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This study was designed to compare attitudes and reactions to clothing of a group of blind and sighted teenage girls. Interest, interest-importance, importance, importance-psychological, and psychological aspects were designated as the five factors for comparison.

A questionnaire of 36 items was devised to give information on the different factors. Four open-end questions were included to obtain information on other problems and concerns teenagers have with their clothing and the other questions requested biographical data.

The sample for this study consisted of a group of 49 blind girls enrolled in a residential school for the blind and a group of 54 sighted girls randomly selected from the total enrollment of teenage girls in six secondary schools. An attempt was made, as far as was possible, to match the two groups by age and grade. The blind group was subdivided also into a category of the totally blind or 15 girls and a category of partially sighted or 34 girls.

The median test was used to analyze whether relationships existed between the responses of the blind and sighted groups and between the totally blind and partially sighted groups for each of the five factors of clothing.

The results revealed a significant difference between the blind and sighted groups on interest and psychological aspects. No difference was evidenced between the blind and sighted on the factors of interest-importance, importance, and importance-psychological aspects. There was no difference between the totally blind and partially sighted for any of the five factors.

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A COMPARISON OF THE INTEREST, IMPORTANCE, AND
PSYCHOLOGICAL ASPECTS OF CLOTHING
BETWEEN A GROUP OF BLIND AND
SIGHTED TEENAGE GIRLS

by

Lucille Mildred Bissell

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the Faculty of the Graduate School at
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Approved by

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I. INTRODUCTION

General Purpose

The purpose of this study was to investigate and compare the attitudes and reactions concerning clothing of a selected group of blind teenage girls and a group of sighted teenage girls. Attitudes and reactions studied were in terms of three broad categories, namely: interest in clothing, importance placed on clothing, and certain psychological aspects of clothing for individuals.

Origin and Importance of the Study

Various studies have been conducted which show that clothing does affect the way sighted persons act, feel and respond to others and to self (Aiken, 1963; Dearborn, 1918; Form and Stone, 1955; Ryan, 1952, 1953a, 1953b, 1954; Silverman, 1945). However, almost no research has been done to empirically investigate the feelings and attitudes of blind persons in relation to their clothing.

The blind youth is "first an adolescent, and then a handicapped adolescent. When he can deal with his other problems adequately he will deal more adequately with the problems of blindness [Cholden, 1958, p. 55]." The teenage years may be the most painful period of life and a time when the need for group acceptance and identity is at its highest (Cholden, 1958). Studies have been made to show how clothing has been

used by the sighted teenager to obtain or hinder his acceptance by others and how clothing influenced his behavior. The author was unable to locate similar studies to obtain information about clothing and the blind. Therefore, this study was developed to ascertain the similarities and differences that clothing has for a group of blind teenage girls and a group of sighted teenage girls.

The study was designed to obtain answers to the following questions: Is the blind teenage girl interested in clothing to a greater or lesser degree than the sighted teenage girl? Does the blind teenage girl place a greater or lesser amount of importance on her clothing? Is there any difference in the psychological effects of clothing for the blind girl? What are the specific problems, if any, which the blind and the sighted girls have with their clothing?

II. REVIEW OF LITERATURE

The review of related literature was divided into three sections as follows: (1) studies related to the blind, (2) studies related to the psychological aspects of clothing, and (3) studies related to the interest and importance of clothing.

Studies Related to the Blind

Few studies were found which were directly related to clothing and the blind. However, several studies have been conducted which revealed that blind and sighted teenagers are not essentially different in their needs, personality attributes, or adjustment.

A three year research study was carried out under Cowen (1961) at the University of Rochester, New York in which a comparison was made between blind and sighted adolescents on adjustment. The sample was composed of 167 adolescents aged 13 to 18 years. Of these, 71 were blind students attending public schools, 56 were blind students attending residential schools for the blind, and 40 were a control group of sighted students who were matched as nearly as possible on grade, intelligence, age, and socio-economic status. The results of the study showed that there were no consistent or systematic differences in personality adjustment or attributes between the three groups tested. The study further revealed no adjustment difference between the blind students living at home and attending public schools and those blind students living in residential schools.

Jervis (1959) made a comparison of 20 totally blind and 20 sighted teenagers on their self-concept. The blind and sighted were matched on all essential characteristics and were 17 to 19 years of age. Interviews and the Q-sort were used and both revealed no significant difference between the blind and sighted as separate groups on their self-concept or their idealized concept but there did appear to be individual differences.

Axline (1954), Carr (1959), Cumberland (1950), and Phelps (1955) indicated that both blind and sighted children have the same basic emotional needs and their expressed personal qualities are not different. Cholden (1958) stated that blind youths are adolescents first, and then handicapped ones second, with the same needs for group acceptance and identity which are so prominent for all adolescents during the teenage years.

One report stated that:

. . . the blind want most of all to be treated naturally, accepted like anyone else. . . . The blinded man longs to be judged and accepted on his individual merits, the same as others are. He is a person in his own right. . . . All of us have handicaps of one kind or another, but we hope our friends will think of us primarily in terms of our assets; what we are and what we can do [Blind Can Help, 1945, p. 850].

However, the blind have special preoccupations during the adolescent years which make it more difficult for them to accept their handicap. These are:

(1) The importance of bodily attractiveness in the female, and masculine strength and independence in the male. . . . (2) The problems of developing independence in an adolescent who must accept certain dependencies which are characteristic for blindness; (3) The exhibitionism accompanied with the desire for anonymity of the adolescent [Cholden, 1958, p. 56].

A study was carried out by Rusalem (1959) of deaf-blind women and their effectiveness in various areas of homemaking. The sample consisted of nine deaf-blind women. The results showed that deaf-blind women tended to be clothes-conscious and sensitive to fashion trends. Their interest and activity in shopping and care of their clothing were not materially curtailed. The conclusions were that the degree of effectiveness in any area of homemaking were more closely related to individual abilities than to the limitations in hearing and vision.

Similar interest in clothing was shown by comments made by blind teenage girls following a fashion show held especially for them by the Library of Congress and the Hecht Company of Washington, D. C. The entire show was geared to all senses but sight. The girls were invited to touch and feel the different fashions and the programs in braille included raised silhouette drawings and fabric swatches. Later, at the dinner party, the comments of the blind girls were mainly about fashion which indicated to the sponsors that the girls had "seen" the show (Fashion Show, 1967).

Three authors (Bindt, 1952; Hamblin, 1938; Welch, 1950) indicated that blind girls are just as interested in pretty clothes and looking like their friends as are sighted girls. Also, they gain the same poise and self-confidence from knowing they are appropriately and correctly dressed. However, the blind person "must learn to dress himself in well-matched clothing without the reward of seeing the pleasing result. He must wear garments whose [sic] cut may please the eye but which are tactually ugly or meaningless [Cutsforth, 1951, p. 19]."

Studies Related to the Psychological Aspects of Clothing

The earliest study on the psychological aspects of clothing is attributed to Hall in 1897. He developed a questionnaire to attempt to discover information about a child's sense of self. Replies were received from nearly 1,000 persons, many of whom were teachers and students of psychology who had the opportunity to observe children and their behavior for a number of years. One element of the study dealt with dress and adornment as a part of the child's consciousness. Hall stated that clothes are such an integral part of the person that "a change of dress often involves change of disposition, and almost character [p. 364]." Hall further stated that a child wears clothing and beautiful objects to attract the attention and interest of others and that the most conspicuous function of clothing for a child is that of ornamentation, with little emphasis upon protection and self-feeling.

