of her 'self' in order to feel comfortable participating in the group's social activities. The findings of the present study can be interpreted as support for such a proposition. It may be that the older women with the lower self-esteem scores were more interested in following the clothing norms of the majority of the group members (fashion interest) in order to achieve their desired level of social participation than were the women with higher self-esteem scores.
Research Hypothesis 6

Differences in feelings of clothing deprivation will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on clothing deprivation indicated a significant linear relationship between the older women's clothing deprivation and their social participation, $F(1, 153) = 3.79, p < .05$. The Clothing Deprivation variable contributed significantly to the regression model (see Table 17). However, the analysis revealed that the older women's clothing deprivation accounted for only 2.4 percent of the variation in their social participation scores. As expected, the women in the Low Clothing Deprivation group had the highest mean level of social participation (see Table 18). These findings support the notion that the older women's attitudes and behaviors regarding clothing, as measured by the clothing deprivation variable, are related to their frequency of participation in group activities. As a result of these findings, Research Hypothesis 6 was accepted.

The results of the present study are in agreement with the findings of many of the studies regarding the relationship between clothing and participation in activities. However, since older women's attitudes and
### Table 17

**Regression of Social Participation on Clothing Deprivation**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\beta$</th>
<th>B</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothing Deprivation</td>
<td>3.79</td>
<td>-0.371</td>
<td>.05</td>
</tr>
<tr>
<td>Intercept</td>
<td>45.93</td>
<td>.0001</td>
<td></td>
</tr>
</tbody>
</table>

R-Square of Model = .024

### Table 18

**Mean Social Participation Scores for Clothing Deprivation Groups**

<table>
<thead>
<tr>
<th>Clothing Deprivation Group</th>
<th>n</th>
<th>Mean SP Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>High CD Group</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Medium CD Group</td>
<td>102</td>
<td>36.09</td>
</tr>
<tr>
<td>Low CD Group</td>
<td>53</td>
<td>37.58</td>
</tr>
</tbody>
</table>
regarding the relationship between clothing deprivation (not having suitable, or appropriate, clothing) and participation in social activities comes from two sources. The first source is the small number of studies in which researchers have actually defined a clothing deprivation variable for their studies and have hypothesized a negative relationship between clothing deprivation and participation in social activities (Vener, 1957; Cheek, 1979; Drake & Ford, 1979; However, the much larger second source is the larger group of studies in which researchers have not defined a clothing deprivation variable, but have instead obtained information about the relationship between participation in social activities and clothing variables such as clothing awareness, clothing interest, clothing satisfaction, and clothing inventories.

This second group of researchers has hypothesized and identified a positive relationship between their subjects' attitudes and behavior regarding clothing and their social involvement (Ryan, 1951; Rosencranz, 1962; Williams & Eicher, 1966; Hendricks, Kelley, & Eicher, 1968; Harrison, 1968; Littrell & Eicher, 1973; Kelley, Daigle, LaFleur & Wilson, 1974; Johnson, Nagasawa & Peters, 1977; Workman, 1987). While these researchers phrased their conclusions positively, it can be argued that they also concluded that either (1) an individual's participation in social activities decreases as his ability to obtain suitable
clothing decreases, or (2) an individual's participation in social activities decreases as his clothing interest or awareness decreases. The results of the present study support the first conclusion.

As indicated earlier, these results should be interpreted carefully. The most logical step in the search for a cause for the weaker-than-desired relationship between the variables was to examine the reliability and validity of the clothing deprivation measure. Of particular interest were factors that might have caused the original instrument, which was created by Cheek (1978) for use with fourth-grade students, to serve as a less reliable and/or less valid instrument for use with a sample of women 65 years of age or older. As stated previously, in its original form, the instrument's Kuder Richardson reliability coefficient was .88. Through the evaluations of a panel of textiles and clothing faculty and graduate students, Cheek reported that she established acceptable content validity for the instrument.

However, Cheek's original instrument contained 10 statements about clothing importance and 12 statements about clothing deprivation. Only the clothing deprivation statements were used as a base for the CD instrument used in the present study. Since not all of these statements could be reworded to make them appropriate for use with the sample of older women, only eight of them were used. Possibly the
resulting instrument, with its Kuder Richardson reliability of .68, did not measure the older women's feelings of clothing deprivation as accurately as they should have been.

However, there is evidence that the reliability of the CD measure is not the most pertinent issue. A few of the questions in the present CD measure, which were taken verbatim from Cheek's measure, received lower test-retest correlations in the present study than in Cheek's. This suggests that the older women in the present study had different attitudes and behavior regarding clothing deprivation than the elementary students in Cheek's study did. In the future, these attitudes and behaviors need to be investigated carefully in order to develop an instrument with which to measure older women's feelings of clothing deprivation.

Research Hypothesis 7

There will be a significant relationship between the social participation and life satisfaction of older women.

As shown in Table 19, the data analysis revealed a significant positive relationship between the older women's levels of social participation and their life satisfaction scores, $r = .408$, $p < .01$. This suggests that those women who had the higher levels of participation in group
Table 19

Pearson Product-Moment Correlations Between Variables
(N = 167)

<table>
<thead>
<tr>
<th>Variables</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Participation and Life Satisfaction</td>
<td>.408*</td>
<td>.01</td>
</tr>
</tbody>
</table>

*p < .01.

activities also reported higher levels of life satisfaction. Based on the significant positive relationship between the respondents' frequency of participation in group social activities and their reported levels of life satisfaction, Research Hypothesis 7 was accepted.

When this relationship was examined with the different categories of the demographic variables in mind, two trends were identified. Among the older women who indicated that they sometimes or often had hearing/vision problems, the correlations were considerably higher, \( r = .505 \) and .738 respectively, \( p < .01 \) (see Table 20). In addition, the relationship between social participation and life satisfaction was stronger among the women who were no longer married or who had never married, \( r = .437 \) and .562 respectively, \( p < .01 \). These findings suggest that social participation is possibly more important to the life
satisfaction of older women who might sometimes feel isolated from group activities due to hearing and vision problems. In addition, it would seem that participation in group activities is more important to those older women without a spouse than it is to those who have a spouse for companionship.

These findings support previous research that identified a positive relationship between an older person's level of social participation and his/her degree of life satisfaction (Cavan et al., 1949; Tobin & Neugarten, 1961; Reichard, Livson, & Petersen, 1962; Maddox & Eisdorfer, 1962; Maddox, 1963; Palmore, 1968; Lemon, Bengtson, & Peterson, 1972). While some of the previous studies measured variables such as social interaction and activity level (rather than social participation), and morale and successful adjustment to aging (rather than life satisfaction), and obtained information about the subjects' types and intensity of participation (rather than their frequency of participation), the results are similar to those of the present study. As a result, these findings support the basic premise of the Activity Theory of aging—that there is a positive relationship between activity and life satisfaction among older people.
Additional Analyses

In addition to the relationships between the variables described in Hypotheses 1, 2 and 7, Pearson product-moment correlations between the other variables were also calculated. As previously stated, of particular interest was the influence the demographic variables (age, financial resources, health, vision/hearing impairments, marital status, and education) had on some of the relationships. The significant relationships between the main variables that are of particular interest to the present study are described below, while all significant relationships are listed in Table 20. The correlations between each of the main variables and each category of the demographic variables are listed in Appendix C.

