

## University Girl and "Innovated Accessories" among Modesty, Adaptation with Others and Self –Realization

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### ABSTRACT

Clothing trend of university girl has witnessed quick changes that have coincided with the great changes in society and the rapid technological development in all aspects of life. The spread of educated girls and their contact with youth in all fields of education and work have helped to raise their aesthetic appreciation.

Recently the so-called "innovated accessories" have emerged and affected physically and psychologically university girl because of their ability to change the overall sense of external appearance, give attraction, provide a sense with beauty and comfort as well as self-realization and give clothing anew and unique form. These accessories can be used either with more than costume or with uniform in many ways that give a different form with less possibilities. Moreover, they are flexible in design and color as well as taking into account customs, traditions and respect for religious instructions.

This research aims at identifying the effect of (place of residence ,mother's and father's educational level, the impact of family monthly income) on university girl approach towards "innovated accessories" in view of adaptation with others, modesty and self-realization. The study has been tried on a sample consisted of (187) university girls.

**KEYWORDS:** Innovated accessories, University girls, Clothing approaches, Modesty, Adaptation with others, Self-realization.

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### INTRODUCTION

University stage is characterized by activity, vitality and self-assertion and it is considered one of the most important stages to the girl. Clothing occupies the first one of the girls interests during this stage, but also the attempt to appear in the best image is one of the most important concerns that can be reduced gradually after that (M. Hassan et al., 2004- p.110).The designs of University girl tend to appear with garment as a mean that satisfy her desires for elegance, beauty and personality promotion. (R.Eid et al., 2000- p.3)

(Z.Fargaly2002- p.18) viewed that the nature of university life has forced students to be in contact with either limited income individuals or wealthy individuals, so we have to take more attention to such differences. Increasing interest with other gender brings about a concern to be attractive to him, and tends to think of the causes of social acceptance through clothing, appearance and other certain behaviors, and all these issues make him more interested in clothing as well as the outer physical appearance.

Accordingly, the study (M. Kamel 2007) noticed to what extent (gender, place of residence, Academic class, Academic course) have affected the level of social confirmatory, clothing behavior of the students of Home Economics college as well as recognize the intense correlation between their level of social confirmatory and clothing behavior. On the other hand, (Z.Abd Al Aziz 2005) study concerned with identifying the extent of benefit from teaching clothes and textile courses for the students of Faculty of Specific Education, Home economics department and how much they affect their clothing trends.

(M. Salem et al., 2004- p.102) viewed that adornment and beautification are important elements for the female that make her able to show what is possible of beauty and she spends much time and effort for doing so. Most girls tend to dress up and interest in external appearance strongly. Satisfaction or dissatisfaction with clothing is of a significant impact on the girl's actions during this stage more than any other stage, as good appearance makes her feel comfortable and socially adapted, but on the contrary if she feels the opposite, this will lead to depression and lack of self-esteem. (A.Abidin2000- p.87) confirmed that clothing plays a main function that gives a translation and non-lingual admiration for others which could affect self-esteem. (L.Barack2000- p.221)

So clothing has affected directly the individual's psychological behavior that resulting in his way of work and dealing with others. Also it affects directly the quality and type of required performance from individual's daily life. (M. Hassan et al., 2004- p.107 -110)

So (E. Doraidi 2000) study focused on making a program to improve the process of choosing clothes for university students through overcoming some of their physical defects. She asserted that there is a correlation

between clothing choice and some psychological variables, and the ability of the program to improve the clothing choice process as there has been a significant improvement, especially on the psychological level.

According to (L. Abd Al Fattah et al., 2008- p.450) study , there are various factors that affect directly clothing behavior of university students and most of them are positive; the economic and social status and the culture of family. Additionally, there are other influences outside the family boundaries and responsibilities, such as media, customs and traditions... etc; so, the high economic level and low educational level of families of the study respondents clearly affect clothing approach of the students.

And (N.Bawzeer2000- p.159) found that the basis of choosing clothes of girls aged (18-20) years old were, respectively, due to style, outer appearance, comfort and safety as well as family and friends' impact. In addition, income level and family members' number are of great importance to the clothing economics, and there is a positive relationship between clothing satisfaction, enumeration, importance and the girls' choosing clothes herself. Therefore family's social and economic level has a profound impact on girl approaches towards clothing and so on.

(M. Hassan et al., 2004- p.108) confirmed that one of the most important influences that affect clothing behavior is family, especially the mother because she has a very important role and responsibility in determining what her children will wear and in particular the girls. The mother cultural level is considered the most positive effect than other effects. (E.Massoud 2005) in her study conducted that there is a relationship between the choice of clothes and economic and social level. And socialization methods also affect the girls bringing up in view of choosing their clothes.

It is noted that environment and social level of the family identifies the family use of its resources; as the needs and customs of families that live in rural areas differ from that families live in the urban areas due to more culture of the family, more awareness of clothing planning in order to appear in the appropriate appearance and its well spending. (L. Abdel-Fattah et al., 2008- p.451) and (M.Zaid 2007) found that there were statistically significant differences of environmental factor (rural, urban), and social and economic level of the family (high, low) on girl attitudes towards choosing clothing

**Youth Clothing approaches:** The approach is the girl psychological and mental willingness, her responses and behaviors towards choosing certain clothes as well as her inclination to improve this choice as a result of previous experiences. Approaches can be divided into:

- psychological approach:** Choosing simple clothes suitable for self-support and feel respect and self-confidence.

- Social approach:** Choosing clothes suitable for the attributes of society and family.

- Economic approach:** the pre-planning to buy clothing within the family budget and try to reduce the expenditure terms which resulted in raising family level and achieving its prosperity. (Z.Abd Al Aziz2005- p.158)

**Social needs of youth and the relationship with clothing:** The relationship of approaches and clothing behavior is a circular relationship due to the fact that clothing has a significant impact on psychological and social behavior and the psychological and social behavior as well has the same impact on clothing. (K.Alezzabi 2007- p.314)As studying youth trend towards choosing clothes is a fundamental basis to understand his behavior and preferences as well as predicting with them , youth should not live in a closed separate world, but they should realize that they live in a changed world and adapt with this change in many times. Consequently they have various approaches in choosing clothes that are represented in attracting the others' attention, self-realization, dress-rehearsal, adaptation with others, .modesty, and fashion. (S. Nasef 2011- p.19)

(L. Barack 2000) found that there are significant differences among university girls in their desire and prominence among others through clothes and most university girls wear clothes that are suitable for the social milieu. (M. Ahmed 2013) showed in her study that 56% of girls prefer to buy clothing that is characterized by modesty.

