

RELATIONSHIPS BETWEEN DEVIANT PERSONALITY TRAITS
AND CLOTHING BEHAVIOR OF MALE ADOLESCENTS
ATTENDING JUNCTION CITY HIGH SCHOOL

by

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CHAPTER I

INTRODUCTION

Recent literature, both popular and scholarly, has been concerned with deviant behavior of adolescents and the increasing incidence of juvenile delinquency. This concern and involvement indicated to this author that adolescent deviant behavior is a serious problem for the dominant American culture. Further information that would serve to identify and describe anti-social adolescents in some manner was believed to be of use in understanding and handling this social problem.

Although past research has dealt primarily with the behavior of legally adjudicated youths, it is now recognized that the delinquency problem encompasses a greater area. Therefore this study dealt with the anti-social deviant personality traits of male high school adolescents, rather than reports of overt deviant behavior.

Previous researchers have described certain psychological traits that distinguish deviant, delinquent adolescents from non-delinquent adolescents. One of these traits was a difference in time orientations. Davids, Kidder, and Reich found delinquent boys to be significantly more present oriented than non-delinquent boys on a projective story test.¹ Deviant youths

¹Anthony Davids, Catherine Kidder, and Melvyn Reich, "Time Orientations in Male and Female Juvenile Delinquents," Journal of Abnormal and Social Psychology LXIV (March, 1962), p. 240.

were also found to reduce the magnitude of their perceptions below the level of reality in the research situation designed by Petrie, McCulloch, and Kazdin.²

Dinitz, Scarpitti, and Reckless indicated that an unfavorable concept of the self occurred more frequently among juvenile delinquents than among non-delinquent youths. Specifically, these authors said:

We feel that components of the self strength, such as a favorable concept of self, act as an inner buffer or inner containment against deviancy, distraction, lure, and pressures. Our operational assumptions are that a good self concept is indicative of a residual favorable socialization and a strong inner self, which in turn steers the person away from bad companions and street corner society, toward middle class values, and to an awareness of possibility of upward movement in the opportunity structure. Conversely, the poor concept of self is indicative of a residual unfavorable socialization . . . and indicative of weak inner direction (self or ego) which in turn does not deflect the boy from bad companions and street corner society, does not enable him to embrace middle class values, and gives him an awareness of being cut off from upward movement in the legitimate opportunity system.³

These previous research studies tended to indicate that the psychological compositions and self concepts of deviant youths were somewhat different than those of non-delinquent adolescents. The two groups of teenagers were distinguishable in ways other than overt behavior.

²Asenath Petrie, Rook McCulloch, and Phoebe Kazdin, "The Perceptual Characteristics of Juvenile Delinquents," Journal of Nervous and Mental Disease, CXXIV (May, 1962), p. 421.

³Simon Dinitz, Frank R. Scarpitti, and Walter C. Reckless, "Delinquency Vulnerability: A Cross Group and Longitudinal Analysis," American Sociological Review, XXVII (August, 1962), p. 167.

In terms of normal adolescent development, Rogers stated that the self concept was apt to be the most important determinant in clothing selection. It would, therefore, follow that persons possessing different types of self concepts would be apt to choose clothing that also differed. However, the relationship between personality and clothing is a circular one. Hence the choice of garments also modifies feelings about the self.⁴ Bettelheim has suggested that a child's clothes may even act as a buffer between himself and the outside world.⁵

Adolescence is the period in life in which clothing becomes most important because of an increased interest in one's own body as it undergoes transition to adulthood.⁶ There also tends to be an increased awareness of the role which clothing plays in the assignment of social status.⁷ A study of clothing behavior during the teen years, therefore, should be an excellent clue to the self concept of the individual at that time.

In support of high school dress codes, it has been argued that "when a person begins to disregard conventions in his

⁴Dorothy Rogers, The Psychology of Adolescence (New York: Appleton-Century-Crofts, Inc., 1962), p. 62.

⁵Bruno Bettelheim, Love Is Not Enough (Glencoe, Illinois: The Free Press, 1950), p. 303.

⁶Herbert Bloch and Arthur Neiderhoffer, The Gang (New York: Philosophical Library, 1958), p. 55.

⁷Elizabeth B. Hurlock, Adolescent Development (Glencoe, Illinois: The Free Press, 1962), p. 216.

personal appearance he is definitely on the road toward disregarding other conventions in society."⁸ Several authors have described the types of clothing worn by juvenile delinquents. Bloch and Neiderhoffer stated that deviant adolescents were inclined to wear unusual and bizarre forms of dress. Items included in this type of clothing were jackets, garrison belts, and army boots.⁹ However, definitions of the unusual are influenced by the time and place of the study and must be clarified for each study.

It was the purpose of this study to determine if anti-social personality traits had any significant relationships to deviant forms of dress for male adolescents attending Junction City High School. Two personality variables, namely, autonomy and aggression, were selected for consideration in this study. An attempt was also made to determine if overt acts of deviant behavior in the school setting had a significant relationship to deviant dress. Because of the unavailability of information on these overt acts, this portion of the study was not continued.

Comparisons were run between deviant dress scores and aggression scores, deviant dress scores and autonomy scores, and deviant dress scores and various socio-economic factors. These factors included: age of the respondent, number of older

⁸"Dress, Codes, Cool or Square," Senior Scholastic, LXXIII (November 21, 1958), p. 11.

⁹Bloch and Neiderhoffer, op. cit., p. 99.

brothers, number of towns in which the respondent had attended school, marital status of the parents, if both parents were living, education of the parents, social status, employment of the mother, career plans, plans for finishing high school, plans for attending college, and the persons with whom the respondent lived.

Hypotheses

1. There is no significant relationship between deviant dress scores and scores on the Edwards Personal Preference Schedule (EPPS) Aggression Scale.

2. There is no significant relationship between deviant dress scores and scores on the Edwards Personal Preference Schedule (EPPS) Autonomy Scale.

Definition of Terms

Some definitions were taken intact from another source, while other definitions were compiled by the author from several sources of knowledge.

Autonomy: "To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in positions of authority, to avoid responsibilities and obligations."¹⁰

¹⁰Allen L. Edwards, Edwards Personal Preference Schedule (New York: The Psychological Corporation, 1959), p. 11.

Aggression: "To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagreeing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence."¹¹

Deviant Personality Traits: Needs for autonomy and aggression as revealed by the Edwards Personal Preference Schedule autonomy and aggression scales.¹²

Clothing Behavior: The act of wearing clothes and the manner in which they are worn, including fit and grooming.

Deviant Dress, Inappropriate Dress, or Deviant Clothing Behavior: Clothing that is somehow out of character with that which is being worn by the majority of students and is inappropriate for school wear at Junction City High School in the spring of 1965.

Social Status: A measure of a person's rank in the social order as rated by the United States Census Alphabetical Index of Occupations.

¹¹Ibid., p. 11.

¹²For the purposes of this study two scales of the EPPS have been identified as deviant personality scales. It should be noted that the needs reflected by these scales are often creative and contribute to effective behavior. It was hypothesized, however, that they reflect certain non-conforming and frustrated motivations which could be associated with deviant behavior.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature on Deviant Adolescent Behavior

The rapid increase of legally detected juvenile delinquency has alarmed many members of the dominant American culture. In 1962 alone there was a nine per cent rise in the number of arrests of youths under the age of 18, while there was no increase in the proportion of adult arrests for that year.¹³ As a result of this increase in anti-social behavior, many authors have dealt with the problem of juvenile delinquency in its various aspects.

With regard to the psychological traits of juvenile delinquents, it has been indicated that there is some difference from the traits of non-delinquent adolescents. One differentiating trait was found to be the favorability of the self concept. Dinitz, Scarpitti, and Reckless asked teachers to rank 103 Columbus, Ohio boys as good or bad. Tests for self image were then administered to these boys. Those that had been rated as good boys were more apt to have a favorable concept of self than those that had been rated as bad boys.¹⁴ In earlier

¹³Melvin Wallace, "Social Maladjustment and Juvenile Delinquency from a Sociological Point of View," National Catholic Education Association Bulletin, LX (August, 1963), p. 450.