Flaccus (1906) took over and reported on a later questionnaire developed by Hall to investigate the emotional basis of clothing. The sample consisted of 181 girls in a Normal School in New York. In this study the effect of being well- or poorly-dressed, the physical properties of the material, and how the girls viewed the dress of others were studied to see what effect clothing had on the emotions of the wearer. The results showed that the type of clothing worn had a definite effect on the mental, physical, and social well-being of an individual. According to this study the mood of an individual and his feelings about himself were influenced also by the clothes he wore.

Dearborn (1918) surveyed 24 college students to discover whether there was a relationship between clothing and one's feeling of success. The conclusions were that being well-dressed contributed to a person's happiness, ability, and efficiency. He stated that "if you are well-dressed you will 'feel right'; and 'success' depends on getting 'good results' [p. 57]." Thus, clothes were seen to be a kind of implement and ultimately defined the outer limits to which one's personality tended to expand.

A more extensive study was carried out by Ryan (1952, 1953a, 1953b, 1954) on the effect of feeling well- or poorly-dressed and how the moods and self-images were affected by color, line, and texture of a garment. Her sample included over 1,000 people, both male and female, ranging from high school through college age. Ryan found that girls who felt well-dressed tended to be less self-conscious and, therefore, more talkative, lively, and more likely to be the center of group activities. On the other hand, the girls who felt poorly-dressed tended to be more self-conscious and withdrew from the center. The girls stated that the texture, color, and type of garment did affect their moods.

Barr (1934) researched the attitudes one had in the choosing of his clothing. A questionnaire was administered to approximately 350 women from 17 to 50 years of age with the majority being about 19 to 20 years old. The result of the study showed that the most frequently given motive for choosing clothing was the desire to conform. Other motives used to a lesser degree were the desire for self-expression, for artistic impulse, for comfort, and for economy.

In 1950 Flugel found through his questionnaire that clothing provided a sense of extension of the body and it increased one's sense of power. Clothing further became the means by which others were judged on first impressions. Although clothing is of interest to all age groups Flugel found that during the adolescent years there was more interest in clothing and sensitivity to the opinions of others than during any other period of life.

A study of 1,100 teenage students was conducted by Silverman (1945) to find out what psychological implications clothing had for these students. The investigation revealed that girls use clothing and appearance to satisfy "the need for approval, the desire to be sexually attractive, and the need for self-confidence [p. 119]."

Hartmann (1949) said clothing is one of life's fundamental interest centers and acts both as a stimulus and a response. He postulated "that all clothes evoke some degree of ego-involvement on the part of the wearer and that these clothes are good or right for him insofar as they build rather than destroy his possibilities as a person [p. 296]."

All of these studies, relevant to the part clothing plays in one's life, may be summarized in the following statement by Morton (1926, p. 585):

Clothes help to make us self-confident, self-respecting, jolly, free, or they may make us self-conscious, shy, sensitive, restrained. They determine how much we go into society, the places we go to, the exercises we take. They help us to get jobs and to hold them, to miss them and to lose them. . . . Clothes, then, make or mar us. They may enhance our personality or be so conspicuous as to subordinate us to them, or they may be just ordinary, nondescript, characterless.

Studies Related to the Interest and Importance of Clothing

Rosencranz (1948) developed a questionnaire to measure women's interest in clothing. The questions were formulated to measure the amount of time, effort, money, and attention given to one's own clothing, thereby measuring interest. The questionnaire was administered to 180 women from various backgrounds, eight of whom were interviewed to obtain additional information. The conclusion drawn from the study was that interest was related to "the group to which one belongs, age, occupation, rural-urban background, income, education, marital status, children in the family, and the number of organizations to which one belongs [p. 168]."

Importance of clothing is thought of in terms of the effect clothing has in interpersonal relationships. On this basis, Vener (1953) investigated the relationship of clothing importance to social status, social mobility, and social participation. It was found that there was a significant correlation between both clothing importance and occupational status and clothing importance and source of income. Vener stated, "the fact that social mobility and social participation did demonstrate an empiric relationship to clothing importance reinforces the finding that clothing importance is positively related to social status [p. 87]."

Another study was conducted by Form and Stone (1955) to ascertain the importance of clothing to occupational mobility. About half of the men in the study placed relatively high importance on clothing. Over nine-tenths of them believed failure to dress appropriately would

adversely affect the occupational mobility and future of the person involved. Although a person may generally place low importance on clothing, in specific situations or contexts he may be greatly concerned about its importance. Clothing appeared to be more effective in creating impressions on others in relatively impersonal, nonintimate situations for the men in this study.

Aiken (1963) attempted to ascertain the relationship between various dimensions of clothing and the general personality variable. A true-false clothing opinionnaire of 33 statements and various personality tests were administered to 160 women in a college psychology class. Correlations were computed between the personality tests and the five dress clusters, which were: Decoration in Dress, Comfort in Dress, Interest in Dress, Conformity in Dress, and Economy in Dress. Several personality variables were significantly correlated with the cluster of Interest in Dress. It was found that high scorers on Interest in Dress tended

. . . to be conventional, conscientious, compliant before authority, and stereotyped in thinking, . . . persistent, suspicious, insecure, and tense. . . . Thus, the data suggest that high scorers on interest are uncomplicated and socially conscientious but there are also indications of adjustment difficulties in this group [p. 125].

A comparison was made by Consilii (1955) to determine whether institutionalized girls felt a stronger interest in clothing than those living in normal home situations. Eighty girls, 40 from an institution and 40 from normal home situations, were given a questionnaire to obtain information on their clothing practices and interests. The conclusions from the study showed the girls from the institution to be

basically the same as others but appearing to express more intense feelings toward their clothing.

In 1963 Sharpe undertook the task of developing a scale to measure women's interest in clothing and the importance placed on it. An original list of 80 statements was submitted to various judges, with subsequent and rigorous testing and analysis. From these original statements, 14 questions met the established criteria and were retained as being valid measures of interest in clothing and importance placed on them. These 14 questions dealt with the desire to be dressed in fashion, to talk, read, and hear about fashion, to attend fashion shows, and the willingness to skimp on something else in order to obtain desired garments.

The studies which were reviewed and which were related to the blind, indicated that blind teenagers are very much like the sighted teenagers. Blind children have interests and emotional needs which do not differentiate them from sighted children. However, the handicap of blindness necessitates dependence on others.

The studies selected for review on the psychological aspects, interest, and importance of clothing lent support to the belief that for many teenagers clothing is one of their basic interests and is important in contributing to their feelings of confidence and well-being and of acceptance by others.

III. SPECIFIC STATEMENT OF THE PROBLEM AND HYPOTHESES

Purpose

The purpose of this study was to investigate and compare selected factors of clothing between a group of blind and a group of sighted teenage girls. The factors of clothing were divided into: interest, interest-importance, importance, importance-psychological, and psychological aspects of clothing.

A comparison was made to investigate the differences and similarities of blind versus sighted and totally blind versus partially sighted teenage girls on each of the selected factors of clothing.

Definition of Terms

The following terms are defined for the purpose of this study:

Totally blind refers to those having no vision, without any light perception.

Partially sighted refers to those having some vision but designated as legally blind. That is, those with less visual acuity than 20/200 in the better eye after correction or "having the visual field contracted so that it subtends an angular distance no greater than 20 degrees [English & English, 1958, p. 68]."

Blind refers to all those who are designated as legally blind, including those who are totally blind as well as those with partial sight.

Interest refers to that which creates a feeling of concern or curiosity about something.

Importance refers to that which has meaning, significance, and worth to a person; that which means a great deal.

Psychological aspects refers to a person's concept of how he acts, thinks, and feels about his clothing.