As a matter of fact, the decision of choosing or buying a commodity like clothes should come after practical and precise study as well as studying the extent to which it can satisfy the individual's needs of following certain behavior of clothing. Selection of clothing is not an easy matter, but it requires rapid comparison that yields to some factors including specifications and appropriateness for their purpose of use (A. Ali1999- p.26), additionally the individual financial needs and capacities, age, social status, the nature of his work, the weather conditions in which he lives, and his beliefs and values. The individual's appreciation of clothing is affected by whom he considered his ideals, which he loves and respects in his family members. In addition advertising and media play an important and significant role in leading people and guiding them to choose their clothes. (M.Kamil2007- p.44), (R.Eid et al., 2000- p.7)

Due to consequent variables and escalation of changing forces in many areas around the world that influenced aesthetic appreciation of the individual and his choices, especially in the fashion world; clothing approaches witnessed rapid changes in girl university that coincided with a great change in a society that has become open for everyone to spread the culture of globalization, in particular, with rapid technological development in all aspects of life and the spread of girl education as well as her presence with the young people in the fields of education and work. (A. Abidin 2000) observes that many of the girls believe that appearance and clothing are two essential positive factors in getting a job in addition to being a chance for marriage.

There are basics on which the girl of the stage can follow while choosing her clothes that are, (Z.Fargly 2002-p.20, 22):

- Her clothing is in accordance with firstly whom she loves and secondly with her friends.
- Her clothing achieve her independence and help her to be prominent among others.
- She has to choose clothes that attract others' attention and admiration to achieve the good acceptance.
- She has to be interested in choosing clothes that are of youth spirit, express her personal opinions, giving her free movement.
- She has to be interested in pertaining fashion in her clothes and her clothes should be suitable for her body as well regardless of the quality.
- Her clothes are to be characterized by joy fully colors and designs that achieve elegant appearance for her.
- She Prefers to have available amount of clothing in order to enjoy a renewed appearance.

The researcher views that "innovated accessories" such as: all the types of mantle Paddy, Chemises Paddy, Gaboh, Neck (a piece covering the neck, chest and back), Sleeve, Wrist, Pandana, Terbona, Scarf, All the ready mantle ties, can achieve all these basics that the girl consider while selecting her clothes.

"These innovations" grant the simple costume an aesthetic value, attractive splendor, and brightness even though its simplicity. On the other hand, wearing "innovations" provides clothing distinctive quality and renewed appearance because they can be worn in many ways with fewer potentialities, but in many ways give a sense of independence, prominence and appropriateness for the wearer character in view of design, color, in addition to their flexibility and regard for habits, traditions and respect for Islamic traditions.

Accessories are one of the basic elements of elegance and dress up because they are essential indispensable additions that accompany clothing to complete the external appearance of the girl and makes her more beautiful and attractive. This is what the researcher has called "innovated accessories" that have emerged recently.

Thus, the "innovated accessories" play an important role in the university girl life as her cupboard is not devoid of them and through them she can change all her outer appearance due to their ability to provide her with attraction, sense of beauty and comfort, self-confidence, new distinguished style. Clothing and appearance will never be feasible without them due to their profitable and aesthetic aspect at the same time.

In a study that focused on identifying the well basics for choosing and using accessories with reference to the importance of their integration with other elements to attain with an affordable cost, (S. Al-Saeedi 2002) conducted that the families of university girls depend on accessories to raise their stylishness and increase psychological comfort as well as rationalizing clothing expenditure. She also viewed that different social factors affect the choice of the type and style of accessories.

Consequently, from the above mentioned, a lot of studies have focused on identifying youth clothing approaches and characteristics of this stage, studying the basics of clothing choosing among these class, the factors affecting this choice, the role of media, trying to increase cultural awareness through clothing, trying to improve the clothing selections process, clothing accessories and their role in raising elegance level ... Nevertheless any of these studies, did not treat the so-called "innovated accessories" which have become a part and parcel of the university girl clothes, **So here we can formulate the research problem in the following questions:**

- To what extent does the university girl tend to "innovated accessories"?
- What are the factors that affect the university girl approach towards "innovated accessories"?
- Can "innovated accessories" achieve all the university girl desires of attractiveness, modesty, ability to self-realization, demonstrate her character and adapt with others?

**Hence, the study is entitled:**

**University Girl and "Innovated Accessories" among Modesty, Adaptation with others and self-realization**

**Research Objectives can be summarized in identifying:**

- The impact of the place of residence on university girl approach towards "innovated accessories".
- The impact of father educational level on university girl approach towards "innovated accessories".
- The impact of mother educational level on university girl approach towards "innovated accessories".
- The impact of family monthly income on university girl approach towards "innovated accessories".

**Research Methodology:** The research follows descriptive analytical method.

**Research importance:** the importance of research is implied in

Studying the university girl approach towards the so-called "innovated accessories" which has recently emerged in the ready clothes market in order to understand her behavior, tendencies and predictions, identifying the factors that affect her choice, and realizing to what extent these "innovations" are able to enrich her clothes and manifest her personality.

**Research hypotheses:**

- 1- There are statistical significant differences among the grades means of sample girls in the axis of modesty according to study variables on the university girl approach towards "innovated accessories".
- 2- There are statistical significant differences among the grades means of sample girls in the axis of adaptation with others according to study variables on the university girl approach towards "innovated accessories".

- 3- There are statistical significant differences among the grades means of sample girls in the axis of self-realization according to study variables on the university girl approach towards "innovated accessories".
- 4- There are differences among the study respondents' opinions about modesty, adaptation with others and self-realization towards "innovated accessories".

**The research sample:** The study has been tried on a sample consisted of (187) girls at the university stage. Here is a description of the sample according to the study variables (place of residence, father's educational level, mother's educational level, and the family income average).

#### Description of the sample

##### 1- Place of Residence:

**Table (1) shows the distribution of sample girls according to place of residence variable**

**Table (1) Distribution of the sample girls depending on the place of residence variable**

place of residence	No	percent
Rural areas	74	39.6 %
Urban areas	113	60.4%
<b>Total</b>	<b>187</b>	<b>100%</b>

It is clear from table (1) that 113 of the sample girls stay in urban areas with percent 60.4%, while 74 of the sample girls stay in rural areas with percent 39.6%.

