CONFORMITY OF JUNIOR HIGH SCHOOL GIRLS OPINIONS OF

APPROPRIATENESS OF DRESS WHEN UNDER SOCIAL

PRESSURE FROM PEERS OR PARENTS

A Thesis

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by

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CHAPTER I

INTRODUCTION

Adolescents are confronted today by many conflicting values, attitudes, and standards. Conforming to any one value, attitude, or standard is difficult for them because of the interaction of social pressures, such as peer group approval, parental control, school authority, and religious beliefs. One area in which conflict occurs is that of dress where they have to decide between their parents' standards and those of their peer group. During this period of conflict, the teenagers are attempting to establish and maintain an identity of their own; but at the same time they have to gain acceptance from their peers and respect from their parents. The objective of this study is to determine the extent to which choice of dress can be changed by pressure of known peer group choice.

Statement of Problem

The phenomenon of social acceptance by peers is ranked very high by adolescents. According to Cole,[1] one of the adolescent's deepest needs is the need for peer group approval. Because of this dependence, any deviation from the accepted mode is very painful. Hurlock[2] stated that the means for adolescents to gain social acceptance are popularity and/or conformity to peer group expectations.

One means of conformity is meeting group expectations of dress. Cole said that the teenager "is acutely miserable unless his clothes are exactly the same model that is currently fashionable. Often he or she will stay away from some social event rather than go in last year's clothes."[3] Ausubel, in reporting on the motivation underlying the interest in clothing stated:

> Through the need for conformity to peer standards, the adolescent peer group desires to establish its unique individuality and its recognizability from adult dress and grooming. When a conflict exists between adult and peer group standards, the adolescent can usually be depended upon to cast his lot with his age mates.[4]

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[1]Luella Cole, Psychology of Adolescence (New York: Rinehart and Company, Inc., 1959), pp. 389-392.

[2]Elizabeth B. Hurlock, Adolescent Development (New York: McGraw-Hill Book Company, 1967), pp. 164-165.

[3]Luella Cole, Psychology of Adolescence (New York: Farrar and Rinehart, 1936), p. 246.

[4]David R. Ausubel, Theory and Problems of Adolescent Development (New York: Grune and Stratton, Inc., 1954), p. 151.

Even though there can be a conflict between peer and parental pressures, the relationship between adolescents and their parents is more likely to be good rather than poor. Cole[5] reported that of two thousand high school students questioned about their home life, two-thirds had no criticism and were happy and well adjusted in their home life. Seemingly with well-adjusted home lives, parents appear to have retained some influence over the dress habits of their children. Vener and Hoffer,[6] as well as Russell, found the mother to be a more significant influence than peers in influencing dress patterns. Curtis[7] found that the seventh and eighth grade girls in her study considered their own opinions as most important in choosing clothing, and they regarded the opinions of their mothers and friends as second. She also found that over ninety-five percent of the girls wanted their mother's approval of their daily attire.

In general, if girls insist upon maintaining their

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[5]Luella Cole, Psychology of Adolescence (New York: Rinehart and Company, Inc., 1959), p. 445.

[6]Arthur M. Vener and Charles R. Hoffer, Adolescent Orientations to Clothing, Agricultural Experiment Station Technical Bulletin (East Lansing: Michigan State University, March 1959), p. 19; and Sallye Sue Russell, "Conformity in Dress as Expressed by Certain Clothing Attitudes of a Selected Group of Adolescent Girls" (unpublished master's thesis, The University of Tennessee, 1963), pp. 26-30.

[7]Thelma Louise Curtis, "Certain Clothing Practices and Attitudes Expressed by a Selected Group of Seventh and Eighth Grade Girls" (unpublished master's thesis, The University of Tennessee, 1966), pp. 31, 75.

parents' standards they will be ostracized by their peer group. If they secretly abandon parental ideas, they develop a chronic habit of deceit. If they exhibit the prescribed group behavior openly, they are forced into revolt against their parents. So the conflict between parental and peer group pressures for conformity to differing dress standards is not an easy conflict for the adolescent to solve.

Importance of the Study

Much has been written about the adolescent's need for conformity to peer group standards and the role clothing plays in meeting this need; but relativly little empirical research has been conducted to determine the extent to which clothing conformity is important to the adolescent. According to VanDeWal, "no definite conclusions have been established which will determine the degree of conformity to which an individual will ascribe in his search for popularity . . . ."[8] She recommends that further research be conducted to provide a more positive answer to how much and in what proportions various factors contribute to the final degree of conformity of an individual. Research in this area would add to the knowledge gained through previous psychological studies on conformity.

[8]Shally Lynne VanDeWal, "A Study of the Relationship Between Clothing Conformity and Peer Acceptance Among Eighth Grade Girls" (unpublished master's thesis, Purdue University, 1968, p. 20.

This investigator is not only concerned about the empirical results of studies on conformity, but also about the procedure used in quantifying relationships. The majority of studies have relied upon a questionnaire as the method of quantifying the relationship between conformity and clothing behavior of adolescents. To date none of the studies concerning adolescent clothing and conformity have used the procedures developed by psychologists in their investigations of the effects of group pressure upon individuals. One of these procedures is the technique developed by Solomon Asch and his associates in which they have created disagreement between an individual and a group concerning a simple and clear matter of fact in the immediate environment. The group, who judged the facts wrongly, stated their answers publicly. The individual announced his judgment after the group of his equals stated their wrong answers.[9] For the present study, the investigator used a modified form of Asch's procedure to measure the adolescent's conformity to peer group opinions of appropriate dress standards.

The results of a study using a modified form of Asch's procedure could aid parents and teachers in their attempt to understand the importance that junior high girls place on conformity to peer group standards and the role

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[9] Solomon E. Asch, "Studies of Independence and Conformity: I. A minority of One Against a Unanimous Majority," Psychological Monographs, Vol. 70, No. 9 (1956), p. 1.

clothing plays in the conforming process. With information concerning the relative influence of peer group pressures and adult pressures, the home economics teacher could assist the teenage girl in meeting peer and parental clothing expectations without alienating the student. Such information could assist school administrators in developing a plan to guide student dress.

Objectives of the Study

The main objectives of this study were to determine the degree of conformity to which an adolescent girl will assent in her efforts to gain acceptance by her peers. Questions to be answered in the study are:

1. Will the junior high school girls studied conform to the opinions of their peers concerning appropriateness of dress for various social occasions?

2. Will junior high school girls' opinions of appropriateness of dress be influenced by applying the pressure of peer influence?

3. Will the junior high school girls studied conform to opinions of appropriateness of dress attributed to a group of parents when those opinions are identical to the peer group opinions?

4. Will the junior high girls studied conform to the opinions of their peers to a greater degree

than they will conform to the opinions of a
group of parents when those opinions concern
appropriateness of dress?

Hypotheses

The following hypotheses were tested in this study:

1. Expressed preferences of junior high girls con-
   cerning appropriateness of specific styles for
   stated social occasions will conform to those
   of their peers.

2. Junior high school girls' opinions of appropri-
   ateness of dress can be influenced by applying
   the pressure of peer preference, regardless of
   the accuracy of the norm information cited.

3. Junior high school girls' opinions of appropri-
   ateness of dress can be influenced by applying
   the pressure of parental preference, regardless
   of the accuracy of the norm information cited.

4. Junior high school girls' opinions of appropri-
   ateness of dress can be influenced to a greater
   degree by applying the pressure of peer prefer-
   ence than by applying the pressure of parental
   preference.

Assumptions

The following assumptions were made in this study:

1. Junior high school girls are interested in

social life and have social contacts.

2. Junior high school girls desire acceptance by
their peers.

3. Junior high school girls are aware of and in-
terested in clothing.

4. Junior high school girls desire approval of
their clothing by friends and parents.

5. The majority of the junior high school girls
in the sample had a satisfactory relationship
with their parents.

6. The subjects in the study were convinced of
the accuracy of the norm information.

CHAPTER II

REVIEW OF LITERATURE

The review of literature which follows contains three main topics: (1) literature relating to the clothing behavior of adolescents, (2) studies relating to conformity and social pressure, and (3) studies concerning the influence of peer versus parental pressure upon adolescents. Additional references which proved helpful in formulating the hypotheses and in developing the instrument are cited in Chapter I and Chapter III.

Clothing Behavior of Adolescents

A selected review of literature and studies relative to the clothing behavior of adolescents seemed pertinent since the investigation focused upon the influence of social pressure on the opinions of junior high school girls concerning the appropriateness of dress. The ensuing discussion has concentrated upon the following aspects: (1) awareness and importance of clothing during adolescence, (2) adolescents' desire for approval of dress, and (3) the adolescent and clothing conformity.

Awareness and Importance of Clothing
During Adolescence

In order to conform to the modal patterns of dress, adolescents seemingly are aware of the clothing habits of their peers and consider clothing an important item in their life. Toomire,[1] using a questionnaire technique to study tenth, eleventh, and twelfth grade girls in low, middle, and upper socio-economic levels, found that the subjects were aware of and interested in clothing. Three-fourths of the girls felt that a good deal of thought and attention should be given to clothing. Seventy-eight per cent thought it worth taking a part-time job to earn money to buy clothes, while fourteen percent thought it worth giving up the movies to save money for clothes. The finding of Curtis[2] supported those of Toomire. In a study of seventh and eighth grade girls, she found that the majority of subjects gave a good deal of thought and attention to the clothes they wore to school. None of the participants responded that they chose a dress for school without much thought.

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[1]Phyllis A. Toomire, "Social Acceptance and Its Relationship to Appearance and Selection of Clothing by Teen-Age Girls" (unpublished Master's thesis, Southern Illinois University, 1964), p. 44.

[2]Thelma Louise Curtis, "Certain Clothing Practices and Attitudes Expressed By a Selected Group of Seventh and Eighth Grade Girls" (unpublished Master's thesis, The University of Tennessee, 1966), pp. 47-51

Vener and Hoffer[3] found no significant association between age-grade and clothing awareness among eighth, tenth, and twelfth grade girls. They assumed from this information that by early adolescence the individual is already aware of the importance of clothing in personal relationships. They also found no significant relation between clothing awareness and (a) occupational status of the father, (b) subjective identification with social class, (c) desirability of father's occupation, (d) occupational expectations of the student, and (e) educational expectations of the student.

Adolescents' Desire for Approval of Dress

Adolescents' desire for approval is a major factor influencing their clothing selection. Toomire[4] found that the adolescent girls in her study sought their friends' approval of their clothing. The majority of seventh and eighth grade girls in Curtis'[5] study were unwilling or refused to wear clothes their friends did not like. These findings support the generally accepted statement that one of the greatest needs of the adolescent is peer approval.

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[3]Arthur Vener and Charles R. Hoffer, Adolescent Orientations to Clothing, Michigan State Agricultural Experiment Station Technical Bulletin 270 (East Lansing: Michigan State University, March 1959), p. 12.

[4]Toomire, "Social Acceptance," p. 42.

[5]Curtis, "Clothing Practices and Attitudes," p. 66.

In addition to peer approval, teenagers have a desire for parental approval. Coleman[6] reported a study of 3,894 adolescents in which the question was asked, "Which of these things would be hardest for you to take-- your parents' disapproval, your teacher's disapproval, or breaking with your friends?" The subjects' responses were: (a) parents' disapproval--52.9 percent, (b) teacher's disapproval--2.7 percent, and (c) breaking with friends--43.4 percent.

Curtis[7] found that the seventh and eighth grade students in her study were also concerned with the opinions of their mothers. Forty-six percent of the seventh graders and 42.8 percent of the eighth graders often wanted their mother's approval of their daily attire. Only 3.67 percent of the seventh graders and 1.02 percent of the eighth graders never wanted approval from their mother, while the remaining girls sometimes desired approval. The approval of dress by their mothers is sometimes difficult for teenage girls to obtain. Differing opinions about adolescent dress behavior can lead to parent-child conflicts.