Hypotheses Tested

The hypotheses specifically formulated for this study were:

1. There is no difference in the amount of interest shown in clothing between the blind and sighted teenage girls.
2. There is no difference in the responses indicating interest-importance of clothing between the blind and sighted teenage girls.
3. There is no difference in the importance placed on clothing between the blind and sighted teenage girls.
4. There is no difference in the responses indicating importance-psychological aspects of clothing between the blind and sighted teenage girls.
5. There is no difference in the psychological aspects of clothing between the blind and sighted teenage girls.
6. There is no difference in the amount of interest shown in clothing between the girls with various degrees of blindness.
7. There is no difference in the responses indicating interest-importance of clothing between the girls with various degrees of blindness.

8. There is no difference in the importance placed on clothing between the girls with various degrees of blindness.

9. There is no difference in the responses indicating importance-psychological aspects of clothing between the girls with various degrees of blindness.

10. There is no difference in the psychological aspects of clothing between the girls with various degrees of blindness.

Scope and Limitations

This study was limited to blind teenage girls who were enrolled in the Governor Morehead School for the Blind, Raleigh, North Carolina, and to teenage girls in various high schools in Greensboro.

No attempt was made to control all variables between the blind and sighted group. Rather, the goal was to first determine whether there were any differences and similarities in the attitudes and reactions toward clothing between the two groups of blind and sighted teenage girls who were the respondents for this study.

IV. THE METHOD AND PROCEDURE

The method and procedure of this research are divided into the following categories: (1) development of the questionnaire, (2) selection of the two groups for the sample, (3) administration of the questionnaire, (4) scoring of the questionnaire data, and (5) statistical analysis of the data.

Development of the Questionnaire

The questionnaire was devised by adapting questions from previous studies by Aiken (1963), Carpenter (1963), Consilii (1955), Creekmore (1963), Gray (1966), Griesman (1966), and Sharpe (1963). Authorship of items used in the final questionnaire is given in Appendix A.

An original list of 62 items was formulated. These items were evaluated by one group of 15 judges, composed of faculty and graduate students in clothing and textiles at The University of North Carolina at Greensboro. The judges were requested to evaluate each item on the basis of what they believed it indicated. An item might indicate interest and importance only, psychological aspects only, both, or neither. In addition, they were asked to rate the possible responses of yes or no to each item in terms of whether they believed that response revealed a high or a low degree of interest and a high or low degree of psychological aspects of clothing.

From the original list a revised questionnaire of 36 items was developed. Since several of the judges indicated the belief that some items in the questionnaire could show interest in clothing without evidence of importance placed on clothing and vice versa, the revised questionnaire was given to eight graduate students in clothing and textiles who had evaluated the original list. Definitions were included for the terms interest, importance, and psychological aspects of clothing. On the basis of the definitions given these judges were asked to rate each item as to whether they believed it indicated one or more of the three factors of clothing denoted as interest, importance, and psychological aspects. All 36 items were evaluated to indicate at least one of the three factors, so all items were retained for use in the study.

Five open-end questions were included to give respondents the opportunity to identify problems they may have concerning clothing and to determine who selected their clothing. Biographical data were requested on age and grade, and for the blind students, the degree of blindness.

The first 36 items on the questionnaire given to the respondents were to be answered by using one of five possible answers, namely: almost always, usually, sometimes, seldom, and almost never.

The questionnaire was pretested in Spartanburg, South Carolina at the School for the Blind. The purpose of the pretest was especially to determine if the girls were able to comprehend and use the five possible answers and to determine whether the questions were clear and easily understood by a group of girls similar to those in the blind sample.

Since the girls appeared to comprehend the use of the five possible answers as well as the questions, the questionnaire was retained as pre-tested.

The questionnaire was orally administered to the blind respondents so the items were stated in the second person. The final form of the questionnaire for the blind respondents appears in Appendix B. The sighted respondents were administered individual questionnaires in typed form so the items were stated in the first person. The final form of the questionnaire for the sighted respondents appears in Appendix C.

Selection of the Two Groups for the Sample

The teenage girls of Governor Morehead School for the Blind in Raleigh, North Carolina were selected for the blind sample. Forty-nine teenage girls enrolled at this school answered the questionnaire.

The group of blind girls was categorized into totally blind or partially sighted on the basis of responses to a question which asked each girl about her degree of blindness and on the basis of school records.

The sighted group was comprised of girls enrolled in three junior and three senior high schools in the Greensboro, North Carolina school system. Ten girls from each of the three grades represented in each school were randomly selected to fill out the questionnaire. Thus, a total of 30 sighted girls from each grade, seventh through twelfth, completed the questionnaire, making a total of 180 students.

The plan was to select an equal number of questionnaires from the sighted group to correspond with the same number of questionnaires from the blind group of the same age-grade unit. However, this was not completely possible since some of the blind girls were older than the sighted girls in the same grade. Thus, sighted respondents were selected to correspond with the blind respondents by one of the following three methods: (1) Where possible equal numbers of sighted students were randomly selected to correspond with the blind respondents of the same age and in the same grade. (2) Where possible at least equal numbers of sighted students were randomly selected to correspond with the same number of the blind students of the same age. (3) Where possible at least equal numbers of sighted students were randomly selected to correspond with the same number of blind respondents in each grade. This procedure resulted in a selection of a total of 54 questionnaires from the sighted group to achieve the correspondence as designated.

If the questionnaire from a sighted student was not completely filled in on the first 36 items, it was discarded and another random selection was made. All questionnaires from the blind respondents were complete and were used in the analysis.

Administration of the Questionnaire

The questionnaire was administered in a typing room to the blind respondents of the Governor Morehead School. The questionnaire was orally administered by the author with each girl typing her response.

The questionnaire was administered to the sighted respondents of six different high schools in Greensboro by means of a mimeographed copy on which each girl recorded her responses. The girls were randomly selected and the questionnaires were administered by school personnel and returned within a week to the author.

Scoring of the Questionnaire

The first 36 items were answered by one of five possible answers: almost always, usually, sometimes, seldom, and almost never. These responses were weighted from 1 to 5 using five as the weight given the answer "almost always" except in four items (numbers 2, 30, 31, and 33) in which the weighting was reversed. These four items were negatively stated so that an answer of "almost never" indicated a greater degree of concern on the five factors of clothing and was thus given a weight of five. (Appendix A)

Each answer was given a score from 1 to 5. Different items were believed to measure different factors of clothing so each girl's responses were totaled in relation to interest, interest-importance, importance, importance-psychological, and psychological aspects of clothing.

Interest in clothing was indicated by items (6, 28, 29, and 30) which dealt with hearing and talking about clothing and fashion trends and dressing to be in fashion. The range of possible scores for this factor was from 4 to 20. (Appendix D)

Interest-importance was indicated by items (2, 12, 18, 21, 26, 33, and 35) which dealt with the time, money, and effort put into one's clothing. The range of possible scores for this factor was from 7 to 35. (Appendix D)

Importance placed on clothing was reflected by items (13, 15, 27, and 31) which dealt with the desire to be well-dressed and to be becoming and the feeling that clothing contributes to one's success. The range of possible scores for this factor was from 4 to 20. (Appendix D)

The factor of importance-psychological aspects of clothing was reflected by items (3, 4, 5, 7, 11, 14, 19, 22, 23, 24, 34, and 36) which dealt with appropriateness of dress, approval of dress by friends, and dressing like friends so that a sense of belonging would result. The range of possible scores for this factor was from 12 to 60. (Appendix D)

The factor of psychological aspects of clothing was indicated by items (1, 8, 9, 10, 16, 17, 20, 25, and 32) which dealt with how the person felt in relation to wearing certain clothing as specified in the items. The range of possible scores for this factor was from 9 to 45. (Appendix D)

Statistical Analysis of the Data

The data were analyzed by means of the median test since the sample was not completely random. The approximate median was established such that the combined data was divided, as nearly as possible, into equal portions. The chi square was then computed. A difference at the

.05 level was considered significant, at the .01 level highly significant and at the .001 level very highly significant.