##### 2- Father educational level:

**Table (2) shows the distribution of sample girls according to Father educational level variable**

**Table (2) Distribution of the sample girls depending on Father educational level variable**

Father educational level	No	percent
low	40	21.4%
Medium	68	36.4%
high	79	42.2%
<b>Total</b>	<b>187</b>	<b>100%</b>

It is clear from table (2) that 79 of fathers of the sample girls have a high educational with percent 42.2%, followed by 68 of fathers of the sample girls have a medium educational level with percent 36.4%, after that 40 of fathers of the sample girls come at the third position and have a low educational level with percent 21.4%.

##### 3- Mother educational level:

**Table (3) shows the distribution of sample girls according to mother educational level variable**

**Table (3) Distribution of the sample girls according to mother educational level variable**

Mother educational level	No	percent
low	50	26.7%
Medium	61	32.6%
high	76	40.6%
<b>Total</b>	<b>187</b>	<b>100%</b>

As it is shown in table (3), 76 of mothers of the sample girls have got high educational level with percent 40.6%, followed by 61 of fathers of the sample girls have got medium educational level with percent 32.6%, after that 50 of fathers of the sample girls come at the third position and have got low educational level with percent 26.7%.

##### 4- Monthly income:

**Table (4) clarifies the distribution of sample girls according to different monthly income categories**

**Table (4) Distribution of the sample girls according different monthly income categories**

Monthly income	No	percent
low	54	28.9%
Medium	63	33.7%
high	70	37.4%
<b>Total</b>	<b>187</b>	<b>100%</b>

It is noted from table (4) that the highest category of sample girls categories have been for the families with high monthly income, followed by the families with medium monthly income, after that the families with low monthly income and their ratios are, respectively (37.4%, 33.7%, and 28.9%).

#### Validity and stability

**Questionnaire validity:** means the questionnaire ability to measure what it is put to measure.

Validity by using internal consistency between the total degree of each axis and the total degree of questionnaire:

Validity has been calculated through using internal consistency with coefficient correlation (Pearson coefficient correlation) between the total degree of each axis (Modesty, adaptation with others, self- realization) and the total degree of questionnaire. It is clarified in the following table:

**Table (5) values of coefficient correlation between total degree of each axis and total degree of questionnaire:**

First axis: Modesty	0.954	0.01
Second axis: adaptation with others	0.766	0.01
Third axis: self-realization	0.801	0.01

As it is clarified in table (5), all the coefficient correlations are significant at level (0.01) as they are closer to true one and this is an evidence of the validity and harmony of questionnaire axis.

**Stability:**

Stability means that the test should be accurate while measurement and observation, not self-contradictory, consistence and steady concerning the information it adds about the examined behavior. It is the variance ratio of the degree on the scale that refers to the actual performance of the examined. Stability has been calculated through:

- 1- Alpha Cronbach coefficient
- 2- Split-halfmethod

**Table (6) Values of stability coefficient of questionnaire axes**

Axes	Alpha coefficient	Split-half
First axis: Modesty	0.925	0.871-0.960
Second axis: adaptation with others	0.791	0.836- 0.742
Third axis: self-realization	0.774	0.813- 0.720
Total questionnaire stability	0.837	0.879- 0.788

It is obvious in the previous table that all the values of stability co-efficient: Alpha coefficient and Split-half are significant at level (0.01) and that is an evident of the questionnaire stability.

**RESULTS**

**First hypothesis: There are statistical significant differences among the means of sample girl’s degrees in axis (modesty) according to study variables.**

In order to investigate this hypothesis, (T) test has been applied in addition to calculation of variance analysis of the sample girls' degrees of modestyaxis. The following tables manifest that:

**Table (7) differences in means of sample girls' degrees of modesty axis according to place of residence variable**

Place of residence	Mean score	Standard deviation	sample	D.f	(T) value	significance
Rural	33.160	3.577	74	185	13.582	Significance at 0.01 in favor of rural areas
Urban	21.109	2.312	113			

It is exemplified in table (7) that (T) value was (13.582), a value that is statistically significant at level (0.01) in favor of the sample girls who are staying in rural areas , as the mean of study respondents degrees staying in rural areas is (33.160), while the mean of study respondents degrees staying in urban areas is (21.0109), in the sense that the sample girls staying in rural areas have been more modest than those staying in urban areas This may due to the fact that people of rural areas are still maintaining habits, traditions and customs more than people of the urban areas. Family needs of people that live in rural areas are different from that needs of family that live in urban areas (L. Abd AlFattah et al., 2008), and (G. Sewid 2007) has explained that the importance of clothes differ according to the country to which the individual belong. (M. Hassan et al., 2004) has affirmed that the lower cultural and educational level of a mother, the more modest will be the girls' clothing behavior. On contrary, (M. Zaid 2007) study has not found any statistically significant differences among the adolescent girls' approach towards modesty in both urban and rural areas.

**Table (8) variance analysis of sample girls' degrees in modesty axis according to study variables**

	Total squares	Squares mean	D.f	(F) value	Significance
<b>Father Educational level</b>					
<b>Between groups</b>	52.119	26.059	2	1.519	0.222
<b>within groups</b>	3156.959	17.157	184		
<b>Total</b>	3209.078		186		
<b>Mother Educational level</b>					
<b>Between groups</b>	7752.735	3876.368	2	50.307	0.01 significant
<b>within groups</b>	14177.990	77.054	184		
<b>Total</b>	21930.725		186		
<b>Monthly income of family</b>					
<b>Between groups</b>	7206.311	3603.156	2	29.059	0.01 significant
<b>within groups</b>	22814.916	123.994	184		
<b>Total</b>	30021.227		186		

Table (8) clarifies that (F) value was (1.519), a statistically non-significant value, indicating that there are no differences among the means of sample girls in modesty axis depending on the variable of father educational level because fathers are busy at work and try hard to get living. Additionally, girls at most times have been in contact with their mothers as well as the nature of their same unique female tendencies.