Parental approval of dress seemingly was not an

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[6]James S. Coleman, The Adolescent Society (New York: The Freepress of Glencoe, 1961), p. 5.

[7]Curtis, "Clothing Practices and Attitudes," p. 31.

area of conflict for the majority of girls in Toomire's[8]
study where the teenagers reported little outright dis-
agreement with their mothers about clothing. A near
majority of these teenagers felt that sophmore, junior, and
senior girls should try to compromise with their mothers'
feelings concerning dress.

Contradictory data concerning parental approval of
dress was collected by Kirby[9] when she administered a
questionnaire to ninety-seven freshman and eighty-five
senior boys and girls and their parents. When asked if
parents and teenagers agree about clothing behavior, 85
percent of the freshman and 72 percent of the freshman par-
ents responded no; 79 percent of the seniors and 66 per-
cent of the senior parents gave the same response. Sixty-
eight percent of the freshman and 53 percent of the freshman
parents stated that teens dress to please their friends
rather than to please parents and 73 percent of the seniors
and 61 percent of the senior parents agreed. The majority
of boys and girls indicated they did not want parental
help in choosing clothes, but only 41 percent of the par-
ents had the same attitude.

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[8]Toomire, "Social Acceptance," p. 46.

[9]Patricia Lou Kirby, "A Study of Attitudes of
Teenagers and Parents in Relation to Teenage Clothing
Behavior" (unpublished Master's thesis, Purdue University,
1966), pp. 39-40.

These researchers found that adolescents do desire peer approval of dress selection, but there were conflicting results on their desire for parental approval. One way for adolescents to gain peer approval in their dress selection is to conform to their group's standards.

The Adolescent and Clothing Conformity

The phenomenon of adolescent conformity to peer group standards of dress has been investigated by a number of researchers. Cannon, Staples, and Carlson reported finding that "all of the most popular girls from the seventh through the twelfth grades excell in or conform closely to the norm for personal appearance."[10] In a study of the sophmore class of a Michigan high school, Smucker found that conformity to the clothing mode was positively related to awareness of the clothing mode. The relationship was significant for girls at the .001 level. Smucker concluded that the significant relationship "indicated that the subjects' conformity was not a chance phenomenon but that students intentionally conformed to the clothing mode which they perceived."[11]

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[10] Kenneth Cannon, Ruth Staples, and Irene Carlson, "Personal Appearance as a Factor in Social Acceptance," Journal of Home Economics, XLIV (November, 1952), 712

[11] Betty Voran Smucker, "Conformity to and Awareness of the Clothing Mode Related to the Peer Acceptance of Adolescent Boys and Girls" (unpublished Master's thesis, Michigan State University, 1969), p. 47.

Russell[12] conducted a study with 295 ninth, tenth,

eleventh, and twelfth grade girls in three Knoxille, Tenn-

essee area schools in order to ascertain the age at which

conforming to peer-group tastes in dress seemed to be of

greatest importance. From the responses to the questionn-

aire she found that tenth grade girls expressed the

greatest need to conform, but that the urge to conform to

peer tastes took precedence over the desires for becoming-

ness in all the grade levels tested. Eighty-one percent

of the subjects wanted their clothes to be similar but not

identical to their peers. Russell concluded that "there

was a slight tendency for adolescent girls in these Knox-

ville high schools to conform less to peer dictates in the

matter of clothing as they became more mature and developed

more confidence in themselves."[13]

Forty-five eighth grade girls from a community

junior-senior high school in northern New York participated

in a study of peer acceptance and clothing conformity

conducted by VanDeWal. One conclusion drawn from the

responses to the written questionnaire was that "all

levels of peer acceptance accurately perceive and wish to

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[12]Sallye Sue Russell, "Conformity in Dress as
Expressed by Certain Clothing Attitudes of a Selected
Group of Adolescent Girls" (unpublished Master's thesis,
The University of Tennessee, Knoxville, 1963), pp. 18-24.

[13]Ibid., p. 43.

emulate the modal pattern of dress conformity."[14]

These researchers found conclusively that adolescents do conform to their peer group dress norm as they perceive it. However, these results are based on the questionnaire method of data collection. Presently psychologists use the before-after experimental technique to determine the importance of social pressure on conformity.

Social Pressure and Conformity

According to Walker and Heynes, "Conformity is a class of behavior. As such it should be manipulatable like any other class of behavior."[15] The manipulation of conformity behavior by various investigators has produced an accumulation of knowledge concerning the subject. Walker and Heynes state that conformity and non-conformity are means to ends, or ways of achieving goals to satisfy needs. Both acts always involve movement or change. "If one wishes to produce conformity, it is only necessary to arouse a need or motive, proffer a goal which satisfies that need, and make conformity necessary to the achievement of that goal."[16]

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[14]Shally Lynne VanDeWall, "A Study of the Relationship Between Clothing Conformity and Peer Acceptance Among Eighth Grade Girls" (unpublished Master's thesis, Purdue University, 1968), p. 72.

[15]Edward Walker and Roger Heynes, An Anatomy for Conformity (New Jersey: Prentice Hall, 1962), p. 4.

[16]Ibid., p. 6.

Much of the research on conformity concerns the interaction of an individual and a group. Cartwright and Zander observed that conformity may take place with "no active process of interaction between the individual and the others . . . ."[17] The group may be physically present or psychologically prominent to exert pressure. Their judgments need only be indicated, and conflict may arise even though they do not react to the subject's statements. Cartwright and Zander reported:

> Research by Asch and others suggests that the tendency of a person to accept others' opinions is stronger where the following conditions are present than where they are absent: (a) the quality of the evidence presented by others is convincing because of the unanimity of belief among them or because of his evaluation of the trustworthiness of their judgments; (b) the quality of the evidence being judged is unclear or involves ambigious distinctions; (c) the discrepancy between his own opinion and opinions of others is large (but not too large); (d) the confidence he has in the correctness of his own perception is low; and (e) he knows that others are aware that his opinions differ from theirs.[18]

The research conducted by Solomon Asch comprised some of the earliest investigation of conformity and social pressure. Asch devised a procedure for measuring conformity which has been utilized by many other researchers. Their investigations have been concerned with the conditions of

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[17]Dorwin Cartwright and Alvin Zander, ed., Group Dynamics: Research and Theory (Evanston, Illinois: Row, Peterson and Company, 1962), p. 168.

[18]Ibid., p. 173.

independence and lack of independence in the face of group pressure.

Asch[19] gathered groups of seven to nine male, college students to take part in experiments in visual discrimination. The subjects were instructed to match the length of a given line (standard) with one of three other lines. Of the three comparison lines, one equalled the standard and two were different. The individuals announced their answers publicly, and on the first and second trials every person chose the same matching line. On the third trial, all but one individual had been instructed to give an incorrect answer. A minority of one against a wrong and unanimous majority had been established. Nine comparisons were repeated for a total of eighteen trials. Trials one, two, and five of the nine comparisons were netural in order to lend a quality of trustworthiness to the majority opinion. The errors of the majroity varied from three-fourths inch to one and three-fourths inches. The smallest errors occurred on the early trials.

The experimenter was impartial and matter-of-fact. He exerted no pressure, but his presence and example discouraged discussion and interruptions. The majority

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[19] Solomon E. Asch, "Studies of Independence and Conformity: I. A Minority of One Against a Unanimous Majority," Psychological Monographs, LXX, (1956), pp. 3-8.

individuals were impersonal and non-aggressive. The
critical subjects and the majority were peers but the
degree of acquaintance was uncontrolled.[20]

The results of Asch's experiment were that 95
percent of the subjects in the control group made no
errors in judgment, whereas only 25 percent of the sub-
jects in the experimental groups had errorless perfor-
mances. Under control conditions, one percent of the re-
ported estimates of line length were wrong, but under
experimental conditions the action of the majority distorted
one-third of the estimates. Asch concluded that "the un-
animously wrong majority produced a marked and signifi-
cant distortion in the reported estimates," although the
preponderance of estimates was independent of the major-
ity.[21]

A variation of the previous experiment involved
the importance of public judgment on conforming behavior.
The experimental procedures were the same except that the
critical subjects wrote their answers instead of voicing
them publicly. The majority continued to answer verbally.
The shift from public to silent judgments markedly lowered
the frequency of errors. In the original experiment,

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[20]Ibid., pp. 3-8.

[21]Ibid., pp. 9-12.

Experiment I, the errors ranged from zero to a maximum

of twelve; in the control errors did not exceed two; under

silent conditions the maximum error was six. Asch reported:

> We found in Experiment I that on extreme trials--
> trials on which the majority chose the most dis-
> crepant comparison line--the critical subjects
> mostly followed the majority; 81 percent of the
> errors were extreme, and 19 percent were compromise
> reactions, or errors nearer to the standard . . . .
> With the critical subjects responding silently all
> errors (of which there were 10) were moderate, no
> one followed the majority when it became extreme, a
> result that confirms the diminished power of the
> present majority.[22]

Studies similar to Asch's have been conducted

with younger subjects. Berenda[23] presented groups of child-

ren from seven to thirteen years of age with twelve pairs

of cards. One of the pairs was a standard containing a

single line, the other a comparison card with three lines,

one of which was equal in length to the standard. The

children were to identify that comparison line which was

equal to the standard. Berenda found that when individual

children are confronted with a majority of eight of their

own classmates giving unanimous, incorrect judgments,

there was a statistically significant change in the judg-

ments of the minority children in the direction of the

group. Under control conditions 93 percent of the younger

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[22]Ibid., p. 57.

[23]R. W. Berenda, The Influence of the Group on the
Judgments of Children (New York: King's Crown Press, 1950),
pp. 14-33.

children responded correctly to the critical lines, but under the pressure of the group only 43 percent of the same children gave correct answers. Of the older group, 94 percent were accurate in their judgments of the critical lines in the control experiment, whereas only 54 percent were right in the critical experiment. Berenda found no significant relation between I.Q. and the amount of following nor I.Q., age, and the tendency to follow.

A variation of the previous experiment paired an individual child with his teacher where the teacher responded incorrectly to the critical lines. Eighty-three percent of the older group were not affected by the teacher's wrong answers and 40 percent of the younger group remained independent. While 90 percent of the younger children responded correctly to the critical lines in the control conditions, only 81 percent did so in the presence of the teacher. Older children, when confronted with the wrong answers of their teacher, tended to be more accurate in their judgments. Under control conditions 91 percent of the responses received were correct, and under experimental conditions 93 percent were correct responses.[24]

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[24]Ibid., pp. 36-37.

In their experiments on conformity, Iscoe, Williams, and Harvey[25] used a portable apparatus for the simultaneous exposure of four critical subjects to a simulated group technique. Four soundproof booths equipped with earphones, taperecroders, and dictaphones enabled the experimenter to expose the subjects to identical stimuli without using an informed group. The subjects were instructed to count the clicks of a metronome. Twelve alone responses preceded twenty-four group responses where the participants heard three identical incorrect responses prior to answering.

The subjects were thirty-two males and thirty-two females in each of four age groups. The ages represented were seven, nine, twelve, and fifteen. Half the subjects in each group were from small rural consolidated public schools, and half were from public schools in a larger city.[26]

In order to measure conformity to group pressure, the investigators compared the number of errors the subject made in the alone condition with the number he made when the prerecorded voices answered incorrectly. This

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[25]I. Iscoe, M. Williams, and J. Harvey, "Modification of Children's Judgments by a Simulated Group Technique: A Normative Developmental Study," Child Development, XXXIV (1963), pp. 964-977.