Clothing Interest (CI) and Social Participation (SP) -

The relationship between clothing interest and social participation was of moderate strength and in the positive direction, \( r = .395, p < .01 \) (see Table 20). These findings suggest that as each older woman's level of clothing interest increased so did her level of social participation. However, when the relationship was examined with the different categories of the demographic variables in mind, the results were more revealing. The relationship was considerably stronger among respondents with adequate financial resources. Among the 81 respondents whose
<table>
<thead>
<tr>
<th>Variables</th>
<th>n</th>
<th>r</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clothing Interest and Social Participation</td>
<td>158</td>
<td>.395</td>
<td>.01</td>
</tr>
<tr>
<td>2. Clothing Deprivation and Life Satisfaction</td>
<td>159</td>
<td>-.317</td>
<td>.01</td>
</tr>
<tr>
<td>3. Clothing Deprivation and Self-esteem</td>
<td>159</td>
<td>-.604</td>
<td>.01</td>
</tr>
<tr>
<td>4. Social Participation and Life Satisfaction</td>
<td>167</td>
<td>.408</td>
<td>.01</td>
</tr>
<tr>
<td>5. Clothing Interest and Self-esteem</td>
<td>158</td>
<td>.210</td>
<td>.01</td>
</tr>
<tr>
<td>6. Fashion Interest and Self-esteem</td>
<td>156</td>
<td>-.321</td>
<td>.01</td>
</tr>
<tr>
<td>7. Clothing Deprivation and Fashion Interest</td>
<td>155</td>
<td>.320</td>
<td>.01</td>
</tr>
<tr>
<td>8. Life Satisfaction and Self-esteem</td>
<td>161</td>
<td>.398</td>
<td>.01</td>
</tr>
<tr>
<td>9. Self-esteem and Social Participation</td>
<td>159</td>
<td>.224</td>
<td>.01</td>
</tr>
<tr>
<td>10. Clothing Deprivation and Social Participation</td>
<td>158</td>
<td>-.168</td>
<td>.05</td>
</tr>
<tr>
<td>11. Fashion Interest and Life Satisfaction</td>
<td>158</td>
<td>-.198</td>
<td>.05</td>
</tr>
<tr>
<td>12. Clothing Interest and Clothing Deprivation</td>
<td>157</td>
<td>-.188</td>
<td>.05</td>
</tr>
</tbody>
</table>
financial resources satisfactorily met their needs, the correlation increased, \( r = .535, p < .01 \). In addition, the correlation increased in strength with age, \( r = .412, p < .01 \) (for the 75 to 84 age group) and \( r = .459, p < .01 \) (for the 85 to 94 age group).

The relationship between clothing interest and social participation also became stronger when the women in the below average health and poor health categories were separated from the rest. The subjects in excellent health had a CI and SP correlation of .571 which was significant, \( p < .05 \). Finally, this relationship was stronger among the older women who had attended 1 or 2 years of college, \( r = .608), p < .01, \) and the women who had 3 or 4 years of college, \( r = .559, p < .01 \). Based on the statistical analyses, the findings of this study suggest that among the women with satisfactory financial resources, average or better health, and some college education, an increase in their interest in clothing was accompanied by an increase in their frequency of social participation.

**Clothing Deprivation (CD) and Life Satisfaction (LS)**

As indicated in Table 20, the relationship between clothing deprivation and life satisfaction was of moderate strength and in the negative direction, \( r = -.317, p < .01 \). This correlation suggests that as each older woman's level of clothing deprivation increased, her level of life
satisfaction decreased, or vice versa. While the relationship was stronger among the subjects with different levels of the demographic variables, no significant pattern exists. While no studies were located with which these results can be compared, this moderately strong, inverse relationship gives credence to the proposition that having adequate or suitable clothing might in some way contribute to an older woman's life satisfaction.

Clothing Deprivation (CD) and Self-esteem (SE)-

The relationship between clothing deprivation and self-esteem was of considerable strength and in the negative direction, $r = -0.604$, $p < .01$ level (see Table 20). When the relationship was examined in light of the different categories of the demographic variables, no significant patterns emerged. These findings suggest that among the older women in the sample, those with high feelings of clothing deprivation had low feelings of self-esteem. This supports the proposition that a person's feelings about her clothing are in some way related to her feelings about her self.

Though no studies based on older women which had this relationship as their main objective were located, these findings offer some support for such studies of younger people. Similar results were obtained by Cheek (1978) who found that, among fourth-grade students of low socioeconomic
status, those students with high self-concepts expressed low feelings of clothing deprivation. In addition, these results are somewhat similar to those of Drake and Ford (1979) which suggested that feelings of self-acceptance were negatively related to feelings of clothing deprivation among male and female adolescents. In summary, the results of this study suggest that as the older women's feelings of clothing deprivation increased, their feelings of self-esteem decreased, or vice versa.

**Fashion Interest (FI) and Self-esteem (SE)**

The data analysis revealed a significant negative correlation between the older women's interest in fashion and their self-esteem, $r = -.321$, $p < .01$ (see Table 20). When the relationship was examined in light of the different categories of the demographic variables, no significant patterns emerged. This correlation indicates that the older women with a high level of interest in fashion (defined as the use of clothing as a means of conforming to the clothed appearance of the majority of the members of a particular group) tended to have a low level of self-esteem. From this correlation it could be argued that conforming to the clothing norms of the group is more important to the older woman who feels less secure with her self worth than it is to the one who feels sure of her self worth.
These results contrast Klaasen's (1967) study in which she found no support for her hypothesis that clothing interest and self-esteem would be negatively related among high school students. (Though she measured clothing interest rather than fashion interest, it can be assumed that the clothing interest measure Klaasen used had questions about both clothing interest and fashion interest). The results of the present study offer some support for Dickey's (1967) conclusions that, among female undergraduates, a person's clothing behavior is a reflection of such personality characteristics as self-esteem. However, since it is unknown whether Dickey confounded attitudes and behaviors regarding fashion with attitudes and behaviors regarding clothing, the strength of the relationship between her findings and those of the present study can not be determined.

Again, differences in definitions of key variables (fashion interest, in particular) made comparisons with previous research difficult. In summary, these findings suggest that the older women with a high level of interest who used their clothing as a means of conforming to the clothed appearance of the majority of the members of a particular group (fashion interest) tended to have a low level of self-esteem, or vice versa.
CHAPTER V
SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

The main purpose of this study was to determine the relationship of older women's attitudes and behavior regarding clothing (clothing interest and clothing deprivation) and fashion (fashion interest) to their participation in group activities. The relationships of an interaction between clothing interest and self-esteem, and an interaction between fashion interest and self-esteem to the women's social participation were also examined.

