RESEARCH ARTICLE

THE EFFECT OF ELECTRONIC STORIES ON CLOTHING BEHAVIOR FOR TEENAGE GIRLS.

Mona Kamel Elbasyouny Shams Eldin[1] and Einas Ibrahim Ali Mousa[2] .

1. Faculty of Home Economics , Department of Home Economics and Education , Menoufia University, Egpyt.
2. Faculty of Textile, Department of Home Economics , Education College -Afif , Shaqra University,KSA.

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Manuscript Info	*Abstract*
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	The purpose of this study is to investigate effects of electronic stories on clothing behavior for teenage girls. The study's samples consisted of 40 teenage girls from the third Medium School in Afif province in Saudi Arabia. The experimental method was used by applying the questionnaire before using electronic stories and after using electronic stories to know teenage girls clothing behavior, then used an SPSS program to do statistical analysis. The results showed the effectiveness of using electronic stories on the clothing behavior of teenage girls in aspects of The Self -Esteem, Modesty**,** Fashion, Attract Attention, Accommodation, Economic Level and father Education Level, depending on the results of the study the researchers set a number of recommendations.

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Introduction:-

The clothing plays an important role in the person lives, its effect on their business and in their relationships with others, clothing is key to personality, the reliability on the importance of clothing notes in the reality that the eye sees the clothes before the ear listening to the language, before the mind even understands the culture and civilizations (Eyed, El-Sayed, 2003). The selection of clothing important and complex process, everyone can choose clothes that fit him in, not only that, but must feel the beauty in his clothes because this pushes the individual to improve his attitude, so the appearance affects an individual's confidence in himself, accepted socially and its compatibility with the community in which lives. The proper clothing behavior, it is the behavior which was compatible with the community and the environment to which they belong, as well as customs, values and Traditions in this community (Eyed and others, 2000).

Behavior for teenage girls is only a translation of attitudes and values acquired through socialization factors, stemming from the values and standards of the community to which they belong, is affected by parental attitudes towards choosing clothes and accessories (Abboud, 1997). The big problems will appear obvious in adolescence, according to somatic changes, emotional and mental, which make teenager in puzzled chose to childish fashion, or feminine fashion, which will Exposing to criticism from community members. Tiggeman, Pickering (1996) said musical image passages strongly affects of teenage girls than any kind of TV programs when showing how women must be in form and behavior.

The development of the era and the advent of the Internet has made techniques more interactive and social, which led to the proliferation of electronic media and the spread and development of electronic digital devices which obsess the minds of members of society in General and become The preoccupation of adolescents and youth. So the

Corresponding Author:- Mona Kamel Elbasyouny Shams Eldin.
Address:- Faculty of Home Economics , Department of Home Economics and Education , Menoufia University, Egpyt.

researchers tried to take advantage of these devices, and to exploit the time, which spend with these devices in listen and watch electronic- stories related to clothing behavior to give them the opportunity to take advantage of them in clothing behavior, because the teenage girls often begin to have psychological changes and love imitating others that may affect their behavior, and Learn if there were importance of the electronic stories in the field of clothes, and Know if there is effect of the use electronic stores in clothing behavior (self-modesty, fashion, attracting Attention) among teenage girls.

Review of Literature:

Electronic-stories:-

Stories are produced and archived and published using digital media, It is brilliantly from the novel revolves around an event or person or place-could be real or fictional, and rehire sound and music and sound effects, text, images, graphics and video for specific purposes (Shehata, 2014).

The Type of Electronic Stories were as flowing (Abdel Basset, 2014)**:-**

1. Photographic Stories**:** are collections of static images and text, to prepare these kind of stories are enough to know how to take pictures and how to develop slides from the power point program and put images in it.
2. Video Words: a set of words or phrases and images to produce a short film and simple, and teacher can do some pictures and ask the learners comment on it.
3. Presentations: a collection of texts and images to provide a specific subject, and one of the most common story industry operations**.**
4. Drama: which does not focus on the facts, but showing emotions, events and statements in the context of applying the granulation.
5. Video clips: merge images, texts, music and record conversations together to do a show about a particular topic.
6. Anecdotal Painting: a series of simple visualizations (like paste shapes, pictures, or drawing) specified in single frames, which offers a representation of the digital story content, containing all the events contained within the text catalog in a number of paintings that represent each one of the visible events, describe each image that we want to use.

Factors Affecting on the Clothes Selection:-

There are several factors affecting selection of appropriate clothing, these factors (Aldirdeiry, 2002):

1. Environmental factors: climate, weather and geographical environment and history.
2. Social factors: regarding customs and traditions and community style and community formations.
3. Cultural factors: ideas and philosophies, religions and historical heritage and identity.
4. Psychological factors: personal characteristics, attitudes, values and behavior, motivations and desires and tendencies as well as the tradition**.**
5. Economic factors: economic level relates to the individual in terms of income and price for clothing.
6. Technical factors: regarding the importance of aesthetics in clothing.

Distinctive trends in Clothing behavior in Arab community:-

There is a tendency for the Arab community and affects on the clothing behavior, this trend is modesty in clothing, it covered the whole body except the face and hands and loosely not describes size or shape of the body, and the dress itself not attractive and not transparent, should not resemble the dress of men (Altanikhi, 1982). This trend or mainstream shows authentic values, customs and traditions in Arabic communities and affected by the Islamic religion.