¹⁴Dinitz, Scarpitti, and Reckless, op. cit., p. 515.

research, Lively, Dinitz, and Scarpitti had found that the self concept was stable from ages 12 to 15. They stated, "It follows that containment of delinquency lies in developing a favorable concept of self in preadolescent slum boys."¹⁵ Willie also believed that the self concepts of delinquents were more apt to be unfavorable. He suggested that it was the responsibility of teachers to make delinquency prone boys feel adequate and worthy by accepting them as significant human beings.¹⁶

Petrie, McCulloch, and Kazdin hypothesized that some adolescents might be more prone to delinquency because of the psychological traits that influence perception. These authors blindfolded subjects and asked them to judge comparative sizes of objects. Delinquents were found to reduce the magnitude of their perceptions more than normal adolescents. Due to this reduction, the authors believed that "delinquents need change, movement, speed, actual rather than 'symbolic instruction,' bright colors, music, and company."¹⁷

Adolescent boys and girls in Rhode Island Training Schools were found to be significantly more present oriented and less future oriented than non-delinquents on a story completion

¹⁵Edwin L. Lively, Simon Dinitz, and Walter C. Reckless, "Self-Concept as a Predictor of Juvenile Delinquency," American Journal of Orthopsychiatry, XXXII (January, 1962), p. 167.

¹⁶Charles V. Willie, "Anti-Social Behavior Among Disadvantaged Youth: Some Observations on Prevention for Teachers," Journal of Negro Education, XXXIII (Spring, 1964), p. 180.

¹⁷Petrie, McCulloch, and Kazdin, op. cit., p. 421.

test administered by Davids, Kidder, and Reich. Time orientations were the same for male and female delinquents.¹⁸

Ball found that more delinquents than non-delinquents had maladjusted personalities, as revealed by the Minnesota Multiphasic Personality Inventory. This author specifically listed the following traits as more common to anti-social adolescents: (1) immaturity, (2) an amoral personality, and (3) a rebellious personality,¹⁹ Cole, in agreement with these findings, stated, "The vital differences between the normal and the delinquent child are to be found not in intelligence, health, or basic social competency, but in the emotional immaturity, instability, and thwarting that produce in them a maladjustment to home, school, and society."²⁰

Because of the covariance of neurotic personality traits and immaturity with delinquent behavior, Peterson, Quay, and Cameron suggested that future research on anti-social behavior should be based upon questionnaire scales for personality traits that would differentiate delinquents from non-delinquents. It was believed that such a technique would lead to greater scientific progress than a direct investigation of only legally

¹⁸Davids, Kidder, and Reich, op. cit., p. 239-240.

¹⁹John C. Ball, Social Deviancy and Adolescent Personality (Lexington, Kentucky: University of Kentucky Press, 1962), p. 29.

²⁰Luella Cole, Psychology of Adolescence (New York: Ferrar & Rinehart, Inc., 1942), p. 336.

adjudicated delinquents.²¹

Expressed values held, as well as personality variables, tended to differ for delinquents and non-delinquents. When Palmer asked New England adolescents to rank items as to the degree of desirability, delinquents valued money more than normal adolescents and valued world peace less than normal adolescents. The desire to do things which were against the law was last for normal adolescents, but third from the last for delinquents.²² Reiss and Rhodes, in their study of 21,000 subjects in Nashville, Tennessee, found that delinquents value schooling less than non-delinquents. Deviant youths were less likely to report definite educational goals for themselves and less likely to aspire to a college education than were other adolescents.²³

Family relationships were found to differ for delinquents and non-delinquents, generally being less favorable for the deviant youths. Nye found a very significant relationship between an unfavorable attitude of the boy toward the

²¹Donald R. Peterson, Herbert C. Quay, and Gordon R. Cameron, "Personality and Background Factors in Juvenile Delinquency as Inferred from Questionnaire Responses," Journal of Counseling Psychology, XXXIII (October, 1959), p. 398.

²²Stuart Palmer, "Value Differences Between Constructive and Delinquent Adolescents," National Association of Secondary School Principals Bulletin, LXV (November, 1961), p. 46.

²³Albert J. Reiss, Jr. and Albert Louis Rhodes, "Are Educational Norms and Goals of Conforming, Truant, and Delinquent Adolescents, Influenced by Group Position in American Society," Journal of Negro Education, XXVIII (Summer, 1959), p. 262.

disposition of his parents and delinquency in the boy.²⁴ In addition, there was a significant relationship between delinquency in boys and criticism of parental appearance. It was believed by this author that good appearance of the parents, especially the father, might increase the status of the boy among his peers, and therefore help insulate the boy against delinquency.²⁵ In another paper, the same author hypothesized that a favorable attitude of the boy toward his parents, acted in three ways to deter delinquency. These were:

1. It permits the parent to become an agent for the incorporation of society's rules and regulations into the conscience of the adolescent.
2. It inhibits behavior which would hurt and facilitates conformity which would please the parent.
3. It permits the adoption of the parent as a conforming adult model.²⁶

The attitudes of parents of delinquent children have also been studied. The mothers of deviant adolescents, in Madoff's study, were more apt to use harsh, punitive methods of control and to be overpossessive than mothers of non-delinquents. Mothers who viewed their role as one of self-sacrifice were more apt to have delinquent children.²⁷

²⁴F. Ivan Nye, Family Relationships and Delinquent Behavior (New York: John Wiley & Sons, Inc., 1958), p. 129.

²⁵Ibid., p. 111.

²⁶F. Ivan Nye, "The Rejected Parent and Delinquency," Marriage and Family Living, XVII (November, 1956), p. 296.

²⁷Jeff M. Madoff, "The Attitudes of Mothers of Juvenile Delinquents Toward Child Rearing," Journal of Consulting Psychology, XXIII (December, 1959), pp. 518-520.

Using the information that delinquents do differ in familial and psychological traits from normal adolescents, Glueck and Glueck have devised several prediction tables to differentiate potential delinquents from non-delinquents at school entrance. These authors stated that any five factors from the Rorschach test may be used for a delinquency prediction table. The factors which they chose were: (1) social assertion, (2) defiance, (3) suspicion, (4) destructiveness, and (5) emotional lability.²⁸ For a prediction table based upon family traits, the five factors chosen were: (1) discipline of the boy by the father, (2) supervision of the boy by the mother, (3) affection of the father for the boy, (4) affection of the mother for the boy, and (5) cohesiveness of the family.²⁹ A third prediction table was based upon personality traits which were discovered in psychiatric interviews. These traits were: (1) adventure-some, (2) extroverted in action, (3) suggestible, (4) stubborn, and (5) emotionally unstable.³⁰ The traits chosen for each table were the ones which were the most different for the 500 delinquent and 500 non-delinquent adolescents studied by Glueck and Glueck. In 1952 the New York City Youth Board applied these tables to 224 boys at school entrance. Four years later the

²⁸Sheldon Glueck (ed.), The Problem of Delinquency (Boston: Houghton-Mifflin Company, 1959), p. 1018.

²⁹Ibid., p. 1014.

³⁰Ibid., p. 1017.

majority of the boys were behaving in accordance with the predictions that were made when they entered school.³¹

In summary, the literature indicated that there are real differences between deviant adolescents and non-deviant adolescents on psychological traits, values, and family relationships as well as in overt behavior. Furthermore, these differences in non-overt traits may be used for predictive purposes to determine which boys are apt to become delinquent.

Literature on Clothing and Behavior of Adolescents

Only within the last fifty to sixty years has it been realized that the behavioral sciences may be useful in the study of clothing behavior. Rosencranz has stated, "In explaining the various behaviors reflected in clothing practices, there is little disagreement that reasons beyond 'protection,' 'warmth,' or 'modesty' must be sought."³² In 1959, Treece sought to apply the concepts of social-psychological theory to clothing behavior under the assumption that the manner of dress is one aspect of social behavior. This author also stated that it was the responsibility of students of home economics to conduct further studies in this area.³³

³¹Ibid., p. 1050.

³²Mary Lou Rosencranz, "Social and Psychological Approaches to Clothing Research," Journal of Home Economics, LVII (January, 1965), p. 26.

³³Anna J. Treece, "An Interpretation of Clothing Behavior Based on Social-Psychological Theory," (unpublished Ph.D. dissertation, The Ohio State University, Columbus, 1959), p. 7.