[26]Ibid., p. 964.

procedure allowed each subject to act as his own con-
trol and gave a measure of conformity taking initial
accuracy into account. Only the increase in the number
of errors in the group condition over those in the alone
condition were attributed to the influence of peer group
members.[27]

Iscoe, Williams, and Harvey reported that the
females in their study conformed more than the males.
A difference was also noted in the ages at which the
greatest conformity occurred in males and females. Males
increased in conformity, relative to ability, up to age
fifteen while females increased in conformity up to age
twelve and then decreased. Rural males tended to conform
more than urban males, but females conformed at approxi-
mately the same level in both locales.[28]

Researchers have found that individuals have a
tendency to conform when social pressure is applied by
peers, but when the pressure is exerted by a teacher,
nonconformity behavior is exhibited. Investigations have
been conducted to determine if parental pressure would
induce conformity or nonconformity in adolescents.

[27]Ibid., p. 964.
[28]Ibid., p. 977.

Influence of Peer versus Parental
Pressure upon Adolescents

The influence of peers versus parents on the de-
cision-making of adolescents is partly a function of
the teenager's relative orientation toward peers or
family. Bowerman and Kinch classified a group of 686
fourth through tenth grade students on three types of peer-
family orientation:

> the extent to which they identified with one group or
> the other; the group with which they would prefer
> to associate; and the group with which they thought
> of as having norms and values most like their own.[29]

On the combined orientation index, 87.1 percent of the
fourth graders were family oriented. At the eighth grade
level the percentage with family and peer orientation
was approximately equal. Of the tenth graders, only 31.6
percent were more highly oriented toward family than toward
peers. However, the decrease in parent orientation was
accompanied by an increase in neutral or equal orienta-
tion as well as an increase in peer orientation.[30] This
trend for older adolescents studied to be equally oriented
toward peers and parents could cause decision-making to
be difficult when peer and parental pressures conflict.

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[29]C. E. Bowerman and J. W. Kinch, "Changes in Family
and Peer Orientation of Children Between the Fourth and
Tenth Grades," Social Forces, XXXVII (1959), p. 207.

[30]Ibid., p. 207.

Adolescents are commonly portrayed as favoring peer groups when parent-peer cross-pressures exist. Brittain, in studying 280 girls in grades nine through eleven, hypothesized "that in making certain kinds of choices, adolescents are inclined to follow peers rather than parents; in making certain other types of choices the opposite is true."[31] The subjects in the study were presented with twelve situations involving conflict between parent-peer expectations. Each situation described an adolescent girl who was trying to choose between two alternatives, one of which was favored by her friends and the other by her parents. Two forms of the test were administered one to two weeks apart. Forms A and B were identical except that the parent-favored alternatives on Form A were peer-favored alternatives on Form B and vice versa.[32]

Brittain found that of the twelve items presented, eight produced parent-conforming choices, one resulted in equal parent-peer choices, and three afforded peer-conforming responses. The three peer-conforming situations involved parent-peer alternatives for which course to take in school, how to dress for a football game and party, and what dress to buy.[33]

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[31]Clay V. Brittain, "Adolescent Choices and Parent-Peer Cross Pressures, American Sociological Review

[32]Ibid., pp. 385-387.

[33]Ibid., p. 388.

Investigators of the relative influence of peers and parents on the decision of adolescents have shown that peers are influential in certain areas and parents in other areas. One investigator found dress to be a peer-conforming area. If the situations involving decisions concerning dress were expanded to include both peer and parent influential areas, this investigator wonders whether peer-conforming or parent-conforming behavior would be exhibited.

CHAPTER III

METHODOLOGY

This chapter will contain a discussion of the
sample, the instrument, the procedure, and the method
of analysis.

The Sample

A junior high school in Pennsylvania was the set-
ting for this study. The school, composed of seventh,
eighth, and ninth grades, had an enrollment of approxi-
mately one thousand students. It was the only junior
high school in the district and its students came from
both rural and suburban areas. The school had never
before participated in a study such as this, therefore,
the subjects were free from any bias created by former
testing.

The population for the research was composed of
all girls in the junior high school. Every girl was
required to take one semester of home economics. All
student schedules at the school were programmed individually.
Those girls who constituted a specified class in home
economics were not grouped as a class for other subjects,

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therefore, they did not as readily acquire a group personality or cohesiveness. They were in contact with students from various homemaking classes, as well as with students who were not members of a homemaking class at the time of the study. The girls involved in the research were representative of the school rather than of a particular section of students in the school.

The sample consisted of one hundred-seventy seventh, eighth, and ninth grade girls who were students in home economics classes the second semester of the school year 1969-1970. The subjects for the study had six weeks of clothing or were studying a clothing unit at the time of testing. No information concerning the appropriateness of dress had been taught in the classes prior to the time of the study.

The sample was divided into five groups by period. In each group were seventh, eighth, and ninth grade girls. The five groups ranged in size from thirty to thirty-seven, with an average of thirty-four. The subgroup grade size ranged from seven to sixteen students.

The Instrument

In order to ascertain the opinions of the subjects concerning the appropriateness of various costumes for different social situations, an instrument had to be developed which would clarify and unify the costume images

visualized by the students. A major dependent variable had to be held constant by assuring that all participants were referred to the same dress, the same skirt, or the same pants. The reference costumes for each situation had to be plausible choices for the subjects. All figures had to be clothed in costumes which were considered fashionable by and which were worn by the girls in Burrell Junior High School. This condition created stimulus ambiguity which was desirable, since, according to Walker and Heyns,

> If he [the subject] sees the situation as one in which the alternative behaviors open to him are few in number and well-defined, social pressure is unlikely to produce much change in his attitudes. If, however, he sees the situation as permitting many alternative behaviors, and if he is uncertain about the appropriateness of the alternatives, social pressure can be expected to produce considerable conformity.[1]

In order to determine the specific types of clothing worn by the subjects a pilot study was conducted a month and a half prior to the collection of the research data. A questionnaire was administered to forty-eight girls at the school where the final research data were collected and to two home economics teachers at the school. The girls were students in home economics classes who did

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[1]Edward Walker and Roger Heynes, An Anatomy for Conformity (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 23.

not participate in the final research study. The sample
for the pilot study consisted of fourteen seventh grade
girls, twenty eighth grade girls, and fourteen ninth grade
girls.

The students were asked what type of clothing they
wore for various social situations. The particular situa-
tions identified were: (a) a school day at Burrell Junior
High School, (b) a school dance at Burrell Junior High
School, (c) a movie in New Kensington, (d) shopping at a
shopping center, (e) shopping at retail stores in downtown
Pittsburgh, and (f) social activities at a church. The
questionnaire also contained a list of clothing items.
The girls were asked to indicate whether they wore the
items and whether they knew what the items were.

The two home economics teachers commented on
their observations of the clothing habits of the students.
The results of the pre-survey can be found in Tables 1 and
2 in Appendix A. This information aided in the develop-
ment of the instrument used in the study.

The instrument developed was a variation of the
drawings of clothed stimuli-figures used by Jones in her
Fashion Response Measure. Jones'[2] measure consisted of
twelve black and white drawings, each depicting a clothed

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[2]Murial Kathleen Jones, "Esteem Accorded to Clothed
Figures as Related to Fashion and Perception" (unpublished
doctor's dissertation, The Ohio State University, 1968),
pp. 42-44.

figure portrayed against a social background. Emphasis
was placed on the clothing by omitting the facial features
of the figures. The influence of color as a variable
was eliminated by the use of black and white drawings.
The clothing of the figures was deemed suitable for the
social occasion indicated. The figures portrayed in the
same social situation were similar, but not identical,
in size and build.

For the present study, various changes were made
in Jones' clothed stimuli-figure instrument. Six black
and white drawings, each depicting four clothed figures
in a social situation were prepared in transparency form.
Since the students were asked to compare the four out-
fits and choose the most appropriate, the investigator
believed that all four costumes needed to appear simul-
taneously on the screen. The four figures in each social
situation were identical in size and pose; only the type
of clothing varied. Four identical figures eliminated
the possibility that the subjects would choose a particu-
lar costume because of the pose of the stimuli-figure.
To prevent boredom of the students and to make a clear
distinction among the situations, the stimuli figures in
each situation were drawn in different poses and with
different hair styles. The facial features of all fig-
ures were omitted. (See Appendix B.)

With the information derived from the pilot study

as a basis for choosing the types of clothing, stimuli-
figures were clothed in a variety of costumes. The four
clothed figures on the transparencies represented the
types of clothing worn by the girls in particular social
situations. Specific costumes were chosen and drawn after
the investigator looked through current pattern catalogues,
teenage magazines, and teenage departments in clothing
stores. Some popular items of apparel, such as maxi skirts
and straight-legged pants, were not included since the
students had indicated on the pilot study that they did
not wear such articles of clothing. After the clothed
stimuli-figures were drawn, they were evaluated by graduate
students who were former junior high school teachers and by
persons who were at the time teaching junior high. Both
the clothing and the stimuli-figures were judged for their
appropriateness and appeal to the age group in question.

The student response forms which accompanied the
transparencies listed the six social situations and the
four costumes to be considered in each situation. The
social occasions portrayed in the drawings were the same
as those inquired about in the pilot study, namely (a)
a school day, (b) a school dance, (c) a movie in New
Kensington, (d) shopping at a shopping center, (3) shopping
in downtown Pittsburgh, and (f) a social activity at church.

The Procedure

In early May the sample subjects were shown the six sets of drawings by overhead projector. All participants were asked to indicate on the student response forms provided which of the four costumes in each set they considered most appropriate for a junior high school girl. They were informed that even though they might wear all of the types of clothing or that they may not like the style of a particular outfit, the investigator wanted to know which costume they thought a junior high school girl ought to wear in each social situation. The students were reminded to respond without consulting their friends and were told there were no wrong answers.

Two weeks later the same students participated in a retest. They were shown the original sets of drawings and asked to rank the costumes according to appropriateness in order to provide more detailed information for the investigator. The sample was divided into five groups and each group was tested separately. Four of the groups were given information relating to the opinions of peers and adults about the appropriateness of the costumes. These four groups were randomly assigned to receive social pressure in different forms. One group acted as a control. This group received no additional information which would influence their opinions.

Groups II and III received peer group pressure to conform to peer opinions. They were informed by the investigator and by the student response forms of the opinions of their peers as calculated from the initial testing. Group II was informed of the true results of the previous testing. They were told which clothed stimuli-figure in each set of drawings was chosen as most appropriate by the majority of the students. To rule out the influence of the information Group III received erroneous information. The clothed stimuli-figures which they were told were the majority's first choice were actually the third most popular items among their peers.

Group IV was given the same information as Group II, except that the opinions were attributed to a group of parents. Group V was given the same erroneous information as Group III with the opinions being attributed to the parents. Group I was the control group.

Method of Analysis

The statistical technique used in the analysis was percentages. This technique was selected because the collection procedure ascribed to in this research created various properties in the data. The first of these properties was that the first contact data are in nominal form, while the second contact data are in ordinal form.

Another data property was the very small sample size
(seven to sixteen) when the data was segmented into seventh,
eighth, and ninth grades. Still another property was that
the before and after research design dictated that the ex-
perimental data are grouped into related samples.

Because the data contains these properties the
assumptions of various appropriate statistical signifi-
cance tests[3] would have to be violated when applied.
The violation of these statistical assumptions would lend
itself to erroneous statements about the research find-
ings. Consequently, significance testing was not used
in the analysis of this research.

Another reason for using percentages in analyzing
the research data was that with percentages there was no
loss of information in the analytical computation. The
inverse condition was usually the case when the more com-
plex statistical techniques were applied.