Besides, it is shown that the rest of (F) values are statistically significant at level (0.01), which indicates that there are differences among the means of sample girls in modesty axis depending on the rest variables of study. In order to find out the significance direction, LSD test for multiple comparisons has been applied. This is illustrated in the following table:

**Table (9) LSD test for multiple comparisons**

<b>Mother Educational level</b>	<b>Low M(14.424)</b>	<b>Medium M(23.551)</b>	<b>High M(20.246)</b>
<b>low</b>	-	-	-
<b>Medium</b>	9.127**	-	-
<b>high</b>	15.822**	6.695**	-
<b>Monthly income of family</b>	Low M(19.994)	Medium M(32.231)	High M(17.618)
<b>low</b>	-	-	-
<b>Medium</b>	12.237**	-	-
<b>high</b>	2.376*	14.613**	-

1-Table (9) clarifies that there are differences in modest axis among university girls whose mothers are highly educated and girls whose mothers are medium and low educated in favor of the girls of highly educated mothers at level (0.01). While there are differences among university girls whose mothers are moderately educated and girls whose mothers are low educated in favor of the girls of medium educated mothers at level (0.01). Mean of girls' degrees of highly educated mothers is (30.246), followed by girls of medium educated mothers (23.551), and girls of low educated mothers come at the last position with mean (14.424). Consequently the university girls of highly educated mothers come at the first position as they have been the most modest among the other university girls, then the university girls of medium educated mothers come at the second position, and finally the university girls of low educated mothers come at the third and last position. This is due to the fact that highly educated mothers have an extensive experience, an ability of good clothing, reasonable thinking as well as elevated thought that help their university girls in well choice, investment and using "innovated accessories" that are convenient with our religion particularly with increasing religious awareness of youth. Unlike (M. Hassan et al., 2004) has found that there is a reversal conformity between the educational and cultural level of mother and the girls' interest in modest clothes.

2-Table (9) indicates that there are differences in modest axis among university girls whose families' income is medium and girls whose families' income is high and low in favor of the girls of families with medium income at level (0.01). As Mean of girls' degrees of families with medium income reaches (32.231), followed by girls of families with low income (19.994), and girls of families with high income come at the last position with mean (17.618). Consequently the university girls of families with medium income come at the first position as they have been the most modest among the other university girls, then the university girls of families with low income come at the second position, and finally the university girls of families with high income come at the third and last position. The reason is that university girls of families with medium income are anticipating and looking forward to elegance and dress up with "innovated accessories" with regard to traditions, customs, habits and religion instructions. Also these girls try hard to be away from exaggeration and taking into account limited income as through these accessories, they can change the sense of outer appearance because they are flexible in design as they can be used either with more than costume or with uniform in many ways. Additionally, they give attraction, sense with beauty and comfort as well as self-realization and give clothing anew and unique form. Regarding the girls of

families with low income, their fascination with city and university life as well as their contact with other gender friends resulted in giving up some of their perceptions about modest in order to attract other's attention. As for girls of families with high income, they are seeking for fashion and all what is new and expensive regardless it is appropriate or not to societal traditions and habits and this, consequently, resulted in reduction of modesty among themselves. (M.Zaid 2007) differs with that as she asserted that there are statistical significant differences among the adolescents' approaches toward modesty in favor of high economic level.

**Second hypothesis: There are statistically significant differences among the means of sample girls degrees in axis adaptation with others according to study variables.**

In order to investigate this hypothesis, (T) test has been applied in addition to calculation of variance analysis of the sample girls' degrees of axis adaptation with others. The following tables manifest that:

**Table (10) differences in means of sample girls' degrees of adaptation with others axis according to place of residence variable**

Place of residence	Mean score	Standard deviation	sample	D.F	(T) value	significance
Rural	23.842	2.584	74	185	1.035	Non-significant 0.442
Urban	24.155	3.069	113			

It is shown in table (7) that (T) value was (1.035), a value that is statistically non-significant. As the mean of degrees concerning the sample girls who are staying in urban areas reaches (24.155), and the mean of degrees concerning the sample girls who are staying in rural areas reaches (23.842), i.e. both samples of girls staying in rural areas and who staying in urban areas are equal in adaptation with others because the increase in the educational level among girls of rural areas increase their self- confidence, mindedness, their clothing sense and awareness. Additionally, emergence of technological innovations in the village, development of mass media, clothing and textile field and economic opening provide them many appropriate options. (Z.Fargaly2002) differs in that as her studies have been in favor of urban areas.

**Table (11) variance analysis of sample girls' degrees in adaptation with others axis according to study variables**

	Total squares	Squares mean	D.F	(F) value	Significance
<b>Father Educational level</b>					
Between groups	7262.109	3631.054	2	30.699	0.01 significant
within groups	21763.450	118.280	184		
Total	29025.559		186		
<b>Mother Educational level</b>					
Between groups	7459.774	3729.887	2	44.818	0.01 significant
within groups	18094.893	98.342	184		
Total	25554.667		186		
<b>Monthly income of family</b>					
Between groups	7459.774	3729.887	2	37.928	0.01 significant
within groups	18094.893	98.342	184		
Total	25554.667		186		

Table (11) clarifies that all (F) values were statistically significant at level (0.01), indicating that there are differences among the means of sample girls in adaptation with others axis depending on the study variables. Besides, In order to find out the significance direction, LSD test for multiple comparisons has been applied. This is illustrated in the following table:

**Table (12) LSD test for multiple comparisons**

father Educational level	Low M(15.342)	Medium M(17.951)	High M(25.147)
low	-		
Medium	2.609*	-	
high	9.805**	7.196**	-
Mother Educational level	Low M(10.128)	Medium M(15.595)	High M(22.315)
low	-		
Medium	5.467**	-	
high	12.187**	6.720**	-
Monthly income of family	Low M(17.111)	Medium M(19.430)	High M(26.007)
low	-		
Medium	2.319*	-	
high	8.896**	6.577**	-

1-Table (12) clarifies that there are differences in adaptation with others axis among university girls whose fathers are highly educated and girls whose fathers are medium and low educated in favor of the girls of highly educated fathers at level (0.01). While there are differences among university girls whose fathers are moderately educated and girls whose fathers are low educated in favor of the girls of medium educated fathers at level (0.05). Mean of girls' degrees of highly educated fathers is (25.147), followed by girls of medium educated fathers (17.951), and girls of low educated fathers come at the last position with mean (15.342). Consequently the university girls of highly educated fathers come at the first position as they have been most adapted with others among the other university girls, then the university girls of medium educated fathers come at the second position, and finally the university girls of low educated fathers come at the third and last position. This is due to the fact that raise in educational level of fathers will, in turn, resulted in an increase in social, cultural and economic level of sample girls that give them sense of self-confidence, safety helping her in adaptation with others." Appearance is a mean for adaptation with others as it is an evident for the person's beliefs and principles expressed through clothes. (A.Abdin 2000-p.216) This is in accordance with (L.Barack 2000) study, but differs from (M.Zaid 2007) study as her results come in favor of low social level.

