CHAPTER VI

DISCUSSIONS
VI. Discussions

The findings given in the previous chapter is discussed in this chapter in the same order of presentation namely.

1. Effect of income
2. Effect of dressing
3. Effect of Gender
4. Relation of various components of the study

Part-I

6.1 Effect of income

6.1.1 Effect of income on self-concept

Income is one of the factors which effect the self-concept of any person. This may be due to various reasons. They are, when the parents are wealthy they will meet the needs of the children without any delay. Parents are able to buy more toys, games, books and other educative aids for their children which exerts a greater influence on the children's self-concept. According to Kuppuswamy (1974) economic security has a positive effect and leads to better self-concept.

Children from wealthy families showed a more positive self-concept. This shows that since their income is high, parents are more at ease. So their attitudes and aspirations, the importance they give to their children's play, social mobility and as a whole the environment security gives a feeling of superiority above others and these children feel that they are from a respectable family background. This give them a sort of self-confidence. Children belonging to the middle income families showed a poorer self-concept than the high income children. Much variation is not found in the self-concept of children belonging to the middle and low income group. This is due to the fact that though the income level is less for the low income group, the parents give importance to the feelings of their children. They buy whatever is needed for their children. This is possible because all of them belong to small families, with limited members. Children belonging to the low and middle income are getting almost the same type of education.
clothing, toys and they are exposed to almost the same type of social-gathering. This can be explained in connection with the findings of Watson and Lindgren (1979) that in the high income families the parents frequently encourage their children. The praises and encouragement of these parents contribute to the psychological needs and satisfaction of the children. This results in positive-self concept among the children. This is shown in table-I.

6.1.2 Effect of income on the preference of colour.

Differences in the preference of colour is statistically analysed and found true. Among different income subjects not only the personal values occur in the colour preference, but also the income has some influence on a person’s preferences of colour.

When the difference is tested between the low, middle and high income group, the difference in the preference of colour is noticed among the low income group subjects. But no difference was found among the middle-high income group subjects at all. So one can conclude that, the colour preference of the middle, and high income subjects are the same; differences in the preferences were noticed when compared with the subjects belonging to the low income group, (table 2 b.). This may be due to the fact that, when the income increases parents buy more dresses for their children. Before going for purchase parents seek the opinion of their children about colour preferences, style, and pattern. So the children become familiar with colour, design and pattern. In the low income group, the children do not get a chance to express their preference. Infact they are not aware of the different colours. This shows that those children belonging to the higher income level with better environmental experiences had a higher cognitive development as mentioned by Kuppuswamy (1990) that the ability to discriminate is associated with higher cognitive development.

Boys belonging to the high and middle income preferred yellow hue where as girls belonging to this income group preferred red hue. Boys of the high and the middle income showed a second preference for red. Girls belonging to the high and the middle income showed a second preference to orange. Boys belonging to the low income group preferred red and their second preference was for green. Girls of low income group showed first preference for yellow and second preference for red. Thus we can conclude
that life experiences, environmental and biological factors influence the colour preference of the pre-school children.

6.1.3. Effect of Income on the preference of the design.

Preference of design by the subjects belonging to various income levels are the same. Income has not any influence on the preference of design. Irrespective of income all the subjects showed the same preference for designs. Children belonging to high, middle, and low income group showed individual preferences for designs. In this, income is not at all a factor. All the three income group subjects showed a common preference for the designs displayed namely plain, stripe, check, geometric and naturalistic. Gender is a factor in the preference of the designs. This may be due to the unconscious training of the gender given by the parents to their children even at infancy and the biological factors. Boys prefer designs like stripes whereas girls prefer naturalistic design as given in table 3.

6.1.4 Effect of income on the preference of the value of colour.

The study reveals that the income of the family is not an influencing factor in the preference of value which is indicated in table 4. The preference of colour value is also related to gender, environment and biological factors rather than to the economic factor.

6.1.5. Effect of income on the identification of the garments for various occasion

When the income is high parents buy more number of garments for their children. They may also have more social relations in which children get a chance to interact with other children who may have different styles of dresses. So income will affect the identification of dresses for various occasions.

The subjects belonging to the low and the middle income show no difference in the identification of dresses whereas the middle-high, high-low income group show significant differences in the identification of dresses for various occasions.