There were four types of percentages used in the
analysis. The first type represented those students who
chose a particular clothed stimuli-figure on the first
testing. The second type represented those students who
gave the same figure a rank of one on the second testing.

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[3]The statistical significance tests that seemed to
apply to the before and after research design were:
(1) difference between two means, (2) test of proportions,
(3) Chi-square test of homogenity, and (4) rank analysis
of variance.

The third type was percentage change. This figure was
calculated by subtracting the first contact percentage from
the second contact percentage. The magnitude and sign of
this value indicated a movement toward or away from the
stimuli-figure. The fourth type was adjusted percentage
change. This one was calculated by subtracting out the
percentage change in the control group from the percentage
change in the test groups. The percentage change of the
control group represented change over time. By subtract-
ing out change over time, the remainder of the change can
be attributed to social pressure applied.

These percentages were calculated from the sample
which constituted all junior high school grade groups.
When subdivided into its respective grades, the stratif-
ied sample, in some cases, would have had as few as seven
subjects. The problem with the small size sample would
be the tendency to distort the true effect of the social
pressure. By including all junior high school grade groups
in the sample, the size was increased to thirty or more
subjects. In addition to sample size, the researcher
was concerned about group reaction rather than individ-
ual reaction.

In this research individual responses were not
analyzed because the investigator was not concerned with
the relationship of individual change to socio-economic

status, age, security-insecurity, and similar factors.
Instead, the percentages in this research reflect group
responses only. Attention will now be devoted to the
discussion of dress appropriateness under social influence
for this group.

CHAPTER IV

RESULTS: EFFECT OF SOCIAL PRESSURE UPON THE

SELECTION OF STIMULI-FIGURES

The analysis of the subjects' opinions of appropriateness of dress for six social situations given peer and parental social pressure will follow. The first section of the analysis will be a discussion of the results of the control group. This section will be followed by a discussion of the results of the experimental groups.

Results of Control Group

The control group contained thirty subjects of which eleven were seventh graders, seven were eighth graders, and twelve were ninth graders. The results from the first and second contacts and the difference between the first and second contacts were shown in Table 1.

Even though no social pressure was applied to the control group, a change did occur in the choices of stimuli-figures between the first and second testings. The amount of change varied among the differing social situations. The greatest change occurred in Situation IV, shopping at a shopping center, and the least occurred

TABLE 1

CLOTHED FIGURES SELECTED FIRST AND SECOND CONTACTS,
DIFFERENCE BETWEEN FIRST AND SECOND CONTACTS,
SIX SOCIAL SITUATIONS, CONTROL GROUP (I)

Situation	Clothed Figure	First Contact	Second Contact	Differ- ence
		Percent	Percent	Percent
I School day	Dress	26.67	43.33	16.66
	Bell bottoms	26.67	30.00	3.33
	Pants skirt	16.66	16.66	0.00
	Skirt/blouse	30.00	10.00	-20.00
II School dance	Dress	43.33	40.00	-3.33
	Bell bottoms	26.67	26.67	0.00
	Pants skirt	23.33	20.00	-3.33
	Skirt/blouse	6.67	13.33	6.66
III Movie	Pants dress	0.00	10.00	10.00
	Bell bottoms	53.33	46.67	-6.66
	Pants skirt	26.67	23.33	-3.34
	Jeans	20.00	20.00	0.00

TABLE 1(CONT'D)

Situation	Clothed Figure	First Contact	Second Contact	Differ- ence
		Percent	Percent	Percent
IV Shopping center	Skirt/blouse	20.00	40.00	20.00
	Bell bottoms	23.33	33.33	10.00
	Pants skirt	53.33	16.67	-36.66
	Jeans	3.33	10.00	6.67
V City Shopping	Dress	26.67	46.67	20.00
	Bell bottoms	16.67	20.00	3.33
	Pants skirt	30.00	20.00	-10.00
	Skirt/blouse	26.67	13.33	-13.34
VI Church activity	Dress	50.00	60.00	10.00
	Bell bottoms	3.33	10.00	6.67
	Pants skirt	26.67	23.33	-3.34
	Skirt/blouse	20.00	6.67	-13.33

in Situation II, a school dance.

Since all four costumes in each situation were worn by these students, some change in their opinions about appropriateness of dress could be expected. Their changing attitudes could be attributed to opinion shifters such as weather, television, magazines and newspapers, travel, discussions with friends, and any other event that can cause a shift in opinions. Because of the two-week time period between the testing situations, these factors had a chance to act upon the opinions of the students. This situation, plus the inherent ambiguity of the choices, could partially account for the change in answers on the second testing.

Another cause for the change may have been the students' tendency to mark a number one in the first space. In five of the six situations, the change was toward clothed stimuli-figure A. This action by the control subjects may have been an attempt to avoid making a decision. They may have chosen the first costume because they could not remember which outfit they had chosen on the first testing.

Results of Experimental Groups

The experimental group consisted of one hundred-thirty subjects of which thirty-seven were informed of actual peer preference (Group II), thirty-four were presented

with simulated peer preference information (Group III),
thirty-three were given simulated parental preferences
which were identical to the actual peer preferences (Group
IV), and thirty-six were informed of simulated parental pre-
ferences which were identical to simulated peer prefer-
ences (Group V). These four social pressures were applied
in six social situations--a school day, a school dance, a
movie in New Kensington, shopping at a shopping center, shop-
ping in downtown Pittsburgh, and a social activity at
church.

To understand better how the figures in Tables
2 through 5 were calculated, a detailed explanation
of one costume for a particular social pressure and situ-
ation will be given. In a school day situation with actu-
al peer influence (Table 2) the percentage of subjects
who chose the dress item on the first contact was 10.81
percent, while 35.14 percent chose this item on the second
contact. By subtracting the percentage of the first con-
tact from the percentage of the second contact, a differ-
ence of 24.33 percent was obtained. This positive value
indicated a shift toward the dress on the second contact.
A negative difference, as with the skirt and blouse costume
(-29.73 percent), indicated movement away from the item on
the second contact. However, these figures contain both
change over time and change due to the social pressure

TABLE 2

GROUP II--CLOTHED FIGURES SELECTED FIRST AND SECOND CONTACT, DIFFERENCE BETWEEN
FIRST AND SECOND CONTACT, ADJUSTED PERCENTAGE CHANGE FOR SIX SOCIAL
SITUATIONS UNDER ACTUAL PEER INFLUENCE

Situation	Clothed Figure	First Contact	Second Contact	Differ-ence	Adjusted % Change
		Percent	Percent	Percent	Percent
I	Dress	10.81	35.14	24.33	7.67
School	Bell bottoms	32.43	35.14	2.70	- .63*
day	Pants skirt	16.22	18.92	2.70	2.70
	Skirt/blouse	40.54	10.81	-29.73	- 9.73
II	Dress	29.73	54.05	24.32	27.65*
School	Bell bottoms	13.51	16.22	2.71	2.71
dance	Pants skirt	13.51	21.62	8.11	11.44
	Skirt/blouse	43.24	8.11	-35.13	-28.47
III	Pant dress	8.11	2.70	-5.41	-15.41
Movie	Bell bottoms	45.94	72.97	27.03	33.69*
	Pants skirt	16.22	8.11	-8.11	- 4.77
	Jeans	29.73	16.22	-13.51	-13.51

TABLE 2 (CONT'D)

Situation	Clothed Figure	First Contact	Second Contact	Differ- ence	Adjusted % Change
		Percent	Percent	Percent	Percent
IV Shopping center	Skirt/blouse	16.22	8.11	-8.11	-28.11
	Bell bottoms	40.54	27.03	-13.51	-23.51
	Pants skirt	35.14	54.04	18.01	55.57*
	Jeans	8.11	10.81	2.70	-3.97
V City Shopping	Dress	35.14	16.22	-18.92	-38.92
	Bell Bottoms	21.62	10.81	-10.81	-14.14
	Pants skirt	27.03	16.22	-10.81	-0.81
	Skirt/blouse	16.22	56.75	40.53	53.87*
VI Church activity	Dress	27.03	64.86	37.83	27.83*
	Bell bottoms	10.81	10.81	.00	-6.67
	Pants skirt	29.73	10.81	-18.92	-15.58
	Skirt/blouse	32.43	13.51	-18.92	-5.59

*Pressure Figure

applied. To remove the change over time, the percentage difference of the control group was subtracted from the percentage difference of the experimental group. In the first case 16.66 percent, the percentage difference over time, was subtracted from 24.33 percent and the adjusted percentage change (APC) became 7.67 percent. This procedure assumed that the changes which occurred in the control group without social pressure would also have occurred in the experimental groups if no social pressure had been applied. So the 7.67 percent indicated that change occurred in this item when social pressure was applied to bell bottoms, the pressure figure.

Peer Influence

The data in Table 2 indicated that on the first testing for the actual peer information group given the school day situation most of the girls considered the skirt and blouse as the most appropriate outfit. The least desirable outfit was the dress. On the second testing, after social pressure had been applied, the girls thought that either the dress or the bell bottoms were the most desirable outfit. The greatest shift, after adjusting for time, was toward the dress and not toward bell bottoms, the pressure costume. The change that occurred in the pressure figure was slightly negative.

The skirt and blouse outfit was selected on the

first testing as the most desirble costume for a school
dance. Bell bottoms and the pants skirt were the least
desirable. After actual peer pressure was applied to the
dress, this clothed figure had the largest adjusted percent-
age change. Only a few girls thought that the skirt and
blouse outfit was now proper. A rather limited change of
opinion occurred for the bell bottoms and the pants skirt.

On the first contact almost half the girls in Group
II considered bell bottoms the most proper outfit to wear
to the movies. Nearly thirty percent chose the jeans as
most appropriate. The pants skirt was the third most
popular item with the pant dress ranked last. After pres-
sure was applied to the bell bottoms, this outfit was the
first choice of almost three-fourths of these students. It
had a positive adjusted percentage change. The three re-
maining costumes decreased in acceptance and had negative
adjusted changes.

Without social pressure on this group of adoles-
cents, a trip to the shopping center meant wearing either
bell bottoms or a pants skirt for more than seventy-five
percent of the girls. Very few of these girls chose
jeans. Twice as many girls would prefer a skirt and blouse
as would prefer jeans. After social pressure was applied
to the pants skirt, more than half of the subjects felt that
the pants skirt was nost appropriate. In fact, the adjusted
percentage for this costume was the largest for all social

situations. The other costumes' adjusted percentage changes declined.

On the first testing this group of subjects preferred wearing a dress to downtown Pittsburgh. The other costumes were approximately similar in acceptance. After peer right social influence was applied to the skirt and blouse costume, more than half of the students preferred this outfit. This outfit had the second largest adjusted percentage change of all situations. The APC indicated very little change in appropriateness for the pants skirt, but a substantial decrease in the desirability of a dress and a moderate decrease in the preference for bell bottoms.

On the first contact this group of students felt that there was very little difference in appropriateness among the dress, pants skirt and skirt and blouse for going to a church activity meeting. Only a few girls thought bell bottoms were the most desirable apparel. On the second testing, pressure was applied to the dress outfit. This costume was a preferable attire for almost two-thirds of the girls. There was very little difference in preference among the remaining costumes. The only positive adjusted percentage change was the pressure outfit. The other costumes had negative adjusted percentage changes.

Examining all six social situations in Group II, all

pressure figures had the highest percentage on the second
contact. There was a shift towards the pressure figure af-
ter actual peer influence was applied in all cases except
the school day situation. The adjusted percentage changes
for the pressure figures were greater than twenty-five per-
cent except for the school situation. For the two shopping
experiences, the APS's were greater than fifty percent.