2-Table (12) clarifies that there are differences in adaptation with others axis among university girls whose mothers are highly educated and girls whose mothers are medium and low educated in favor of the girls of highly educated mothers at level (0.01). While there are differences among university girls whose mothers are moderately educated and girls whose mothers are of low educational level in favor of the girls of medium educated mothers at level (0.01). Mean of girls' degrees of highly educated mothers is (22.315), followed by girls of medium educated mothers (15.595), and girls of low educated mothers come at the last position with mean (10.128). Consequently the university girls of highly educated mothers come at the first position as they have been the most adapted with others among the other university girls, then the university girls of medium educated mothers come at the second position, and finally the university girls of low educated mothers come at the third and last position. This is due to the fact that the mothers' high educational level resulted in the girls' high educational and cultural level that give them self-confidence, sense of intimacy with others, high clothing sense because the person try hard to modify his clothing habits through increasing culture and observation to be closer to the group he wants to join.(A.Abdin 2000- p.216).This agree with (L.Barack 2000) ,but not agree with (M.zaid 2007).

3-Table (12) indicates that there are differences in adaptation with others axis among university girls whose families' income is high and girls whose families' income is medium and low in favor of the girls of families with high income at level (0.01). While there are differences in adaptation with others axis among university girls whose families' income is low and girls whose families' income is medium in favor of the girls of families with medium income at level (0.05) As Mean of girls' degrees of families with high income reaches (26.007), followed by girls of families with medium income (19.430), and girls of families with low income come at the last position with mean (17.111). Consequently the university girls of families with high income come at the first position as they have been the most adapted with others among the other university girls, then the university girls of families with medium income come at the second position, and finally the university girls of families with low income come at the third and last position. The reason is that high income participates in creating "a state of harmony and consistency between the one self and his environment in his ability to satisfy his needs and desires as well as behaves in a satisfying manner in front of social and material needs" this is the so called adaptation with others. (A.Abdin 2000- p.87), (N. Bawzeer 2000- p.159), but (M.Zaid 2007) is different as her results come in favor of the low economic level.

**Third hypothesis: There are statistical significant differences among the means of sample girls' degrees in self-realization axis according to study variables.**

In order to investigate this hypothesis, (T) test has been applied in addition to calculation of variance analysis of the sample girls' degrees of axis self-realization. The following tables manifest that:

**Table (13) differences in means of sample girls' degrees of self-realization axis according to place of residence variable**

Place of residence	Mean score	Standard deviation	sample	D.F	(T) value	significance
Rural	33.765	1.153	74	185	1.306	Non-significant 0.139
Urban	34.168	2.249	113			

It is shown in table (13) that (T) value was (1.306), a value that is statistically non-significant. As the mean of degrees concerning the sample girls who are staying in urban areas reach (34.168) , and the mean of degrees concerning the sample girls who are staying in rural areas reach (33.765) , i.e. both samples of girls staying in rural areas and staying in urban areas are equal in self-realization .This is due to the development in their clothing approach because of high educational level in rural areas that resulted in increasing their ability to express themselves and personalities as well. Additionally, emergence of technological innovations in the village and economic opening provide them many appropriate options. (M.Hassan et al., 2004) differs in that as his studies have been in favor of urban areas.

**Table (14) variance analysis of sample girls' degrees in self-realization axis according to study variables**

	Total squares	Squares mean	D.f	(F) value	Significance
<b>Father Educational level</b>					
<b>Between groups</b>	7338.316	3669.158	2	46.770	0.01 significant
<b>within groups</b>	14435.108	78.452	184		
<b>Total</b>	21773.424		186		
<b>Mother Educational level</b>					
<b>Between groups</b>	7048.550	3524.275	2	34.758	0.01 significant
<b>within groups</b>	18656.802	101.396	184		
<b>Total</b>	25705.352		186		
<b>Monthly income of family</b>					
<b>Between groups</b>	25.523	12.762	2	1.067	0.346
<b>within groups</b>	2201.070	11.962	184		non-significant
<b>Total</b>	2226.593		186		

Table (14) clarifies that all (F) value was (1.067) and was statistically non-significant, indicating that there are no differences among the means of sample girls self-realization axis depending on the variable family monthly income. This is due to the progress in industry, particularly in clothing and textile field and the economic openness for markets that provide them with many appropriate options that satisfy their desires and needs as well.

Also, all (F) values were statistically significant at level (0.01) indicating that there are differences among the degrees of sample girls of self- realization axis according to all the rest of study variables. In order to find out the significance direction, LSD test for multiple comparisons has been applied. This is illustrated in the following table:

**Table (15) LSD test for multiple comparisons**

<b>father Educational level</b>	<b>Low M(17.753)</b>	<b>Medium M (29.105)</b>	<b>High M(37.440)</b>
<b>low</b>	-		
<b>Medium</b>	11.352**	-	
<b>high</b>	19.687**	8.335**	-
<b>Mother Educational level</b>	<b>Low M(18.742)</b>	<b>Medium M(21.108)</b>	<b>High M(30.261)</b>
<b>low</b>	-		
<b>Medium</b>	2.366*	-	
<b>high</b>	11.519**	9.153**	-

1-Table (15) clarifies that there are differences in self-realization axis among university girls whose fathers are highly educated and girls whose fathers are medium and low educated in favor of the girls of highly educated fathers at level (0.01). While there are differences among university girls whose fathers are of moderate educated level and girls whose fathers are of low education level in favor of the girls of medium educated fathers at level (0.01). Mean of girls' degrees of highly educated fathers is (37.440), followed by girls of medium educated fathers (29.105), and girls of low educated fathers come at the last position with mean (17.753). Consequently the university girls of highly educated fathers come at the first position as they have been the most self-realized among the other university girls, then the university girls of medium educated fathers come at the second position, and finally the university girls of low educated fathers come at the third and last position. This is due to the fact high educational level of fathers will, in turn, resulted in an increase in mental and social level of sample girls that give them sense of self-confidence, safety granting her self-confidence, self-expression ,and a sense with prominence and proud " well appearance prospers self-realization that is one of mental health factors"( Z.Fargly 2002-p.42)

2-table (15) clarifies that there are differences in self-realization axis among university girls whose mothers are highly educated and girls whose mothers are medium and low educated in favor of the girls of highly educated mothers at level (0.01). While there are differences among university girls whose mothers are of moderate education level and girls whose mothers are of low education level in favor of the girls of medium educated mothers at level (0.05). Mean of girls' degrees of highly educated mothers is (30.261), followed by girls of medium educated mothers (21.108), and girls of low educated mothers come at the last position (18.742). Consequently the university girls of highly educated mothers come at the first position as they are the most anxious to self-realization, then the university girls of medium educated mothers come at the second position, and finally the university girls of low educated mothers come at the third and last position. This is due to the fact that the mothers' high educational level enlarges the perceptions and realization of girl's character "Self-construction resulted from interaction with environment and grow as a result for education and maturity" (A. Abdin 2000 p.209). Clothing sense of the individual is affected by his models and those he respects (M.Zaid 2007- p.44). (M. Hassan et al., 2004) asserts that the less educational and cultural level of the mother, the negative self-realization in clothing behavior of their girls.

