



COMPARATIVE ASSESSMENT OF VALUES AND CLOTHING BEHAVIOUR OF COLLEGE GOING BOYS AND GIRLS

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ABSTRACT:

Clothing plays a significant role as an expression of peoples' cultures, identities and value orientations. There are many factors, which govern the clothing behaviour of college going students. They are very careful in their appearance, they notice and are noticed by their counterparts. Clothing behaviour research has its roots primarily from the disciplines of psychology, sociology and social psychology. This study was design to know the gender-based relation between values and clothing behaviour from 300 boys and 300 girls' students each selected in Nagpur City, through using well-structured questionnaire. Result shows that the theoretical and social value of college going girls is significantly ($P < 0.05$) higher than theoretical and social value of college going boys, however; religious value of college going boys is significantly ($P < 0.05$) higher than religious value of college going girls. Furthermore it is also evident that there is no significant difference in clothing behaviour of college going girls and boys.

Key words: - *Clothing Behaviour, values, relationship, significant, Gender.*

INTRODUCTION :

The dress of an individual is a kind of "Sign language" that communicates a complex set of information and is usually the basis on which immediate impressions are formed. Clothing plays a significant role as an expression of peoples' cultures, identities and value orientations. People have a strong need of self-enhancement and clothing acts as a tool in beautification of self which are visual part of self. Clothes also play an important role in interpersonal relations and meets basic necessity of human needs. Also provides a means of self-expression, aesthetic, enjoyment, conformity, socio-economic status and prestige. Clothing has changed the direction of man's recent development to some extent in its physical and mental characteristics by wearing clothing and sends messages about their identity, attitudes, moods, status and self-interest. It can be accepted without a doubt that clothes at least for some people on some occasions, affect the mood and behavior of the wearer. It has long been recognized that feeling well or poorly dressed may influence not only

our emotions but even our actual behavior. In everyday life, we realize and validate ourselves as we communicate our thoughts, values, attitudes or feelings to others and receive responses from others. Clothes affect our physical, mental, social and emotional abilities and are deeply related to personality. The dress reflects the social prestige and interest of the wearer. They do various physical, mental and social work for us which are essential for a complete personality. Clothing serves a social purpose for human lives just as food serves a health purpose. A properly dressed person attracts the attention of others. Proper clothing develops a feeling of self-confidence which are very essential for personality development.

CLOTHING AND VALUES:

Clothing can also help an individual to be accepted by the group (Ryan 1966). We see that the clothing is a symbol of social and psychological importance to the individual. It serves to communicate others an impression of one's social status, occupation, self-confidence and other personality characteristics. Values are acquired for living with others and sharing

ideas. Values are probably the most abstract form of social cognition. Therefore, it is not surprising that the clothes adolescents' wear may lead their peers to assume certain facts about their personal attitudes and values (Bickman, 1974). Values are integrally connected to social change. Thus in some respect values can be viewed as individual representations of societal goals and can lead or reflect social change. Kaiser (1997) include the following elements, concern with personal appearance, experimentation with personal appearance, awareness of clothing, enhancement of personal security and enhancement of individuality. Kaiser wrote that these elements are linked to personal values. Spranger (1928) had proposed six major value types, according to him these values are found in varying degree, that is, no one person falls exclusively under one values category, rather different value combinations are more or less silent in the lives of different individuals (Allport, 1961). However, clothing values have usually employed sets of values accompanied by explaining clothing behaviour and clothing interest as a constitutive part of clothing values (Sontag and Schlater 1995). The first value instrument constructed by Lapitsky (1961) comprised six values, conformity, aesthetic, economic, social, theoretical and religious. Values have a strong influence on the clothing behaviour of an individual. The use of clothing is an important factor in social interactions (Kness, 1983). Psychologists agree that clothing and appearance influence individual and group behaviour (Caruso 1996).

Values are integrally connected to social change. Thus in some respect, values can be viewed as individual representations of social goals and can lead or reflect social change. Clothing expresses not only the most obvious characteristics but even characteristics of personality such as attitudes, interest and

values. There are many factors, which govern the behaviour of college going students, clothing is perhaps the most important aspects of them all. Young people are very careful in their appearance management, as during these years they notice and are noticed by their counterparts and exhibit characteristic clothing behaviour. Hence, it is apparent that clothing behaviour becomes an important area of research. Clothing behaviour research has its roots primarily from the disciplines of psychology, sociology and social psychology.

PURPOSE OF STUDY:

The study is designed to know the clothing behavior of college boys and girls, related to their values. This study is helpful us to understand how clothing behavior as a subject issue could be more visible, relevant and meaningful related to the values of college going boys and girls every day.

METHODOLOGY:

In the present study, specific methods were followed to obtain the information regarding the clothing behaviour of college going boys and girls. Clothing behaviour has its roots primarily from the disciplines of social psychology and consumer's needs to be fulfilled in any market that represented different values. The study was under taken to know the clothing behaviour of college going boys and girls in Nagpur City of Maharashtra State. For the purpose of data, 300 boys and 300 girls' students each selected as per the convenience of college timing from five zone and based on the courses offered by the colleges mainly Arts, Commerce, Science and Home Science Colleges through using a well-structured questionnaire based on age.

RESULTS AND DISCUSSION:

Table 1 shows comparative assessment of values and clothing behaviour of adolescent boys and girls selected in the study. It was evident from

the data that mean value of clothing behaviour in girls and boys are 203.25.14 and 207.53.28.97 respectively. The comparative assessment using 't' test indicated that there is no significant difference observed among clothing behaviour of college going boys and girls. In addition to this the average score determined for assessment of theoretical value of girls and boys are 43.62.4.64 and 42.30.5.29 respectively. It is apparent from the data that there is significant ($P < 0.05$) difference in theoretical value of girls and boys.