An analysis was made between the blind and sighted teenagers and between the totally blind and the partially sighted teenagers on each factor of clothing, namely: interest, interest-importance, importance, importance-psychological, and psychological aspects.

Characteristics of the Participants

The sample population of this study included 100 teenage girls enrolled in the school for the blind in Raleigh, North Carolina and 94 sighted teenage girls enrolled in one of the public schools in Greensboro, North Carolina.

The blind girls ranged in age from 13 to 19 years and 25 of them were in grades 6 through 12 and those in a combined group. The sighted girls ranged in age from 13 to 19 years and were in grades 7 through 12. (Tables 1 & 2)

The blind sample was composed of 53 who were diagnosed as totally blind since birth and of 47 who had partial sight and diagnosed as legally blind. Of the partially sighted group, 27 had been visually blind since birth or within the first year of life. The combined group of this latter group consisted of 1 (7 year old who became blind at the age of 12), 2 (12 year old at the age of 10), 1 (13 year old at the age of 8), and a 14 year old at the age of 4.

V. FINDINGS AND DISCUSSION

The findings and discussion are presented in three sections: (1) characteristics of the participants, (2) analysis of differences between groups, and (3) findings related to the hypotheses.

Characteristics of the Participants

The sample population of this study included 49 blind teenage girls enrolled in the school for the blind in Raleigh, North Carolina and 54 sighted teenage girls enrolled in six of the public schools in Greensboro, North Carolina.

The blind girls ranged in age from 13 to 19 years and 46 of whom were in grades 6 through 12 and three in a nongraded group. The sighted girls ranged in age from 13 to 18 years and were in grades 7 through 12. (Tables 1 & 2)

The blind sample was composed of 15 who were classified as totally blind since birth and of 34 who had partial sight but classified as legally blind. Of the partially sighted group, 30 had been legally blind since birth or within the first year of life. The remaining four of this latter group consisted of a 13 year old who became blind at the age of 12, a 17 year old at the age of 10, a 19 year old at the age of 8, and a 16 year old at the age of 4.

TABLE 1

Frequency Distribution of Respondents in the Blind
and Sighted Groups by Age Level

Group	Years of Age						
	13	14	15	16	17	18	19
BLIND GROUP							
Totally Blind (n=15)	2	2	1	5	1	3	1
Partially Sighted (n=34)	2	2	11	5	6	4	4
TOTAL (N=49)	4	4	12	10	7	7	5
SIGHTED GROUP (N=54)							
	9	9	12	10	7	7	0

TABLE 2

Frequency Distribution of Respondents in the Blind
and Sighted Groups by Grade Level

Group	Non- graded	Grade in School						
		6	7	8	9	10	11	12
BLIND GROUP								
Totally Blind	0	3	3	1	5	2	1	0
Partially Sighted	3	4	2	6	5	4	3	7
TOTAL	3	7	5	7	10	6	4	7
SIGHTED GROUP								
	0	0	5	8	10	16	6	9

Analysis of Differences Between Groups

The questionnaire was devised to give information on five selected factors of clothing designated as interest, interest-importance, importance, importance-psychological, and psychological aspects. The analysis was divided into three sections: a comparison of the data obtained between the blind and sighted groups for the five selected factors of clothing; a comparison of the data obtained between the totally blind and the partially sighted groups for the five selected factors of clothing; and a comparison and interpretative description of the responses to the open-end questions between the sighted, the totally blind, and the partially sighted groups.

A comparison of the data obtained between the blind and the sighted groups. The median test was used to ascertain if there was a significant difference between the blind and sighted teenage girls on each of the five selected factors of clothing. (Table 3)

Items indicating interest in clothing were compared and found to be significant at the .05 level. Thus, the results of the median test indicated that for the sample of this study the blind girls had less interest in their clothing than did the sighted girls. Many reasons might be conjectured for this difference in interest. However, the author believes that it is mainly due to the blind girls being unable to receive enjoyment from their clothing through observing their appearance but must rely on tactual sensations.

Items indicating interest-importance in clothing approached the significant level at .10 for the blind and sighted girls. The author

believes this to be due to the interrelatedness of interest and importance and there was a significant difference in interest.

TABLE 3

The Median Test of Blind and Sighted Teenage Girls
for the Five Selected Factors of Clothing

Factor	Approx. Mdn.	Number of Respondents				χ^2
		Blind		Sighted		
		Above Median	Below Median	Above Median	Below Median	
Interest	15.5	21	28	35	19	4.146*
Int.-imp.	24.5	20	29	32	22	2.796
Importance	13.5	21	28	28	26	.511
Imp.-psy.	42.5	18	31	27	27	1.337
Psychological	33.5	14	35	33	21	9.691**

* Significant at the .05 level

** Highly significant at the .01 level

No significant difference between the blind and sighted groups was found for importance placed on clothing and importance-psychological aspects of clothing. However, psychological aspects of clothing revealed a highly significant difference at the .01 critical level. It appears, from this sample, that the blind girls do not obtain as great a sense of satisfaction through their clothing as the sighted group and that they do not believe clothing to be as important as a contributing

factor to their personality as the sighted group.

A comparison of the data obtained between the totally blind and the partially sighted groups. The median test was used to ascertain if there was a significant difference between the totally blind and the partially sighted teenage girls on each of the five selected factors of clothing. (Table 4)

TABLE 4

The Median Test of Totally Blind and Partially Sighted Teenage Girls for the Five Selected Factors of Clothing

Factor	Approx. Mdn.	Number of Respondents				χ^2
		Totally Blind		Partially Sighted		
		Above Mdn.	Below Mdn.	Above Mdn.	Below Mdn.	
Interest	14.5	5	10	22	12	2.969
Int.-imp.	23.5	5	10	18	16	.915
Importance	12.5	8	7	19	15	.021
Imp.-psy.	41.5	7	8	19	15	.081
Psychological	30.5	4	11	19	15	2.490

The median test revealed that the totally blind and partially sighted teenage girls view their clothing in much the same way. The only test which indicated a trend toward a significant difference at the .10 critical level was for interest in clothing. There were no

significant differences for these two categories of the blind group on items judged to indicate interest-importance, importance, importance-psychological aspects, and psychological aspects of clothing.

A comparison of the responses to the open-end questions between the sighted, the totally blind, and the partially sighted groups. The open-end questions were included to obtain relevant and pertinent information on concerns and problems teenagers have about clothing. No suggestion or guidance was given for answering these questions. Hence, the girls were permitted to give as many responses as they desired for each question.

Question 37 was, "When purchasing clothing, with what are you most concerned?" Table 5 shows the rank order, frequency, and percentages of the concerns considered to be important when purchasing clothing as listed by the three groups in this study. All three groups ranked in first priority the becomingness of the garment. The totally blind girls listed this concern most often with 80% of them giving this answer. Of the partially sighted group, 67.6%, and 46.3% of the sighted group listed becomingness as the most frequently mentioned concern.

In rank order of concerns considered most important when purchasing clothing by the totally blind group were: becomingness, fit and size, style and fashion, price, color, and miscellaneous concerns.