An additional intent of this research was to identify the relationship between older women's interest in clothing and their interest in fashion. Finally, the study also examined the direction and strength of the relationships between each of the following six variables: clothing interest, fashion interest, clothing deprivation, self-esteem, social participation, and life satisfaction.

Rationale

Social interaction is needed and desired by most people regardless of age because it provides them with personal satisfaction as well as the pleasures that result from the
companionship of others. How an individual appears and how she behaves in the presence of others can influence how she is treated by others during present and future interactions. The opinions which others form about an individual are often influenced by her physical appearance and the manner of dress that contributes to this appearance. Therefore, because clothing comprises much of an individual's physical appearance, clothing can certainly influence her behavior during social interaction (Ryan, 1951; Ebeling, 1960; Rosencranz, 1962; Williams & Eicher, 1966; Drake & Ford, 1979).

In addition, for some individuals, the degree to which their clothing follows the clothing norms, or fashions, of others involved in social activities might also influence her acceptance during social activities (Ebeling & Rosencranz, 1961; Williams & Eicher, 1966; Kelley & Eicher, 1970; Littrell & Eicher, 1973; Johnson, Nagasawa, & Peters, 1977; Workman, 1987). While some individuals are more likely to participate in social activities when they are appropriately dressed, others whose clothing does not comply with the clothing norms, or fashions, of the group with which they wish to interact, might be less likely to participate in that group's activities.

Furthermore, a person's clothed appearance and the feelings accruing to her self are interrelated in such a way that her clothed appearance may affect her self-esteem,
while at the same time her self-esteem may influence her clothed appearance. Since an individual’s self-concept is formed, in part, through social interaction, an older person’s self-concept and the associated self-esteem might be affected by other people’s negative reactions to her physical appearance during social interaction. Such reactions might occur because the American society values youth rather than maturity. A younger person’s physical appearance is often perceived by both younger and older persons as more attractive than an older person’s. As a result of this appearance stereotype, society often offers preferential social treatments to younger people. This may result in the exclusion of older people from opportunities for social involvement due to their less than youthful appearance.

Whether or not an individual participates in social activities depends on the number and types of activities that are available to her. The number of activities available to an older person often decreases due to an age-related reduction in the person’s social roles and the associated statuses. As a result, at a time when most persons especially need avenues of social interaction due to the decreasing opportunities for social participation that result from the age-related loss of roles, activities, and statuses, their physical appearance strays from the established youthful norm.
Therefore, it would seem that some older persons might regard their clothing as a means with which to compensate for age-related physical appearance changes in order to increase their confidence and encourage participation in the social group activities available to them. Such research is needed because researchers may have incorrectly assumed that older persons (1) do not regard their clothed appearance as particularly important, and (2) are not interested in or subject to the power of fashion. Since this segment of the population is increasing relative to the other segments, scholars should become interested in their clothing attitudes and behavior as they relate to their social performance.

Given this rationale, the following three propositions were evident. First, the investigator proposed that an older woman’s interest in clothing and her interest in fashion are separate and distinct interests. Second, it was proposed that an older woman’s attitudes and behavior regarding clothing are positively related to her participation in group social activities. Third, it was proposed that for some women self-esteem combines with their clothing attitudes and behaviors, or their fashion attitudes and behaviors, to affect their level of social participation.
Objectives

The following objectives served as the basis of the present study:

1. To identify the relationship between clothing interest and fashion interest.

2. To examine the relationship between clothing interest and social participation, clothing deprivation and social participation, and fashion interest and social participation.

3. To examine the relationship of an interaction between clothing interest and self-esteem to social participation, as well as the relationship of an interaction between fashion interest and self-esteem to social participation.

4. To identify the relationship between social participation and life satisfaction.

5. To examine the impact of demographic variables on the relationships between clothing interest, clothing deprivation, fashion interest, self-esteem, social participation, and life satisfaction.

Research Methodology

Theoretical Framework -

Social psychology formed the theoretical framework upon which this study was based. Social psychology attempts to
explain how an individual's thoughts, feelings, and behavior are influenced by the actual or imagined presence of others (Allport, 1985). The particular social psychological theory chosen for use in this study was symbolic interactionism which focuses on the behavior of individuals during and as a result of interaction with other members of society. Since clothing contributes to an individual's appearance, which influences her behavior and the behavior of others during social interaction, this theory is quite appropriate for as the conceptual framework of the present study.

Sample Selection -

The population represented by the convenience sample in this study was women age 65 or older who live independently in congregate living facilities. A comparison between the older women in the sample and all older women in the same age group in the U.S. revealed that the two groups shared some basic demographic characteristics. The majority of the members in both groups were not employed, reported their general health as good, and had similar hearing and vision impairments. The members of the older women in the sample were different from older women in the U.S. population in the following ways. The sample members were older (76 percent were over 75 years of age compared to 57 percent in the population), had a higher education level (53 percent had some education past high school compared to 18 percent
in the population), and were better off financially.

Of the 470 questionnaires distributed to the older women, 202 were returned by the deadline. Since 16 of these were unusable, the final response rate was approximately 40 percent.

Selection of Variables -

In this study, the dependent variable was social participation, and the independent variables were clothing interest, clothing deprivation, and fashion interest. Self-esteem was treated as an independent variable only in combination with clothing interest and fashion interest in order to identify their combined influence on social participation. The relationship between social participation and life satisfaction was of secondary interest. In addition, the influence of the different categories of seven demographic variables on the relationships between the dependent and independent variables was determined. The demographic variables were financial resources, age, education, marital status, health, and vision/hearing impairments.

The variable used to measure attitudes and behavior regarding clothing (clothing interest) was carefully distinguished from the variable used to measure attitudes and behavior regarding fashion (fashion interest). This was done because, in the past, clothing interest variables have
included a combination of questions or statements about both a subject's attitudes and behavior regarding clothing and her attitudes and behavior regarding fashion. Furthermore, most studies which have included a fashion interest variable have measured a subject's awareness or acceptance of new trends in apparel. The fashion interest variable in the present study was based on Nystrom's (1928) definition of fashion which suggests that fashion is a vehicle of conformity to a group's appearance norms.

**Selection of Instruments**

The first section of the survey instrument contained seven demographic questions which obtained descriptive data regarding each respondent's age, financial resources, education level, employment status, general health, vision/hearing impairments, and marital status. The remaining sections of the 11-page survey instrument obtained information regarding the subjects' attitudes and behavior regarding clothing (clothing interest and clothing deprivation), attitudes and behavior regarding fashion (fashion interest), self-esteem, social participation, and life satisfaction. The questionnaire was organized as follows:

1. Section A - Demographic Questions
2. Section B - Life Satisfaction (LS) measure
(3) Section C - Clothing Interest (CI) and Clothing Deprivation (CD) measures

(4) Section D - Self-esteem (SE) measure

(5) Section E - Social Participation (SP) measure

(6) Section F - Fashion Interest (FI) measure

Life Satisfaction (LS) was measured using four questions which obtained global assessments of life quality, and these questions formed Section B of the survey instrument. This variable contributed to the testing of Research Hypothesis 7.

