



CLOTHING CONFIDENCE: A PSYCHOLOGICAL STUDY OF FASHION AND SELF-ESTEEM ON HIGH SCHOOL STUDENTS

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ABSTRACT The aim of present research was to find out fashion consciousness and self-esteem in high school students. 240 higher secondary school students was selected as participants from urban and rural areas in Ahmedabad city. Fashion consciousness scale (Gould & Stern, 1989) and self-esteem questionnaire developed by Rosenberg was applied for responses. The study has made a comparison between males and females age ranges from 16 to 18 years old. Result indicates that both Male and Female groups have shown statistically significant difference on Self-esteem with t-test of gender ($t = 3.2083$, $N = 240$, $P < 0.0001$) and area ($t = 2.6648$, $N = 240$, $P < 0.0039$). However, non significant difference was found between fashion consciousness means on both factors.

KEYWORDS : Fashion, Self-esteem

INTRODUCTION

Fashion has a significant impact on our sense of self-worth. When we feel good about the way we look, our general mental health and self-confidence are positively affected. On the other hand, having a poor body image and being dissatisfied with the way you look is a sign of low self-confidence and can potentially cause and be a component of mental health conditions such as anxiety and depression. Understanding the importance physical appearance positivity and advocating for inclusive clothing helps people improve mental health and healthy relationship with your body. Today there are many studies in the field of psychology explaining the various effects of fashion on various aspects of mental health like self-esteem, self-confidence positive thoughts etc. Self-esteem is a important factor in research related to fashion.

In her research M. Jain (2022) explained significant correlation between our self-esteem and mentioned style of clothing. Similarly, Era N. (2016) also demonstrated that collective self-esteem has a significant positive impact on the fashion clothing interest in women and significant effect was found between married and unmarried women in relation to fashion clothing interest. I.F. Rein, (2024) revealed that significant high positive correlation between self-esteem and clothing preferences in high school students. Moreover, all domains of self-esteem and concept and clothing preferences showed high ratings in students. Additionally, regression analysis of multiple variables showed significant predictive impact between self-esteem and clothing preferences. The above researches and a wide range of similar studies illustrate the various effects of fashion on mental health components. The present research also focuses on the psychological effects of fashion on self-esteem.

Methodology of research

In this research a used t-statistics and correlation method with a quantitative non-experimental research design. This method was used when the objective is to describe the status of the situation as it exists at the same time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two of more quantifiable variables.

Objectives of research

- To investigate difference between fashion consciousness in terms of gender variable.
- To explore difference between fashion consciousness in relation to area variable.
- To find out difference between self-esteem in relation to gender variable.
- To explain difference between self-esteem in terms of area variable.

Hypotheses of research

- There will be no significant difference between the fashion consciousness means in terms of gender variable.
- There will be no significant difference between the fashion consciousness means in terms of area variable.
- There will be no significant difference between the self-esteem means in terms of gender variable.
- There will be no significant difference between the self-esteem means in relation to area variable.

Variables of research

Independent variables:

- (1) Gender : Male and Female (2) Area : Urban and Rural

Dependent variables

- Scores of Self-esteem
- Scores of Fashion Consciousness

Sample and sampling of research

As many as 250 high school students from different high school of Ahmedabad have been selected as participants, in which total 240 participants was selected as the final sample of the research through random sampling method. In these 240 sample, 120 male and 120 female students have been taken. Out of 120 male students, 60 students with urban areas and 60 students with rural areas were selected.

Tools of research

We can explain research tools as any matter or source which proves meaningful to a researcher for gathering information in his research. Research tools are available in many forms and are also used depending on the nature of the research problem and design. The purpose of the present research is to study the psychological impact of fashion on self-esteem. So the following tools are used here.

Personal datasheet

In the present research, first a personal datasheet was prepared to collect the data. This datasheet included gender, area, years of study, annual income, birth order, family type etc.

The Fashion Consciousness Scale (FCS)

The FCS consists of thirty-eight items on a five-point response format, with a reported Cronbach's alpha coefficient of 0.96 (Gould & Stern, 1989). It was adapted from a self-consciousness scale by Gould and Stern (1989). The items in the scale include statements related to people's views about fashion and their appearance. The participants had to indicate to what extent each statement best described them, from not at all to very well. Items 11, 34, 26 and 25 were reverse scored, therefore had to be reverse coded, and the total score was calculated.

Rosenberg Self-esteem Scale: (RSES)

Rosenberg Self-esteem Scale (RSES) was developed by Rosenberg (1965). It is considered as the most frequently used measure for Self-esteem especially for research purposes. This measure includes 10-item with a four point Likert format with response options range from 'strongly agree' to 'strongly disagree'. Total scores range from 10 to 40, with higher scores representing higher Self-esteem. The scale is considered to have good reliability. Test-retest correlations are in the range of 0.82 to 0.88, with Cronbach's alpha ranging 0.77 to 0.88 for various samples and internal consistency of the scale was established to be 0.77.