**Fourth hypothesis: There are differences among the study respondents' opinions about modesty, adaptation with others and self-realization.**

In order to investigate this hypothesis, repetitions and percentages of the study respondents' opinions about modesty, adaptation with others and self-realization have been calculated. The following tables clarify that:

**Table (16) repetitions and percentages of the study respondents' opinions about the axis of Modesty**

No	clause	agree		Somewhat Agree		disagree	
		No.	Percent	No.	Percent	No.	Percent
<b>Modesty</b>							
1	Possessing innovated accessories make my clothes come to terms of our religion	24	12.8%	73	39%	90	48.1%
2	wearing innovated accessories make me more dignified and modest	65	34.7%	82	43.9%	40	21.4%
3	innovated accessories help me to hide my body details	68	36.4%	53	28.3%	66	35.3%
4	innovated accessories are not compatible with modesty	81	43.3%	67	35.8%	39	20.9%
5	wearing innovated accessories prevent me from being like the other gender clothes	47	25.1%	60	32.1%	80	42.8%
6	wearing innovated accessories make my clothes come to terms of our society conventions	32	17.1%	54	28.9%	101	54%
7	In my opinion innovated accessories are not suitable for me as they confer an older age	28	14.9%	44	23.5%	115	61.5%
8	I never mind wearing clothes that show body attractions	50	26.7%	66	35.3%	71	37.9%
9	I mock at the others' clothes that I don't admire	0	0%	21	11.2%	166	88.8%
10	I feel satisfied by wearing innovated accessories	87	46.5%	100	53.5%	0	0%
11	I see that modesty is a personal liberty	63	33.7%	94	50.3%	30	16%
12	Spread of crazes and fads among my companions' clothes annoy me	36	19.3%	49	26.2%	102	54.5%

**1-Clause (1) Possessing innovated accessories make my clothes come to terms of our religion:**

It is shown in the table that (24) of the study respondents (agree) with percent 12.8%, while (73) of the study respondents (somewhat agree) with percent 39% and (90) of the study respondents (disagree) with percent 48.1%.

**2-Clause (2) wearing innovated accessories make me more dignified and modest:**

It is shown in the table that (65) of the study respondents (agree) with percent 34.7%, while (82) of the study respondents (somewhat agree) with percent 43.9% and (40) of the study respondents (disagree) with percent 21.4%.

**3-Clause (3) innovated accessories help me to hide my body details:**

It is shown in the table that (68) of the study respondents (agree) with percent 36.4%, while (53) of the study respondents (somewhat agree) with percent 28.3% and (66) of the study respondents (disagree) with percent 35.3%.

**4-Clause (4) innovated accessories are not compatible with modesty:**

It is shown in the table that (81) of the study respondents (agree) with percent 43.3%, while (67) of the study respondents (somewhat agree) with percent 35.8% and (39) of the study respondents (disagree) with percent 20.9%.

**5-Clause (5) wearing innovated accessories prevent me from being like the other gender clothes:**

It is shown in the table that (47) of the study respondents (agree) with percent 25.1%, while (60) of the study respondents (somewhat agree) with percent 32.1% and (80) of the study respondents (disagree) with percent 42.8%.

**6-Clause (6) wearing innovated accessories prevent me from being like the other gender clothes:**

It is shown in the table that (32) of the study respondents (agree) with percent 17.1%, while (54) of the study respondents (somewhat agree) with percent 28.9% and (101) of the study respondents (disagree) with percent 54%.

**7-Clause (7) in my opinion innovated accessories are not suitable for me as they confer an older age:**

It is shown in the table that (28) of the study respondents (agree) with percent 14.9%, while (44) of the study respondents (somewhat agree) with percent 23.5% and (115) of the study respondents (disagree) with percent 61.5%.

**8-Clause (8) I never mind wearing clothes that show body attractions:**

It is shown in the table that (50) of the study respondents (agree) with percent 26.7%, while (66) of the study respondents (somewhat agree) with percent 35.3% and (71) of the study respondents (disagree) with percent 37.9%.

**9-Clause (9) I mock at the others' clothes that I don't admire:**

It is shown in the table that (21) of the study respondents (somewhat agree) with percent 11.2%, while (166) of the study respondents (disagree) with percent 88.8%.

**10-Clause (10) I feel satisfied by wearing innovated accessories:**

It is shown in the table that (87) of the study respondents (agree) with percent 46.5%, while (100) of the study respondents (somewhat agree) with percent 53.5%.

**11-Clause (11) I see that modesty is a personal liberty:**

It is shown in the table that (63) of the study respondents (agree) with percent 33.7%, while (94) of the study respondents (somewhat agree) with percent 50.3% and (30) of the study respondents (disagree) with percent 16%.

**12-Clause (12) spread of crazes and fads among my companions' clothes annoy me:**

It is shown in the table that (36) of the study respondents (agree) with percent 19.3%, while (49) of the study respondents (somewhat agree) with percent 26.2% and (102) of the study respondents (disagree) with percent 54.5%.