In dealing with the psychological implications of wearing clothes, several authors have been concerned with body image boundaries, whether definite or indefinite, as they reflected the self concept. Compton has stated, "The body image becomes the individual's organized model of himself against which he measures many of his perceptions which influence his behavior and total adjustment."³⁴ The image of the outer body layers was especially important because these layers were subject to voluntary control and may be altered through the use of clothing, cosmetics, and plastic surgery.³⁵

Dearborn maintained that clothing functions to protect the self by overcoming the fears of ridicule, estimation of poverty, estimation of inefficiency, dermal discomforts, internal discomforts, estimation of bodily immodesty, anxiety, estimation of a lack of self-respect, estimation of a lack of good taste, obtrusiveness, underestimation at first impressions, and estimation of homeliness.³⁶ Admiring glances of others help in overcoming fears of an unfriendly world, and therefore were aids in protecting the self-concept, according to Flugel.³⁷

³⁴Norma H. Compton, "Body Image Boundaries in Relation to Clothing Fabric and Design Preferences of a Group of Hospitalized Psychotic Women," Journal of Home Economics, LVI (January, 1964), p. 40.

³⁵Seymour Fisher and Sidney E. Cleveland, "Body Image Boundaries and Style of Life," Journal of Abnormal and Social Psychology, LII (May, 1956), p. 373.

³⁶George VanNess Dearborn, "The Psychology of Clothing," The Psychological Monographs, XXVI (1918), p. 51.

³⁷J. C. Flugel, The Psychology of Clothes (London: The Hogarth Press, Ltd., 1950), p. 34.

Clothing, according to the literature, is important in the very maintenance of the self and serves definite functions for the individual.

Several authors indicated that the importance of clothing was greater in the adolescent years than at other times in life. Silverman, in her study of adolescent girls stated, "It would appear, then, that in adolescence the self, the body, and the clothes are interrelated in symbolic fashion, the body representing the self and acquiring the attitudes and feelings held toward the self and the clothes in turn acquiring the emotional reactions previously reserved for the attitude toward or feelings about the body."³⁸ This author did find that girls designated as poor appearing showed a greater dislike for leadership, school activities, and social activities than girls designated as good appearing. The author believed that these results indicated that poor appearing girls did not hold themselves in high esteem.³⁹

Coleman believed that normal high school activities tended to increase the importance attached to clothes.⁴⁰ He hypothesized that this increased emphasis might be partly due

³⁸Sylvia S. Silverman, Clothing and Appearance: Their Psychological Implications for Teen-Age Girls (New York: Bureau of Publications, Teachers College, Columbia University, 1945), p. 26.

³⁹Ibid., p. 75.

⁴⁰James S. Coleman, The Adolescent Society (Glencoe, Illinois: The Free Press, 1961), p. 50.

to the operation of clothing as one type of status symbol.⁴¹
 In support of this theory, Glickman found that group leaders who wore clothing that had status appeal were most apt to be clothing leaders among the 475 adolescent boys that he studied.⁴²
 Hurlock stated that clothing could also be used to gain desired recognition that the adolescent believed could not be attained by other means.⁴³

Conformity was also found to be a theme of adolescent dress. Horrocks states that one's own group is important in adolescence as a pattern for opinions and appearance.⁴⁴ Vener found that teen-agers most frequently tended to model their dress after their peers. Mass media were the second most important source of inspiration for adolescent dress.⁴⁵ Sherif and Sherif indicated that reference groups, as well as primary groups, may influence a person's goals and behavior. "Individuals tend to set their goals and to regulate their behavior more in terms of some people than of others. Issues of conformity and deviation arise with reference to those whom they

⁴¹Ibid., p. 37.

⁴²Albert S. Glickman, "Clothing Leadership Among Boys," (unpublished Ph.D. dissertation, The Ohio State University, Columbus, 1952), p. 273.

⁴³Elizabeth Hurlock, The Psychology of Dress (New York: The Ronald Press Company, 1929), p. 183.

⁴⁴John E. Horrocks, The Psychology of Adolescence (Boston: Houghton-Mifflin Company, 1962), p. 125.

⁴⁵Arthur M. Vener, "Adolescent Orientations to Clothing: A Social-Psychological Interpretation," (unpublished Ph.D. thesis, Michigan State University, East Lansing, 1957), p. 75.

perceive to be in the same set as themselves one way or another," according to these social scientists.⁴⁶ Among adolescent boys, Sherif and Sherif found that the range of acceptable clothing was one of the things most limited by the group to which the boy belonged. Gangs of delinquent boys were found to have very strict codes of clothing behavior.⁴⁷

Although the literature dealing with deviant dress is limited, Rosencranz stated, "Nonconformity in clothing may not reflect economic deprivation but rejection of some societal standard or some repressed family conflict."⁴⁸ Hamilton, in her study of clothing acceptability, found a positive relationship between acceptable dress and grade point averages. A relationship also existed between the use of acceptable and unacceptable clothing behavior and the socio-psychological development of the adolescent, occupation of the father, and employment of the mother. Adolescents who dressed in a conforming manner were more apt to participate in school clubs and activities, and were more apt to hold school offices.⁴⁹ According to Langner, in a nonscientific publication, "The phenomenon

⁴⁶Muzafer Sherif and Carolyn W. Sherif, Reference Groups: Exploration into Conformity and Deviation of Adolescents (New York: Harper and Row, 1964), p. 37.

⁴⁷Ibid., p. 170-171.

⁴⁸Rosencranz, op. cit., p. 27.

⁴⁹Janice Marie Hamilton, "Acceptable and Non-Acceptable Clothing Behavior and Students Role in a High School Community," (unpublished Master's thesis, Kansas State University, Manhattan, 1965), pp. 76-78.

of present-day juvenile delinquency seems to be associated with clothes, not only in the case of gangs whose members wear emblems on their sweaters to distinguish between friend and foe in teen-age gang warfare, but also in youngsters which carry a challenge to authority, such as parents, schools, and the police. When these youths put on these garments, they also put on a behavior pattern of which the clothes are symbolic."⁵⁰

⁵⁰Lawrence Langner, The Importance of Wearing Clothes (New York: Hastings House, 1959), p. 142.

CHAPTER III

METHODOLOGY

Determination of Deviant Dress

The dress code of Junction City High School, located in Junction City, Kansas, was reviewed to determine the clothing behavior that was banned by the school (see Appendix A). In April, 1965, interviews were held with selected students and teachers to determine the types of clothing and the manners of grooming that they considered appropriate and inappropriate for school wear by boys during the spring at Junction City High School (see Appendices B and C). The school principal selected four teachers for their interest in student apparel and three students for their leadership qualities to participate in the interviews.

Information gained from the dress code and interviews was used to prepare a checklist of items of appropriate and inappropriate dress and grooming. Also, a key was devised for rating each item as appropriate or inappropriate (see Appendix D). All of the items rated as inappropriate for school wear were considered as deviant dress.

The fashion count method was used to determine the dress scores for individuals. This method of observation was pre-tested at a women's dormitory cafeteria to develop skill in the rapid perception of clothing behavior. The checklist was used for scoring these fashion counts. It was further pretested by

taking fashion counts and recording the items of dress worn by men at the Kansas State University Student Union cafeteria to determine if this was a satisfactory method of rating the fashion counts for men.

Determination of Deviant Personality Traits

Deviant personality tendencies were determined by the use of a questionnaire schedule (see Appendix E) which was prepared by abstracting the autonomy and aggression scales from the Edwards Personal Preference Schedule.⁵¹ Since the questions for each scale were clustered together, the items were mixed by assigning a number to each one and using the table of random numbers to determine their order.⁵² The questionnaire schedule also included items of a socio-economic nature. These were: age of the respondent, ages of brothers and sisters, number of towns in which the respondent had attended school, marital status of the parents, death of a parent, education of the father, education of the mother, occupation of the father, employment of the mother, plans for a career, plans for finishing high school, plans for attending college, and persons with whom

⁵¹Since there is evidence to indicate that item responses obtained to selected items isolated from the context of the Edwards Personal Preference Schedule are not comparable to those obtained within the context, the results of this research cannot be considered applicable to the standardized complete form of the Personal Preference Schedule.

⁵²George W. Snedecor, Statistical Methods (Ames, Iowa: The Iowa State University Press, 1956), p. 10.

the respondent made his home. School counseling records were observed for evidence of overt deviant acts in the school setting. Since the recording of this information was not complete it was decided not to continue with this portion of the study.