The rank order of concerns listed by the sighted group corresponded with the rank order of the totally blind with the exception of the third and fifth concern which were reversed. The sighted group listed color as the third most important while the totally blind listed it

TABLE 5

Rank Order, Frequency, and Percentages of Responses of the Totally Blind, Partially Sighted, and Sighted Groups for Concerns Considered to be Important When Purchasing Clothing

Rank Order	Totally Blind (N = 15)			Partially Sighted (N = 34)			Sighted (N = 54)		
	Factors	No.	Percent	Factors	No.	Percent	Factors	No.	Percent
1	Becomingness	12	80.0	Becomingness	23	67.6	Becomingness	25	46.3
2	Fit and Size	6	40.0	Style & Fashion	10	29.4	Fit and Size	21	38.9
3	Style & Fashion	4	26.7	Price	9	26.5	Color	20	37.0
4	Price	4	26.7	Fit and Size	8	23.5	Price	16	29.6
5	Color	2	13.3	Color	7	20.6	Style & Fashion	16	29.6
6	Miscellaneous	6	40.0	Miscellaneous	11	32.4	Miscellaneous	34	63.0

Note: The girls were permitted to give as many responses as they desired for this question.

fifth. The sighted group listed style and fashion as fifth in importance while the totally blind listed it third.

The girls in the partially sighted group deviated from the other two groups in the order of importance of these same concerns. They placed the concerns in the following rank order: becomingness, style and fashion, price, fit and size, and color.

A category of miscellaneous concerns was used to include concerns considered when purchasing clothing which were mentioned by only a few of the respondents. Such concerns as quality, durability, comfort, the way it was made, and the texture were placed in this category.

Question 38 was "Do you select your own clothes? If not, who helps you?" The larger percentage of the sighted group, 83.3%, and of the partially sighted group, 67.6%, stated that they selected or helped select their own clothing while only 40% of the totally blind group helped with their own selection. Stating that they did not select their own clothing were 60% of the totally blind group, 32.4% of the partially sighted group and only 5.6% of the sighted group.

All three groups revealed that at least 50% of their mothers did help in the selection of the daughter's clothing. The totally blind girls stated that 100% of their mothers helped, whereas 55.9% of the mothers of the partially sighted and 50% of the mothers of the sighted girls helped. Other persons listed as helping in the selection of clothing were sisters, friends, and relatives. (Table 6)

TABLE 6

Frequency and Percentages of Responses of the Totally Blind,
Partially Sighted, and Sighted Groups on Persons
Responsible for the Selection of Clothing

	Totally Blind (N = 15)		Part. Sighted (N = 34)		Sighted (N = 54)	
	No.	Percent	No.	Percent	No.	Percent
Select own clothing	6	40.0	23	67.6	45	83.3
Do no select own clothing	9	60.0	11	32.4	4	5.6
Persons helping						
Mothers	15	100.0	19	55.9	27	50.0
Sisters	4	26.7	4	11.8	6	11.1
Friends, relatives	0	0.0	2	5.9	2	3.7

Note: This question was not answered by all respondents.

The girls were asked in question 39 if they had a favorite color, and if so, what it was. The responses are recorded in Table 7. The proportions of the groups stating that they had no favorite color were 33.3% of the totally blind, 5.9% of the partially sighted, and 9.3% of the sighted group. All three groups listed blue most frequently as the favorite color. The rank order of the other colors listed as favorites varied with each group. The totally blind group listed their favorite colors in the following rank order: blue, pink, and red. The partially

TABLE 7

Rank Order, Frequency, and Percentages of Responses of the Totally Blind, Partially Sighted, and Sighted Groups on Choice of Favorite Colors

Rank Order	Totally Blind (N = 15)		Partially Sighted (N = 34)		Sighted (N = 54)				
	Color	No.	Percent	Color	No.	Percent	Color	No.	Percent
1	Blue	4	26.7	Blue	18	52.9	Blue	32	59.3
2	Pink	3	20.0	Yellow	7	20.6	Pink	9	16.7
3	Red	3	20.0	Red	5	14.7	Green	9	16.7
4	Misc. colors	1	6.7	Pink	3	8.8	Yellow	6	11.1
5				Green	3	8.8	Red	5	9.3
6				Misc. colors	3	8.8	Misc. colors	4	5.6
	No favorite color	5	33.3	No favorite color	2	5.9	No favorite color	5	9.3

Note: The girls were permitted to give as many favorite colors as they desired for this question.

sighted group ranked the colors from blue, yellow, red, pink, and green, to miscellaneous colors. The sighted group listed them in the following order: blue, pink, green, yellow, and red. A category of miscellaneous colors was included for all other colors mentioned by only a few respondents.

Question 40 was "What is your greatest problem or concern with your clothing and appearance?" On this question a wide variety of responses was given. Table 8 gives the rank order, frequency, and percentages of the major problems and concerns listed. The first two major concerns were the same for the totally blind and partially sighted groups. The first was "how it looked on them" and the second was "how it fit." The rank order of the other listed problems and concerns varied for the groups. The totally blind ranked their problems and concerns in the following descending order: how the garment looked on them, how it fit, matching the colors, the appropriateness of the garment, the length of the garment, and keeping the garment and themselves neat in appearance. The partially sighted group listed them in the order of how it looked, how it fit, keeping neat, the length, matching the colors, and the appropriateness. The sighted group listed the problems from most to least in importance as the fit, the length, how it looked, the appropriateness, matching the colors, and keeping it neat.

Question 41 asked if the girls had taken any clothing courses in school, and, if so, how many. Over half of the girls in all three groups had taken from one to four courses dealing with clothing. Of the totally blind group 80% had at least one clothing course, 64.7% of

TABLE 8

Rank Order, Frequency, and Percentages of Responses of the Totally Blind, Partially Sighted, and Sighted Groups on Problems and Concerns with Clothing and Appearance

Rank Order	Totally Blind (N = 15)			Partially Sighted (N = 34)			Sighted (N = 54)		
	Prob. & Concern	No.	Percent	Prob. & Concern	No.	Percent	Prob. & Concern	No.	Percent
1	How it looks	5	33.3	How it looks	23	67.6	Fit	15	27.8
2	Fit	3	20.0	Fit	7	20.6	Length	11	20.4
3	Matching colors	3	20.0	Keeping neat	4	11.8	How it looks	3	5.6
4	Appropriateness	2	13.3	Length	2	5.9	Appropriateness	3	5.6
5	Length	1	6.7	Matching colors	2	5.9	Matching colors	1	1.9
6	Keeping neat	1	6.7	Appropriateness	2	5.9	Keeping neat	1	1.9
7	Miscellaneous	5	33.3	Miscellaneous	11	32.4	Miscellaneous	36	66.7

Note: The girls were permitted to give as many responses as they desired for this question.

the partially sighted and 53.8% of the sighted had at least one course. Thus, a greater percentage, 40.7%, of the sighted group had not had any courses while 35.3% of the partially sighted and 20% of the totally blind had not had any courses dealing with clothing. (Table 9)

TABLE 9

Frequency and Percentages of the Number of Clothing Courses
Taken by the Totally Blind, Partially Sighted,
and Sighted Groups

Courses Taken	Totally Blind (N = 15)		Part. Sighted (N = 34)		Sighted (N = 54)	
	No.	Percent	No.	Percent	No.	Percent
No clothing course	3	20.0	12	35.3	22	40.7
At least one clothing course	12	80.0	22	64.7	29	53.8
Number of courses						
1 course	4	26.7	9	26.5	16	29.6
2 courses	5	33.3	4	11.8	5	9.3
3 courses	2	13.3	3	8.8	2	3.7
4 courses	1	6.7	6	17.6	6	11.1

Note: This question was not answered by all respondents.

Findings Related to Hypotheses

Based on the hypotheses tested the following conclusions were drawn:

Hypothesis 1: There is no difference in the amount of interest shown in clothing between the blind and sighted teenage girl.

A significant difference was observed at the .05 level so the hypothesis was rejected.

Hypothesis 2: There is no difference in the responses indicating interest-importance of clothing between the blind and sighted teenage girls.

No significant difference was found so the hypothesis was not rejected.