From table 5.b. it is clear that children of high income group are more familiar with modern styles, fashions and dresses than of the other groups. This is due to many factors. For example mothers of high income group are more fashion conscious than their
counterparts in the other groups. On various occasions parents dress up their children differently and by attending these occasions wearing dresses suited for that, the children become familiar with various dresses. Children belonging to middle income families are having unioccasion dresses. They wear the same dresses for wedding ceremonies and for birthday parties. Once the colour of these dresses fade because of constant use they start using them for daily wear or for evening wear. So the children belonging to the middle income groups are not that very particular of dresses for different occasions. While coming to the low income group children are aware only of uniform and daily wear dresses. Same dresses they use for wedding ceremonies and special occasions. Another factor is that these children are not getting much chance to come in contact with new styles of dresses.

6.1.6. Effect of income in the Intensity of reaction of pre-school children

Income has a great influence in the intensity of reaction of pre-school children. Intensity of reaction of various sample vary according to the income variation.

Table 6 and 6.b. illustrate intensity of reaction. Advantaged children belonging to the high and middle income group scored higher on ‘intensity of reaction’ indicating more intense behavioural patterns. The difference in intensity of reaction was mainly due to the difference in the threshold of responsiveness. The advantaged group had a very low threshold of responsiveness indicating faster development of sensory process compared to children belonging to low income group. According to Kagan 1969, the working class mothers do not find enough time to give distinctive stimulation to their children, as they are busy with their routine work. This is found in the study of Indulekha (1977), where she indicate that advantaged children were more positive in their responses and reactions than disadvantage children.


The findings of the study reveals that the income of the family has influence on the Reaction pattern. The Reaction pattern of the children also vary according to the income. Table 7a and b, showed a significant difference in the scores of ‘Reaction pattern’ of children of the high, middle and low income group at .01 level. In the high and middle income groups where the mothers had time and education to understand the child's
specific characteristics and needs, they were able to bring forth a better relation and so these children scored high in the positive reactions. This observation finds support in the views expressed by Thomas and Chess, et al. (1971) where they have emphasized the need for harmonizing the two influences, that is individual characteristics and environment of children for the healthy development of individual personality. Since the advantaged children had a better environment they showed a positive approach to the incidents and responded immediately to the situations. The parents belonging to high income group contribute to the development of the positive reaction pattern among the pre-school children. This is in support with the study of Indulekha (1977) that, urban and advantaged mothers were alert to the developmental needs and changes of their children.

6.1.8. Effect of Income on purchase of dresses.

In addition, to provide more information open-ended questions tended to support many of the findings related to clothing, selection and purchases.

Mother’s questionnaire provided answers to many questions. None of the samples bothered to keep a clothing budget irrespective of income. All of them purchased dresses as and when needed. For special occasions and festivals they buy new dresses for their children. Study conducted by Thomas (1992) indicate that, planned purchase reduces wastage of money than impulse buying.

6.1.9. Percentage of clothing allowance.

From table eight it can be seen that both high and low income families spend more or less the same percentage of total clothing budget for their children. Among high income group 30 subjects were found spending up to twenty percent on children's clothing. Ten subjects were found spending 40 percent and ten subjects up to 50 percent, for children's clothing from their clothing allowance. In the middle income group, 26 subjects were found spending 50 percent of the total clothing allowance for children. Fourteen spent 40 percent and ten parents utilised 20 percent of the total clothing allowance for children. As regards to low income group 15 families spent above 50 percent for children's clothing.

Since the chisquare values obtained are greater than the table value, it is clear that, income has a great influence on the percentage spent on clothing. When the income
increases amount spent for clothing also increases and percentage spent on clothing show decrease, which supports the Engel's law of consumption that, as the income increases the amount spent for clothing and sundries items increases but the percentage spent for these items decreases (Dewett 1986).

6.1.10. Amount spent for a dress

The study reveals that the parents give good consideration for their children's interest while purchasing clothing. As the parents want their children to be equally well worn like other children many do not hesitate to spend huge amount on clothing for their children. Parents of high and middle income groups do not bother the cost of dresses and they are more fashion conscious. Twenty-six subjects from high income and 14 families from middle income are not keeping any range for the purchase of dresses which is shown in table 9.