The Sample

The boys of the junior class at Junction City High School, totaling 150, were selected as the sample. This school was chosen because of the presence of a counseling staff, the presence of a student body of mixed socio-economic status, and the willingness of the administration to permit the testing procedures and to allot time for the study. It was believed that the impending graduation of seniors might influence their clothing behavior and that the sophomores might not have fully internalized the clothing norms of the school in their first year of attendance. Therefore the junior class was selected for the study. It was necessary to limit the number of subjects observed in some way due to time factors. For this reason, it was arbitrarily decided to study only the boys.

Administration of the Testing Procedures

For the study, the author sat at the rear of the junior English classes, in which all students were required to enroll, and observed the clothing behavior of the boys as they entered, attended, and left class. The checklist was used to record the

clothing behavior of each individual. Seating charts were obtained from the classroom teachers for use in identifying the boys by name. Each English class was visited three times in a period of three weeks during April and May of 1965. Therefore the subjects were rated on three separate occasions so that a consistent pattern of dress could be observed for each individual.

In May, 1965 all of the boys in the junior class were asked to attend a meeting in the school cafeteria during their homeroom period. At this meeting, the questionnaire schedules were administered.

Scoring Procedures

The deviant dress scores were determined by adding the number of items of deviant dress that were worn by the individual over the three observation periods. If an individual was absent on one day, his score was computed by obtaining the average of the scores for the two times he was observed and multiplying this average by three. Boys who were present for only one day of the observations were not considered in the study.

The total number of items chosen on the aggression scale of the questionnaire schedule was entered as the aggression score for the individual. Similarly, the total number of items chosen on the autonomy scale was entered as the autonomy score.

Socio-economic data were codified. The United States Census Alphabetical Index of Occupations was used to determine

the code for social status and career plans. These codes and scores were punched onto cards by means of the IBM Port-a-Punch to facilitate the analysis of the data.

Methods of Statistical Analysis

Data were analyzed by using comparisons of rank orders. The Kruskal-Wallis one-way analysis of variance by ranks and the Spearman rank correlation coefficient, followed by a computation of t , were used to determine significant relationships.

The Kruskal-Wallis test, a non-parametric test of independence, was used to determine if various factors were significantly related. This test assumes that the variable under consideration has an ordinal measurement. Variables that were analyzed by the use of the Kruskal-Wallis test were the relationship of deviant dress to the following: persons with whom the respondent lived, age of the respondent, marital status of the respondent's parents, death of a parent of the respondent, plans for finishing high school of the respondent, college plans of the respondent, mother's employment, number of children in the family, and number of older brothers. Computation of the test was accomplished by using the following formula:

$$H = \frac{12}{N(N + 1)} \sum_{j=1}^k \frac{R_j}{n_j} - 3(N + 1)$$

where H = the statistic used in the Kruskal-Wallis test, distributed approximately as chi square with $df = k - 1$

$N = \sum n_j$, the number of observations in all of the columns

k = the number of columns

n_j = the number of cases in the j^{th} column

R_j = the sum of the ranks in the j^{th} column

$\sum_{j=1}^k$ directs one to sum over the k columns.

Probabilities were determined by entering the value of H in the chi square table under $k - 1$ degrees of freedom.

The Spearman rank correlation coefficient was used to determine the relationship between two ordered variables. Significance of the coefficient was determined by computing t , which followed the distribution of student's t test. Coefficients were used to test the relationship between deviant dress scores and the following items: aggression scores, autonomy scores, number of schools attended by the respondent, father's education, mother's education, social status, and career plans.

Using the following formula, the Spearman rank correlation coefficient, r_s , was computed:

$$r_s = 1 - \frac{6 \sum_{i=1}^N d_i^2}{N^3 - N}$$

where N = the number of subjects in the sample

d_i^2 = the squared difference between the ranks of the two variables for each subject in the sample

$\sum_{i=1}^N$ directs one to sum over the N subjects.

Significance of the correlation coefficients was determined by using student's t distribution. The t value was computed by use of the following formula:

$$t = r_s \sqrt{\frac{N - 2}{1 - r_s^2}}$$

where r_s = the correlation coefficient

N = the number of subjects in the sample.

CHAPTER IV

FINDINGS

A checklist was used to score the boys of the junior class of Junction City High School for deviant dress (see Appendix D). The autonomy and aggression scales of the Edwards Personal Preference Schedule and a questionnaire of a socio-economic nature were then administered to the boys (see Appendix E). Usable responses were obtained from 111 subjects. Thirty-nine of the 150 boys did not complete the forms. Those boys who were absent on two or more days of the fashion counts or on the day that the questionnaire schedule was administered were not included in the study. The data for the 111 subjects were tabled and analyzed by means of the Spearman rank correlation coefficient or the Kruskal-Wallis one-way analysis of variance by ranks.

The range of deviant dress scores was found to be from 0 to 13. Most of the boys tended to score at the low end of the deviant dress range, with over 50 per cent having a score of 4 or less. These data are summarized in Table I, p. 27.

Aggression scores were distributed in a range of 1 to 25. Over half of the boys achieved scores of between 9 and 15 on the aggression scale. A summary of these scores appears in Table II, p. 28.

TABLE I
DISTRIBUTION OF DEVIANT DRESS SCORES BY NUMBER
AND PERCENTAGE OF RESPONDENTS

Deviant dress scores	Number	Percentage
0	16	14.4
1	18	16.2
2	7	6.3
3	13	11.7
4	15	13.5
5	11	9.9
6	12	10.8
7	2	1.8
8	5	4.5
9	2	1.8
10	4	3.6
11	3	2.7
12	2	1.8
13	1	0.9

Note: Percentages for all tables do not sum to 100 because of the rounding procedures used.

TABLE II

DISTRIBUTION OF AGGRESSION SCORES BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Aggression score	Number	Percentage
0	-	-
1	1	0.9
2	-	-
3	3	2.7
4	-	-
5	1	0.9
6	3	2.7
7	7	6.3
8	5	4.5
9	11	9.9
10	7	6.3
11	11	9.9
12	10	9.0
13	7	6.3
14	9	8.1
15	12	10.8
16	6	5.4
17	7	6.3
18	5	4.5
19	3	2.7
20	1	0.9
21	-	-
22	-	-
23	1	0.9
24	-	-
25	1	0.9
26	-	-

Autonomy scores were found to range from 3 to 23, with over half of the respondents scoring between 9 and 15. These responses are summarized in Table III, p. 30

While 75.6 per cent of the respondents lived with their own parents, there were others who lived with various other relatives. It was found that the subjects were divided into eight categories when asked to name their relationship to the person with whom they lived. These were: both parents, mother and stepfather, father and stepmother, mother alone, father alone, brother, grandparents, and alone. Table IV, p. 31, summarizes the percentage of respondents in each category.

There was a narrow range in age of the subjects. This might be attributed to the selection of the sample, which was comprised of only one grade level in a public school. The ages of the subjects ranged from 16 years to 18 years. Table V, p. 31, portrays these data.

Respondents were asked to list the number of towns in which they had attended school as an indication of mobility. The respondents had attended school in a range of from one to 16 towns. These data are tabled in Table VI, p. 32.

When asked if both of their parents were living, 90 per cent of the respondents answered yes. Also, the vast majority of the respondents were from families in which the parents were living together. These findings are summarized in Table VII.

