



A STUDY OF GENDER BASED RELATIONSHIP BETWEEN SOCIAL SELF-CONCEPT AND CLOTHING BEHAVIOUR

Neeta A. Tiwade

Assistant Professor & H.O.D.
Sevadal Mahila Mahavidyalaya, Nagpur
Email ID: tiwaden@gmail.com

ABSTRACT

Clothing plays a significant role as an expression of peoples' cultures, identities and value orientations. Clothes are a way for young people to state their identity and create their "self". Every day we spend some amount of time to decide about clothes we wear and a lot of time goes in decision-making while selecting and purchasing clothes. The present study is design to know the differentiate personality characteristics of boys and girls college students. This study was design to know the gender based relation between self concept and clothing behaviour from 300 boys and 300 girl's students each selected in Nagpur city, based on the courses offered by the colleges through using well-structured questionnaire. It may be concluded on the basis of the results that in general there is no significant relationship between social self-concept of college going students (boys and girls) and their clothing behaviour.

Keywords: Clothing behaviour, gender, social self-concept, significant, relationship

INTRODUCTION

Clothing is a part of a silent language that is communicated through the use of visual but non-verbal symbols which includes the way one thinks, the way one feels, the way one acts and the way others react. Often, clothing behavior varies with social milieu, personality and lifestyle about various aspects of an individual age. Today in this consumer-based society, clothing has

become an indispensable part of us. Every day we spend some time to decide about clothes we wear and a lot of time of students goes in decision-making while selecting and purchasing clothes but there is always impact of their value factor on clothing behavior.

Today, importance of clothing is known everywhere from richest to poorest in all age groups. 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.

There is probably no sphere of human activity in which our values and lifestyle are reflected more vividly than they are in the clothes that we choose to wear.

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. Today in this consumer-based society, clothing has become an indispensable part of us. Every day we spend some amount of time to decide about clothes we wear. 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.

Though there are many factors, which govern the behaviour of college going students, the college environment arguably has the most daunting effect. Amongst many attributes, clothing is perhaps the most important aspects of them all. In understanding the role played by the collegiate environment in the successful or unsuccessful



transition of the incoming student, several questions must be addressed. These questions reflect the university's goals, mission statement, and its future direction. Furthermore, they provide an understanding of the college's views and vision about student learning. The development of students both academically and socially while they are members of the campus community is equivalent to the university's success.

Self-Concept and Clothing

Self-concept is a critical and important part of consumer behaviour because many decisions by the consumers about purchase are directly influenced by the image individuals have of them. This is especially true in case of the clothing behaviour as it is highly individualistic as well as idealistic.

The self-concept is a complex process of gaining self-awareness. We develop a concept of who we are through our interaction and it is the sum total of a being's knowledge and

understanding of his or her self with others. Rosenberg has described self-concept as 'the totality of the individual's thoughts and feelings with reference to self as an object'. The author feels that most of the time if he thinks of himself and then decides which product or service would be better for him, gives him good results in terms of building self-image, saving time and money. However, sometime it becomes difficult to analyse and understand himself, particularly, when purchasing leisure products because these are strongly influence by some age groups.

Furthermore, self-concept is a broad topic and it is the collection of attitudes that consumers hold towards themselves. Self-esteem and self-image are the main parts of self-concept and these are the values with which a person views him or herself and gives insight into people that what they are like, respectively.

But clothing marketers mainly focus on the self-image



because they think that mostly consumers select products or brands that match their images of themselves and Schiffman and Kanuk have described different categories in order to understand the consumer behaviour and self-concept, some are Economics, Sociology, Psychographic, Demographics, and Anthropology.

All these aspects are related to the various attributes associated with the clothing behaviour. In addition, self-concept is a multi-dimensional concept in literature and it is comprised of components such as apparent self, ideal self, social self, perceived self and finally actual self.

This means he or she should understand the qualities they possess and then appraise themselves. Self-concept covers different characteristics of persons in order to understand and to appraise oneself and these characteristics are 'role identities', 'relationships', 'possessions', 'personal attributes' and 'fantasies'. Hence, it is evident

from the above mentioned information that the self-concept has a very strong influence on the liking or disliking of different clothing forms as well as the textiles used to prepare such garments.

PURPOSE OF STUDY

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

The study was undertaken to know the clothing behaviour of



college going adolescent boys and girls in Nagpur City of Maharashtra State. The study is to know the clothing behaviour of college boys and girls of Nagpur City of Maharashtra state. For the purpose of data, 300 boys and 300 girl's 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.

Table 1 shows results of the data pertaining relation between social self-concept and clothing behaviour of college going students. From the chi-square statistic, it was clear that there is no significant relationship between social self-concept of girls and their clothing behaviour (Chi-square= 3.005, df = 6, Asymp. Sig. = 0.766).

Pearson chi-square value of more than 0.05 for "Asymp Sig." indicates that the rows and columns of the contingency have

no significant relationship. In general, this means that the social self-concept of girls is not significantly related to their clothing behaviour. On the basis of the results of Chi-square test, it may be concluded that in general there is no significant relationship between social self-concept of college going girls and their clothing behaviour.

Furthermore from the chi-square statistic, it was clear that there is a significant relationship between social self-concept of college going boys and their clothing behaviour (Chi-square= 7.898, df = 6, Asymp. Sig.=0.459). Pearson chi-square value of more than 0.05 for "Asymp Sig." indicates that the rows and columns of the contingency have no significant relationship. In general, this means that the social self-concept of college going boys is not significantly related to their clothing behaviour. On the basis of the results of Chi-square test, it may be concluded that in general there is no significant relationship between social self-concept of



college going boys and their clothing behaviour.