**Table (17) repetitions and percentages of the study respondents' opinions about the axis of Adaptation with others**

No	clause	agree		Somewhat Agree		disagree	
		No.	Percent	No.	Percent	No.	Percent
<b>Adaptation with others</b>							
1	I seek show-off among my companions through innovated accessories	50	26.7%	64	34.2%	73	39%
2	I choose the innovated accessories that admires the others	46	24.6%	82	43.9%	59	31.6%
3	innovated accessories help me to avoid the others' criticizing	38	20.3%	74	39.6%	75	40.1%
4	innovated accessories help me to win the others' respect through my appearance	90	48.1%	97	51.9%	0	0%
5	I am not interested in the others' regard to my clothing	51	27.3%	76	40.6%	60	32.1%
6	I wear innovated accessories suitable for my social life	60	32.1%	100	53.5%	27	14.4%
7	Innovated accessories help me to make my clothes accord with the group clothes even if they are not appropriate	20	10.7%	49	26.2%	118	63.1%
8	I don't like my clothes to be like the others	42	22.5%	63	33.7%	82	43.9%
9	I wear innovated accessories because they make me at ease if they are not distinguishing	0	0%	86	45.9%	101	54%
10	I concerned that my clothes give expression of inferior economic level	54	28.9%	83	44.4%	50	26.7%

**1-Clause (1) I seek show-off among my companions through innovated accessories:**

It is shown in the table that (50) of the study respondents (agree) with percent 26.7%, while (64) of the study respondents (somewhat agree) with percent 34.2% and (73) of the study respondents (disagree) with percent 39%.

**2-Clause (2) I choose the innovated accessories that admires the others:**

It is shown in the table that (46) of the study respondents (agree) with percent 24.6%, while (82) of the study respondents (somewhat agree) with percent 43.9% and (59) of the study respondents (disagree) with percent 31.6%.

**3-Clause (3) innovated accessories help me to avoid the others' criticizing:**

It is shown in the table that (38) of the study respondents (agree) with percent 20.3%, while (74) of the study respondents (somewhat agree) with percent 39.6% and (75) of the study respondents (disagree) with percent 40.1%.

**4-Clause (4) innovated accessories help me to win the others' respect through my appearance:**

It is shown in the table that (90) of the study respondents (agree) with percent 48.1%, while (97) of the study respondents (somewhat agree) with percent 51.9%.

**5-Clause (5) I am not interested in the others' regard to my clothing:**

It is shown in the table that (51) of the study respondents (agree) with percent 27.3%, while (76) of the study respondents (somewhat agree) with percent 40.6% and (60) of the study respondents (disagree) with percent 32.1%.

**6-Clause (6) I wear innovated accessories suitable for my social life:**

It is shown in the table that (60) of the study respondents (agree) with percent 32.1%, while (100) of the study respondents (somewhat agree) with percent 53.5% and (27) of the study respondents (disagree) with percent 14.4%.

**7-Clause (7) Innovated accessories help me to make my clothes accord with the group clothes even if they are not appropriate:**

It is shown in the table that (20) of the study respondents (agree) with percent 10.7%, while (49) of the study respondents (somewhat agree) with percent 26.2% and (118) of the study respondents (disagree) with percent 63.1%.

**8-Clause (8) I don't like my clothes to be like the others:**

It is shown in the table that (42) of the study respondents (agree) with percent 22.5%, while (63) of the study respondents (somewhat agree) with percent 33.7% and (82) of the study respondents (disagree) with percent 43.9%.

**9-Clause (9) I wear innovated accessories because they make me at ease if they are not distinguishing:**

It is shown in the table that (86) of the study respondents (somewhat agree) with percent 45.9%, while (101) of the study respondents (disagree) with percent 54%.

**10-Clause (10) I am concerned that my clothes give expression of inferior economic level:**

It is shown in the table that (54) of the study respondents (agree) with percent 28.9%, while (83) of the study respondents (somewhat agree) with percent 44.4%, while (50) of the study respondents (disagree) with percent 26.7%.

**Table (18) repetitions and percentages of the study respondents' opinions about the axis of Self-Realization**

No	clause	agree		Somewhat Agree		disagree	
		No.	Percent	No.	Percent	No.	Percent
<b>Modesty</b>							
1	I feel fashionable and stylish with Innovated accessories	87	46.5%	100	53.5%	0	0%
2	innovated accessories made me independence in choosing my clothes	65	34.7%	82	43.9%	40	21.4%
3	I find difficulties while choosing my clothing	68	36.4%	53	28.3%	66	35.3%
4	I prefer to ask for the other's opinion while deciding what to wear	81	43.3%	67	35.8%	39	20.9%
5	I try hard to consider the other's view in my innovated accessories	63	33.7%	94	50.3%	30	16%
6	I prefer the innovated accessories that are suitable for the nature of my daily work	100	53.5%	80	42.8%	7	3.7%
7	innovated accessories help me to communicate as well as adapt with others	50	26.7%	66	35.3%	71	37.9%
8	I prefer the continuous renewal and change of my clothing by using innovated accessories	80	42.8%	60	32.1%	47	25.1%
9	I try to switch and match among different clothes by using innovated accessories	166	88.8%	21	11.2%	0	0%
10	I prefer to choose multi clothes in the same model in order to be able to use them differently	101	54%	54	28.9%	32	17.1%
11	I feel ashamed and introverted while wearing unstylish clothes	115	61.5%	44	23.5%	28	14.9%
12	I see that the first impression come from clothes	49	26.2%	102	54.5%	36	19.3%
13	Innovated accessories grant me self-realization	90	48.1%	73	39%	24	12.8%

**1-Clause (1) I feel fashionable and stylish with Innovated accessories:**

It is shown in the table that (87) of the study respondents (agree) with percent 46.5%, while (100) of the study respondents (somewhat agree) with percent 53.5%.

**2-Clause (2) innovated accessories made me independence in choosing my clothes :**

It is shown in the table that (65) of the study respondents (agree) with percent 34.7%, while (82) of the study respondents (somewhat agree) with percent 43.9% and (40) of the study respondents (disagree) with percent 21.4%.

**3-Clause (3) I find difficulties while choosing my clothing:**

It is shown in the table that (68) of the study respondents (agree) with percent 36.4%, while (53) of the study respondents (somewhat agree) with percent 28.3% and (66) of the study respondents (disagree) with percent 35.3%.

**4-Clause (4) I prefer to ask for the other's opinion while deciding what to wear:**

It is shown in the table that (81) of the study respondents (agree) with percent 43.3%, while (67) of the study respondents (somewhat agree) with percent 35.8% and (39) of the study respondents (disagree) with percent 20.9%.

**5-Clause (5) I try hard to consider the other's view in my innovated accessories:**

It is shown in the table that (63) of the study respondents (agree) with percent 33.7%, while (94) of the study respondents (somewhat agree) with percent 50.3% and (30) of the study respondents (disagree) with percent 16%.