Some educated mothers from high (10) and middle (9) income considered it a waste to buy very expensive dresses for their children. These parents fix Rs. 200 as a range for a dress while purchasing dresses for their children. In the low income group 21 subjects are ready to spend up to Rs. 200 and 15 subjects to spend Rs. 300 for a single dress of the child.

6.1.11. Persons involved in clothing purchases.

Table 10 shows that among low income families, it is the father who purchases clothing for the children. Mothers are happy and satisfied at their husband's selection. In the high income group 20 subjects and in the middle income groups 21 subjects prefer to have the presence of both the parents while purchasing the dress of their children. Ten samples from the high, 13 from the middle and 8 from the low income groups the children also go along with their parents for the purchase of their dresses. In this way children get a chance in giving their opinion, for the selection of their wears. Thus the self-concept of the child develops.

6.1.12. Seeking the opinion of the child while purchasing.

Most of the parents irrespective of the income seek the opinion of the children before purchasing their clothing which is statistically proved. Income has no influence in taking the opinion of the child for purchasing which is indicated in table 11.
6.1.13 Preference of dresses.

Table 12 shows that irrespective of income, female children prefer to wear, half back open dress and boys to wear full front open dress. Subjects belonging to the high and middle income shows choosiness in styles. Many of the male subjects do not like banian type or dresses which have no opening. This is because they have to pull it down from the head, obstructing their vision and face which is irritating to them. Samples belonging to low income group especially female children are ready to wear any type of dresses. Few of them are not at all bothered of the type and style of the garments. The fact is that children belonging to low income are not familiar with the various dresses. They are aware of the fact that even if they want costly dresses, their dream cannot be fulfilled as the financial position prevents their parents from going after such luxuries.

6.1.14 Factors influencing clothing purchases.

From table 13 it is clear that all subjects from the middle and low income group stated that cost, durability and colour fastness are the factors which influence them while purchasing children's garments. In the high income group fashion was the main factor influencing 90 percent of the subject followed by absorbancy 52 percent, colour fastness 50 percent, durability 48 percent, and brand name 40 percent. As regard to the middle income group subjects, after durability, cost and colour fastness, 88 percent demand for launderability. Seventy eight percent for absorbancy 68 percent for material and only 18 percent demand for fashion. Eight percent of the samples were bothered of the brand name. As far as low income subjects are concerned, after cost, durability and colour fastness, launderability, easy to care are important factors. Absorbency, fashion and brand are also considered. For children's dresses absorbency is very important. The investigator made an attempt to convey the importance of absorbency for children's garments. They were not ready to accept easily because since polyster gives a better look they prefer polyester than cotton and blended fabrics. This is given in table 13. Chi-square value is 551.85 which shows high level significance. It indicates that income is highly influenced in the factors affecting clothing purchases.

6.1.15 Time of purchase

Cent percent of the families irrespective of the income, purchase clothing as and when needed. Birthday and other functions motivate the purchase of clothing.
The investigator made an attempt to convey the message regarding the importance of clothing budget and importance of planned purchase. Eighty percent of the samples accepted the message and they expressed their decision to keep a budget and clothing plan in the future.

6.1.16. Clothing preferences

Table 14 illustrates the preferences of clothing of children. Cent percent of the subjects from high and middle income prefer to wear loosers or bermuda which are latest in fashion trend, and they possess up to five numbers of these garments. Full pants was possessed by five, twentifive and fifteen samples of high, middle and low income group in the order. Twenty subjects of high income possess up to ten full pants. Seven and twentyfive samples of middle and low income possess up to five half pants or shorts, whereas ten samples of high income possess above ten items. Fifteen and eighteen samples of high and middle income possess up to ten half pants.

None of the subjects in the high income possesses half sleeve shirts. Nine and twentyfive samples of the middle and low income possessed upto 5 numbers. Regarding the high and middle income 25 and sixteen of them possess upto ten shirts with half sleeves. Ten and three samples from the high and middle income respectively possess up to five full sleeve shirts. Regarding banian twentyone and twentyfive samples of the middle and low income groups respectively possess upto five. Eighteen samples from high income group possess above ten banians. Twentythree and eleven subjects of high and middle income possess upto five Pyjama and Juba sets each.

Regarding girls, cent percent of the samples irrespective of income possess long skirt and salvar upto 5 sets. Twenty subjects of middle income group possess upto ten frocks. twentytwo subjects of low income possess upto five middy-top and frocks. Twentyfive and nine samples of high and middle income group respectively possess upto ten frocks. Only fourteen subjects from the high and three subjects from the middle income posses pants.