The women's attitudes about and behavior regarding clothing were measured with two variables - Clothing Interest (CI) and Clothing Deprivation (CD). These variables were measured with 34 statements which formed Section C of the questionnaire. The Clothing Interest variable was measured with 26 statements, while the Clothing Deprivation section contained 8 statements. These variables contributed to the testing of Research Hypotheses 1, 2, 3, and 6.

Rosenberg's Self-Esteem (SE) scale was used as a measure of the older women's global self-esteem and formed Section D of the survey instrument. This variable contributed to the testing of Research Hypotheses 4 and 5.

Social Participation (SP) was measured with seven questions regarding the older women's frequency of
participation in the following broad categories of group activities: church or religious, civic or service, political, business or professional, social, voluntary, and recreational (with family and friends). These questions formed Section E of the questionnaire. This variable contributed to the testing of Research Hypotheses 2, 3, 4, 5, 6, and 7.

The Fashion Interest (FI) variable contained 13 statements regarding the women's interest in clothing similar to that worn by the majority of group members which formed Section F of the survey instrument. This variable contributed to the testing of Research Hypotheses 1, 3, and 4.

Data Analyses -

Both descriptive and inferential statistics were calculated to analyze the data produced by the questionnaire. The descriptive statistics included frequencies, means, ranges, and standard deviations for the main variables under investigation (Clothing Interest (CI), Clothing Deprivation (CD), Fashion Interest (FI), Self-esteem (SE), Social Participation (SP), and Life Satisfaction (LS)). Each of these variables was divided into the categories of High, Medium, and Low by dividing the possible score for each variable by three. As a result, each category for each variable represented approximately
one-third of the possible range of scores.

The inferential statistics calculated included Pearson's product moment correlations between the six main variables, simple linear regression, and multiple linear regression. In addition, correlations were calculated between each of the variables of interest while taking the influence of the different categories of the demographic variables into consideration.

Summary of Data Analyses

The Life Satification (LS) scores could range from 4 (indicating the lowest life satisfaction) to 28 (indicating the highest life satisfaction). The actual range of the respondents' scores was from 4 to 25, with a mean score of 21.97. The most common score was 21, and the standard deviation was 4.80. Over half of the respondents (57 percent) had high life satisfaction scores.

The possible range of the Clothing Interest (CI) scores was from 26 (indicating the lowest clothing interest) to 104 (indicating the highest clothing interest). The older women's actual range of scores was between 34 and 89, with a mean of 60.91 and a standard deviation of 10.42. The vast majority of the scores fell in the medium category.

The Clothing Deprivation (CD) scores could range from 8 (indicating the weakest feelings of clothing deprivation) to 32 (indicating the strongest feelings of clothing
deprivation). The actual range of the women's scores was from 8 to 24, with a mean of 18.86 and a standard deviation of 2.76. No women expressed feelings of clothing deprivation which would have placed them in the High CD group.

The Self-esteem (SE) scores could range from 10 (indicating the lowest self-esteem) to 40 (indicating the highest self-esteem). However, the women's scores ranged from 21 to 40, with a mean of 29.70 and a standard deviation of 4.43. The analysis revealed that none of the respondents indicated feelings of self-esteem which placed them in the Low SE group.

The possible range of the Social Participation (SP) scores was from 7 (indicating the lowest level of social participation) to 49 (indicating the highest level of participation). The women's SP scores ranged from 17 to 39, with a mean score of 21.04. The standard deviation was 6.45. The majority of the women (61 percent) indicated a low level of social participation.

The possible range of the Fashion Interest (FI) scores was from 13 (indicating the lowest fashion interest) to 52 (indicating the highest fashion interest). The respondents' range of scores was from 22 to 52, with a mean of 30.65 and a standard deviation of 5.32.
Research Hypothesis 1

There will be no significant relationship between the clothing interest and fashion interest of older women.

No significant statistical relationship was found between the older women's interest in clothing and their interest in fashion. The Pearson product-moment correlation was extremely low, \( r = .091 \). This finding lends support to the proposition that the Clothing Interest and Fashion Interest variables so often used in the study of the attitudes and behavior regarding clothing and/or fashion address very different sets of attitudes and behavior. The results of the present study indicate that while the majority of the older women in the study are interested in clothing, they are not interested in using it to participate in the social phenomenon of fashion (as defined in the present study). Therefore, Research Hypothesis 1 was accepted.

Research Hypothesis 2

Differences in clothing interest will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on clothing interest revealed a significant
linear relationship between the older women's social participation and their interest in clothing, $F (1, 152) = 29.81$, $p < .0001$. The Clothing Interest variable significantly contributed to the regression model. The analysis also revealed that the older women's clothing interest accounted for about 16 percent of the variation in their social participation scores. In addition, the women in the High CI group had the highest mean level of social participation. As a result of these findings, Research Hypothesis 2 was accepted.

**Research Hypothesis 3**

The interaction between clothing interest and self-esteem will have a significant effect on the social participation of older women.

The results of the multiple linear regression analysis of social participation on clothing interest, self-esteem, and their interaction indicated that there was no significant linear relationship between the interaction and the older women's social participation, $F (1,150) = 2.41$, $p < .12$. The analysis did reveal that the older women's clothing interest, self-esteem, and the interaction accounted for about 19 percent of the variation in their social participation scores. (This is compared to the 16 percent of the variance that clothing interest alone
accounted for). The older women with the highest mean social participation scores were those who had both a high level of clothing interest and a high level of self-esteem. Based on these results, Research Hypothesis 3 was not accepted.

**Research Hypothesis 4**

Differences in fashion interest will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on fashion interest indicated that there was not a significant linear relationship between the variables, $F (1, 152) = .45, p < .50$. The Fashion Interest variable did not contribute significantly to the regression model. The analysis also revealed that the older women's fashion interest accounted for only .3 percent of the variation in their social participation scores. These findings indicate that the older women's interest in fashion (as defined in the present study) was not significantly related to their participation in social activities. As a result, Research Hypothesis 4 was not accepted.
Research Hypothesis 5

The interaction between fashion interest and self-esteem will have a significant effect on the social participation of older women.

The results of the multiple linear regression analysis of social participation on fashion interest, self-esteem, and their interaction indicated that the interaction had a significant linear relationship with the social participation of the older women, $F(1, 150) = 12.10, p < .0007$. The interaction between fashion interest and self-esteem contributed most significantly to the regression model. The analysis also revealed that the model accounted for about 12 percent of the variation in the older women’s social participation scores. (This is compared to the .3 percent of the variance that fashion interest alone accounted for). Based on these results, Research Hypothesis 5 was accepted.

Research Hypothesis 6

Differences in feelings of clothing deprivation will have a significant effect on the social participation of older women.