Data Collection Procedure

The main objective of the present study was to investigate the psychological impact of fashion on Self-Esteem among high school Students. Permission was obtained from the high schools, and the questionnaire was conducted invisibly from the students. Keeping in sum of these variables. Thus 120 male and 120 female students were selected. Using appropriate statistical techniques through SPSS data

analysis was performed.

RESULT

1 table showing t-statistics on fashion consciousness with respect to gender variable

No.	Variables	Mean	SD	N	t	Cohen's d	P	Sig.
1	Male	76.82	3.51	120	1.3143	0.1696	0.0951	NS
2	Female	76.14	4.45	120				

t-value is not significant at the level of 0.05

Table 1 shows t-test related to fashion consciousness, it is clear that mean and standard deviation of male students ($M = 76.82$, $SD = 3.95$) was found on fashion consciousness in terms of gender variable. Similarly, mean and standard deviation of female students ($M = 76.14$, $SD = 4.45$) was found. In this analysis p-value with t-test ($t = -1.0622$, $N = 240$, $P > 0.001$) indicates that male and female students have equal levels of fashion consciousness in terms of gender. Here, no difference between means shows that there is a non significant difference between means on student's fashion consciousness in terms of gender variable. So here the null hypothesis is not rejected.

2 table showing t-statistics on fashion consciousness with respect to area variable

No.	Variables	Mean	SD	N	t	Cohen's d	P	Sig.
1	Urban	76.02	3.93	120	-1.0622	0.0127	0.014	NS
2	Rural	76.75	4.09	120				

t-value is not significant at the level of 0.05

table 1 shows t-test related to fashion consciousness, it is clear that mean and standard deviation of urban students ($M = 76.02$, $SD = 3.95$) was found on fashion consciousness in relation to gender variable. While mean and standard deviation of rural students ($M = 76.75$, $SD = 4.09$) was found. t-score and p-value ($t = -1.0622$, $N = 240$, $P > 0.001$) urban and rural students have equal levels of fashion consciousness in terms of area. Here, no difference between the groups means that there is a non significant difference between means on student's fashion consciousness in terms of area variable. So here the null hypothesis is not rejected.

3 table showing t-statistics on self-esteem with respect to gender variable

No.	Variables	Mean	SD	N	t	Cohen's d	P	Sig.
1	Male	24.76	2.00	120	3.2083	0.4141	0.0001	0.05
2	Female	23.97	1.81	120				

t-value is significant at the level of 0.05

In this table no.3 we can see that t-test related to self-esteem, it is clear that mean and standard deviation of male students ($M = 24.76$, $SD = 2.00$) was found on self-esteem on gender variable. However, mean and standard deviation of female students ($M = 23.97$, $SD = 1.81$) was found. t-score and p-value ($t = 3.2083$, $N = 240$, $P < 0.0001$) on gender variable indicates significant difference in both groups. Here, significant difference between the groups means that there is a significant difference between means on student's self-esteem in terms of gender variable was found. Therefore, here the null hypothesis is rejected.

4 table showing t-statistics on self-esteem with respect to area variable

No.	Variables	Mean	SD	N	t	Cohen's d	P	Sig.
1	Male	24.69	1.80	120	2.6648	0.3440	0.0039	0.05
2	Female	24.03	2.03	120				

t-value is significant at the level of 0.05

In this table, we can evaluate that t-test related to self-esteem on area, it is clear that mean and standard deviation of urban students ($M = 24.69$, $SD = 1.80$) was found on self-esteem on area variable. Similarly, mean and standard deviation of rural students ($M = 24.03$, $SD = 2.03$) was found. t-score and p-value ($t = 2.6648$, $N = 240$, $P < 0.0039$) on area variable indicates significant difference in both urban and rural students. Here, difference between the groups means that there is a significant difference between means on student's self-esteem in terms of area variable was found. Therefore, here the null hypothesis is rejected.

DISCUSSION

From the above result, it has shown that both group of male and female participants have scored above equal in relation to fashion consciousness. From mean it is evident that, no significant difference was found between students on both gender and area variables. From standard deviation it has shown that both groups have expressed similar variability. The t-score has been found non-significant which means that the difference between scores of students on both demographic factors have not been statistically significant at 0.05 level.

However, for the above scores it is evident that both male and female subjects have shown significant difference in self-esteem on both factors. The t-score has been found statistically significant which means that the difference between scores of students on both demographic variables have been statistically significant at 0.05 level.

CONCLUSION

From the above findings, it may be concluded that the self-esteem of both groups have been found significant difference on both gender and area. The difference between the score of fashion consciousness of male and female subjects not been statistically significant. So, null hypothesis (H₀) has been rejected.

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