Purchasing habit

6.1.17 Number of dresses the children possesses

From table 15 it is clear that, cent percent of the subjects in the low income
possess upto five garments for special occasion and daily wear. Thirtyeight and eighteen subjects of the middle income group possess upto 5 dresses each for special occasion and for daily wear. Twelve and seventeen of the subjects belonging to middle income possess upto ten garments for special occasion and for daily wear. As far as high income is concerned fourtyfive samples possess above ten garments for special occasion and for daily wear. Five subjects of high income posses upto 19 garments each for special occasion and for daily wear. Irrespective of sex and income level all children prefer to wear uniform.

6.1.18 Preference of material

Table 16 shows irrespective of sex and income cent percent of the samples preferred to buy Terricotton blends for school uniform. Launderability, easy to care for, wrinkle resistance and durability were the properties most considered. From the subjects of both middle and low income groups cent percent prefer to buy blended dress materials (polyester/cotton) for all occasions like wedding, Birthday and for daily wear. Regarding high income group twentyfive and ten subjects prefer to buy net and lace materials for making the wears of their daughters for special occasions like wedding and birthday parties. For daily wear all the subjects prefer to buy polyester/cotton blended dress materials. Fifteen and three number of samples in high income group prefer to buy georget materials for special occasion and for birthday parties respectively.

6.1.19 Preference of Readymade, Home-made and Tailormade Garments

Table 17 illusrates the preference of readymade, home-made and tailormade garments. Cent percent of the subjects irrespective of the gender and income, prefer to buy readymade garments for their children. The reasons given are availability of new designs, low-price, mixing of different materilas, readily availability and better selection from a number of pieces. They also pointed that trial is possible before purchasing. Home made garment do not have a good finish as ready made ones. It needs good skill. Tailored garments are more expensive than ready made ones, because tailoring charges are too high.
Among high income families a very small number of subjects prefer tailormade garments. Sixty eight per cent of the middle income families prefer to make salwar set by a tailor. Fortyone percent of them prefer to make middy/top as tailor made, 36 and 30 of them prefer shirts and frocks get stitched by a tailor.

In low income group 48 percent of them prefer shirts made by a tailor. Cut pieces are available at a cheaper rate. Six of the samples were tailors. Twenty eight and 20 percent of the subjects respectively prefer to get frock and middy top as tailor made. Fourteen percent of the subjects prefer to get shirts as tailor made.

6.1.20 Problems faced

While purchasing children’s dresses, mothers face many problems. High income families care for items. Thirty two percent of them complained of the non-availability of good design.

Regarding ready made dresses, from the samples belonging to the middle income families, fifty percent complained against non durability, 22 percent against non availability of correct size, 36 percent about the out moded fashion. Eight percent of them pointed out ready made as expensive and of poor quality material. Thirty eight of them noticed non availability of good design. Thirty percent of them complained about old stock.

Among low income families, eighty percent of them were fed up of readymade dresses due to lack of durability of garments. Ninety percent of the sample complained about cost, and ninety two percent of the samples noticed poor quality material. These are illustrated in table 18.

6.1.21. Identification of dresses for various occasions

Table 19 illustrates identification of dresses for various occasions. All subjects belonging to both genders of high income group identified the four styles of dresses for various occasions namely, wedding wear, party wear, daily wear and school uniform. Eighteen boys and 19 girls of middle income group identified dresses for special occasions. Twenty boys and 19 girls belonging to middle income group identified party wear dresses. Most of the subjects belonging to high and middle income group identified the dresses for daily wear or evening wear, where as subjects belonging to the low income
group identified only school uniforms. Ten boys and 12 girls from low income group identified dresses for evening wear too. These differences in the identification of dresses were because parents belonging to high and middle group subjects are using separate dresses for each occasion. After wearing few times they are disposing these dresses. where as children belonging to low income group and few subjects from low income group are using same dresses for different occasions. When these dresses fade, these are used for daily wear. This supports the statement of Thomas (1994) that, children belonging to high socio-economic families are familiar with different styles and patterns of dresses by attending a number of occasions like wedding ceremonies, where as children belonging to low socio-economic status are not getting much chances. Pandit (1967) stated that, children from higher economic, social and cultural background are having ample number of dresses of various styles and prices which make them more dress conscious.