The results of the linear regression analysis of social participation on clothing deprivation revealed a significant
linear relationship between the older women's feelings of clothing deprivation and their frequency of social participation, \( F(1, 153) = 3.79, p < .05 \). The Clothing Deprivation variable contributed significantly to the regression model. However, the analysis also revealed that the older women's clothing deprivation accounted for only 2.4 percent of the variation in their social participation scores. As expected, the women in the Low Clothing Deprivation group had the highest mean level of social participation. Therefore, Research Hypothesis 6 was accepted.

**Research Hypothesis 7**

There will be a significant relationship between the social participation and life satisfaction of older women.

The data analysis revealed a significant positive relationship between the older women's frequency of social participation and their life satisfaction scores, \( r = .408, p < .01 \). This indicates that those women who had the higher levels of participation in group activities also reported higher levels of life satisfaction. Based on the significant positive relationship between the respondents' frequency of participation in group activities and their reported levels of life satisfaction, Research Hypothesis 7
was accepted.

When this relationship was examined with the different categories of the demographic variables in mind, the correlation was higher among those women with some hearing and/or vision impairments and among those without a spouse. These findings suggest that social participation was possibly more important to the life satisfaction of the older women who might sometimes feel isolated from group activities due to hearing and vision problems. In addition, the results indicate that participation in group activities was possibly more important to those older women without a spouse than it was to those who had a spouse.

Correlation Analyses

Pearson product-moment correlations were also calculated between each of the six main variables. As previously stated, of particular interest was the influence the demographic variables (age, financial resources, health, vision/hearing impairments, marital status, and education) had on some of these relationships.

Clothing Interest (CI) and Social Participation (SP) –

The relationship between Clothing Interest and Social Participation was of moderate strength and in the positive direction, $r = .395$, $p < .01$. These findings indicate that as each older woman’s level of clothing interest increased
so did her level of social participation. In addition, the results of this study suggest that among the women with satisfactory financial resources, average or better health, and some college education, an increase in their interest in clothing was accompanied by an increase in their frequency of social participation.

**Clothing Deprivation (CD) and Life Satisfaction (LS)** -

The relationship between Clothing Deprivation and Life Satisfaction was of moderate strength and in the negative direction, $r = -.317$, $p < .01$. This correlation suggests that as each older woman's level of clothing deprivation increased, her level of life satisfaction decreased, or vice versa. While the relationship was sometimes stronger among the subjects with different levels of the demographic variables, no significant pattern exists. This moderately strong, inverse relationship gives credence to the proposition that having adequate or suitable clothing might in some way contribute to an older woman's life satisfaction.

**Clothing Deprivation (CD) and Self-esteem (SE)** -

The relationship between Clothing Deprivation and Self-esteem was of considerable strength and in the positive direction, $r = -.604$, $p < .01$. When the relationship was examined in light of the different categories of the
demographic variables, no significant patterns emerged. These findings suggest that among the older women in the sample, those with high feelings of clothing deprivation had low feelings of self-esteem. This supports the proposition that a person's clothing is in some way related to her feelings about her self.

**Fashion Interest (FI) and Self-esteem (SE)**

The data analysis revealed a significant negative correlation between the older women's interest in fashion and their self-esteem levels which was of moderate strength $r = -0.321$, $p < 0.01$. These results indicate that conforming to the clothing norms of the group was more important to the older woman who felt less secure with her self worth than it was to the one who felt more confident of her self worth.

**Implications**

There are three major implications from the findings of the present study of the relationship between older women's attitudes and behavior regarding clothing and fashion and their social participation. The first implication which resulted from the present study is that a significant relationship was identified between older women's attitudes and behavior regarding clothing and their social involvement. The results of the present study indicate that there was a significant linear relationship between the
older women's clothing interest and their frequency of social participation. In addition, there was a negative linear relationship between the women's participation in group activities and their level of clothing deprivation. These findings are important since the results of the few studies that examined the relationship between older persons' clothing and their involvement in social activities have been mixed.

Due to the reduction in roles (and in their associated activities) that often accompanies the aging process, participation in the activities that are available is important to most older persons. The results of the present study suggest that an older woman's interest in and involvement with clothing might enhance her social participation. The findings also indicate that an older woman's participation in group activities might be negatively affected by her inability to obtain appropriate clothing.

The second implication resulting from the present research, is that the Fashion Interest and Clothing Interest variables are, in fact, very different. Though no previous studies were located which examined this difference, the difference between clothing and fashion seemed logical as well as obvious to this researcher and was supported by the statistical analyses. The findings of this research indicate that the older women in this study were not
interested in using clothing as a means of conforming to the clothed appearance of others in a group during social participation. The implications of these findings are important since in numerous studies many researchers have used the terms 'clothing' and 'fashion' interchangeably.

As stated previously, in the present study, the Clothing Interest variable measured the older women's attitudes and beliefs about their clothing, their knowledge of and attention paid to clothing, and their concern and curiosity about their clothing and the clothing of others (Burel, 1974). On the other hand, the Fashion Interest variable measured the women's attitudes and beliefs about obtaining and wearing clothing that is similar to that worn by the majority of members of a particular group with which they socially interact or wish to interact with. While this researcher recognizes that many definitions have been proposed for the term 'fashion', the fashion interest variable in the present study is based on one of the classic definitions. Nystrom (1928) described fashion as the prevailing style at any given time, and proposed that whenever a style is followed or accepted within a group it becomes the fashion.

The results of the present study suggest that older women with an interest in clothing do not automatically choose to use clothing to pursue the social phenomenon of fashion. Among the older women in the study, clothing and
fashion meant very different things. Most importantly, these findings suggest that the many conclusions about individuals' attitudes and behaviors regarding clothing which have been drawn from previous studies might need clarification.

The third obvious implication resulting from the present study is that commonly accepted definitions and assumptions about fashion might not be as accurate as they should be. As a result, the nature of the relationship between fashion and social participation is not particularly clear. In order to discuss the results of the relationship between the older women's social participation and their fashion interest (as defined in the present study), the results of the present study had to be compared to previous studies involving clothing conformity rather than to previous studies involving fashion interest. This occurred because researchers have defined, studied, and interpreted the Fashion Interest variable very differently. (Actually, in some previous studies fashion interest was not defined at all).

This predicament indicates that if, in fact, a term such as 'fashion' has two common interpretations, researchers should clearly identify the one they are measuring through the use of the term 'fashion'. Research findings regarding fashion and clothing can not be meaningfully interpreted and compared if operational
definitions are not agreed upon.

Recommendations

Three major recommendations were identified as a result of the findings of the present study of the relationship between older women's attitudes and behaviors regarding clothing and fashion and their social participation. The first recommendation is that researchers interested in attempting to explain or predict the social behavior of individuals in general must not omit the very large segment of the population that is over 64 years of age. Until recently, this has been done because most researchers (1) were relatively unaware of this segment of the population and the wide range of social behaviors which characterize its diverse members, and/or (2) based their investigations on commonly held assumptions regarding older people. This is probably true because social gerontology is a relatively new field of study. As more and more scholars study older people, they will realize that though older people have historically been viewed as and treated as one homogeneous societal group, they are not. The members of this group of approximately 30 million people are more diverse than the members of any other population segment (U.S. Bureau, 1989).