In the majority of instances, it was found that the parents of the respondents had completed high school. However,

TABLE III

DISTRIBUTION OF AUTONOMY SCORES BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Autonomy score	Number	Percentage
0	-	-
1	-	-
2	-	-
3	4	3.6
4	1	0.9
5	5	4.5
6	2	1.8
7	3	2.7
8	5	4.5
9	11	9.9
10	2	1.8
11	16	14.4
12	11	9.9
13	12	10.8
14	8	7.2
15	9	8.1
16	6	5.4
17	3	2.7
18	2	1.8
19	1	0.9
20	2	1.8
21	3	2.7
22	1	0.9
23	4	3.6
24	-	-
25	-	-
26	-	-

TABLE IV
DISTRIBUTION OF PERSONS WITH WHOM SUBJECTS MADE THEIR HOME
BY NUMBER AND PERCENTAGE OF RESPONDENTS

Persons with whom respondents lived	Number	Percentage
Both parents	84	75.6
Mother and stepfather	6	5.4
Father and stepmother	1	0.9
Mother alone	13	11.7
Father alone	2	1.8
Brother	2	1.8
Grandparents	2	1.8
Alone (no one)	1	0.9

TABLE V
DISTRIBUTION OF AGES OF SUBJECTS BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Age of subject	Number	Percentage
16	46	41.4
17	51	45.9
18	13	11.7

TABLE VI

DISTRIBUTION OF THE NUMBER OF TOWNS IN WHICH SCHOOL
WAS ATTENDED BY THE NUMBER AND PERCENTAGE
OF RESPONDENTS

Number of towns	Number	Percentage
1	5	4.5
2	29	26.1
3	20	18.0
4	8	7.2
5	9	8.1
6	13	11.7
7	6	5.4
8	5	4.5
9	5	4.5
10	3	2.7
11	6	5.4
12	1	0.9
13	-	-
14	-	-
15	-	-
16	1	0.9

considerably more respondents did not identify the educational level of their mother than did not identify the educational level of their father. A summary of the educational level attained by the parents of the respondents may be found in Table VIII.

TABLE VII

MORTALITY AND MARITAL STATUS OF PARENTS BY NUMBER
AND PERCENTAGE OF RESPONDENTS

Mortality or marital status	Number	Percentage
Both parents living	100	90
One or both parents dead	11	10
Parents living together	87	78
Parents separated or divorced	24	22

Only one respondent stated that he did not plan to finish high school. The majority of the respondents also planned to attend college. These data are summarized in Table IX.

When asked if their mothers were employed, the majority of the respondents said no. Table X is a summary of the responses regarding employment of the mother.

The United States Census Alphabetical Index of Occupations was used to determine social status from the occupation of the father. In this scale for social status, all army

TABLE VIII

EDUCATIONAL LEVELS ATTAINED BY PARENTS BY NUMBER
AND PERCENTAGE OF RESPONDENTS

Educational level	F a t h e r		M o t h e r	
	Number	Percentage	Number	Percentage
Unknown or less than 6th grade	14	12.6	26	23.4
7th grade	1	0.9	-	-
8th grade	-	-	1	0.9
9th grade	7	6.3	3	2.7
10th grade	3	2.7	5	4.5
11th grade	4	3.6	9	8.1
12th grade	54	48.6	42	37.8
College	19	17.1	14	12.6
Postgraduate work	4	3.6	2	1.8

TABLE IX

EDUCATIONAL PLANS OF SUBJECTS BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Educational plans	Number	Percentage
Planning to finish high school	110	99.1
Not planning to finish high school	1	0.9
Planning to attend college	83	74.7
Not planning to attend college	28	21.3

TABLE X

DISTRIBUTION OF RESPONSES TO MOTHER'S EMPLOYMENT
BY NUMBER AND PERCENTAGE OF RESPONDENTS

Employment status of the mother	Number	Percentage
Mother is employed	38	34.2
Mother is not employed	73	65.7

personnel who are not officers are classified as semi-skilled workers. Army officers are classified with proprietors, managers, and farmers. Since many of the fathers of the respondents were employed by the army, the semi-skilled worker and proprietor classes are somewhat larger than the rest of the status classes. For a specific breakdown of the social status of the father by number and percentage of respondents, see Table XI.

The majority of the respondents stated that they aspired to careers of a professional or managerial nature. As might be expected with boys of high school age, over 10 per cent did not have definite career plans. A summary of the career plans of the subjects is listed in Table XII.

A variable which was considered was the number of children in the respondent's family. A range of from one to nine children in the family was observed. However, the vast majority came from families with five or fewer children. These data are summarized in Table XIII.

TABLE XI

SOCIAL STATUS OF PARENTS BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Social status level	Number	Percentage
0 No response or unknown	14	12.6
1 Unskilled worker	4	3.6
2 Semi-skilled worker	40	36.0
3 Skilled worker	12	10.8
4 Clerical and kindred worker	12	10.8
5 Proprietor, farmer, or manager	23	20.7
6 Professional	6	5.4

TABLE XII

CAREER PLANS BY NUMBER AND PERCENTAGE
OF RESPONDENTS

Expressed career plans	Number	Percentage
Professional	38	34.2
Farmer	2	1.8
Proprietor, army officer, or manager	20	18.0
Clerical, and kindred worker	3	2.7
Skilled worker	8	7.2
Semi-skilled worker	25	22.5
Unknown or indefinite	15	13.5

Consideration was also given to the number of older brothers that the respondents had. A range of from 0 to 3 older brothers was observed for this group of respondents. These data are located in Table XIV.

TABLE XIII

NUMBER OF CHILDREN IN FAMILY BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Number of children in family	Number	Percentage
1	14	12.6
2	27	24.3
3	21	18.9
4	21	18.9
5	20	18.0
6	3	2.7
7	4	3.6
8	--	--
9	1	0.9

TABLE XIV

NUMBER OF OLDER BROTHERS BY NUMBER AND
PERCENTAGE OF RESPONDENTS

Number of older brothers	Number	Percentage
0	75	67.5
1	31	27.9
2	3	2.7
3	2	1.8

The relationships of the variables were analyzed and tested for significance using the Spearman rank correlation coefficient, the t test, and the Kruskal-Wallis one-way analysis of variance by ranks. Upon analysis with these statistical methods, it was found that some of the variables were related in a significant manner. Others were not significantly related.

It was found that there was a significant relationship between aggression scores and deviant dress scores. The Spearman rank correlation coefficient for these variables was a +0.22, indicating that as aggression scores increased deviant dress scores also increased, and vice versa. This relationship was significant beyond the 0.05 level of probability. Hence the findings led to a decision to reject Hypothesis 1, which states that there is no significant relationship between deviant dress scores and aggression scores.

In comparing the various socio-economic factors to deviant dress scores, a very significant relationship was found to exist between these scores and the marital status of the respondent's parents. Upon analysis with the Kruskal-Wallis one-way analysis of variance by ranks, there was a relationship in which the deviant dress scores tended to be higher for the boys whose parents were not living together than for the boys whose parents were living together.

Plans for attending college also were significantly related to deviant dress scores. Boys who were not planning to attend college were found to be more deviant in their dress

than boys who were planning to attend college. This relationship was significant at the 0.01 level of probability.

Though the relationships were non-significant, two other sets of variables tended to be linked. One such relationship was between deviant dress scores and age of the respondent. The older the boy was at the time that he was a junior in high school, the more apt he was to dress in a deviant manner. The other relationship was between mother's employment and deviant dress scores. Boys whose mothers worked were more apt to dress in a deviant manner than boys whose mothers were full-time homemakers. Both of these relationships, at the 0.10 level of probability, might be indicative of trends toward a linkage of the two variables considered.

The findings tended to support Hypothesis 2, which stated that there is no significant relationship between deviant dress scores and autonomy scores. The Spearman rank correlation coefficient for the relationship between deviant dress scores and autonomy scores was +0.10. This relationship did not prove to be significant, however, when t was computed.

For the following comparisons of variables, no significant relationships were observed: deviant dress scores and the relationship to the person with whom the respondent lived, deviant dress scores and the number of towns in which school had been attended by the respondent, deviant dress scores and if both parents were living, deviant dress scores and the educational level attained by the respondent's father, deviant dress

scores and the educational level attained by the respondent's mother, deviant dress scores and the respondent's plans for finishing high school, deviant dress scores and social status of the respondent's parents, deviant dress scores and the career plans of the respondent, deviant dress scores and the number of children in the respondent's family, and deviant dress scores and the number of older brothers of the respondent. A summary of the statistical analysis for each set of variables tested may be found in Appendix F.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine if deviant dress scores were significantly related to scores on the autonomy and aggression scales of the Edwards Personal Preference Schedule for boys of the junior class at Junction City High School. Selected socio-economic factors were also compared to the deviant dress scores.

Significant relationships were found between deviant dress scores and aggression scores, deviant dress scores and the marital status of the respondent's parents, and deviant dress scores and the respondent's plans for attending college. Specifically, aggressive personality traits, decisions not to attend college, and separation or divorce of the parents covaried with a deviant manner of dress.