6.2. Part - II
Effect of dressing
6.2.1. Self-concept of well dressed and ill dressed children.

The difference in the self-concept of well dressed and ill dressed children are significant in the study. Appropriate clothing produces great joy and pride. Children feel embarrassed due to inappropriate garment, described in table 20 and figure 1.

Self is thought of as being extremely flexible and as constantly altering in response to environmental presumes (Cole and hall 1964). Different people develop different type of self-concept which depend on the kinds of social groups, home, peers or community where they spend most of their time (Wylie 1962). Considering the above statement the present study can be analysed. The children who were better dressed showed a higher self-concept than ill dressed children and this indicates that dresses have a greater influence on self-concept. The change in the self-perception due to a change in the environment is mentioned by Basavana (1990). The children from higher income group showed higher self-esteem. Children whose parents giving importance to the dresses, are found to have a greater self-concept. This is in line with the statement by Bee (1978) and according to her, the child's self perception is heavily rooted in her family experiences. Therefore parental influence also bring about a change in their self-concept.
Dress makes an impression on others. When others get a positive impression about children, they behave in a positive way. If they are getting a negative impression through a dress, they behave in a negative way. Children feel the variation in behaviour of others. By this they become conscious of their look, especially dress which affect their self-concept. This support the statement of Thomas (1994) that in pre-school years children are conscious of their looks and what they wear. This feeling affects or has an influence in the development of their self-concept.

6.2.2. Reaction pattern of well dressed and ill dressed children.

One of the Psychological effects of clothing is to expand and extend the self. Better clothing makes people more popular since they know that they are making a favourable impression on others. (Erwin and Kinchen 1967). The present study reveals the difference in the reaction pattern of ill dressed and well dressed children. Well dressed children always have a greater self-concept and therefore they behave in a positive way, due to this, they feel better about them. Ill dressed children feel inferiority and will withdraw themselves.

Table 21 and figure 2, deal with the difference in the Reaction pattern, that is the positive and the negative pattern of behaviour of the children. The data indicates that there was an overall significant ($t=8.53; p<0.01$) difference between the ‘Reaction pattern’ scores of well dressed and ill dressed children. The study indicates the need for better understanding regarding the importance of children’s clothing, to bring out more positive than negative reactions from the children. Irrespective of income, children from all the three income groups (low, middle and high) who were carelessly dressed were showing more of negative reaction pattern. The present study indicates that the well dressed children are less distracted and their actions are rhythmic and therefore an increased attention span.

6.2.3. Intensity of reaction of well dressed and ill dressed children.

The study brings about the difference in the Intensity of reaction of ill dressed and well dressed children. The difference between the means of ill dressed and well dressed children is significant.
The influence of dress on 'intense' and 'mild' reactions of children measured in terms of their activity level, threshold of responsiveness and vigour of activity is discussed in table 22 and figure 3. The overall difference in the 'Intensity of reaction' scores of well dressed and ill dressed children were found significant at .01 level. When they are dressed well the children become distinctively social and they show marked interest in the activities and surrounding environment. Mothers of the well dressed children were more sensitive to their children's need and were giving distinctive stimulation which would have resulted in low threshold of responsiveness in them. It means that they are more aware of the environment and alert in responding to the stimuli they encounter. The studies conducted by Indulekha (1977) and Varghese (1994) also indicated that, the children from advantaged set up whose mothers were qualitatively better while interacting with their children had lower threshold of responsiveness.

Preference of colour, design and colour value of well dressed and ill dressed children.

6.2.4. Colour preference of the well dressed and ill dressed children.

The study brings about the difference in the colour preference of the well dressed and ill dressed children. The dressing style has a great influence on the personality pattern of the child, so the preference of the colour also vary. Table 23 and figure 4 represent the way of dressing, getting distinctive stimulation. There well dressed child was more aware of hues, so he was more conscious about colours, where as ill dressed child was showing withdrawal signs and he/she has no concern regarding the dress and colour. Well dressed children of both gender prefer red and yellow, where as ill dressed children prefer violet, green and blue.