The data in Table 3 indicated that on the first
contact with the simulated preference peer group the major-
ity of the girls selected bell bottoms as the most ap-
propriate dress for school. There was only a small differ-
ence in the desirability of the remaining costumes. After
simulated peer social pressure was applied to the pants
skirt, fifty percent of the participants considered this
outfit as most preferable. Almost fifty percent less
participants, 26.47 percent, considered bell bottoms as
the most appropriate attire. A little more than a tenth
of the students considered either the dress or the skirt
and blouse as the most desirable outfit. The highest
percentage change was associated with the pressure fig-
ure. The APC for the dress was moderately negative, while
that for the bell bottoms was substantially negative. The
pants skirt outfit exhibited a moderate increase in desira-
bility.

The skirt and blouse outfit was selected by a

TABLE 3

CLOTHED FIGURES SELECTED FIRST AND SECOND CONTACTS, DIFFERENCE
BETWEEN FIRST AND SECOND CONTACTS, ADJUSTED PERCENTAGE
CHANGE FOR SIX SOCIAL SITUATIONS UNDER SIMULATED
PEER INFLUENCE (GROUP III)

Situation	Clothed Figure	First Contact	Second Contact	Differ-ence	Adjusted % Change
		Percent	Percent	Percent	Percent
I School day	Dress	11.76	11.76	0.00	-16.67
	Bell bottoms	52.94	26.47	-26.47	-29.80
	Pants skirt	17.65	50.00	32.35	32.35*
	Skirt/blouse	17.65	11.76	-5.89	14.11
II School dance	Dress	14.71	17.71	0.00	3.33
	Bell bottoms	26.47	20.59	-5.88	-5.88
	Pants skirt	14.71	44.12	29.41	32.74*
	Skirt/blouse	44.12	20.59	-23.53	-16.87
III Movie	Pants dress	5.88	8.82	2.94	-7.06
	Bell bottoms	61.76	32.35	-29.41	-22.75
	Pants skirt	11.76	38.24	26.48	29.82*
	Jeans	20.59	20.59	0.00	0.00

TABLE 3 (CONT'D)

Situation	Clothed Figure	First Contact	Second Contact	Differ- ence	Adjusted % Change
		Percent	Percent	Percent	Percent
IV Shopping center	Skirt/blouse	17.65	32.35	15.70	-4.30*
	Bell bottoms	32.35	29.41	-2.94	-12.94
	Pants skirt	35.29	35.29	0.00	36.66
	Jeans	14.71	2.94	-11.77	-18.44
V City shopping	Dress	20.59	52.94	32.35	12.35*
	Bell bottoms	14.71	23.53	8.82	5.49
	Pants skirt	26.47	8.82	-17.65	7.65
	Skirt/blouse	38.24	14.71	-23.53	-10.23
VI Church activity	Dress	64.71	29.41	-35.30	-45.30
	Bell bottoms	2.94	5.88	2.94	-3.73
	Pants skirt	17.67	50.00	32.35	35.69*
	Skirt/blouse	14.71	14.71	0.00	-13.35

*Pressure Figure

majority of these girls on the first contact as the most
desirable costume for a school dance. A little better
than twenty-five percent of the students preferred bell
bottoms, while almost a sixth of the participants felt that
either a dress or pants skirt was appropriate. After pres-
sure was applied to the pants skirt almost half of the girls
considered this costume as most desirable. Bell bottoms
and the skirt and blouse were each selected by approximately
a fifth of the subjects. The adjusted percentage change
was the largest for the pressure figure. It was negative
for the bell bottoms and the skirt and blouse and only
slightly positive for the dress.

With no influence, almost two-thirds of the girls
in Group III considered bell bottoms as the most appropri-
ate dress for going to the movies. A fifth of the subjects
thought that jeans were most desirable. A little more
than a tenth of these participants felt that the pants skirt
was most preferable. Only a few girls chose the skirt and
blouse for the movies. On the second contact, simulated
peer influence was applied to the pants skirt. This out-
fit was selected by the highest percentage of students, but
it was only slightly more preferable than the bell bottoms.
The adjusted percentage change was the highest for the
pants skirt. It was moderately negative for the bell bot-
toms, but only slightly negative for the pant dress. There
was no change in the APC to the jeans.

On the first contact the girls of this group felt
that both the pants skirt and bell bottoms were the most
proper apparel for shopping at a shopping center. The
skirt and blouse and jeans were each selected by approximately
a sixth of the subjects. After pressure wws asline applied to
the skirt and blouse, this outfit plus the pants skirt
and bell bottoms were considered acceptable dress by almost
all of the students. Only three percent of the girls con-
sidered jeans as desirable dress. The highest adjusted
percentage change was calculated for the pants skirt.
Since the percentage change was zero, all the adjusted
percentage change that occurred can be attributed to those
students who would have shifted to another costume had no
social pressure been applied to the pants skirt. The
APC was negative but low for the dress. For the bell
bottoms and jeans it was moderately negative.

On the first testing this group of girls selected
the skirt and blouse costume as the most appropriate outfit
to wear when shopping in downtown Pittsburgh. A little
better than a fourth of the subjects considered the pants
skirt as a preferable costume. A fifth of the participants
perceived that a dress was a desirable outfit. Only, 14.71
percent of the girls chose bell bottoms for this shopping
situation. On the second contact, social pressure was
applied to the dress. Now better than fifty percent of the
subjects thought that the dress was the most appropriate

costume. The APC for this outfit, the highest in this
situation, was less than fifteen percent. Bell bottoms
were preferred by less than a fourth of the participants.
Less than fifteen percent of the girls perceived the skirt
and blouse as a desirable costume. Only 8.82 percent of
the subjects felt that the pants skirt was proper for
downtown shopping. The APC was small for the bell bottoms
and pants skirt, and was small, but negative, for the
skirt and blouse.

Without social pressure, the dress costume was con-
sidered the proper attire to wear to a religious activity
by two-thirds of the participants in this group. The
pants skirt and skirt and blouse were each considered
desirable outfits by approximately fifteen percent of the
girls. Less than three percent of these adolescents per-
ceived bell bottoms as the most appropriate costume. After
simulated peer social pressure was applied to the pants
skirt, fifty percent of the subjects considered this cos-
tume most appropriate. After adjusting for time, better
than thirty-five percent of the participants changed to
the pants skirt. This costume had the highest APC. The
desirability of the other costumes was reduced. The APC
for each was negative with the dress having the highest
and the bell bottoms the lowest.

Examining all six social situations in Group III,

the students selected the pressure figure first on the second contact for all occasions except shopping at a shopping center. The highest percentage for a pressure figure on the second contact was 52.94 for a skirt and blouse costume for shopping in downtown Pittsburgh. The lowest percentage for a pressure figure chosen as most appropriate was 38.24, a pants skirt costume for the movies.

The values of the adjusted percentage change in Table 3 were such that the largest ones were associated with the pressure figure in all the social occasions except the shopping center experience. The other values were approximately thirty percent except for shopping in downtown Pittsburgh which was substantially lower. In respect to the shopping center experience, the students revealed a small negative association to the pressure figure. Attention is now turned to parent right social influence.

Simulated Parental Influence

The data in Table 4 indicated that on the first contact in the group which received simulated parental preference information identical to actual peer information fifty percent of the girls desired most to wear the pants skirt to school. A little more than a fifth of the participants preferred bell bottoms. Approximately fifteen percent of the subjects considered the skirt and blouse as the most desirable outfit. The dress was selected by 12.12

TABLE 4

CLOTHED FIGURES SELECTED FIRST AND SECOND CONTACTS, DIFFERENCE BETWEEN FIRST
AND SECOND CONTACTS, ADJUSTED PERCENTAGE CHANGE FOR SIX SOCIAL
SITUATIONS UNDER SIMULATED PARENT INFLUENCE (GROUP IV)

Situation	Clothed Figure	First Contact	Second Contact	Differ-ence	Adjusted % Change
		Percent	Percent	Percent	Percent
I	Dress	12.12	15.15	3.03	-13.63
School	Bell bottoms	21.21	42.42	21.21	17.88*
Day	Pants skirt	51.52	36.36	-15.16	-15.16
	Skirt/blouse	15.15	6.06	-9.09	10.19
II	Dress	27.27	33.33	6.06	9.39*
School	Bell bottoms	21.21	9.09	-12.12	-12.12
dance	Pants skirt	21.21	30.30	9.09	12.42
	Skirt/blouse	30.30	27.27	-3.03	9.69
III	Pant dress	0.00	3.30	3.03	-6.67
Movie	Bell bottoms	60.60	63.63	3.03	9.99*
	Pants skirt	9.09	12.12	3.30	-0.01
	Jeans	30.30	21.21	-0.09	-9.09

TABLE 4 (CONT'D)

Situation	Clothed Figure	First Contact	Second Contact	Difference	Adjusted % Change
		Percent	Percent	Percent	Percent
IV Shopping Center	Skirt/blouse	18.18	15.15	-3.03	-23.03
	Bell bottoms	24.24	36.36	12.12	2.12
	Pants skirt	42.42	42.42	0.00	36.36*
	Jeans	15.15	6.06	-9.09	15.76
V City Shopping	Dress	21.21	21.21	0.00	-20.00
	Bell bottoms	0.00	6.06	6.06	2.73
	Pants skirt	36.36	51.52	15.16	25.16
	Skirt/blouse	42.42	21.21	-21.21	-7.87*
VI Church activity	Dress	54.54	75.76	21.22	11.22*
	Bell bottoms	12.12	9.09	-3.03	10.70
	Pants skirt	6.06	6.06	0.00	3.34
	Skirt/blouse	27.27	9.09	-18.18	-4.85

*Pressure Figure

percent of the girls as the most appropriate attire. After
pressure was applied to the bell bottoms, more than forty
percent of these students selected the pressure costume as
most appropriate. The adjusted percentage change for this
costume was a moderate, positive value and the highest APC
for the school situation. Approximately a third of the par-
ticipants preferred the pants skirt on the second contact
which resulted in a moderately negative APC for this out-
fit. The other two costumes (dress and skirt and blouse)
had the lowest acceptances on the second contact. Of
these two costumes only the dress had a negative APC.
Due to change over time, the skirt and blouse outfit
had a positive APC and was second to the bell bottoms in
desirability.

On the first contact these adolescents felt that
either the skirt and blouse or the dress was the most ap-
propriate attire for a school dance. The bell bottoms and
pants skirt were each selected by approximately a fifth of
the subjects. On the second contact, pressure was applied
to the dress. The result was that a third of the girls
felt that this attire was most desirable. The APC for the
dress, 9.39 percent, was the third highest percentage change
in this situation. Slightly less than a third of the
participants felt that the pants skirt was most preferable.
After adjusting for time there was a 12.42 percent positive

change in opinions for this item. This was the highest APC for the school dance experience. Approximately one-fourth of the girls thought that the skirt and blouse was most preferable, and less than one-tenth of them considered bell bottoms as the most appropriate attire. The skirt and blouse had the second highest positive APC while the bell bottoms had the only negative APC.

When no pressure was applied, the bell bottoms outfit was recognized as the most appropriate attire for a movie by almost two-thirds of these adolescents. Almost a third of the participants thought that jeans were most preferable. Less than a tenth considered the pants skirt as the most proper attire, and none of the girls felt that the pant dress was most appropriate. On the second testing, simulated parental pressure was applied to the bell bottoms, and they were again considered most appropriate by almost two thirds of the girls. After adjusting for time, bell bottoms had the only positive APC, 9.99 percent. The costumes that the subjects thought were less appropriate were jeans, pant dress, and pants skirt with adjusted percentage changes of -9.09, -6.67, and -0.01, respectively.