Trends toward relationships were found when deviant dress scores were analyzed in conjunction with the age of the respondent and the employment of the respondent's mother. The older the respondent was at the time that he was a junior in high school, the more he tended to wear deviant items of dress. Mothers who were employed outside of the home tended to have sons who wore deviant items of dress more frequently.

The relationship between autonomy and deviant dress scores was not found to be significant. Other variables which

were tested that proved to be non-significant in their relationships were: deviant dress scores and the number of towns in which the respondent had attended school, deviant dress scores and the level of the father's education, deviant dress scores and the level of the mother's education, deviant dress scores and social status, deviant dress scores and career plans, deviant dress scores and the person with whom the respondent lived, deviant dress scores and if both parents were living, deviant dress scores and plans for finishing high school, deviant dress scores and the number of children in the family, and deviant dress scores and the number of older brothers.

These findings apply only to the sample under consideration in this study, namely, the boys of the junior class of Junction City High School. Also, no cause and effect relationship can be assumed in the relationships observed among variables from the data that were collected in this study.

The results of this research are not entirely consistent with those found by Hamilton in her study of acceptable and unacceptable dress.⁵³ She discovered that the occupation of the head of the household and employment of the respondent's mother were significantly related to unacceptable dress. In the present study these factors were not significantly related to deviant dress scores, although there appeared to be a trend toward a relationship when employment of the mother was considered. Hamilton's findings of lower grade point averages and

⁵³Hamilton, op. cit., pp. 76-80.

less participation in extracurricular activities for unacceptable dressers may be partially the result of the social pressures that are brought to bear on deviant dressers. The measures used in the present study to ascertain deviant personality traits were not influenced by the opinions of others that might have their basis in the deviant dress. The autonomy and aggression scales were measures of how the person felt he would prefer to act in various situations. Perhaps this is one reason why the autonomy scores were not significantly related to the deviant dress scores.

Several recommendations for further study might be made. A repetition of the study in towns of various sizes might be of interest. Research of this type would consider the size of the community as a variable and would be of interest to demographers, as well as to psychologists and home economists. Also, it might be of interest to study more than one age group at a time to investigate the age variable more fully. More than one school might be considered at a time, for comparative purposes.

Other personality factors besides autonomy and aggression might be studied in relation to deviant dress scores. The complete form of the Edwards Personal Preference could be administered to the subjects in order to compare the results with those obtained from abstracted scales. Another standardized personality test might be selected for comparative purposes, or the researcher could develop his own test for personality variables.

Seasons of the year might be considered as a variable. In investigations of this factor, it would be necessary to

repeat the study at several different seasons when the types of clothing being worn by the majority of students differed.

A longitudinal study of deviant dress might be undertaken to determine if deviancy in clothing behavior is consistent for the individual at various stages in the life cycle. Research of this type would be of use to psychologists in determining the consistency of the self concept of the person at various ages.

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APPENDICES

APPENDIX A

Code of Dress of Junction City High School

Boys

Keep hair neatly cut, with no duck tails or other odd types of haircuts.

Keep clothes clean.

Clothes that are extreme in style or extreme in the way worn will not be approved.

Keep shoes cleaned and polished.

Use good taste in choosing coats, such as car coats, light weight jackets, etc.

Wear no jackets in class.

Shirt tails are to be worn in, except those shirts designed by the manufacturer to be worn out.

All buttons buttoned except the top when no tie is worn.

Do not wear Bermuda shorts, beach combers, etc. (except for special occasions announced).

Wear belts in trousers made to use belts.

Good grooming is important. Clean faces, hands, nails, and daily baths are a part of good grooming.

Girls

Extreme hair styles and extreme make-up are not permitted.

Keep clothing clean, neat, and well-pressed.

Use good taste in choosing styles and colors.

The length of dresses should not be extreme.

The fit of dresses should not be extreme.

Wear no shorts or slacks, except on special school occasions that are announced.

Keep shoes cleaned, polished, and in good condition.

Good grooming is important! Clean faces, hands, nails, and daily baths are a part of good grooming.

Note: This code of dress was drawn up and passed by the 1960-61 student council.

APPENDIX B

Interview Schedule

Hello!

I'm Carolyn Kiebler, a graduate student at Kansas State University. I would appreciate it if you would help me with some research that I am conducting by answering a few questions about dress in your high school.

As you know, some people have strong feelings about what is proper clothing for school wear. Some schools have set up dress codes to help define the type of dress that is appropriate and inappropriate for school occasions. As a faculty member (student leader) you are in a position to observe the types of clothing that are worn at Junction City High School and to evaluate items of dress as appropriate or inappropriate for boys to wear to classes during the spring at this school. For the present purposes inappropriate dress will be that which is unlike clothing worn by most students or is in some way bizarre or out of place.

Hair

1. What styles of haircuts are most frequently worn by boys at your school?
2. Are there any hair styles that are not appropriate for wear in your high school? If so, what are these?
3. Is there any type of hair coloring that is not appropriate for use in your school? If so, what?

4. Is there anything involved in the use of hair cremes or oils that is not appropriate for your school? If so, what?
5. Is there anything else involved in hair care that is not appropriate for your school? If so, what?
6. Are there any ways of caring for the face, including shaving, that are not appropriate for this school? If so, what?

Main Garments

7. What types of trousers are most frequently worn at your school?
8. Are there any types of trousers that are not appropriate dress for your school? If so, what?
9. Is there anything about the fit of trousers that makes them inappropriate for wear in your school? If so, what?
10. Is there anything about the use or non-use of a belt that would make dress inappropriate for your school? If so, what?
11. Is there anything about the style of a belt that would make it inappropriate for use in your school? If so, what?
12. What style of shirt is most frequently worn by boys at your school?
13. Is there any type of shirt that is not appropriate dress at your school? If so, what?
14. Is there anything about the way in which a shirt is worn that would make it inappropriate for wear in your school? If so, what?
15. What type of jacket is most frequently worn at your school?
16. Is there anything about the way in which a jacket is worn, or the time at which it is worn, that would make it inappropriate for your school? If so, what?

Shoes

17. What styles of shoes are most frequently worn by boys at your school?
18. Are there any shoe styles that are not appropriate for wear in your school? If so, what?
19. Are there any fads in shoes at your school now? If so, are these appropriate for school wear?

Other

20. Is there anything about the neatness, cleanliness, care, or choice of clothing that would make it inappropriate for wear in your school? If so, what?
21. Are there any types of jewelry, ornaments, emblems, or other decorations in clothing that would be inappropriate for wear in your school? If so, what?
22. Do you have any additional comments that you would like to make about appropriate and inappropriate dress in your school?

APPENDIX C

Summary of Responses from Interviews on Appropriate
and Inappropriate Dress for Selected Items
of Grooming and Appearance

Hair Care

Item	Students' responses		Teachers' responses	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Beatle style	-	3	-	3
Ducktail	-	2	-	1
Crew cut	1	-	3	-
Combed forward	2	-	4	-
Shaved head	-	-	-	1
Side part	3	-	3	-
Bleached	1	2	-	4
Colored spray	-	1	-	-
Sideburns	-	1	-	1
Beard	-	-	-	1

Trousers

Item	<u>Students' responses</u>		<u>Teachers' responses</u>	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Stretch jeans	-	-	-	2
Blue or white jeans	3	-	2	-
Pastel jeans (pink, etc.)	-	1	-	-
Slacks	2	-	3	-
Shorts	-	1	-	-
Extremely tight	-	3	-	4
Extremely low at waist	-	2	-	4
Tapered fit	2	-	1	-
Extremely short	-	-	-	1
No belt	-	3	-	4

Shirts

Item	Students' responses		Teachers' responses	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Knit shirt	2	-	2	-
Sport shirt	3	-	4	-
White shirt	-	-	1	-
Sweat shirt	-	-	1	-
Cut-off sweat shirt	-	2	-	2
T-shirt	-	2	-	-
Tail out	-	1	-	4
Wrong side out	-	1	-	1
Unbuttoned (below first button at neck)	-	1	-	1

Jackets

Item	<u>Students' responses</u>		<u>Teachers' responses</u>	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Letter jackets	1	-	-	-
Windbreakers	2	-	4	-
Black leather jackets	-	1	-	-
Jacket worn in class	-	3	-	3