Ill dressed children were less enthusiastic and dull because since they dress differently from their playmates they feel inferior, withdraw themselves and becomes quiet. The statements of Laxmikuttyamma (1975) indicating that, calm and quiet children usually prefer cool colours or colours which fall in the left hand side of the prang colour chart is in support of this explanation. Another reason may be purely psychological. Gerritsen (1975) noticed difference in the rate of heart beat and respiration while different colours were presented via projections. Projection of Red indicated faster, green steady
heart beat and blue regulated calm state. The ill dressed children are keeping away from warm colours perhaps in order to avoid the increase in heart rate.

6.2.5. Design preference of the well dressed and ill dressed children.

Table 24 and figure 5, illustrate the difference in the design preference of the well dressed and ill dressed children. There is difference between the two means which is statistically proved and showed significant difference. A well dressed child was more familiar and conscious about the dress and colour, he/she was conscious of the print or design on the fabrics. Well dressed boys prefer stripes check and then plain; whereas well dressed girls preferred naturalistic design and plain material. Ill dressed children were not much familiar about variety of dresses and did not have liking towards any particular design, but slight preference were shown for checks and gaudy design.

6.2.6. Value of colour preference of the well dressed and ill dressed children.

From table 25 and figure 6 it is evident that, the difference in the mean of the value preference of the well dressed and ill dressed children are significant. Well dressed female children showed preference for light value and male children showed preference for dark value. In case of ill dressed children irrespective of gender preferred medium value. Few of them were not at all conscious about the value of colour.

6.2.7. Identification of dresses by the well dressed and ill dressed children.

The difference in the mean scores of the identification of dresses by the well dressed and ill dressed children were significant in the present study which is illustrated in table 26 and figure 70. Well dressed children are more aware of various dresses, style, fashion and model, where as ill dressed children are not aware of these. They wear whatever is available. Gupta (1989) says, for proper physical mental and social development clothes must be suitable for his activities and similar to those of his playmates. children are conscious of clothes which other children wear and want to look like them. The present study also indicates that children notice the dresses of other children. Well dressed both male and female children identified dresses for various occasions like wedding, special occasion, daily wear and school uniforms. Well dressed children showed great, interest in responding to the questions and garment which are showed to
them. According to Gupta (1989), clothing is an extremely important part of a child's world and they get great joy and pride in receiving and wearing much loved garments.

6.2.8. Expressive behaviour of children when they are dressed in dressy dresses and in ordinary dresses.

The study through table 27 and figure 8 reveals that, the expressive behaviour of each individual child shows variations. Expressive behaviour is the expression of the child at that moment which may last only for a short period of time. Expressive behaviour is one of the important factors which influences the moulding of the self-concept of children. The present study revealed that, when the children are dressed in dressy dresses they feel more secure, attentive and energetic. They showed more intelligence, obedience, politeness and were in relaxed mood. It was further noticed that, well dressed children easily mingled with other children and showed readiness to share their toys and were more self-confident and generous. In fact, they were happy throughout the day, where as in ordinarily dressed days these children showed their behaviour pattern negatively, the child was more distractible, reserved and anxious. They were found to be lazy too. When the child wear ordinary dresses he/she feels jealousy towards elaborately dressed children. In the words of Gupta (1989) children of this age need to accomodate their dream world fantasies and feelings and they are satisfied when they are elaborately dressed. By wearing elaborate dresses children feel great about themselves and these feeling are expressed through their behaviour.

Part - III

6.3. Effect of Gender

6.3.1. Self-concept of male and female children

Table 28 and figure 9, explain that there is no much difference noticed in the self-concept of boys and girls. In very few cases girls express a better self-concept than boys, but the difference is negligible. Blendsoe (1964) states that girls have a higher self-concept than boys of the same age group, which is not relevant here. The present study proved that gender is not a factor which influences the self-concept of children, so as the children grow boys become more self-confident and same age girls show poorer self-concept. The statement of Hamacheck (1976) that the more parental care and interest
there is, the more likely the adolescent to have high self esteem, also indicates the same. Though girls show a faster development in self-concept at an earlier age self-concept of girls will disintegrate due to this discrepancy in the parental treatment. Here the statement of Bledsoe (1964) is relevant that though girls have a higher self-concept than boys of the same age group, the distinctive stimulation given to boys enhance the development of their self-concept at a faster rate. Results of the study of Jose (1986) also indicates that, parents give more care for boys than girls.