On the initial contact the pant skirt outfit was considered the most appropriate costume for shopping at a shopping center by more than forty percent of the girls in Group IV. A little less than a fourth of the girls

recognized bell bottoms as most desirable. Approximately
a sixth of the participants felt that a dress was most pref-
erable. Only fifteen percent of the girls held the op-
inion that jeans were most appropriate. With the appli-
cation of pressure to the pants skirt, the APC for this
figure was 36.66 percent. Since the difference between
the first and second contacts was zero, all of the change
represented those students who would have shifted to another
figure had no pressure been applied to this outfit. Slight-
ly more than a third of the students on the second contact
preferred the bell bottoms, although, after adjusting for
time, this item had the lowest positive APC. The skirt
and blouse was chosen by a little more than fifteen per-
cent of the participants, but its APC was moderately
negative. The jeans, which had the second highest APC,
was the preferred garment of only 6.06 percent of the
subjects.

On the original contact these females considered
both the pants skirt and skirt and blouse as most appropri-
ate apparel for shopping in downtown Pittsburgh. A few
more than a fifth of the students perceived a dress as
the most preferable outfit, while none of these subjects
felt that bell bottoms were most desirable. When social
pressure was applied to the skirt and blouse, the percent-
age of students who preferred this item decreased by one-half.

Because of the moderate acceptance of this attire as the most proper outfit, plus the change over time, its APC was negative. The pants skirt was considered the most appropriate attire by more than fifty percent of these adolescents. This costume had the highest positive APC. The number of students who felt that the dress was the most proper outfit did not change from the first to the second testing. However, the APC for this costume was -20.00 percent. A few girls selected the bell bottoms as most desirable this time, therefore it had a small positive APC.

The dress was selected by more than fifty percent of the girls in this group on the first contact as the most appropriate attire for church activity. About a fourth of the students considered the skirt and blouse as the most preferable outfit. A little more than a tenth of the participants felt that bell bottoms was the most desirable apparel. Only 6.06 percent of the girls thought that the pants skirt was the most appropriate outfit. With the application of parent influence to the dress, seventy-five percent of the participants considered this item the most appropriate. After adjusting for time, the dress increased in acceptance by 11.22 percent. The bell bottoms, the pants skirt, and the skirt and blouse were each considered most proper by less than a tenth of the subjects. The bell bottoms had an APC almost equal to that

of the dress. The pants skirt had a small, positive APC while the skirt and blouse had a small, negative APC.

When examining all social situations together, the APC's for Group IV ranged from -7.87 percent in the downtown shopping situation to 36.66 percent in the shopping center experience. The APC for the remaining pressure figures were relatively low positive values. The pressure figures for the school and school dance situations rose from second to first choice costumes. One pressure figure, the skirt and blouse for downtown shopping, dropped from first to second choice, while the pressure figures for the remaining th ee situations retained their first choice status.

The data which represent the influence of simulated parental preference information identical to simulated peer preference information used in Group III can be seen in Table 5. For this group of adolescents, bell bottoms was considered the most appropriate attire for school. The dress and skirt and blouse were each felt to be desirable outfits for school by more than a fifth of the subjects. A few less than a fifth of the students felt that the pants skirt was most preferable. After social influence was applied to the pants skirt, more than fifty percent of the girls felt that this outfit was most appropriate. Now only a few girls would consider either

TABLE 5

CLOTHED FIGURES SELECTED FIRST AND SECOND CONTACTS, DIFFERENCE BETWEEN FIRST
AND SECOND CONTACTS, ADJUSTED PERCENTAGE CHANGE FOR SIX SOCIAL SITUA-
TIONS UNDER SIMULATED PARENT INFLUENCE (GROUP V)

Situation	Clothed Figure	First Contact	Second Contact	Differ-ence	Adjusted % Change
		Percent	Percent	Percent	Percent
I School day	Dress	22.22	13.89	-8.33	-25.00
	Bell bottoms	36.11	22.22	-13.89	-16.72
	Pants skirt	19.44	55.56	36.12	36.12*
	Skirt/blouse	22.22	8.33	-13.89	6.11
II School dance	Dress	36.11	19.44	-16.67	-20.00
	Bell bottoms	25.00	30.56	5.56	5.56
	Pants skirt	25.00	36.11	11.11	14.44*
	Skirt/blouse	13.89	13.89	0.00	6.66
III Movie	Pant dress	11.11	2.78	-8.33	-18.33
	Bell bottoms	50.00	55.56	5.56	12.22
	Pants skirt	16.67	19.44	2.77	6.11*
	Jeans	22.22	22.22	0.00	0.00

TABLE 5 (CONT'D)

Situation	Clothed Figure	First Contact	Second Contact	Differ-ence	Adjusted % Change
		Percent	Percent	Percent	Percent
IV Shopping center	Skirt/blouse	13.89	22.22	8.33	-11.67*
	Bell bottoms	36.11	33.33	-2.78	-12.78
	Pants skirt	25.00	36.11	11.11	47.77
	Jeans	25.00	8.33	-16.67	-23.34
V City shopping	Dress	13.89	30.56	16.67	-3.33*
	Bell bottoms	36.11	27.78	-8.33	-11.66
	Pants skirt	22.22	25.00	2.78	12.78
	Skirt/blouse	27.78	16.67	11.11	2.73
VI Church activity	Dress	38.89	8.33	-30.56	-40.56
	Bell bottoms	25.00	38.89	13.89	7.22
	Pants skirt	22.22	44.44	22.22	25.56*
	Skirt/blouse	13.89	13.89	0.00	-13.33

*Pressure Figure

a dress or skirt and blouse as most appropriate for school.

A few more than a fifth of the participants felt that bell

bottoms were the most proper attire. Only the pants skirt

outfit had a large positive APC. The skirt had a positive

APC, but it was small. The dress and bell bottoms' adjusted

changes were moderately negative.

On the initial contact more than a third of these

adolescents felt that a dress was the most appropriate

attire for a school dance. Divided equally between bell

bottoms and pants skirt, fifty percent of the subjects

considered these outfits as most preferable. Only 13.89

percent of the girls thought that the skirt and blouse cos-

tume was the most desirable. On the second contact, pres-

sure was applied to the pants skirt. It now had the

highest percent of girls who thought it was most proper

and its APC, the highest in this situation, was 14.44

percent. Almost a third of the students chose bell bot-

toms first, but the APC for this item was only 5.56 per-

cent. Nearly a fifth of the subjects considered the dress

as the most appropriate outfit, and almost fourteen per-

cent chose the skirt and blouse. Both of these outfits

had negative adjusted changes, although the APC for the

dress was -20.00 while that for the skirt and blouse

was -6.66.

Without social influence, fifty percent of the

subjects in this group selected bell bottoms as the most

appropriate outfit for going to the movies. There was little difference in these subjects' opinions about the pants skirt and the jeans as the most preferable attire. A few more than ten percent of the subjects felt that the pant dress was most proper. The pants skirt outfit was chosen first by less than a fifth of the subjects after social pressure had been applied to it. A majority of the girls still considered bell bottoms as the most appropriate attire. This outfit also had the highest APC. No change in desirability occurred for jeans. Only a few girls chose the pant dress as their first costume for attending the movies. In fact, this costume lost some of its preference.

On the original contact bell bottoms was considered the most appropriate costume for a shopping center experience by more than a third of the students. Divided equally between the pants skirt and the jeans were fifty percent of the girls who felt that these outfits were the most desirable. A little more than a tenth of the participants thought that a dress was most proper. After influence was applied to the skirt and blouse costume, its desirability increased by 8.83 percent, but after adjusting for time its preference decreased by -11.67 percent. The bell bottoms and pants skirt were each perceived as appropriate by approximately a third of these adolescents, but the APC

for the bell bottoms was -12.78 percent while that for the pants skirt was 47.77 percent. Only a few girls considered jeans the best choice. The outfit had a substantially negative APC.

To go downtown shopping more than a third of the participants in Group V on the original contact considered bell bottoms as the most proper attire. There was little difference in these participants' opinions about the pants skirt and skirt and blouse. Only a few students thought that a dress was the most desirable apparel. On the second contact, influence was applied to the dress. Even though approximately a third of the girls considered this attire as the most appropriate and the percentage change was greater than fifteen percent, the APC was negative and small in absolute value. This difference between percentage change and APC indicated that twenty percent of the students would have considered an alternative costume as most preferable if no social influence had been applied. The students were almost divided equally in their opinions about the bell bottoms and pants skirt as the most desirable outfit. But the former costume lost moderately in appeal, while the latter outfit gained moderately in desirability due to the influence employed in this situation. The skirt and blouse costume was considered most appropriate by a little more than fifteen percent of the students. This costume had a very small, positive APC.

Without social influence, attending a church activity meant wearing a dress for many of the subjects. The difference in opinions on appropriateness between bell bottoms and pants skirt by these girls was very small. But these outfits were considered more appropriate than the skirt and blouse by the participants. After social pressure was applied to the pants skirt, almost forty-five percent of the subjects considered this costume as most proper. At the same time the dress was felt to be most desirable by less than ten percent of these adolescents. Because of social pressure, the former costume increased in preference by more than twenty-five percent, while the latter declined in desirability by more than forty percent. Bell bottoms were felt to be the most proper outfit by almost two-fifths of the students. This outfit had a positive, but small, APC. Only 13.89 percent of the girls thought that the skirt and blouse was most appropriate. With social pressure there was no change in opinion on the preferability of this costume. Had no social pressure been employed, 13.33 percent of the girls would have considered another costume as most appropriate.

When examining all six social situations in Group V in perspective, the students selected the pressure figure first on the second control for the school, school dance, shopping in downtown Pittsburgh, and the church activity. On the other two social situations, movies and

shopping center experience, the pressure figure was the third choice. The highest percentage for a pressure figure on the second contact was 55.56 and was attributed to the pants skirt for school. The lowest percentage was 19.44 which was associated with the pants skirt in the movies situation.

The adjusted percentage changes for the pressure figures ranged from a positive 36.12 percent to a negative 11.67 percent. Only in the school and religious activity situations did the pressure figures have the largest APC. In the school dance and movies experiences, the pressure figures' APC was the second largest. For the downtown shopping experience it was negative.

CHAPTER V

RESULTS IN RELATION TO HYPOTHESES

In the last chapter, examined in detail were the
participants' opinions on the appropriateness of various
costumes for several social settings in the presence and
absence of pressure. In this chapter the results of the
study will be examined in light of the hypotheses estab-
lished in Chapter I.

Hypothesis I

Hypothesis--Expressed preference of junior high
girls concerning appropriateness of specific styles for
stated social occasions will conform to those of their
peers.

The first hypothesis was evaluated by examining
the first contact data for all five groups. In the
school day situation the skirt and blouse was the most
popular item in two groups (I and II). Bell bottoms was the
second most popular costume with these two groups and was
the first choice for Groups III and V.

For a school dance, the skirt and blouse was
chosen by thirty percent or more of the students in Groups

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II, III, and IV. In the other two groups thirty-six per-
cent or more of the girls chose the dress. The dress was
the second most popular item in Groups II and IV.

Bell bottoms were the first choice of all five
groups for the movie situation and were chosen by forty-
six percent or more of the girls. Jeans were the second
most preferable costume for all the groups for this occa-
sion except Group I.

The pants skirt and bell bottoms were considered
most appropriate of the four items to wear to the shop-
ping center. Groups I, III, and IV chose the pants skirt
first and the bell bottoms second; Groups II and V chose the
bell bottoms first and pants skirt second.

For the downtown shopping situation the skirt and
blouse costume was chosen by thirty-eight percent or more
of the students in two groups, III and IV. The pants
skirt, dress and bell bottoms were each chosen as most
appropriate by the other three groups.