**6-Clause (6) I prefer the innovated accessories that are suitable for the nature of my daily work:**

It is shown in the table that (100) of the study respondents (agree) with percent 53.5%, while (80) of the study respondents (somewhat agree) with percent 42.8% and (7) of the study respondents (disagree) with percent 3.7%.

**7-Clause (7) innovated accessories help me to communicate as well as adapt with others:**

It is shown in the table that (50) of the study respondents (agree) with percent 26.7%, while (66) of the study respondents (somewhat agree) with percent 35.3% and (71) of the study respondents (disagree) with percent 37.9%.

**8-Clause (8) I prefer the continuous renewal and change of my clothing by using innovated accessories:**

It is shown in the table that (80) of the study respondents (agree) with percent 42.8%, while (60) of the study respondents (somewhat agree) with percent 32.1% and (47) of the study respondents (disagree) with percent 25.1%.

**9-Clause (9) I try to switch and match among different clothes by using innovated accessories:**

It is shown in the table that (166) of the study respondents (agree) with percent 88.8%, while (21) of the study respondents (somewhat agree) with percent 11.2%.

**10-Clause (10) I prefer multi clothes with the same model in order to be able to use them differently:**

It is shown in the table that (101) of the study respondents (agree) with percent 54%, while (54) of the study respondents (somewhat agree) with percent 28.9% and (32) of the study respondents (disagree) with percent 17.1%.

**11-Clause (11) I feel ashamed and introverted while wearing unstylish clothes:**

It is shown in the table that (115) of the study respondents (agree) with percent 61.5%, while (44) of the study respondents (somewhat agree) with percent 23.5% and (28) of the study respondents (disagree) with percent 14.9%.

**12-Clause (12) I see that the first impression come from clothes:**

It is shown in the table that (49) of the study respondents (agree) with percent 26.2%, while (102) of the study respondents (somewhat agree) with percent 54.5% and (36) of the study respondents (disagree) with percent 19.3%.

**13-Clause (13) Innovated accessories grant me self-realization:**

It is shown in the table that (90) of the study respondents (agree) with percent 48.1%, while (73) of the study respondents (somewhat agree) with percent 39% and (24) of the study respondents (disagree) with percent 12.8%.

**General review on research results:**

**The results of research clarify the following:**

- There are statistical significant differences concerning place of residence variable on the university girl approach towards "innovated accessories" in clothing behavior dimension (modesty) in favor of rural areas, while there are no statistical significant differences in (adaptations with others, self-realization).
- There are statistical significant differences concerning father educational level variable on the university girl approach towards "innovated accessories" in clothing behavior dimensions (adaptation with others, self-realization) in favor of high educational level, while there are no statistical significant differences in (modesty).
- There are statistical significant differences concerning mother educational level variable on the university girl approach towards "innovated accessories" in clothing behavior dimensions (modesty, adaptation with others, self-realization) in favor of high educational level.
- There are statistical significant differences concerning family monthly income variable on the university girl approach towards "innovated accessories" in clothing behavior dimension (modesty) in favor of families with medium income, and there are statistical significant differences in (adaptation with others) in favor of high monthly income, while there are no statistical significant differences in (self-realization) dimension.

The study conducted that the most modest university girls have been (rural areas girls- girls of highly educated mothers-girls of families with medium income), the most adapted with others are (girls of highly educated fathers and mothers, girls of families with high income), and the most self-realizing (girls of highly educated fathers and mothers). The study respondents' views about modesty, adaptation with others and self-realization concerning "Innovated accessories" are different.

Hence, the results of current research asserts the importance of "innovated accessories" for university girl, the ability of these accessories to enrich her clothes as well as manifesting her character, identifying the effect of place of residence, educational level of father and mother, monthly income of the family on the university girl approach towards "innovated accessories"

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**Measurement of Clothing Behavior for "Innovated Accessories" of University Girl**

**Name:**

**Place of Residence:** Rural areas ( ) Urban areas ( )

**Father's level of education:**

Illiterate-primary education ( ) medium ( ) universal-post graduates ( )

**Mother's level of education:**

Illiterate-primary education ( ) medium ( ) universal-post graduates ( )

**Family monthly income:**

Less than 1000 L.E ( ) from 1000-3000L.E ( ) more than 3000 L.E

No	Modesty axis	yes	sometimes	No
1	Possessing innovated accessories make my clothes come to terms of our religion			
2	wearing innovated accessories make me more dignified and modest			
3	innovated accessories help me to hide my body details			
4	innovated accessories are not compatible with modesty			
5	wearing innovated accessories prevent me from being like the other gender clothes			
6	wearing innovated accessories make my clothes come to terms of our society conventions			
7	In my opinion innovated accessories are not suitable for me as they confer an older age			
8	I never mind wearing clothes that show body attractions			
9	I mock at the others' clothes that I don't admire			
10	I feel satisfied by wearing innovated accessories			
11	I see that modesty is a personal liberty			
12	Spread of crazes and fads among my companions' clothes annoy me			
No	Adaptation with others axis	yes	sometimes	No
1	I seek show-off among my companions through innovated accessories			
2	I choose the innovated accessories that admires the others			
3	innovated accessories help me to avoid the others' criticizing			
4	innovated accessories help me to win the others' respect through my appearance			
5	I am not interested in the others' regard to my clothing			
6	I wear innovated accessories suitable for my social life			
7	Innovated accessories help me to make my clothes accord with the group clothes even if they are not appropriate			
8	I don't like my clothes to be like the others			
9	I wear innovated accessories because they make me at ease if they are not distinguishing			
10	I concerned that my clothes give expression of inferior economic level			
No	Self-Realization axis	yes	sometimes	No
1	I feel fashionable and stylish with Innovated accessories			
2	innovated accessories made me independence in choosing my clothes			
3	I find difficulties while choosing my clothing			
4	I prefer to ask for the other's opinion while deciding what to wear			
5	I try hard to consider the other's view in my innovated accessories			
6	I prefer the innovated accessories that are suitable for the nature of my daily work			
7	innovated accessories help me to communicate as well as adapt with others			
8	I prefer the continuous renewal and change of my clothing by using innovated accessories			
9	I try to switch and match among different clothes by using innovated accessories			
10	I prefer to choose multi clothes in the same model in order to be able to use them differently			
11	I feel ashamed and introverted while wearing unstylish clothes			
12	I see that the first impression come from clothes			
13	Innovated accessories grant me self-realization			