1. INTRODUCTION

Next to food, clothing is the most important basic necessity of any person. Clothes are important in determining the impression a person makes on others, and it is attractive and functional. Clothing is not only just a passive cover for the skin for protection, but also it interacts with and modifies the heat regulating function of the skin. So clothing can be considered as a quasi-physiological system.

From ancient times, people have used fabrics of various types for covering, warmth, personal adornment and even to display personal wealth. The main factors influencing the utilization of fibres for clothing are their ability to be spun, the desirability of their properties for apparel use and the cost or economy of production.

Highly fashion conscious generation now gives preference to ready to wear dresses than ‘Home made’ or ‘Tailor made’ dresses. This is due to many factors such as ready availability, versatility, fine workmanship and fabric of high quality. Ready made garments are really practical for our fast moving life. Now a days, it is impossible to identify the gender of children because parents are highly fashion conscious and dress the children in unisex dresses.

The development in science and technology, has changed the face of cloth market. Numerous varieties of natural and synthetic fabrics available confuse the average consumer in the selection of material especially for children. The popular mix and match outfits and the substitution of synthetic fibre which are more durable and lasting, reduce the family clothing expenditure, says Mehta (1990). Computers and its components have changed the face of Textile Industry, by providing better colour fastness, shrinkage control, Crease resistance and wash and wear properties which are the most prominent characteristics in clothing.

Today an average consumer demands various properties for garments which they buy. The properties are appearance, comfort, durability, ease of care, ease of wear, maintenance of shape and lustre suitability to the occasion and versatility for many occasions which lead to greatest satisfaction (Thomas 1992).

According to Hurlock (1978) the ‘best dressed are friendlier more vivacious and
more talkative; they are more popular and more likely to be selected as leaders. Clothes are important in determining the impression a person makes on others and in giving him a feeling of security. In fact, proper dress helps to develop self-confidence and feeling of security at all ages.

Clothing conveys moods, and feelings which contribute to the person a self-concept or self-regard. Dresses directly affect the personality development of the child because he is always eager to know how people feel about his dress. The foundation of personality is laid during pre-school years. Dress is one of the important factors in determining self-concept and self-esteem. While buying clothes, be sure that they are not more prominent or striking than the child. In fact, dress should enhance importance of the child. The clothes the child wears, are gradually moulding his personality, Craig and Rush (1946). Better clothing makes children more popular. Children feel great when people look at them favourably if they are well dressed. Clothing that he likes or is proud of bolsters his morale and add to his self-confidence. The child's attitudes towards clothes are very different from that of his parents. A three or four year old child feels pleasure and he is proud of his clothes. For a young child, appropriate clothes fit his needs and interests. Young children show strong desire to be independent in the selection of clothing for himself and if parents permit he feels high about himself.

Colour is very important in the pre-school age. Children usually refer to a garment by its colour rather than its style or type. They develop a definite colour preference. They may ignore the becomingness and appropriateness to them and for the occasions, in their choice of colours.

Preference of design is according to the gender of a child. It has been noticed that male children always prefer lines and checks, while female children prefer naturalistic design.

An expressive behaviour or mood is a temporary emotional reaction. Mood and temperament may reflect similar emotions. Temperament refers to the person's characteristic method of adjusting to life. Expressive behaviour refers only to the present pattern of adjustment which may later affect the personality pattern. During the pre-
school years the foundation of the personality is established and from this foundation the 
traits continue to develop as the child grows older.

Mind is the centre of all organic functions. Clothes are important determinant of 
personality. The child who is well dressed feels to be poised and confident. Since he is 
confident of his clothes, he is at ease in the company of others. Only popular and well 
known persons can afford to disregard these facts and dress shabbily or casually. Still it 
does not evoke adverse reactions from others. Indeed very few people can express such 
indifference about one's clothes as to quote 'Tom Masson' an American humorist, "what 
if my trousers are shabby and worn out, they cover a warm heart".

So it is hoped that the present study would enable the parents and people 
associated with the manufacture of children's garments understand the important of 
clothing in the development of personality pattern of the pre-school children.

Present study - A Preview

1.2. Scope

A child feels great or confident, when he is admired by others. Dress has a vital 
role in getting this admiration. 'Clothing behaviour' is a neglected but a very important 
factor in the development of temperament of pre-school children. A great deal of research 
in child development has focussed on all other factors. In India till now, no study was 
conducted regarding the importance of clothing and colour, in behavioural profile, self-
concept and expressive behaviour of pre-school children.

Recent days, parents are more conscious of the dresses they buy for their children. 
Irrespective of income parents show interest in dressing their children better than their 
peers.

No systematic study has been conducted so far to assess parents interest to 
children's clothing its importance and effect on the behavioural pattern, self-concept and 
expressive behaviour of pre-school children.

1.3. A I M

The present investigation aims at the study of the effect of dresses and colour on
the behavioural profile, self-concept and expressive behaviour of pre-school children. The study also helps to reveal the self-concept and ideal self-concept of pre-school children.

1.4. Objectives

The objectives of the present project are:

1. To study the different temperaments or behavioural profile of pre-school children belonging to the various income groups.