It is unwise for researchers who examine the relationship between clothing and the social behaviors of individuals to ignore older people or to assume they share
common attitudes and behavior regarding clothing. In addition, assuming that the results of clothing and fashion studies which are based on an older sample can be directly compared to the results of similar studies based on a younger sample may not be a valid assumption. Finally, care should be taken to avoid age-related stereotypes that might preclude important empirical investigations of older people's attitudes and behavior regarding clothing and fashion. This would be an unfortunate omission.

The second recommendation is that survey instruments should be carefully evaluated to determine their suitability for use with an older population. The instruments so often used in studies of the relationship between clothing and social behavior are almost invariably designed for use with samples of elementary, high school, and college students (i.e., the clothing and fashion measures used in the present study). These may or may not be appropriate in content and format. To avoid methodological errors resulting from inappropriate instruments, researchers interested in the social behavior of older people should (1) carefully select the research instruments they use, and (2) be firmly grounded in the study of gerontology in order to better understand the subjects they are investigating. By learning about the aging process and older people, researchers could identify factors that might influence the suitability of the survey instrument, the quality of the information they
obtain from survey instruments as well as the critical response rate.

The third recommendation that resulted from the present study's findings is that researchers interested in better understanding individuals' attitudes and behavior regarding clothing and fashion must carefully and accurately define the terms and variables they use in their investigations. Empirical research depends on the use of specific and accurate definitions of variables in order to understand larger or more complex concepts. Fashion, in particular, is an example of a complex concept. While conducting the present study, this researcher realized that the many conclusions which have resulted from studies of fashion that span decades were difficult to interpret. This difficulty is the result of the dual nature of fashion identified by Simmel (1957), among others. By nature, fashion is both an expression of individuality and of conformity. However, the complexity of the concept is no excuse for poor measurement of it. In order to better understand this concept called 'fashion' and its relationship to the behavior of individuals (which is the point of empirical investigations), fashion researchers must reach some consensus regarding the definitions that make it measureable.

In conclusion, it is hoped that the results of the present study offer valuable information about older women's
attitudes and behavior regarding clothing, as well the social phenomenon of fashion. In addition, the study provides insights into how such attitudes and behavior might affect these women's participation in their social environments at a time when social involvement might be especially important.
LIST OF REFERENCES


January 7, 1990

Dear Participant,

I am a graduate student at The Ohio State University and am working on my dissertation for my Ph.D. degree. Though I have been in school in Ohio for the past three years, I recently married and returned to my home state of Kentucky. I became familiar with the Kentucky Christian Church Home Campuses when my grandmother, Mrs. Hazel Fritz, lived at Friendship House in Hopkinsville from 1982 until 1987. Because she was so happy there, I have a special appreciation for Friendship House and Chapel House and would like to conduct my research at those campuses.

Though my major is clothing/textiles, my related area of interest is gerontology. For my dissertation research, I need your responses to the questions which are in the attached survey. You would help me a great deal if you would share information about your clothing attitudes and behavior, your participation in social activities, and your satisfaction with your life at this time. Since your name is not on the survey, no one will know how you answered the questions.
Though my survey has several pages, when sixteen women filled it out during a pretest, it only took between 15 and 25 minutes to complete. When you have completed the survey, please seal it in the envelope provided and put it in the box in the main office. In a week or ten days I will pick up the completed surveys and leave additional copies for anyone who did not complete the survey the first time. Getting many residents to participate is very important to the quality of the results.

After I receive all of the surveys, it will take one or two months to analyze the results. Then I will come back to Friendship House and Chapel House and share some of the more interesting results with you. Thank you so much for helping me.

Sincerely,

Betty Fritz-Cook
APPENDIX B

SURVEY INSTRUMENT
QUESTIONNAIRE

General Directions: I am interested in the information each of you provides and appreciate you taking the time to share this with me. Answer all of the questions as accurately as you can. Choose the responses that best describe you and your attitudes and behaviors. There are no wrong responses. Remember, no one will know which responses you selected.

A. Directions: Read the seven questions below. Select the one response to each question that best describes you. Place a check in the blank to the left of each response you select.

1. What was your age on your most recent birthday?
   ______ 65 - 74 years of age
   ______ 75 - 84 years of age
   ______ 85 - 94 years of age
   ______ over 94 years of age

2. What is your highest level of education?
   ______ first - eighth grade
   ______ ninth - twelfth grade
   ______ post-secondary (special training, vocational or technical school)
   ______ 1 - 2 years of college
   ______ 3 - 4 years of college
   ______ 5 or more years of college

3. In describing your financial resources, would you say they ...
   ______ do not meet your needs
   ______ barely meet your needs
   ______ meet your needs satisfactorily
   ______ more than meet your needs
4. Are you currently employed?
   ______ yes, full-time
   ______ yes, part-time
   ______ no

5. How would you describe your health?
   ______ excellent
   ______ good
   ______ average
   ______ below average
   ______ poor

6. How often do vision or hearing impairments prevent you from participating in social activities you wish to be a part of?
   ______ never
   ______ sometimes
   ______ often

7. What is your marital status?
   ______ married
   ______ unmarried (widowed, separated or divorced)
   ______ never married

B. Directions: Reading the four questions below. Select the one answer for each question that best describes your feelings about your life. For each question, place a check in the blank to the left of the response you choose.

1. In general, how satisfied are you with your life?
   ______ Very satisfied
   ______ Somewhat satisfied
   ______ Average
   ______ Somewhat dissatisfied
   ______ Very dissatisfied
2. On the whole, how satisfied are you with your way of life today — Would you say very satisfied, fairly satisfied, or not very satisfied?

_______ Very satisfied
_______ Fairly satisfied
_______ Not very satisfied

3. How do you feel about your life as a whole?

_______ Delighted
_______ Pleased
_______ Mostly satisfied
_______ Mixed (about equally satisfied and dissatisfied)
_______ Mostly dissatisfied
_______ Unhappy
_______ Terrible

4. In general, how satisfying do you find the way you’re spending your life these days?

_______ Delighted
_______ Pleased
_______ Mostly satisfied
_______ Mixed (about equally satisfied and dissatisfied)
_______ Mostly dissatisfied
_______ Unhappy
_______ Terrible
C. **Directions:** Read the statements below. Think about them as they relate to you. For each statement choose the one response that best represents your opinion. Place the number that corresponds to the response in the blank to the left of each statement.