Shoes

Item	<u>Students' responses</u>		<u>Teachers' responses</u>	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Tennis shoes	1	-	3	-
Loafers	1	-	3	-
Oxfords	2	-	1	-
Cowboy boots	1	-	-	-
Beatle boots (high heel)	-	2	-	-
Torn shoes	-	1	-	-

General Appearance

Item	Students' responses		Teachers' responses	
	Appro- priate	Inappro- priate	Appro- priate	Inappro- priate
Neat and clean	2	-	-	-
Unkempt	-	2	-	1
Lettering or emblems (other than those of school organizations)	-	-	-	2
Flashy colors	-	-	-	1
Clashing colors	-	-	-	1

APPENDIX D

Clothing Checklist and Key for Selected Items
of Grooming and Appearance

Key to Checklist

ShoesDeviant

Beatle boot
High heel
Torn

Non-deviant

L = loafer
TS = tennis shoes
Ox = oxfords
Cowboy boot

TrousersDeviant

PJ = pastel jeans
SJ = stretch jeans
Bermudas
FR = figure revealing
Too short
Low = low at waistline
No belt

Non-deviant

BJ = blue jeans
WJ = white jeans
Slacks
Tapered

ShirtsDeviant

TS = T-shirt
WB = windbreaker
Tail out
Unbut. = Unbuttoned below
 first button
Sleeves cut off
Wrong side out
Lettering, if other than a
 school emblem

Non-deviant

SS = sport shirt
SW = sweat shirt
WS = white shirt
KS = knit shirt
Lettering, if a school
 emblem

Hair Care

<u>Deviant</u>	<u>Non-deviant</u>
SH = shaved head	CC = crew cut
Beatle	F = combed forward
DT = duck tail	SP = side part
Too long	
Sideburns	
Beard	
Bleached	
Sprayed	

General Appearance

<u>Deviant</u>	<u>Non-deviant</u>
Unkempt	Neat
CC = clashing colors	
FC = flashy colors	

Clothing Checklist for Selected Items
of Grooming and Appearance

Name _____
English Class _____
Count Number _____

Shoes

Type	L	TS	Ox	Beatle boot	Cowboy boot
	High heel		Torn		

Other comments _____

Trousers

Type	BJ	WJ	PJ	SJ	Slacks	Bermudas
Fit	FR	Too short	Tapered	Low	No belt	

Other comments _____

Shirt

Type	SS	SW	WS	KS	TS	WB
	Tail out	Unbut.		Sleeves cut off		
	Wrong side out			Lettering		

Other comments _____

Hair

Type	CC	F	SP	SH	Beatle	DT
	Too long	Sideburns	Beard	Bleached	Sprayed	

Other comments _____

General appearance

Unkempt	Neat	CC	FC
---------	------	----	----

Other comments _____

APPENDIX E

Questionnaire Schedule and Key

Key to the Preference Schedule

This key provides information on the scale of the Edwards Personal Preference Schedule to which the individual items of the following questionnaire schedule belong. The answer which is scored for a rating on the scale is also indicated as answer A or answer B.

<u>Aggression Scale</u>		<u>Autonomy Scale</u>	
<u>Item</u>	<u>Answer</u>	<u>Item</u>	<u>Answer</u>
2	A	1	B
4	B	3	A
5	B	6	B
7	A	8	B
10	B	9	A
11	A	15	B
12	A	16	B
13	A	18	A
14	A	24	A
17	B	25	B
19	B	27	A
20	A	28	B
21	B	29	A
22	B	33	B
23	A	34	A
26	A	38	A
30	A	39	B
31	B	40	B
32	B	43	A
35	B	45	A
36	A	46	B
37	A	47	A
41	B	49	B
42	B	50	B
44	A	51	A
48	B	52	A

KSU PREFERENCE SCHEDULE

Please fill in all of the information requested on this page before going on to the rest of the schedule. Do not leave any questions blank.

Your name _____

Your address _____

With whom do you live? _____
What is their relationship to you? _____

Your age _____

List the ages of all of your brothers _____

List the ages of all of your sisters _____

List the number of towns in which you have attended school _____

Are both of your parents living? __yes__no (Please check)

Are your parents living together?____ separated? ____ (Please check)

Check the item which corresponds to the highest level of schooling that your father completed.

____ Less than 6th grade	____ 8th grade	____ 12th grade
____ 6th grade	____ 9th grade	____ college
____ 7th grade	____ 10th grade	____ postgraduate
	____ 11th grade	____ work

Now go back and star the item which corresponds to the highest level of schooling that your mother completed.

Who is your father's employer? _____

What is your father's job title? be specific _____

Is your mother employed? _____

If so, who is her employer? _____

If so, what is her specific job title? be specific _____

Do you plan to finish high school? __yes__no (Please check)

Do you plan to go to college? __yes__no (Please check)

What do you plan to do after you finish your education? Answer this question in terms of the permanent career that you hope to have. _____

KSU PREFERENCE SCHEDULE

This schedule consists of a number of pairs of statements about things that you may or may not like; about ways in which you may or may not feel. Select the one statement in each pair which is more characteristic of what you like or the way in which you feel. If you like both of the items in the pair, choose the one which you like the most. If you dislike both of the items in the pair, choose the one which you dislike the least. Make a choice for every pair. Do not leave any blanks. To record your choice, mark a circle around the letter A or B, whichever corresponds to the statement that you select. Mark the answer directly on this paper.

1. A. I like to keep my letters, bills, and other papers neatly arranged and filed according to some system.
B. I like to be independent of others in deciding what I want to do.
2. A. I like to read newspaper accounts of murders and other forms of violence.
B. I would like to write a great novel or play.
3. A. I like to avoid situations where I am expected to do things in a conventional way.
B. I like to read about the lives of great men.
4. A. I like to have my life so arranged that it runs smoothly and without much change in my plans.
B. I get so angry that I feel like throwing and breaking things.
5. A. When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
B. I feel like criticizing someone publicly if he deserves it.
6. A. I like to do things with my friends rather than by myself.
B. I like to say what I think about things.
7. A. I get so angry that I feel like throwing and breaking things.
B. I like to tell other people how to do their jobs.
8. A. I like to supervise and to direct the actions of other people whenever I can.
B. I like to do things in my own way without regard to what others may think.

9. A. I like to criticize people who are in a position of authority.
B. I like to use words which other people often do not know the meaning of.
10. A. I like to predict how my friends will act in various situations.
B. I like to attack points of view that are contrary to mine.
11. A. I feel like criticizing someone publicly if he deserves it.
B. I like my friends to make a fuss over me when I am hurt or sick.
12. A. I like to tell other people what I think of them.
B. I like to have my meals organized and a definite time set aside for eating.
13. A. I like to tell other people what I think of them.
B. I like to avoid being interrupted while at my work.
14. A. I feel like blaming others when things go wrong for me.
B. I like to help other people who are less fortunate than I am.
15. A. I like to study and to analyze the behavior of others.
B. I like to do things that other people regard as unconventional.
16. A. I like to eat in new and strange restaurants.
B. I like to do things that other people regard as unconventional.
17. A. I feel that I am inferior to others in most respects.
B. I feel like telling other people off when I disagree with them.
18. A. I like to be independent of others in deciding what I want to do.
B. I like to do new and different things.
19. A. I like my friends to make a fuss over me when I am hurt or sick.
B. I feel like blaming others when things go wrong for me.
20. A. I like to attack points of view that are contrary to mine.
B. I like to write letters to my friends.
21. A. I like to ask questions which I know no one will be able to answer.
B. I like to tell other people what I think of them.