Furthermore, economic values of girls and boys are observed to be 39.99.6.7 and 40.25.6.18 respectively and the aesthetic values of girls and boys are reported 36.17.5.83 and 36.28.5.69 respectively. Moreover the political values scores of girls and boys are 41.36.5.38 and 42.07.5.24 respectively. It was also observed that the social values of girls and boys are evident with mean scores of 41.23.5.17 and 39.92.6 respectively and religious values of girls and boys are found to be 35.84.7.62 and 38.01.6.26 respectively. It was evident from the data that there is significant ($P < 0.05$) difference in average scores pertaining the social and religious values of college going girls and boys. Hence, it can be stated that the values imbibed on the boys and girls are not same and few areas such as social and religious areas indicate different impact on them.

Hence from the study results it is apparent that the theoretical and social value of college going girls is significantly ($P < 0.05$) higher than theoretical and social value of college going boys, however; religious value of college going boys is significantly ($P < 0.05$) higher than religious value of college going girls. Furthermore it is also evident that there is no significant difference in clothing behaviour of college going girls and boys.

CONCLUSION:

From the study results it is apparent that the theoretical and social value of college going girls is significantly ($P < 0.05$) higher than theoretical and social value of college going boys, however; religious value of college going boys is significantly ($P < 0.05$) higher than religious value of college going girls. Furthermore it is also evident that there is no significant difference in clothing behaviour of college going girls and boys.

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Table 1: Comparative Assessment of Values and Clothing Behaviour of Boys and Girls Individuals.

Aspects	Gender	N	Mean	S. D.	S. E.	t	df	Sig. (2-tailed)	MD
Clothing Behaviour	Girls	300	203.43	±25.14	1.45	-1.849	598	0.065	-4.09
	Boys	300	207.53	±28.97	1.67				
Theoretical	Girls	300	43.62	±4.64	0.26	3.263	598	0.001	1.32
	Boys	300	42.30	±5.29	0.30				
Economic	Girls	300	39.99	±6.70	0.38	-0.494	598	0.622	-0.26
	Boys	300	40.25	±6.18	0.35				
Aesthetic	Girls	300	36.17	±5.83	0.33	-0.234	598	0.815	-0.11
	Boys	300	36.28	±5.69	0.32				
Social	Girls	300	41.23	±5.17	0.29	2.856	598	0.004	1.30
	Boys	300	39.92	±6.00	0.34				
Political	Girls	300	41.36	±5.38	0.31	-1.628	598	0.104	-0.70
	Boys	300	42.07	±5.24	0.30				
Religious	Girls	300	35.84	±7.62	0.44	-3.820	598	0.000	-2.17
	Boys	300	38.01	±6.26	0.36				

N= Number of Students; **SD**= Standard Deviation; **SE**= Standard Error; **t**=‘t’ value; **df**= Degrees of Freedom; **MD**= Mean Difference

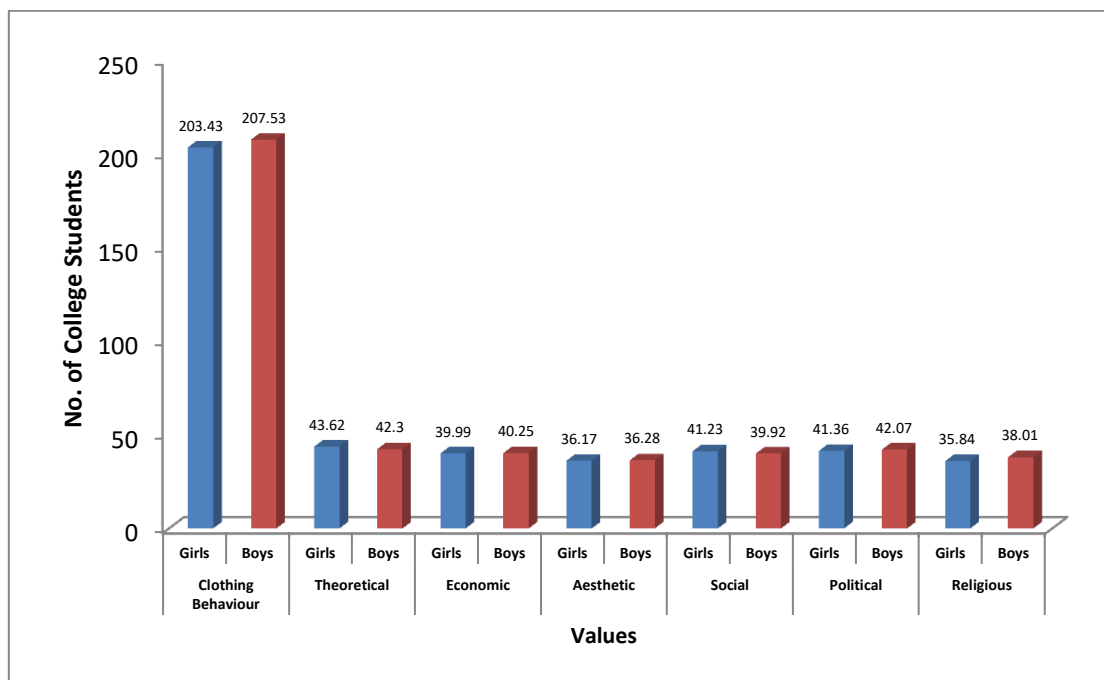


Fig.1: Comparative Assessment of Values and Clothing Behaviour of Boys and Girls Individuals.