**Response Categories:**

4. Strongly agree  
3. Agree  
2. Disagree  
1. Strongly disagree

____ 1. The way I look in my clothes is important to me.

____ 2. I look over the clothing in my wardrobe before each season so that I know what I have.

____ 3. I pay a lot of attention to pleasing color combinations.

____ 4. I carefully coordinate the accessories that I wear with each outfit.

____ 5. I keep my shoes clean and neat.

____ 6. I see that my out-of-season clothing is cleaned and stored.

____ 7. I enjoy trying on shoes of different styles or colors.

____ 8. I try on some of the newest clothes each season to see how I look in the styles.

____ 9. I read magazines and newspapers to find out what is new in clothing.

____ 10. I like to try on different garments and accessories to see how they look together.

____ 11. I study collections of accessories in the stores and catalogs to see what I might combine attractively.

____ 12. I like to know what is new in clothing.

____ 13. I am curious about why people wear the clothes they do.
Response Categories:  4. Strongly agree
3. Agree
2. Disagree
1. Strongly disagree

14. I wonder what makes some clothes more comfortable than others.
15. I am interested in why some people choose to wear unusual clothes.
16. When someone attends a social activity dressed unsuitably, I try to figure out why he/she is dressed as he/she is.
17. I wonder why some clothes make me feel better than others.
18. Certain clothes make me feel more sure of myself.
19. I am friendlier and more outgoing when I wear particular clothes.
20. I feel and act differently according to the clothes I am wearing.
21. I buy clothing to boost my morale.
22. When new fashions appear on the market I am one of the first to own them.
23. I have clothes that I do not wear because everyone else has them.
24. I try to buy clothes which are very unusual.
25. I wear certain clothes because they make me feel distinctive.
26. I enjoy wearing clothing that is very different from that worn by others I come in contact with even though I attract attention.
27. I think my clothes look like they have been worn too many times.
28. I think my clothes are as nice as the clothes worn by my friends.
29. My clothes do not meet my needs.
208

30. I think my clothes are as nice as the clothes worn by other people I often come in contact with at activities (excluding my friends).

31. I do not have the types of clothes I need to wear to activities.

32. I think others sometimes make fun of the clothes I wear.

33. I think my clothes are nice looking.

34. I have the amount of clothes I need to wear to activities.

D. Directions: Read the ten statements below. Think about each as it represents your attitudes about yourself. Select the one response that best indicates how you feel about each statement. Place the number that represents your response in the blank to the left of the statement.

Response Categories: 4. Strongly agree
3. Agree
2. Disagree
1. Strongly disagree

1. I feel that I'm a person of worth, at least on an equal plane with others.

2. I feel that I have a number of good qualities.

3. All in all, I am inclined to feel that I am a failure.

4. I am able to do things as well as most other people.

5. I feel I do not have much to be proud of.

6. I take a positive attitude toward myself.

7. On the whole, I am satisfied with myself.

8. I wish I could have more respect for myself.

9. I certainly feel useless at times.

10. At times I think I am no good at all.
E. Directions: Read the seven questions below. Each question asks how often you participate in a category (or type) of social activity. These categories are meant to represent almost all types of social activities that are available to you in your area.

Several activities are listed for each category simply as examples. If you participate in an activity that seems related to a category but is not listed in its examples, please answer the question as if your activity was listed. (It would help if you would then write the name of the activity you thought of at the bottom of the page).

Choose the one response from the list of responses which best answers each question. Place a check in the blank to the left of the response you choose.

1. On the average, how often do you participate in church related group activities? (For example, church services, committee meetings, circle or association meetings, taking trips, teaching or taking classes, singing in the choir, seniors’ groups, etc.).

   ______ more than four times a week
   ______ three or four times a week
   ______ once or twice a week
   ______ a few times each month (1-3 times)
   ______ several times each year (6-11 times)
   ______ a few times each year (1-5 times)
   ______ never (0)

2. On the average, how often do you participate in civic and service group activities? These are activities that help maintain or improve the quality and condition of your community and its residents. (For example, activities associated with the schools, library, women’s auxiliary, cultural groups, historical societies, meetings of organizations such as American Legion, Civitan, Rotary, Lions, Eastern Star, etc.).

   ______ more than four times a week
   ______ three or four times a week
   ______ once or twice a week
   ______ a few times each month (1-3 times)
   ______ several times each year (6-11 times)
   ______ a few times each year (1-5 times)
   ______ never (0)
3. On the average, how often do you participate in local, state, or national political group activities?
   (For example, voter registration, serving as an elections official, attending political meetings, citizens' groups, serving on committees, American Association of Retired Persons, Gray Panthers, etc.).

   ______  more than four times a week
   ______  three or four times a week
   ______  once or twice a week
   ______  a few times each month (1-3 times)
   ______  several times each year (6-11 times)
   ______  a few times each year (1-5 times)
   ______  never (0)

4. On the average, how often do you participate in group activities associated with business or professional clubs or organizations?
   (For example, activities in the Chamber of Commerce, Business and Professional Women's Club, merchants' associations, alumni associations, reunions, veterans' groups, nursing associations, Service Corps for Retired Executives, organizations for retired business persons or teachers, etc.).

   ______  more than four times a week
   ______  three or four times a week
   ______  once or twice a week
   ______  a few times each month (1-3 times)
   ______  several times each year (6-11 times)
   ______  a few times each year (1-5 times)
   ______  never (0)

5. On the average, how often do you participate in group activities associated with social clubs or organizations?
   (For example, a card club, bridge club, country club, garden/flower club, study club, book club, Homemakers, quilters' society, nature or environmental organizations, birdwatchers, Audubon Society, other special interest clubs, etc.

   ______  more than four times a week
   ______  three or four times a week
   ______  once or twice a week
   ______  a few times each month (1-3 times)
   ______  several times each year (6-11 times)
   ______  a few times each year (1-5 times)
   ______  never (0)
6. On the average, how often do you participate in group activities as a volunteer? (For example, activities at the hospital, the library, in the schools, adult education teacher, the Red Cross, Heart Fund, United Way, Cancer Drive, March of Dimes, etc.).

- more than four times a week
- three or four times a week
- once or twice a week
- a few times each month (1-3 times)
- several times each year (6-11 times)
- a few times each year (1-5 times)
- never (0)

7. On the average, how often do you participate in recreational activities with family and friends? (For example, family reunions and dinners, going shopping, going out to dinner, traveling, going on short car or bus trips, taking classes, going to movies, sporting events, concerts, plays, community theatre, etc.).

- more than four times a week
- three or four times a week
- once or twice a week
- a few times each month (1-3 times)
- several times each year (6-11 times)
- a few times each year (1-5 times)
- never (0)
F. Directions: Read the statements below. Think about them as they relate to you. For each statement, choose the one response that best represents your opinion. Place the number that corresponds to the response you choose in the blank to the left of the statement.

Response Categories: 4. Strongly agree
                              3. Agree
                              2. Disagree
                              1. Strongly disagree

_____ 1. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.

_____ 2. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.

_____ 3. I am uncomfortable when my clothes are different from those worn by most of the other people at a social activity.

_____ 4. I feel more a part of the group if I am dressed like my friends.

_____ 5. I wear the clothing styles that are popular even though they may not be as becoming to me.

_____ 6. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing.

_____ 7. I wear clothes that everyone is wearing even though they may not look good on me.

_____ 8. I would rather miss an activity than wear clothes which are not really appropriate.

_____ 9. I check with my friends about what they are wearing to an activity before I decide what to wear.

_____ 10. I would not care if I wore clothes to a social activity that were of a different style than those worn by the majority of the people attending the activity.