For a church activity, the dress was chosen by
thirty-nine to fifty percent of the students in four of
the five groups. Group II chose the skirt and blouse for
this occasion.

The hypothesis was not supported. There was, how-
ever, a tendency toward support as shown by the tendency
of these girls to express preference for the same costume

in several of the social situations. The greatest evidence of conformity of opinion among these students was for the movie and church situations.

Hypothesis II

Hypothesis--Junior high school girls' opinions of appropriateness of dress can be influenced by applying the pressure of peer preference regardless of the accuracy of the norm information cited.

The girls in Group II shifted their choice of garment to the actual peer preference in five of six situations--school, school dance, shopping center, shopping downtown, and a church activity (Table 2). In all but the school situation the choice was made by more than fifty percent of the group. The choice of the girls in this group on the first contact for the movie situation was the same item as was cited as the peer preference in the second contact. The percentage of girls making this choice increased from forty-six on the first contact to seventh-three when peer preference influence was applied.

On the second contact the percentage of girls in Group III expressing preference for items of apparel was highest for the item cited as peer preference in five of six situations--school, school dance, movie, shopping downtown, and a church activity (Table 3). This was a change in expressed preference in the first contact in all five

cases. Peer preference pressure had little or no effect on the choices for wear at a shopping center, the sixth situation to which the girls reacted.

Examination of the data on adjusted percentage change for Group II shows more than twenth-five percent change toward the cited peer preference in the five situations where the selected choice moved to the cited peer preference (Table 2). A similar change is evident in the data in Table 3 where the cited peer preference was not the true preference. The APC was more than thirty percent in four of the six situations and twelve percent in the fifth. In the case of the situation where no change in preference occurred there was a low negative APC.

The change in the girls' expressed preferences in both Group II and Group III to that cited as peer preference appeared to be influenced by peer preference in five out of six situations. Whether the cited preference was accurate or simulated made no difference. These data support hypothesis II.

Hypothesis III

Hypothesis--Junior high school girls' opinions of appropriateness of dress can be influenced by applying the pressure of parental preference regardless of the accuracy of the norm information cited.

The third hypothesis was evaluated by examining the data from Groups IV and V where cited parent preference was used as the pressure. In both cases the information was erroneous since parent preferences were not obtained. They were only credited with the preference and the preferences used were those cited as peer preference for Groups II and III.

On the second contact the percentage of girls in Group IV expressing preference for items of apparel was highest for the pressure figure in five of the six situations--school, school dance, movies, shopping center, and church activity (Table 4). This was a change from the preference expressed in the first contact for the school and school dance situations. For the movie, shopping center, and church activity situations no change in expressed preference occurred. There was little or no difference in the percentage of girls who chose the items on the first and second contacts in the movie and shopping center situations. In the downtown shopping situation these girls shifted away from the pressure figure on the second contact. This item had been the first choice on the first contact.

The girls in Group V shifted their choice of garment to the pressure figure in four of the six situations--school, school dance, downtown shopping, and church acitvity. In the movie situation the same item was chosen

on the first and second contacts. This item was not cited
as a parental pressure figure. The costume chosen by these
girls on the second contact for the shopping center ex-
perience was not the pressure figure.

Examination of the data on adjusted percentage change
for Group IV shows from nine to thirty-four percent change
on the items where pressure was applied. The data on ad-
justed percentage change for Group V shows APC's from four-
teen to thirty-six for three of the pressure figures. One
pressure figure had a low negative APC.

There is some indication in these data that parent
pressure cited may have had some influence on choice. The
evidence is less convincing than for the groups where
cited peer choice was the pressure item. The hypothesis
was not supported.

Hypothesis IV

Hypothesis--Junior high school girls' opinions of
appropriateness of dress can be influenced to a greater
degree by applying the pressure of peer preference than
by applying the pressure of parental preference.

The fourth hypothesis was evaluated by examining
the data for the pressure figures in all four experimental
groups.

Percentage change toward the pressure figure was
greater in Group II, peer influence, than in Group IV,

parent influence, in five of the six situations. The
APC's for the pressured items in Group II were greater
than those for the same items in Group IV in five of six
situations. Two of the APC's in Group II were one and one-
half time greater, two were three times greater, and one
was eight times greater than the APC's in Group IV. A
comparison of group preferences in Group III, peer in-
fluence, with those of Group V, parent influence, shows no
consistent pattern in relation to influence of pressure
items. In some cases the percentage of girls selecting the
pressure item was greater in Group III and in some cases
in Group V. In all but one situation the APC's for Group
V were less than those for Group III. The Group III APC's
were from one and one-half to five times greater than the
Group V APC's.

The evidence examined for this hypothesis indicated
a tendency for peer preference to be more influential in
altering the opinions of these girls than perceived parental
preference. The hypothesis was supported.

CHAPTER VI

SUMMARY, IMPLICATIONS, RECOMMENDATIONS

Summary

Because of the interaction of social pressures,
such as peer group approval, parental control, school
authority, and religious beliefs, adolescents have diffi-
culty in conforming to any one value, attitude, or stand-
ard. Authorities recognize that one of the adolescents'
deepest needs is peer group approval. One means of gain-
ing approval is conformity to peer group expectations of
dress. Total conformity is not always possible since the
adolescents' final decisions on dress are influenced by both
peer and parental standards. This study was concerned with
the conflict between parental and peer group standards of
dress. The objective of this study was to determine the
extent to which choice of dress can be changed by pressure
of known peer group choice. This study was conducted at
a Pennsylvania junior high school with a sample of one
hundred seventy seventh, eighth, and ninth grade girls
who were members of the homemaking classes.

An instrument was developed to ascertain the opin-
ions of the subjects concerning the appropriateness of

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various costumes for different social occasions. It
consisted of six black and white drawings, each depicting
four clothed figures in six social situations--school day,
a school dance, a movie in New Kensington, shopping at a
shopping center, shopping in downtown Pittsburgh, and a
social activity at church.

The subjects, shown the six sets of drawings, in-
dicated on their answer sheets which of the four costumes
in each set they considered most appropriate for a junior
high school girl. Two weeks later the same students were
shown the original sets of drawing and they ranked the cos-
tumes according to appropriateness.

The sample was divided into five groups by period.
Group I was the control group. Group II was told which
clothed stimuli-figure in each set of drawings was chosen
as most appropriate by the majority of the students on the
previous testing. Group III received erroneous information
concerning the results of the first contact. Group IV was
given the same information as Group II, except that the
opinions were attributed to a group of Burrell Junior High
parents. Group V was given the same wrong information as
Group III with the opinions being attributed to the parents.

The method of analysis in this study was percentages.
Four types of percentages were used. The first type rep-
resented those students who chose a particular clothed

stimuli-figure on the first testing. The second type rep-
resented those students who gave the same figure a rank of
one on the second testing. The third was the percentage
change between the first and second contacts. The fourth
type was adjusted percentage change which represented the
change attributable to the social pressure applied.

The results of the study in relation to the hypoth-
eses were:

Hypothesis I--Expressed preference of junior high
girls concerning appropriateness of specific styles for
stated social occasions will conform to those of their
peers. The hypothesis was not supported. There was, how-
ever, a tendency toward support as shown by the tendency of
these girls to express preference for the same costume in
several of the social situations. The greatest evidence of
conformity of opinion among these students was for the
movie and church situations.

Hypothesis II--Junior high school girls' opinions
of appropriateness of dress can be influenced by apply-
ing the pressure of peer preference regardless of the
accuracy of the norm information cited. The data supported
this hypothesis. In five out of six situations for both
peer influenced groups (Groups II and IV) the change in the
girls expressed preference to that cited as peer prefer-
ence appeared to be influenced by peer preference. Whether

the cited preference was correct or incorrect had no influence.

Hypothesis III--Junior high school girls' opinions of appropriateness of dress can be influenced by applying the pressure of parental preference regardless of the accuracy of the norm information cited. The hypothesis was not supported. There was some indication that the parent pressure cited may have had some influence on choice. The evidence was less convincing than for the groups where cited peer choice was the pressure item.

Hypothesis IV--Junior high school girls' opinions of appropriateness of dress can be influenced to a greater degree by applying the pressure of peer preference than by applying the pressure of parental preference. The hypothesis was supported. In comparing Groups II and IV and Groups III and V the APC's were greater for the peer influenced groups in five of the six situations.

Implications

1. Data from the students who participated in this study indicated that choices of "appropriate dress for specified occasions" were influenced by the time factor irrespective of the application of pressure on the students' choices. Hence, for studies of similar nature, i.e., identification of appropriate dress using

a similar technique, the plan should incorporate assessment of choice over time, examination of the changes which occur and identification of factors with which these changes may be associated.

2. There is evidence that the application of pressure of opinion exerted influence on choice beyond that which occurred over time. The variability in choice from groups in different sample groups may have been due to differences between the individuals in different groups.

3. Peer approval is so important to these junior high school girls that they are willing to accept and conform to what they perceive as peer preference in dress even when the preferences cited are simulated.

4. Knowledge of peer preference of appropriate dress for specified occasions exerted greater pressure to conform than did identical simulated knowledge of parental preference for the students who participated in this study. Parents may have little influence on the dress standards of these girls, and teachers may meet resistance to suggestions of appropriateness of dress if those suggestions are viewed by the students as parental preferences. Results from studies of this nature (a) may help parents and teachers understand the resistance they meet, thus enabling them to cope with it in a more effective way, and (b) could be used by

teachers in helping students understand the motives underlying their dress selection.

Recommendations

The investigator makes the following recommendations:

1. That a conformity index be developed so that the truth of the hypotheses may be tested statistically.

2. That the technique developed for this study be used to investigate dress conformity of other age and sex groups.

3. That the technique developed for this study be used to investigate the relationship of dress conformity of individuals to socio-economic status, age, security-insecurity, and similar factors.

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APPENDIX A

RESULTS OF PILOT STUDY

TABLE 1

NUMBER OF TIMES VARIOUS CLOTHING ITEMS MENTIONED
IN PILOT STUDY OF 48 JUNIOR HIGH SCHOOL
GIRLS, MARCH, 1970

	7th Grade	8th Grade	9th Grade	Total
Clothing worn to school				
Bell bottom pants	11	17	11	39
Skirt and blouse	13	17	11	39
Dress	13	15	9	37
Pants skirt	7	11	13	31
Pant dress	4	3	10	17
Skirt and sweater	4	7	6	17
Jeans	1	10	5	16
Jumper	2	7	1	10
Cut offs	0	2	3	5
Shorts	0	2	0	2
Maxi skirt	0	0	2	2
Clothing worn to school dance				
Dress	7	12	8	27
Skirt and blouse	2	9	10	21
Pants skirt	4	10	5	19
Bell bottom pants	5	7	5	17
Skirt and sweater	1	1	6	8
Jeans	3	1	3	7
Pant dress	1	0	3	4
Jumper	0	3	0	3
Clothing worn to movie **in New Kensington**				
Bell bottom pants . . .	9	16	14	39
Pants skirt	4	7	5	16
Pant dress	3	4	5	12
Jeans	1	7	3	11
Skirt and blouse . . .	3	4	3	10
Dress	3	1	2	6
Stovepipe pants	1	0	1	2
Sweat shirt	0	2	0	2
Jumper	0	1	0	1

TABLE 1 (CONT'D)