6.3.2. Reaction pattern of male and female children.

Table 29 reveals Reaction pattern of male and female children. No much difference was noticed in ‘Reaction pattern’ of male and female children. This knows that the sex of the child has no influence on the Reaction pattern. This may be due to the exposure to the same environment or the absence of differential influence of constitutional factors which affect the ‘positive-negative’ balance of children’s behaviour. From table 29 and figure 10, it is evident that Reaction pattern scores of male and female children did not differ significantly. So the result does not support the hypothesis 3.c of the present investigation. Gender has not influenced the ‘Reaction pattern’ of the children. The study supports the statements of Hall and Lindzey (1985), that temperament or Reaction pattern, are those dispositions that are closely linked to individual biological or physiological determinants which will not modify with development. Through this study it is clear that temperament dispositions are already laid down in the genes and so the gender which is not an influencing factor.

6.3.3. Intensity of reaction of male and female children,

The study brings about the difference in the ‘Intensity of reaction’ of male and female children. According to gender intensity of reaction was varying. The difference between the mean scores of male and female children were significant which is given in table 30 and figure 11.

Hutt (1972) supporting this, reviewing through many studies and literature on related account came to the conclusion that some part of the brain is characteristically different for male and female children. Moss (1968) and Korner (1969) pointed out differential activity level for male and female children and Korner (1969) found that male
children were more vigorous in their activities. Though the subjects were drawn from almost the same environment and same culture, clear difference in the intensity of reaction of male and female children was noticed remarkably.

Preference of colour, design and value of colour by male and female children.

6.3.4. Colour preference of male and female children.

The difference in the mean scores of the colour preference of male and female children was significant in the present study. The difference is significant at .05 level which is explained in table 31. First preference shown by male children was for yellow, while female children preferred red. The reason may be due to the biological factors and the environment. This is supported by the study of Gerritsen (1975) that the heart beat and respiration varied on measurement while different colours were presented via projection. The results showed projection of red indicated faster, yellow less fast than red vice versa, yellow and red were the startling colours, hence these preferences.

6.3.5. Preference of design by male and female children.

The difference in the mean scores of the design preference of male and female children was significant in the study which is explained in table 32. Male children showed a preference for plain stripes and checks, while female children preferred naturalistic, plain and geometrical. This may be due to the unconscious sex training given from birth by parents and other care takers. This is supported by the results of the study of Jose (1986) which found that unconsciously parents are discriminating male and female children. Male children cared in better way than female children. Another reason is biological difference which is prewired.

6.3.6 Value of colour by male and female children.

The result given in table 33 shows that the difference in the mean scores of value preference of male and female children was not significant. It is evident from the study that both male and female children show same preference for the the value. Negligible difference was noticed, in the preference of light colour by female and dark ones by male children. It is stated that colour of the skin has some influence in the preference of value of colour, which is not yet scientifically proved. Sex training is not extended to the area of value preference.
6.3.7. Identification of dresses for various occasions by male and female children.

From table 34, it is evident that, the difference in the mean scores of the identification of dresses by male and female children was not significant in the present study. The hypothesis 3.h.is rejected here. Both male and female children took the same time in identifying dresses for various occasions. The study revealed that gender is not a factor in identifying dresses. The main factors were familiarity about different dresses, economic security and parental interest.

Part-IV
6.4. Relation between various components of the study.
6.4.1. Relation between the temperament and self-concept of pre-school children.

Table 35 illustrates that there is no relation between temperament and self concept of pre school children. The result is rejecting the hypothesis 4.e. The temperament is the total disposition formed by various facts, interactions to various situations and the self-concept is the reflection one perceives though the mirror, to study the relation between the two, is important for this investigation.

The dress influences the temperamental disposition which is a regulating factor of personality. It directly or indirectly affects the self-concept of the child in later years. But in the present study, in the existing conditions, the child's temperament and self-concept shows a poor relation.

6.4.2. Relation between the self-concept and preference of colour.

Every individual has his own colour preference. An attempt was made to find out whether there is any relation between self-concept and colour preference. The result in table 36 shows a very poor relation (r = .04).