_____ 11. I do not attend some activities because my clothing is out of style.
12. I would participate in more activities if I had clothing that was similar to the clothes worn by most of the others at the activities.

13. I try to dress like my friends.
APPENDIX C

PEARSON PRODUCT-MOMENT CORRELATIONS

FOR CATEGORIES OF DEMOGRAPHIC VARIABLES
PEARSON PRODUCT-MOMENT CORRELATIONS

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Note - * r value is not significant
PEARSON PRODUCT-MOMENT CORRELATIONS

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**Note** - * r value is not significant
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*Note* — *r* value is not significant
APPENDIX D

RELIABILITY OF INSTRUMENTS
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<th>Item</th>
<th>Question</th>
<th>Correlation</th>
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<tr>
<td>1</td>
<td>In general, how satisfied are you with your life?</td>
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<td>On the whole, how satisfied are you with your way of life today -- Would you say very satisfied, fairly satisfied, or not very satisfied?</td>
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<tr>
<td>3</td>
<td>How do you feel about your life as a whole?</td>
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<td>4</td>
<td>In general, how satisfying do you find the way you’re spending your life these days?</td>
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<td>1</td>
<td>The way I look in my clothes is important to me.</td>
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<tr>
<td>2</td>
<td>I look over the clothing in my wardrobe before each season so that I know what I have.</td>
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<tr>
<td>3</td>
<td>I pay a lot of attention to pleasing color combinations.</td>
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<tr>
<td>4</td>
<td>I carefully coordinate the accessories that I wear with each outfit.</td>
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<tr>
<td>5</td>
<td>I keep my shoes clean and neat.</td>
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<tr>
<td>6</td>
<td>I see that my out-of-season clothing is cleaned and stored.</td>
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<tr>
<td>7</td>
<td>I enjoy trying on shoes of different styles or colors.</td>
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<td>8</td>
<td>I try on some of the newest clothes each season to see how I look in the styles.</td>
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</tr>
<tr>
<td>9</td>
<td>I read magazines and newspapers to find out what is new in clothing.</td>
<td>.601</td>
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</table>
10. I like to try on different garments and accessories to see how they look together. 
11. I study collections of accessories in the stores and catalogs to see what I might combine attractively.
12. I like to know what is new in clothing.
13. I am curious about why people wear the clothes they do.
14. I wonder what makes some clothes more comfortable than others.
15. I am interested in why some people choose to wear unusual clothes.
16. When someone attends a social activity dressed unsuitably, I try to figure out why he/she is dressed as he/she is.
17. I wonder why some clothes make me feel better than others.
18. Certain clothes make me feel more sure of myself.
19. I am friendlier and more outgoing when I wear particular clothes.
20. I feel and act differently according to the clothes I am wearing.
21. I buy clothing to boost my morale.
22. When new fashions appear on the market I am one of the first to own them.
23. I have clothes that I do not wear because everyone else has them.
24. I try to buy clothes which are very unusual.
25. I wear certain clothes because they make me feel distinctive.
26. I enjoy wearing clothing that is very different from that worn by others I come in contact with even though I attract attention.
CLOTHING DEPRIVATION

27. I think my clothes look like they have been worn too many times. .310

28. I think my clothes are as nice as the clothes worn by my friends. .383

29. My clothes do not meet my needs. .323

30. I think my clothes are as nice as the clothes worn by other people I often come in contact with at activities (excluding my friends). .424

31. I do not have the types of clothes I need to wear to activities. .388

32. I think others sometimes make fun of the clothes I wear. .356

33. I think my clothes are nice looking. .434

34. I have the amount of clothes I need to wear to activities. .414

SELF-ESTEEM

1. I feel that I'm a person of worth, at least on an equal plane with others. .563

2. I feel that I have a number of good qualities. .506

3. All in all, I am inclined to feel that I am a failure. .608

4. I am able to do things as well as most other people. .419

5. I feel I do not have much to be proud of. .505

6. I take a positive attitude toward myself. .602

7. On the whole, I am satisfied with myself. .523

8. I wish I could have more respect for myself. .629

9. I certainly feel useless at times. .566

10. At times I think I am no good at all. .628
SOCIAL PARTICIPATION

1. On the average, how often do you participate in church related group activities? (For example, church services, committee meetings, circle or association meetings, taking trips, teaching or taking classes, singing in the choir, seniors' groups, etc.).

2. On the average, how often do you participate in civic and service group activities? These are activities that help maintain or improve the quality and condition of your community and its residents. (For example, activities associated with the schools, library, women's auxiliary, cultural groups, historical societies, meetings of organizations such as American Legion, Civitan, Rotary, Lions, Eastern Star, etc.).

3. On the average, how often do you participate in local, state, or national political group activities? (For example, voter registration, serving as an elections official, attending political meetings, citizens' groups, serving on committees, American Association of Retired Persons, Gray Panthers, etc.).

4. On the average, how often do you participate in group activities associated with business or professional clubs or organizations? (For example, activities in the Chamber of Commerce, Business and Professional Women's Club, merchants' associations, alumni associations, reunions, veterans' groups, nursing associations, Service Corps for Retired Executives, organizations for retired business persons or teachers, etc.).

5. On the average, how often do you participate in group activities associated with social clubs or organizations? (For example, a card club, bridge club, country club, garden/flower club, study club, book club, Homemakers, quilters' society, nature or environmental organizations, birdwatchers, Audubon Society, other special interest clubs, etc.).
6. On the average, how often do you participate in group activities as a volunteer? (For example, activities at the hospital, the library, in the schools, adult education teacher, the Red Cross, Heart Fund, United Way, Cancer Drive, March of Dimes, etc.).

7. On the average, how often do you participate in recreational activities with family and friends? (For example, family reunions and dinners, going shopping, going out to dinner, traveling, going on short car or bus trips, taking classes, going to movies, sporting events, concerts, plays, community theatre, etc.).

FASHION INTEREST

1. I have gone places and then wished after I got there that I had not gone because my clothes were not suitable.

2. When I buy a new article of clothing I try to buy something similar to what my friends are wearing.

3. I am uncomfortable when my clothes are different from those worn by most of the other people at a social activity.

4. I feel more a part of the group if I am dressed like my friends.

5. I wear the clothing styles that are popular even though they may not be as becoming to me.

6. I get new clothes for a special occasion if the clothes I have are not the type my friends will be wearing.

7. I wear clothes that everyone is wearing even though they may not look good on me.

8. I would rather miss an activity than wear clothes which are not really appropriate.

9. I check with my friends about what they are wearing to an activity before I decide what to wear.
10. I would not care if I wore clothes to a social activity that were of a different style than those worn by the majority of the people attending the activity.  
11. I do not attend some activities because my clothing is out of style. 
12. I would participate in more activities if I had clothing that was similar to the clothes worn by most of the others at the activities. 
13. I try to dress like my friends.