Hypothesis 3: There is no difference in the importance placed on clothing between the blind and sighted teenage girls.

No significant difference was found so the hypothesis was not rejected.

Hypothesis 4: There is no difference in the responses indicating importance-psychological aspects of clothing between the blind and sighted teenage girls.

No significant difference was found so the hypothesis was not rejected.

Hypothesis 5: There is no difference in the psychological aspects of clothing between the blind and sighted teenage girls.

A significant difference was observed at the .01 level so the hypothesis was rejected.

Hypothesis 6: There is no difference in the amount of interest shown in clothing between the girls with various degrees of blindness.

No significant difference was found.

Hypothesis 7: There is no difference in the responses indicating interest-importance of clothing between the girls with various degrees of blindness.

No significant difference was found.

Hypothesis 8: There is no difference in the importance placed on clothing between the girls with various degrees of blindness.

No significant difference was found.

Hypothesis 9: There is no difference in the responses indicating importance-psychological aspects of clothing between the girls with various degrees of blindness.

No significant difference was found.

Hypothesis 10: There is no difference in the psychological aspects of clothing between the girls with various degrees of blindness.

No significant difference was found.

VI. SUMMARY AND CONCLUSIONS

General Purpose

The purpose of this study was to compare a group of blind and a group of sighted teenage girls on their attitudes and reactions to clothing in the general areas of interest, importance, and psychological aspects of clothing.

Procedure of the Investigation

A search was made of previous clothing behavioral studies for questions which would be relevant to this study. The items included in the final questionnaire of this study were adapted from those of Aiken (1963), Carpenter (1963), Consilii (1955), Creekmore (1963), Gray (1966), Griesman (1966), and Sharpe (1963). A total of 62 items was selected and presented to a group of 15 judges, composed of graduate students and faculty members of the Clothing and Textiles Department at The University of North Carolina at Greensboro, for their opinion of whether the item appeared to be related to interest in clothing, importance placed on clothing, or psychological aspects of clothing. However, several items were believed to have reference to more than one factor so two additional factors with the greatest amount of expressed interrelationship as stated by the judges were added. These two factors were interest-importance and importance-psychological aspects of clothing.

Twenty-six items of the first draft of the questionnaire were eliminated. Following this the revised items of the questionnaire were again judged by eight graduate students in clothing and textiles. On the basis of their judgment the 36 remaining items were designated as indicative of one of the five factors of clothing: interest, interest-importance, importance, importance-psychological, or psychological aspects.

Four items believed to reveal interest in clothing were retained in the final questionnaire. These items had to do with concern and knowledge of new fashion, the desire to be fashionably dressed, adapting and adopting the "new" in fashion, and being intrigued by the subject of clothing.

Four items concerning importance were used in the final questionnaire. These items dealt with attitudes regarding the significance placed on being well-dressed for social acceptance and success.

Nine items indicative of psychological aspects of clothing were used in the final questionnaire. These items dealt with how the person felt and acted when wearing certain clothing and if clothing helped him in the carrying out of these feelings and actions.

Seven items believed to indicate interest-importance were retained in the final questionnaire. These items dealt with the time, money, and effort one was willing to put into his clothing and the desire to be in fashion.

Twelve items in the final questionnaire were believed to indicate importance-psychological aspects of clothing. These items dealt with

how clothing was viewed as affecting first impressions, approval of friends, one's own feelings, and the desired prestige.

A group of 49 blind teenage girls enrolled in the Governor Morehead School for the Blind, Raleigh, North Carolina was selected as the blind group and responded to the questionnaire. Fifteen of the blind girls were totally blind and 34 had partial sight. The sighted group was composed of 54 teenage girls enrolled in six high schools in the Greensboro Public School system.

The median test was used to analyze whether relationships existed between the responses of the blind and sighted groups and between the totally blind and partially sighted groups on each of the five factors of clothing.

Findings and Conclusions

On the basis of the hypotheses tested the following conclusions were drawn. Hypothesis 1, "There is no difference in the amount of interest shown in clothing between the blind and sighted teenage girls," and hypothesis 5, "There is no difference in the psychological aspects of clothing between the blind and sighted teenage girls," were found to have a significant difference and were rejected. This indicated that the blind teenage girl did not have as much interest in her clothing and that her clothing did not affect her feelings and actions to the degree that clothing did for the sighted teenage girl.

Hypotheses 2, 3, and 4 dealt with a comparison of the blind and sighted groups on the factors of interest-importance, importance, and

importance-psychological aspects of clothing. No significant difference was found for any of these three factors so hypotheses 2, 3, and 4 were not rejected. This indicated that both the blind and sighted teenage girls placed importance on their clothing and were concerned about dressing like their friends. Clothing appeared to be viewed by both groups as a means of gaining the acceptance of others, thus creating a sense of belonging.

Hypotheses 6, 7, 8, 9, and 10 dealt with the comparison of the girls with various degrees of blindness on each of the five factors of clothing: interest, interest-importance, importance, importance-psychological, and psychological aspects of clothing. No significant difference was found between the girls with various degrees of blindness on any of these five factors. Therefore, hypotheses 6, 7, 8, 9, and 10 were not rejected. According to this study the totally blind and partially sighted teenage girls viewed their clothing in a similar manner. However, the partially sighted group in this study had a wide range of vision. If a different criterion than that of light perception only were used to distinguish between the two groups of blind girls, the results might have been different. Possibly a better criterion for dividing the blind group would have been the ability or lack of ability to see and to distinguish color differences.

Recommendations for Further Study

Further research is needed for the development of questionnaires to be used in clothing behavioral research and an attempt made for

specificity of questions relating to interest only, importance only, and psychological aspects only.

The results of this investigation have revealed that for the sample used there was a difference between the blind and sighted teenage girls on two of the five factors of clothing which were used as a basis in this study. The two were interest in clothing and the psychological aspects of clothing. Further research to determine the causes of the differences would be helpful for those educators who teach and work with blind persons.

Further research to compare differences on clothing behavior is recommended for a sample of blind and sighted respondents who would be of the same age, economic level, and rural or urban background.

A more detailed study is recommended for the comparison of the clothing attitudes and concerns of girls with varying degrees of blindness and the age at which they became blind.

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APPENDIX A

QUESTIONNAIRE WITH RATING SCALE FOR ITEMS

The name at the end of each statement designates the author of the original question from whom that specific statement was adapted for use in this study.

The number in the boxes to the right of the statement indicates the weighting of each response.

	Almost Always	Usually	Sometimes	Seldom	Almost Never
1. Clothing which makes me feel conspicuous causes me to be uncomfortable. (Carpenter)	5	4	3	2	1
2. I believe people talk too much about clothing and appearance. (Sharpe)	1	2	3	4	5
3. I place some importance on the opinions of others about my dress and appearance. (Gray)	5	4	3	2	1
4. I believe appropriate clothing gives a good first impression. (Carpenter)	5	4	3	2	1
5. I believe I should dress like other people in my group. (Carpenter)	5	4	3	2	1
6. I enjoy hearing about the current fashion trends. (Sharpe)	5	4	3	2	1
7. I think clothes help me win friends. (Gray)	5	4	3	2	1
8. I believe I should choose clothes to suit my personality. (Carpenter)	5	4	3	2	1
9. I feel that I "act a part" in my clothes. (Consilii)	5	4	3	2	1
10. I believe that clothes which are becoming add to my attractiveness. (Carpenter)	5	4	3	2	1