The study very clearly proved that, the self concept has no relation to the colour preference. This result is supported by the statement of Thomas (1993) that the colour preference can be noticed from early child hood, but even if two persons show same preference for colour, they never have same self-concept, which indicates that the colour
preference is not related to individual's self-concept. The statement given by Kuppuswamy (1990) also indicate that appraisal of the parents was a highly important factor in the development of self-concept. The self is a construct; the human infant at birth has only the potentiality for developing a self. As the various structures like the receptors, muscles, brain, nervous system mature and with interaction with the mother and other care takers, the self emerges. Self has no relation with preferences of colour. In other words, self is not a factor influencing the colour preference.

6.4.3. Relation between the self-concept and preference of design.

From table 37, it is evident that the preference of design is not according to the self-concept of the individuals. Patterned fabrics are colourful, refreshing soothing and stimulating Meyar (1937) suggested that the ultimate source of all the design is the response obtained by the emotions of the designer and the wearer. Present study reveals very poor relation between self-concept and preference of design. The study showed that, the preference of the design is according to the gender of the child (may be biological) but not according to the self-concept of the child. Preference of the design is according to the taste and talent of the person.

6.4.4. Relation between the self-concept and preference of value-

Colour like sound has an effect upon the sensory apparatus of human being. The lightness or darkness of colour has a direct relation to a child's emotions. On seeing light colour one feels soothing effect while dark colours give an off mood. The study was an attempt to see the relationship that exists between value preference and self-concept of pre-school children. The result in table 38, showed a poor relation between self-concept and preference of value. Both the factors may be influenced by biological and environmental factors. They are independent variables.

6.4.5. Relation between the self-concept and ideal self concept

The self-concept is a composite but imperfect, representations of the self. The ideal self-concept is the perfect, representation of the self. The agreement between these two shows the child's self-concept. The self-concept and ideal self-concept of pre-school children shows a perfect correlation which is illustrated in table 39. This result of the study is supported by the statement of Berger (1980), that the child's self-concept is his/her
idea of what kind of person she is. The more the agreement between the ideal and real self concept, the healthier the personality the child has. The more is the discrepancy found between real and ideal self concept, the more is the trouble it indicates. The ill dressed children and children belong to low income group showed lower self-esteem and there by indicating greater discrepancy between real and ideal self-concept. The result supports Rogers (1951) Statement, one out growth of placing importance on the values of others is that, there is often some degree of his match between a person’s experience and his or her self concept or self-impression. If the mismatch is minor, so are the consequences. But if it is great, it will lead to psychological disturbances in daily functioning such as the experience of frequent anxiety.

6.4.6. Relation between the colour and design preference by mother and child for child's dresses.

Table 40 and 41 deals with preference of colour and design by mother and child for child's dresses. The colour and design preference of every individual vary according to many factors like age, sex, self-concept, personality and other factors. A perfect correlation is showing \( r = 0.96, 0.98 \) in the preference of mother and child. This is because of the fact that in recent years parents are giving much importance to the preference of the child. So before purchasing, parents seek the opinion of the child. Parents select colours, design, style and pattern of the dress according to the need and interest of the child. This is the reason for getting a perfect correlation. This shows that parents are very particular and careful in the overall development of the child.

6.4.7. Relation between the Reaction pattern and colour, design and value preference of the pre-school children.

Table 42, 43 and 44 explains the relation of Reaction pattern and colour, design and value preference of pre-school children. The study reveals that there is no relation between 'Reaction pattern' and colour, design, and value. So we reject the hypotheses 6.a, 6.c and 6.e. A slight correlation .33 was noticed in case of value of colour preference, but it is negligible relation.

'Reaction pattern' shows that how the child is reacting to the various situation that the child come across and also influence of biological factors, but preference of colour,
design and value are more or less related to the biological aspect alone. So it is evident that these preference are not related to the Reaction pattern which is shaped by many other external influences also.

6.4.8. Relation between the 'Intensity of reaction' and colour, design and value preference.

Table 45, 46 and 47 deal with relation between preference of colour, design and value and Intensity of reaction, so we reject the hypotheses 6b, 6d and 6f. The result showed no relation in the preference of colour, design, value and Intensity of reaction. The preference of colour, design and value may be developed mainly due to the biological factors. Intensity of reaction also may have strong rooting in the congenital factors. It does not mean that these should be interrelated and so both these factors may be having independent basis.

From the above study it is clear that the gender is one of the factors which influence the selection of colour, design and value. Though the colour, design and value of colour influence the mood and mental stability of a person, the preference is not at all influenced by any of these factors.