CHAPTER VII

SUMMARY AND CONCLUSIONS
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7.1 SUMMARY

Aim

The investigation was aimed at studying the following:-

1. Difference between income of the family and colour, pattern and style preference.

2. Behavioural profile, self-concept and expressive behaviour of well dressed and ill dressed children.

3. The relation between preference of colour pattern and style and dressing pattern of children.

4. The relation between Gender of the child and colour, style and pattern preference.

5. Relation between Gender of the child and behaviour profile, self-concept and expressive behaviour.


7. Relation between self-concept and preference of colour design, colour value and behavioural profile.

8. Preference of colour and design-mother/child agreement.

SAMPLE

For studying expressive behaviour, self-concept and colour, design, value and style preference one hundred and fifty samples of pre-school children were randomly selected. These samples include the age group between four and five years old. The subjects were drawn from three different income level irrespective of religion. Twenty five male and twenty five female children from each income group were selected. Part of the data of behaviour profile or temperament and clothing selection were collected from mother's of the subjects. The subjects were drawn from different institutions, (a play school, a creche, a kindergarten and four Anganwadies). For selecting Anganwadies the investigator contacted I.C.D.S. Office at Chalakudy. As per directions
they have given from the list, four Aganwadies were selected by using lottery method.

**Tools**

Parent Questionnaire for measuring behavioural profile or temperament by Thomas and Chess (1971).

Parent Questionnaire to elicit selection of dresses by Thomas (1992). Test to investigate children's preference of colour, design, value of colour and dresses for various occasions. Pictures were drawn and dresses were made by the investigator.

Pre-school self-concept and picture test on the basis of (PSCPT) by Yamamato (1972). Expressive behaviour of pre-school children through observation. Basic data sheet was also used.

**Collection of data**

The parents were contacted either in their houses or were called to the schools. Face to face interview was conducted for mothers of samples. The investigator herself filled the questionnaire and the basic data sheet, to avoid all types of errors. The tests for children were conducted personally when the children were in good mood. Tests were conducted individually to minimize distractions. The children were made to seat comfortably on a stool in quiet room. The felt board was kept two feet away and pictures were arranged on the felt board and the child was asked to touch the preference.

**Treatment of the data**

The data was classified and tabulated. Where scores had to be assigned, they were given.

F test was done to find the difference between the three income group.

T test was done to find the difference between well dressed and ill dressed children with regards to the variables under study.

Critical ratio were computed to find the difference between the behaviour pattern of male and female children.

Correlation coefficients were found out to find the relationship between preference
of mother and child and the interrelation between different variables in the study.

Chi-square is calculated for testing the goodness of fit and homogeneity of the groups in the study.

Where significant 'F' ratios were obtained, inter group comparisons were done by computing critical ratios.

7.2 CONCLUSIONS

1. Income has not much influence in the development of self-concept and Reaction pattern of pre-school children. Preference of colour and value and identification of dresses vary according to the income.

2. As the income increases percentage spent on children's clothing also increases. There is relation between the persons involved in clothing purchase and income of the family. Parents belonging to low and middle income families seek opinion of the child before purchasing their garments.

3. The self-concept, Reaction pattern, Intensity of reaction, colour preference, Design preference of well dressed and ill dressed children vary.

4. Value preference and identification of dresses for various occasions of well dressed and ill dressed children vary.

5. Gender is the decisive factor in the preference of colour, design, value and identification of dresses for various occasion.

6. Self-concept and Reaction pattern of pre-school children, vary according to the gender of the children.

7. The self-concept and the ideal self-concept of pre-school children are highly related.

8. Preference of colour and design by mother and child shows a high relation.

9. Behaviour profile, preference of colour, design and value have no impact on the self-concept of pre-school children.
7.3 PROBLEMS AND LIMITATIONS

There may be a number of problems of course difficult to get rid off in the field of human research. Few parents were reluctant in giving permission for studying their children. So really the investigator had to convey them that the study will not harm their child physically and emotionally.

The subjects selected were too young, so the investigator really took time to become familiar with children. At this age, children were not ready to give any answer to a stranger. So it took almost three to four hours for completing the testing of a child. It was very difficult to contact working mothers. So the investigator needed to reach the spot at seven o'clock in the morning, before they leave home.

Since no study was conducted in this field non-availability of literature was another great problem. None of the psychologists ever studies in this area. Few of them have pointed out the importance of the study related to children's clothing.

7.4 IMPLICATION OF THE STUDY

An awareness of the importance of clothing for pre-school children is very inadequate because we are yet to be a big stride in the area of clothing for children.

The result of the present study helps to understand the importance of clothing in the development of personality pattern of pre-school children. "Clothing behaviour" says Hartmann (1934) "is a neglected but permanent part of educational and social psychology."

To sum up the present study is a modest attempt to draw the attention of the future researchers and psychologists to the importance of clothing for pre-schoolers.

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