11. I have a sense of belonging when dressed like my close friends. (Carpenter)
12. If I wanted a garment or accessory I liked, if necessary, I would skimp on something else in order to buy it. (Sharpe)
13. I believe it is important to me to be well-dressed. (Sharpe)
14. I sometimes refuse to go out someplace because I haven't an appropriate dress or outfit. (Consilii)
15. I sacrifice comfort in clothes for the sake of appearance. (Sharpe)
16. I think that clothing contributes to making me the person I am. (Gray)
17. I buy clothing to give me a good feeling. (Sharpe)
18. I would rather spend money on clothes than on other items such as records, books, plays, or movies. (Sharpe)
19. Appropriateness of dress is important to me. (Carpenter)
20. The color of my dress affects the way I feel. (Carpenter)
21. I try to keep my wardrobe in line with the latest fashions. (Sharpe)
22. Dressing differently from my friends makes me feel left out. (Carpenter)
23. I believe clothing can be a means of attaining desired prestige. (Carpenter)
24. I feel well-dressed when dressed appropriately. (Carpenter)

	Almost Always	Usually	Sometimes	Seldom	Almost Never
11. I have a sense of belonging when dressed like my close friends. (Carpenter)	5	4	3	2	1
12. If I wanted a garment or accessory I liked, if necessary, I would skimp on something else in order to buy it. (Sharpe)	5	4	3	2	1
13. I believe it is important to me to be well-dressed. (Sharpe)	5	4	3	2	1
14. I sometimes refuse to go out someplace because I haven't an appropriate dress or outfit. (Consilii)	5	4	3	2	1
15. I sacrifice comfort in clothes for the sake of appearance. (Sharpe)	5	4	3	2	1
16. I think that clothing contributes to making me the person I am. (Gray)	5	4	3	2	1
17. I buy clothing to give me a good feeling. (Sharpe)	5	4	3	2	1
18. I would rather spend money on clothes than on other items such as records, books, plays, or movies. (Sharpe)	5	4	3	2	1
19. Appropriateness of dress is important to me. (Carpenter)	5	4	3	2	1
20. The color of my dress affects the way I feel. (Carpenter)	5	4	3	2	1
21. I try to keep my wardrobe in line with the latest fashions. (Sharpe)	5	4	3	2	1
22. Dressing differently from my friends makes me feel left out. (Carpenter)	5	4	3	2	1
23. I believe clothing can be a means of attaining desired prestige. (Carpenter)	5	4	3	2	1
24. I feel well-dressed when dressed appropriately. (Carpenter)	5	4	3	2	1

25. My personality can be expressed through becoming clothes. (Carpenter)
26. I like to be considered one of the best dressed in a group. (Sharpe)
27. I think that becoming clothes contributes to my success. (Carpenter)
28. I dress to be in fashion. (Sharpe and Consilii)
29. I like to try out new ideas in my clothing which I think others will admire. (Aiken)
30. The subject of clothing bores me. (Sharpe)
31. I dress more for comfort than for becomingness. (Creekmore)
32. I have a gayer feeling when I think I am well-dressed. (Consilii)
33. I think keeping up with the latest fashions is a waste of time. (Aiken, Griesman, and Sharpe)
34. I believe that persons, other than my close friends, judge me by my appearance. (Consilii)
35. If something new in clothing is adopted by my group, I try to get it. (Creekmore)
36. I have a feeling of pride when I think I am well-dressed. (Consilii)

	Almost Always	Usually	Sometimes	Seldom	Almost Never
25.	5	4	3	2	1
26.	5	4	3	2	1
27.	5	4	3	2	1
28.	5	4	3	2	1
29.	5	4	3	2	1
30.	1	2	3	4	5
31.	1	2	3	4	5
32.	5	4	3	2	1
33.	1	2	3	4	5
34.	5	4	3	2	1
35.	5	4	3	2	1
36.	5	4	3	2	1

APPENDIX B

CLOTHING QUESTIONNAIRE (for blind girls)

I am interested in learning about the ideas which teenagers have in relation to their clothing. One way of doing this is to ask teenagers about their thoughts, feelings, and actions concerning their own clothing and appearance.

Therefore, I would appreciate it if you would help me by answering the questions which I will read to you. You need not put your name on your papers because it is not necessary to know whose paper it is.

Listen carefully as each question is read and then answer as to your belief concerning the question. Please be as honest as possible in your answers.

Most of the questions are to be answered by using one of five possible answers: almost always, usually, sometimes, seldom, or almost never.

Let's take a sample question and see how it would be answered using these five possible answers. The question is: "Do you like to learn about fashion?" It would be answered in one of the following ways.

If you believe this question to be true of you almost all of the time, you would type the words, "ALMOST ALWAYS".

If you believe this question to be true of you quite often, but not all the time, type the word, "USUALLY".

If you believe this question to be true of you about half-of-the time, you would type the word, "SOMETIMES".

If you believe this question to be true of you only occasionally, you would type the word, "SELDOM".

If you believe this question is almost never true of you, you would type the words, "ALMOST NEVER".

Each question will be read along with the five possible answers.

Please type the number of the question and the one answer you believe to be most true of you.

1. Does clothing which makes you feel conspicuous cause you to be uncomfortable?
(almost always, usually, sometimes, seldom, almost never)
2. Do you believe people talk too much about clothing and appearance?
(almost always, usually, sometimes, seldom, almost never)
3. Do you place any importance on the opinions of others about your dress and appearance?
(almost always, usually, sometimes, seldom, almost never)
4. Do you believe appropriate clothing gives a good first impression?
(almost always, usually, sometimes, seldom, almost never)
5. Do you believe you should dress like other people in your group?
(almost always, usually, sometimes, seldom, almost never)
6. Do you enjoy hearing about the current fashion trends?
(almost always, usually, sometimes, seldom, almost never)
7. Do you think clothes help you win friends?
(almost always, usually, sometimes, seldom, almost never)
8. Do you believe you should choose clothes to suit your personality?
(almost always, usually, sometimes, seldom, almost never)
9. Do you feel that you "act a part" in your clothes?
(almost always, usually, sometimes, seldom, almost never)

10. Do you believe that clothes which are becoming add to your attractiveness?
(almost always, usually, sometimes, seldom, almost never)
11. Do you have a sense of belonging when dressed like your close friends?
(almost always, usually, sometimes, seldom, almost never)
12. If you wanted a garment or accessory you liked, if necessary, would you skimp on something else in order to buy it?
(almost always, usually, sometimes, seldom, almost never)
13. Do you believe it is important to you to be well-dressed?
(almost always, usually, sometimes, seldom, almost never)
14. Do you ever refuse to go out someplace because you haven't an appropriate dress or outfit?
(almost always, usually, sometimes, seldom, almost never)
15. Do you sacrifice comfort in clothes for the sake of appearance?
(almost always, usually, sometimes, seldom, almost never)
16. Do you think that clothing contributes to making you the person you are?
(almost always, usually, sometimes, seldom, almost never)
17. Do you buy clothing to give you a good feeling?
(almost always, usually, sometimes, seldom, almost never)
18. Would you rather spend money on clothes than on other items such as records, books, plays, or movies?
(almost always, usually, sometimes, seldom, almost never)
19. Is appropriateness of dress important for you?
(almost always, usually, sometimes, seldom, almost never)
20. Does the color of your dress affect the way you feel?
(almost always, usually, sometimes, seldom, almost never)