	7th Grade	8th Grade	9th Grade	Total
Clothing worn to a shopping center				
Bell bottom pants	11	16	13	40
Jeans	3	13	7	23
Pants skirt	3	10	6	19
Skirt and blouse	4	3	5	12
Cut offs	0	5	1	6
Pant dress	0	1	2	3
Skirt and sweater	0	2	1	3
Dress	1	0	2	3
Shorts	0	1	2	3
Sweat shirt	0	1	1	2
Mini skirt or dress	1	1	0	2
Clothing worn shopping in Pittsburgh				
Dress	9	12	11	32
Skirt and blouse	5	9	8	22
Bell bottom pants	5	9	5	19
Pants skirt	3	7	5	15
Jumper	1	3	0	4
Jeans	0	2	0	2
Clothing worn to church activity				
Dress	5	11	10	26
Skirt and blouse	5	11	10	26
Pants skirt	5	10	8	23
Bell bottom pants	6	8	9	23
Pant dress	4	0	4	8
Jumper	1	4	0	5
Jeans	1	1	2	4

CLOTHING ITEMS NOT WORN BY OR UNFAMILIAR TO 48
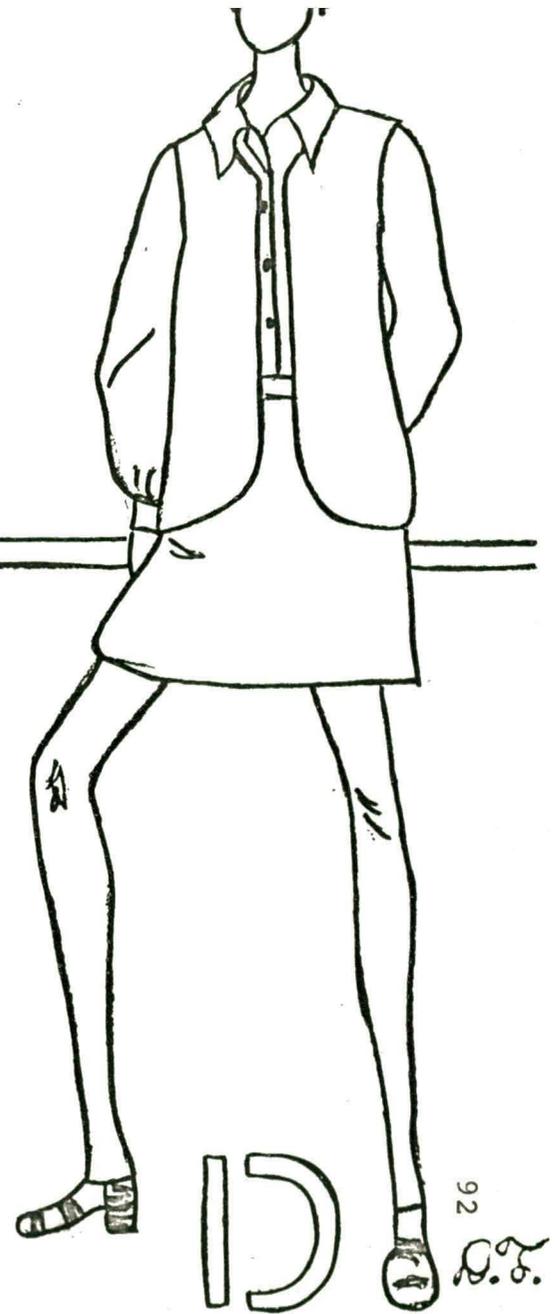JUNIOR HIGH SCHOOL GIRLS IN
PILOT STUDY, MARCH, 1970

Clothing item	Do not know item	Do not wear item
Crocheted vest	0	17
Dirndle skirt	18	33
Pleated skirt	0	13
"Swing" skirt	13	31
Skirt and vest outfit . .	0	10
Bell bottom pants	0	2
Stovepipe or straight legged pants	2	17
Long tunic	3	34
Knee socks	0	5
Loafers with chunky heels	0	20
Long fringed scarg	2	31
Long chain or bead necklaces	0	3
Mini skirt	0	11
Midi skirt	5	42
Maxi skirt	0	43

APPENDIX B

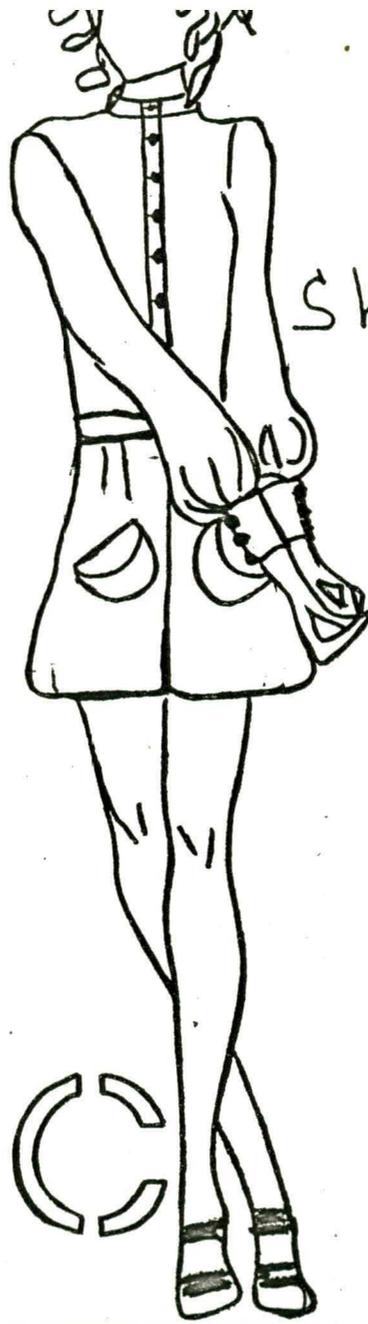CLOTHED STIMULI-FIGURES FOR
SIX SOCIAL OCCASIONS

$$\sqrt{5^2+3}$$

A   B   C   D

92

A   B   C   D

Mov ies

A   B   C   D

94

S hop ping Cen ter

A   B   C   D

95

Do wnto wn   Shop ping
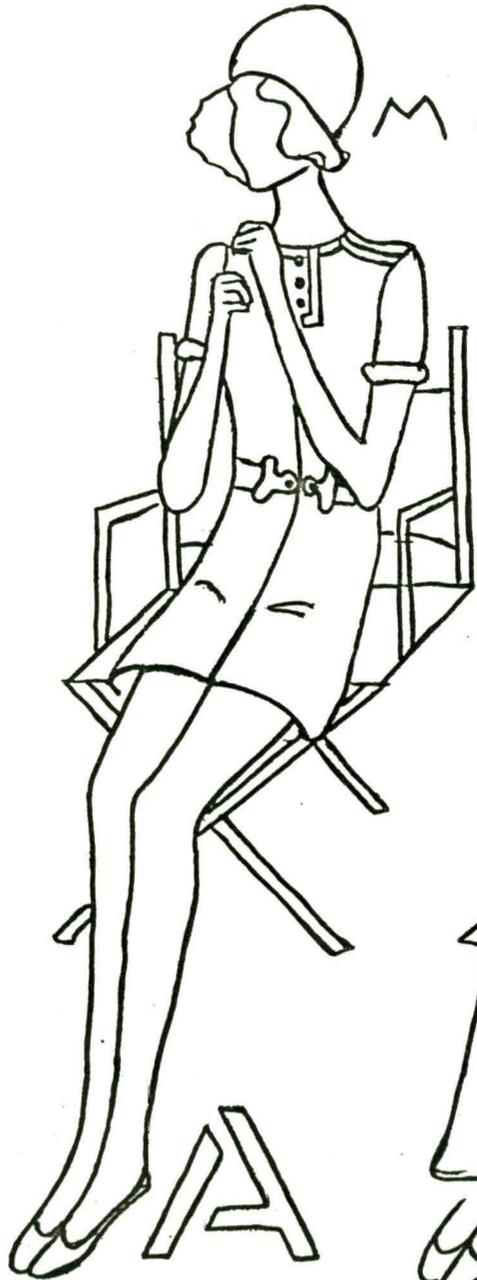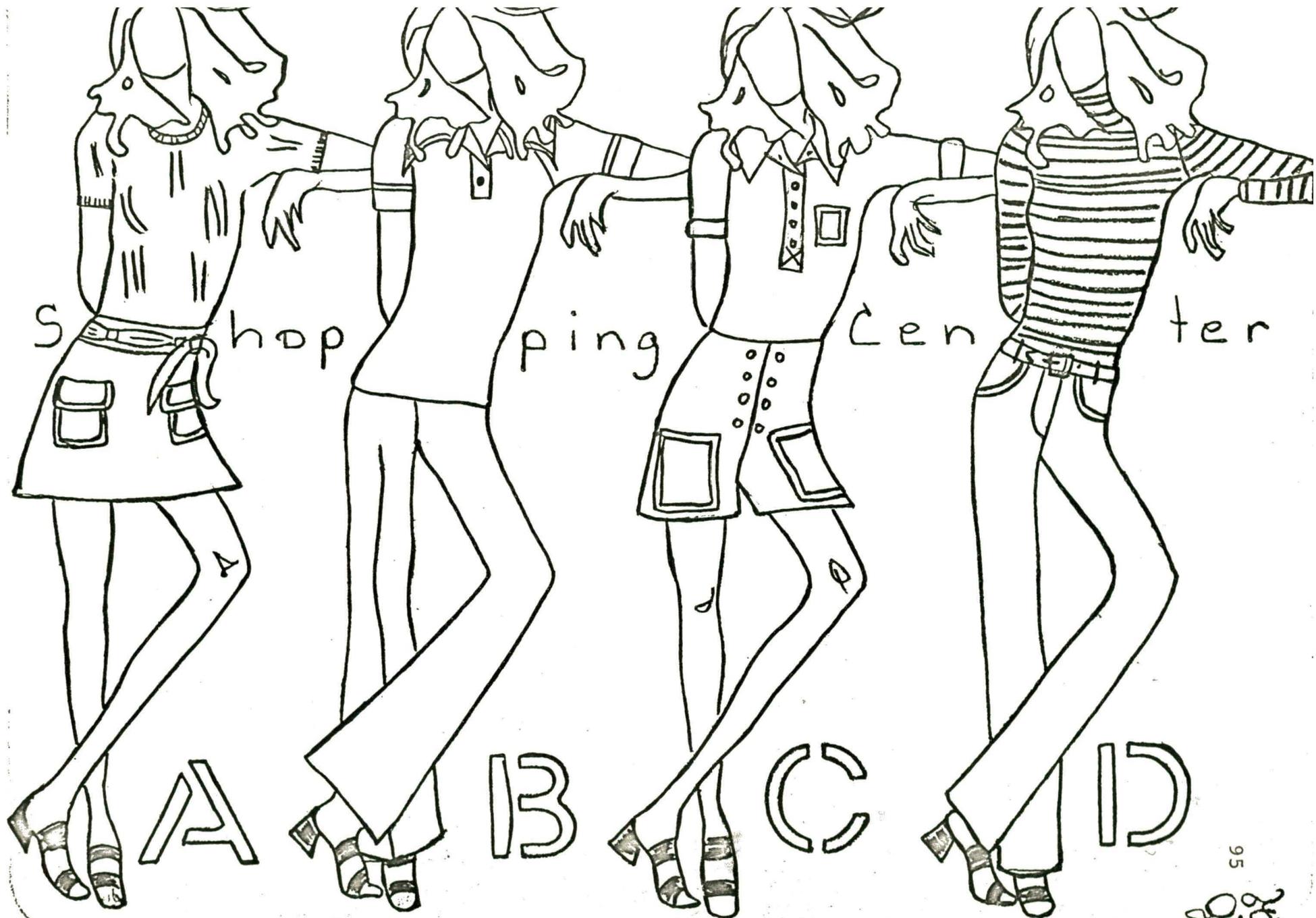
A   B   C   D

Youth Fellowship Meeting

A B C D