22. A. I like to participate in new fads and fashions.
B. I feel like criticizing someone publicly if he deserves it.
23. A. I like to attack points of view that are contrary to mine.
B. I like my friends to confide in me and to tell me their troubles.
24. A. I like to avoid responsibilities and obligations.
B. I feel like making fun of people who do things that I regard as stupid.
25. A. I like my friends to feel sorry for me when I am sick.
B. I like to avoid situations where I am expected to do things in a conventional way.
26. A. I feel like getting revenge when someone has insulted me.
B. When I am in a group, I like to accept the leadership of someone else in deciding what the group is going to do.
27. A. I like to say what I think about things.
B. I like to forgive my friends who may sometimes hurt me.
28. A. I like to praise someone I admire.
B. I like to feel free to do what I want to do.
29. A. I like to avoid responsibilities and obligations.
B. I like to be called upon to settle arguments and disputes between others.
30. A. I feel like telling other people off when I disagree with them.
B. I like to participate in new fads and fashions.
31. A. I would like to write a great novel or play.
B. I like to attack points of view that are contrary to mine.
32. A. I like to avoid responsibilities and obligations.
B. I feel like making fun of people who do things that I regard as stupid.
33. A. I like to ask questions which I know no one will be able to answer.
B. I like to criticize people who are in a position of authority.
34. A. I like to feel free to do what I want to.
B. I like to observe how another individual feels in a given situation.

35. A. I like to write letters to my friends.
B. I like to read newspaper accounts of murders and other forms of violence.
36. A. I feel like blaming others when things go wrong for me.
B. I like to ask questions which I know no one will be able to answer.
37. A. I get so angry that I feel like throwing and breaking things.
B. I like to avoid responsibilities and obligations.
38. A. I like to be independent of others in deciding what I want to do.
B. I like to keep my things neat and orderly on my desk or workspace.
39. A. I get so angry that I feel like throwing and breaking things.
B. I like to avoid responsibilities and obligations.
40. A. I feel that I am inferior to others in most respects.
B. I like to avoid responsibilities and obligations.
41. A. I like my friends to confide in me and to tell me their troubles.
B. I like to read newspaper accounts of murders and other forms of violence.
42. A. I like to tell other people how to do their jobs.
B. I feel like getting revenge when someone has insulted me.
43. A. I like to be able to come and go as I want to.
B. I like to be able to say that I have done a difficult job well.
44. A. I feel like making fun of people who do things that I regard as stupid.
B. I like to predict how my friends will act in various situations.
45. A. I like to avoid situations where I am expected to do things in a conventional way.
B. I like my friends to sympathize with me and to cheer me up when I am depressed.
46. A. I like to sympathize with my friends when they are hurt and sick.
B. I like to say what I think about things.

47. A. I like to be able to come and go as I want to.
B. I like to share things with my friends.
48. A. I like to avoid being interrupted while at my work.
B. I feel like telling other people off when I disagree with them.
49. A. I like to accomplish tasks that others recognize as requiring skill and effort.
B. I like to be able to come and go as I want to.
50. A. I like to complete a single job or task at a time before taking on others.
B. I like to feel free to do what I want to.
51. A. I like to do things that other people regard as unconventional.
B. I like to put in long hours of work without being distracted.
52. A. I like to criticize people who are in a position of authority.
B. I feel timid in the presence of other people I regard as my superiors.

APPENDIX F

Statistical Analysis of Data

Variables Analyzed by the Spearman Rank
Correlation Coefficient

Hypothesis 1: There is no significant relationship between deviant dress scores and scores on the aggression scale of the Edwards Personal Preference Schedule.

$$r_s = +0.22 \quad t = 2.354 \quad p \leq 0.025$$

Decision: Reject H_0

Hypothesis 2: There is no significant relationship between deviant dress scores and scores on the autonomy scale of the Edwards Personal Preference Schedule.

$$r_s = +0.10 \quad t = 1.05 \quad p \leq 0.4$$

Decision: Accept H_0

Hypothesis 3: There is no significant relationship between deviant dress scores and the number of towns in which the respondent has attended school.

$$r_s = -0.11 \quad t = 1.155 \quad p \leq 0.4$$

Decision: Accept H_0

Hypothesis 4: There is no significant relationship between deviant dress scores and the level of the father's education.

$$r_s = -0.09 \quad t = 0.945 \quad p \leq 0.4$$

Decision: Accept H_0

Hypothesis 5: There is no significant relationship between deviant dress scores and the level of the mother's education.

$$r_s = -0.06 \quad t = 0.628 \quad p > 0.5$$

Decision: Accept H_0

Hypothesis 6: There is no significant relationship between deviant dress scores and the social status of the respondent's parents.

$$r_s = -0.08 \quad t = 0.840 \quad p \leq 0.5$$

Decision: Accept H_0

Hypothesis 7: There is no significant relationship between deviant scores and the career plans of the respondent.

$$r_s = +0.11 \quad t = 1.155 \quad p \leq 0.4$$

Decision: Accept H_0

Variables Analyzed by the Kruskal-Wallis Test

Hypothesis 8: There is no significant relationship between deviant dress scores and the person with whom the respondent made his home.

$$H = 1.198 \quad \text{d.f. } 7 \quad p \leq 0.995$$

Decision: Accept H_0

Hypothesis 9: There is no significant relationship between deviant dress scores and the age of the respondent.

$$H = 5.24 \quad \text{d.f. } 2 \quad p \leq 0.10$$

Decision: Accept H_0

Hypothesis 10: There is no significant relationship between deviant dress scores and if both parents are living.

$$H = 2.134 \quad \text{d.f. } 1 \quad p \leq 0.25$$

Decision: Accept H_0

Hypothesis 11: There is no significant relationship between deviant dress scores and if the parents are living together.

$$H = 11.63 \quad \text{d.f. } 1 \quad p \leq 0.005$$

Decision: Reject H_0

Hypothesis 12: There is no significant relationship between deviant dress scores and plans for finishing high school.

$$H = 1.196 \quad \text{d.f. } 1 \quad p \leq 0.25$$

Decision: Accept H_0

Hypothesis 13: There is no significant relationship between deviant dress scores and plans for attending college.

$$H = 13.874 \quad \text{d.f. } 1 \quad p \leq 0.005$$

Decision: Reject H_0

Hypothesis 14: There is no significant relationship between deviant dress scores and mother's employment.

$H = 3.01$ d.f. 1 $p \leq 0.10$
Decision: Accept H_0

Hypothesis 15: There is no significant relationship between deviant dress scores and the number of children in the family.

$H = 11.92$ d.f. 8 $p \leq 0.25$
Decision: Accept H_0

Hypothesis 16: There is no significant relationship between deviant dress scores and the number of older brothers.

$H = 2.06$ d.f. 3 $p \leq 0.75$
Decision: Accept H_0

RELATIONSHIPS BETWEEN DEVIANT PERSONALITY TRAITS
AND CLOTHING BEHAVIOR OF MALE ADOLESCENTS
ATTENDING JUNCTION CITY HIGH SCHOOL

by

CAROLYN ANN KIEBLER

B. S., Michigan State University, 1964

AN ABSTRACT OF A MASTER'S THESIS

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MASTER OF SCIENCE

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It was the purpose of this research to investigate if anti-social personality traits had any significant relationships to deviant forms of dress for boys of the junior class of Junction City High School. Selected socio-economic factors were also considered in relationship to deviant dress.

Autonomy and aggression were the personality variables that were selected for study. The autonomy and aggression scales of the Edwards Personal Preference Schedule (EPPS) were administered to the subjects. Items of dress were rated by the use of a checklist as appropriate or inappropriate for school wear. The subjects were observed and assigned deviant dress scores as they attended classes. Relationships of the variables were analyzed statistically. The Spearman rank correlation coefficient, the t test, and the Kruskal-Wallis one-way analysis of variance by ranks were the statistical methods used.

Significant relationships were found between deviant dress scores and aggression scores, deviant dress scores and marital status of the parents, and deviant dress scores and plans for attending college. Aggressive boys tended to be more deviant in their dress. Boys whose parents were separated or divorced were assigned higher deviant dress scores. Those subjects who were planning to attend college attained lower deviant dress scores. Two trends toward significant relationships were observed. These were between deviant dress scores and age of the respondents and deviant dress scores and employment of the mother. The older the boy was at the time he was a junior

in high school, the more deviantly he dressed. Boys whose mothers worked tended to use deviant dress more frequently than boys whose mothers were full-time homemakers.

Non-significant relationships were observed between the following variables: deviant dress scores and autonomy scores, deviant dress scores and the person with whom the respondent lived, deviant dress scores and number of towns in which the respondent had attended school, deviant dress scores and if both parents were living, deviant dress scores and father's education, deviant dress scores and mother's education, deviant dress scores and plans for finishing high school, deviant dress scores and social status, deviant dress scores and career plans, deviant dress scores and the number of children in the family, and deviant dress scores and the number of older brothers.