CONCLUSION

Gender based relationship between Social Self-Concept and Clothing Behaviour. It may be

concluded on the basis of the results that in general there is no significant relationship between social self-concept of college going students (boys and girls) and their clothing behaviour.

Table - 1: Gender Based Relationship Between Social Self-Concept and Clothing Behaviour.

Gender	Social Self-Concept		Clothing Behaviour			Total
			Highly Interested (241-300)	Moderately Interested (181-240)	Less Interested (120-180)	
Girls	Above Average Level (+.51 to +1.25)	Count	2	29	6	37
		%	5.4%	78.4%	16.2%	100.0%
	Average Level (-.50 to +.50)	Count	6	41	5	52
		%	11.5%	78.8%	9.6%	100.0%
	Below Average Level (-.51 to -1.25)	Count	20	153	38	211
		%	9.5%	72.5%	18.0%	100.0%
Total	Count	28	223	49	300	
	%	9.3%	74.3%	16.3%	100.0%	
Boys	Above Average Level (+.51 to +1.25)	Count	4	23	7	34
		%	11.8%	67.6%	20.6%	100.0%
	Average Level (-.50 to +.50)	Count	4	26	7	37
		%	10.8%	70.3%	18.9%	100.0%
	Below Average Level (-.51 to -1.25)	Count	16	75	11	102
		%	15.7%	73.5%	10.8%	100.0%
Low Level (-1.26 to -2.00)	Count	10	104	13	127	
	%	7.9%	81.9%	10.2%	100.0%	
Total	Count	34	228	38	300	
	%	11.3%	76.0%	12.7%	100.0%	

Girls: Pearson's Chi-Square = 3.005; df= 4; P>0.05; Pearson's r = 0.017; App. Sig. = 0.766

Boys: Pearson's Chi-Square = 7.898; df= 6; P>0.05; Pearson's r = -0.043; App. Sig. = 0.459

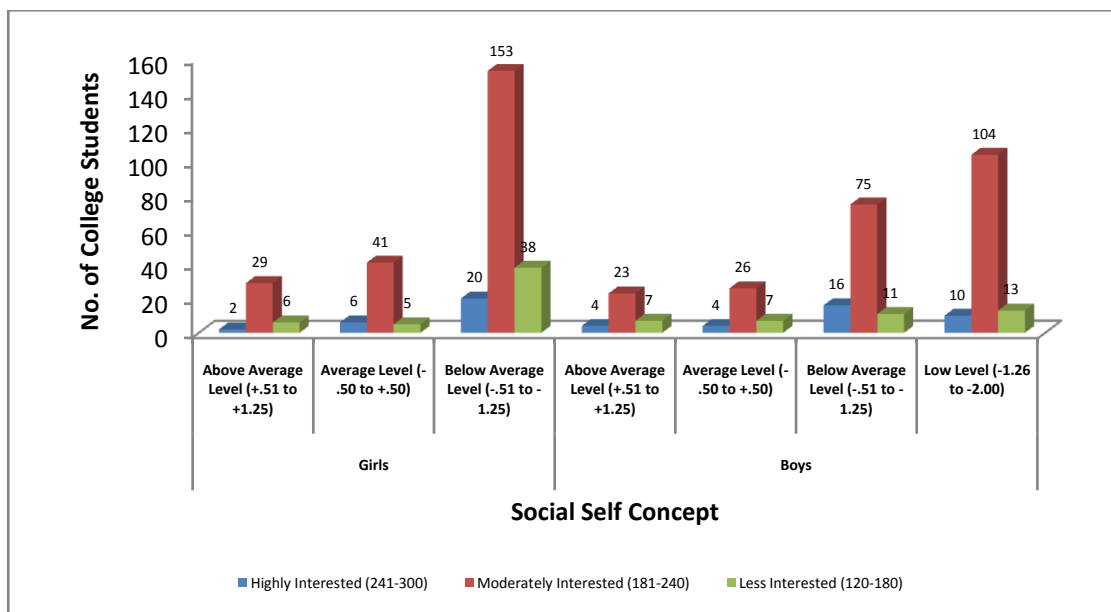


Fig.1 Gender Based Relationship Between Social Self-Concept and Clothing Behaviour

BIBLIOGRAPHY

- Burns, R.B. (1979) The Self-Concept in Theory, Measurement, Development & Behavior. NY, Longman.
- Goldsmith R.E., Moore M.A., Beaudoin P., (1999). "Fashion innovativeness and self-concept: a replication", *Journal of Product & Brand Management*, 8(1):7 – 18.
- Heath, A.B. & Scott, D. (1998): The self-concept and image congruence hypothesis: An empirical evaluation in the motor vehicle market European, *Journal of Marketing*. 32(11/12)
- Onkvisit, S. and Shaw, J. (1987), Self-Concept And Image Congruence: Some Research And Managerial Implications, *Journal of Consumer Marketing*, 4(1), 38-50.
- Rosenberg, M. (1989), Self concept Research: A Historical Overview, *Social Forces*, 68, 34-44.
- Schiffman, L.G. & Kanuk, L. L. (1997 and 2004). *Consumer Behavior*, Eight Edition, Prentice Hall, India.
- Schouten, J. W. (1991). "Selves in transition: symbolic consumption in personal rites of passage and identity reconstruction", *Journal of Consumer Research*, 17, 412-25.
- Solomon, M. (2002 & 2006) *Consumer Behaviour - a European perspective*, Harlow: Financial Times/Prentice-Hall.