2. To study the effect of clothes on the self-concept of children.

3. To study the effect of colour on the self-concept of children.

4. To study the variation of the self-concept of ill dressed and well dressed children.

5. To study the effect of dress and colour on the gender of children.

6. To study the attitudes of the parents towards children's clothing.

7. Effect of colour on 'Reaction pattern' and 'Intensity of reaction' of pre-school children.

8. To make a comparative study in the selection of clothing, money spend on clothing, types of clothing for various income levels.


1.5. The Areas of the study: The concept explained;
Personality pattern

Personality is a concise term for the total behaviour of a person. Since the personality of a pre-school child is in the developing stage, this may be called as personality pattern, which may include his behaviour profile or temperament, self-concept, expressive behaviour and mood.
Behavioural profile

Behavioural profile or temperament is the characteristic tempo, energy expenditure, mood and rhythmicity, typifying the behaviour of the individual child. It has nine dimensions of behavioural patterns which are grouped into two main sub-divisions as Reaction pattern and Intensity of reaction. Under reaction pattern, six dimensions which enable to differentiate the responses in terms of 'positive' and 'negative' patterns are included. Under Intensity of reaction three dimensions are included which help to describe the child's behaviour as 'intense' and 'mild'.

Self-concept

According to Candles (1988) children's self-concept which is the sum total of personal awareness, evaluations and expectations, comes from how one has been dealt with by others, how one has dealt with others and how well one has coped with life. It is as the reflection seen in a mirror. That is how a man perceives himself and how he believes others perceive him. So the self-concept is an inner system of feeling which is manifested in behaviour and this is the definition considered in the present study.

Expressive behaviour

A stable well-adjusting child is one that is satisfied with himself. His feelings about himself and the feelings of others about him reflect in the expression of the child in every moment, which will have a great influence on personality development in later years. When one wears dressy clothes, that child feels great about himself. So also when a child is carelessly dressed his behaviour reflects the inferiority and he feels shy among others and withdraw to himself.

Mood

Mood in this study is considered as temporary emotional state of behaviour which lasts for a small period of time. Fontana (1988) define mood, as a state of feeling of varying duration. Mood is under environmental influence.

1.6 Components of the study

Age group

Compared to the stage of infancy and childhood, the pre-school period is a crucial
time when children are able to develop a considerable degree of independence, autonomy and responsibility. It is during this period that the child develops a reasonable control over his behaviour and is prepared to lessen his hold on the home and start to become a part of the wider social world. The foundation of personality i.e., temperament, is shaping in these (3 to 5) pre-school years.

Many changes take place during the pre-school years. The study of that age is important because developments during pre-school years are of great significance for the later development of the child physically, mentally and emotionally. In the present study children of the age group 3 to 5 years, are taken as pre-school children.

**Gender of the child**

Gender linked nature of child's behaviour is focussed more and more in recent years. This aspect is highly intricate in nature. It is fascinating because the obtained results are inconclusive - at times complimenting and at times contradicting one another in asserting or refuting the sex linked nature of children's behaviour. Considering these factors behavioural patterns, preference of colour, design, value, self-concept and expressive behaviour of male and female children are taken into account in the present study.

**Income**

Family income and the attitude about its use affect clothing. The amount spent for clothing, depends on the family situation, number of members and their needs. As the income increases, the quantity of garments purchased as well as the unit price paid for each item usually increases. Quality and quantity of clothing worn often indicate the degree of financial success attained and may indeed be an important factor in advancing the status of the family, both financially and socially. The three income groups, high, middle and low, are selected. The grouping is done according to the grouping of G.C.D.A. Cochin (1993).

**Selection of clothing**

Since we adopt small family norm, many families are having only one or two children. So parents pay much importance to the clothing selection for the children. So the investigator decided to gather information regarding,
1. Family background
2. Clothing budget
3. Type of material consumed for different occasions
4. Influence of income on purchasing habit
5. Factors influencing consumption.
6. Relationship exists among colour, pattern and style preference.

Dress

Dressy dresses are dresses with lot of trimmings and decoration with highly flowing material with startling colours which may give emphasis to the wearer.

Well dressed means looking attractive for the occasion. Feeling suitable for the occasion, time and day, their fashion rightness and their becomingness to you (Erwin and Kinchen 1969)

Ordinarily dressed means, dressed to meet the basic or standard requirements (Tarpley and Rathbone 1962)

Ill dressed is one who wears dress that looks unfit or unattractive (Tate 1961)

Colour

Moorjani (1993) pointed out that colour preferences and temperament of children are related, yet not scientifically proved. The colour preferences can be noticed from early childhood (Thomas 1993). For the present study colours taken are red, orange, yellow, green, blue, and violet.

The lightness or darkness of a colour is called value. The values taken for the present study are High, medium and low. Moods of this age group children are associated with preference of value (Thomas 1993).

According to Meyer (1937) the ultimate source of all design is the response and emotions of the designer to the needs and wishes of either himself or the person for whom he is designing. The designs taken for the present study are plain, stripe, check, geometric and naturalistic.