21. Do you try to keep your wardrobe in line with the latest fashions?
(almost always, usually, sometimes, seldom, almost never)
22. Does dressing differently from friends make you feel left out?
(almost always, usually, sometimes, seldom, almost never)
23. Do you believe clothing can be a means of attaining desired prestige?
(almost always, usually, sometimes, seldom, almost never)
24. Do you feel well-dressed when dressed appropriately?
(almost always, usually, sometimes, seldom, almost never)
25. Can your personality be expressed through becoming clothes?
(almost always, usually, sometimes, seldom, almost never)
26. Do you like to be considered one of the best dressed in a group?
(almost always, usually, sometimes, seldom, almost never)
27. Do you think that becoming clothes contributes to your success?
(almost always, usually, sometimes, seldom, almost never)
28. Do you dress to be in fashion?
(almost always, usually, sometimes, seldom, almost never)
29. Do you like to try out new ideas in your clothing which you think others will admire?
(almost always, usually, sometimes, seldom, almost never)
30. Does the subject of clothing bore you?
(almost always, usually, sometimes, seldom, almost never)
31. Do you dress more for comfort than for becomingness?
(almost always, usually, sometimes, seldom, almost never)
32. Do you have a gayer feeling when you think you are well-dressed?
(almost always, usually, sometimes, seldom, almost never)

33. Do you think keeping up with the latest fashions is a waste of time?

(almost always, usually, sometimes, seldom, almost never)

34. Do you believe that persons, other than your close friends, judge you by your appearance?

(almost always, usually, sometimes, seldom, almost never)

35. If something new in clothing is adopted by your group, do you try to get it?

(almost always, usually, sometimes, seldom, almost never)

36. Do you have a feeling of pride when you think you are well-dressed?

(almost always, usually, sometimes, seldom, almost never)

THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY USING YOUR OWN WORDS.

37. When purchasing clothing, with what are you most concerned?

38. Do you select your own clothes? If not, who helps you?

39. Do you have a favorite color? If so, what is it?

40. What is your greatest problem or concern with your clothing and appearance?

41. Have you had any clothing courses in school? If so, how many?

42. How old are you?

43. What grade are you in?

44. How many years have you gone to a school for the blind?

45. Have you been blind since birth? If not, at what age did you become blind?

46. Do you have any light perception now?

APPENDIX C

CLOTHING QUESTIONNAIRE (for sighted girls)

I am interested in learning about the ideas which teenagers have in relation to their clothing. One way of doing this is to ask teenagers about their thoughts, feelings, and actions concerning their own clothing and appearance.

Therefore, I would appreciate it if you would help me by giving your reaction to the following statements and questions. You need not put your name on your papers because it is not necessary to know whose paper it is.

Read each statement or question carefully, then answer as to your belief concerning it. Please be as honest as possible in your answers.

The statements are to be answered by using one of five possible answers: almost always, usually, sometimes, seldom, or almost never.

Let's take a sample statement and see how it would be answered using these five possible answers. The statement is:

"I like to learn about fashion."

If you believe this statement to be true of you almost all of the time, check the column, **ALMOST ALWAYS**.

If you believe this statement to be true of you quite often, but not all the time, check the column, **USUALLY**.

If you believe this statement to be true of you about half-of-the time, check the column, **SOMETIMES**.

If you believe this statement to be true of you only occasionally, check the column, **SELDOM**.

If you believe this statement is almost never true of you, check the column, **ALMOST NEVER**.

	Almost Always	Usually	Sometimes	Seldom	Almost Never
	✓				
		✓			
			✓		
				✓	
					✓

ANSWER THE FOLLOWING QUESTIONS IN YOUR OWN WORDS.

37. When purchasing clothing, with what are you most concerned?

38. Do you select your own clothes? If not, who helps you?

39. Do you have a favorite color? If so, what is it?

40. What is your greatest problem or concern with your clothing and appearance?

41. Have you had any clothing courses in school? If so, how many?

42. How old are you? _____

43. What grade are you in? _____

APPENDIX D

SPECIFIC ITEMS WHICH INDICATED THE FIVE SELECTED FACTORS OF CLOTHING

Questions stated in the second person for the blind students are given first, followed by the items stated in the first person for the sighted students.

A. Interest in clothing

6. Do you enjoy hearing about the current fashion trends?

I enjoy hearing about the current fashion trends.

28. Do you dress to be in fashion?

I dress to be in fashion.

29. Do you like to try out new ideas in your clothing which you think others will admire?

I like to try out new ideas in my clothing which I think others will admire.

30. Does the subject of clothing bore you?

The subject of clothing bores me.

B. Interest-importance of clothing

2. Do you believe people talk too much about clothing and appearance?

I believe people talk too much about clothing and appearance.

12. If you wanted a garment or accessory you liked, if necessary, would you skimp on something else in order to buy it?

If I wanted a garment or accessory I liked, if necessary, I would skimp on something else in order to buy it.

18. Would you rather spend money on clothes than on other items such as records, books, plays, or movies?

I would rather spend money on clothes than on other items such as records, books, plays, or movies.

21. Do you try to keep your wardrobe in line with the latest fashions?

I try to keep my wardrobe in line with the latest fashions.

26. Do you like to be considered one of the best dressed in a group?

I like to be considered one of the best dressed in a group.

33. Do you think keeping up with the latest fashions is a waste of time.

I think keeping up with the latest fashions is a waste of time.

35. If something new in clothing is adopted by your group, do you try to get it?

If something new in clothing is adopted by my group, I try to get it.

C. Importance placed on clothing

13. Do you believe it is important to you to be well-dressed?

I believe it is important to me to be well-dressed.

15. Do you sacrifice comfort in clothes for the sake of appearance?

I sacrifice comfort in clothes for the sake of appearance.

27. Do you think that becoming clothes contributes to your success?

I think that becoming clothes contributes to my success.

31. Do you dress more for comfort than for becomingness?

I dress more for comfort than for becomingness.

D. Importance-psychological aspects of clothing

3. Do you place any importance on the opinions of others about your dress and appearance?

I place some importance on the opinions of others about my dress and appearance.

4. Do you believe appropriate clothing gives a good first impression?

I believe appropriate clothing gives a good first impression.

5. Do you believe you should dress like other people in your group?

I believe I should dress like other people in my group.

7. Do you think clothes help you win friends?

I think clothes help me win friends.

11. Do you have a sense of belonging when dressed like your close friends?

I have a sense of belonging when dressed like my close friends.

14. Do you ever refuse to go out someplace because you haven't an appropriate dress or outfit?

I sometimes refuse to go out someplace because I haven't an appropriate dress or outfit.

19. Is appropriateness of dress important for you?

Appropriateness of dress is important for me.

22. Does dressing differently from friends make you feel left out?

Dressing differently from my friends makes me feel left out.

23. Do you believe clothing can be a means of attaining desired prestige?

I believe clothing can be a means of attaining desired prestige.

24. Do you feel well-dressed when dressed appropriately?

I feel well-dressed when dressed appropriately.

34. Do you believe that persons, other than your close friends, judge you by your appearance?

I believe that persons, other than my close friends, judge me by my appearance.

36. Do you have a feeling of pride when you think you are well-dressed?

I have a feeling of pride when I think I am well-dressed.

E. Psychological aspects of clothing

1. Does clothing which makes you feel conspicuous cause you to be uncomfortable?

Clothing which makes me feel conspicuous causes me to be uncomfortable.

8. Do you believe you should choose clothes to suit your personality?

I believe I should choose clothes to suit my personality.

9. Do you feel that you "act a part" in your clothes?

I feel that I "act a part" in my clothes.

10. Do you believe that clothes which are becoming add to your attractiveness?

I believe that clothes which are becoming add to my attractiveness.

16. Do you think that clothing contributes to making you the person you are?

I think that clothing contributes to making me the person I am.

17. Do you buy clothing to give you a good feeling?

I buy clothing to give me a good feeling.

20. Does the color of your dress affect the way you feel?

The color of my dress affects the way I feel.

25. Can your personality be expressed through becoming clothes?

My personality can be expressed through becoming clothes.

32. Do you have a gayer feeling when you think you are well-dressed?

I have a gayer feeling when I think I am well-dressed.