Teenage Girls:-

The period between childhood and maturity, the period of time between 13-20 years, characterized by physical and psychological changes, which may occur and some behavioral and mental disorders. (Lohal, 1985) Said: teens are looking for economic autonomy and integration into a society in which no family-centered, thus showing the teen as a crucial transition seeking psychological autonomy and freedom from dependency sledge, which leads to changes on a personal level, especially the dialectical relationship between the self and the others.

Self-esteem:-
Individual expression of itself directly or indirectly and reach the maximum achievable potential and capabilities to satisfy, and re-equilibrium that allow him to use those capabilities and capacities in the service of the individual and society and the roles, responsibilities and usual duties (Arafat, 2001).
Modesty:-
It is a human social value the individual's commitment to ethics and religious teachings and societal customs and traditions, modesty in clothing means wearing clothes that cover the body and the details do not appear.

Fashion:-
The concept of fashion is a common method in the given time, and fashion style of expression in any art, clearly show in equilibrium or font or color. Fashion can also be a yardstick the people, classify the garments worn by the people are more or less in line with fashion, they have clothes and colors and textures that fit with it. (Al-fuhaid, 2015).

Attract Attention:-
Main in the clothing behavior as an attempt to attract the attention of others by using clothing.

Accommodation:-
An individual's place of residence in the countryside or in the city.

Afif Third Medium School Girls:-
Middle School for girls in Afif Province in Saudi Arabia.
Hypothesis 1:- There Are effect of electronic stories about the teenage girls clothing behavior in aspects of the self -modesty, fashion and attract attention.

Hypothesis 1a:- There Are effect of electronic stories about the teenage girls clothing behavior for accommodating variable.

Hypothesis 1b:- There Are effect of electronic stories about the teenage girls clothing behavior back to the family economic level.

Hypothesis 1c:- There Are effect of electronic stories about the teenage girls clothing behavior refer to The father education level.

Hypothesis 1d:- There Are effect of electronic stories about the teenage girls clothing behavior refer to The mother's education level.

Methodology:-
Sample:-
Consist of fourteen students teenage girls have been selected from junior high girls students from third middle school students on Afif province in Saudi Arabia academic year 2015-2016, and The description of the Study sample were as shown in (Table1).
Table 1:- Sample Description

No.Of sample	Variable		Frequency	Percentage %
(40) students from the teenage girls	Accommodation,	Countryside	17	42.5
		City	23	57.5
	Economic Level	Low	6	15.0
		Medium	26	65.0
		High	8	20.0
	The Level of Education of the head of family	Just Right and Read	9	22,5
		Medium Certificate	9	22.5
		Bachelor	15	37.5
		Graduate	7	17.5

Measure:-
The Questionnaire consists of four subsections for each one of the clothing behavior aspects (self-modesty-fashion-attract attention) then formulated to the initial scale which consists of (27) variable. Then the questionnaire, view on a group of professor of Home Economics, College clothes professors and Faculty of education and Psychology faculty of education to voice their opinions and judge the suitability of scale for measuring the samples, and after the viewing added three variable matches the nature of society in the axis of decency, the scale reached (90%) agreement on the vocabulary. Then the final form of The questionnaire was designed.

Validity and Reliability of The Tool:-
To achieve stability and validity of the tool, the Alpha Crunbach method was used to, and the result found that the Reliability Coefficient equal 0.85 and the Self honesty Factor equal 0.92.

Data Collection:-
The experimental method was used according to the following steps:
1. The questionnaire was applied before using Electronic-stories which interest in personal, social and moral terms of clothes on a sample which consist of fourteen girls in teenage and enrolled in third middle school girls at the beginning of the second semester of the academic year 2015-2016
2. Visited the school twice a week and view some electronic stories which consist of electronic text stories, photo stories and educational videos in family education.
3. Been conducting The questionnaire after applying electronic stories at the end of the second semester of the academic year 2015/2016 on the same girls sample.
4. Scheduling and make appropriate data statistic analysis by use SPSS software to identify the study results.

Result:-
To find if there are statistically significant differences between the average grades of the experimental group students before and after applying electronic stories in aspects (self-modesty, fashion, attracting attention), The arithmetic mean, standard deviations and T test value was calculated as shown in (Table 2).

Table 2:- T Test Results of The Experimental Group

Variable		Members Number	Mean	Standard Deviation	Freedom Degrees	T - value	Interpretation
Self - Esteem	After Experimentation	40	37.9000	5.10806	39	7.359	Function 0.01
	Before Experimentation	40	42.2750	3.63027			
Modesty	After Experimentation	40	23.3000	4.53024	39	4.556	Function 0.01
	Before Experimentation	40	26.9500	4.90395			
Fashion	After Experimentation	40	23.0000	4.48930	39	4.564	Function 0.01
	Before Experimentation	40	24.7000	3.43586			
Attract Attention	After Experimentation	40	17.1750	3.74089	39	2.306	Function 0.05
	Before Experimentation	40	17.7750	2.98275			
The Scale as a Whole	After Experimentation	40	101.3750	13.49774	39	6.838	Function 0.01
	Before Experimentation	40	111.7000	10.26870			

To find if there are statistically significant differences between the average grades for the experimental group students before and after applying electronic stories refer to variable accommodation (countryside, city), the researchers used one way analysis of variance (ANOVA) calculates the F - value as shown in (Table 3).

Table 3:- ANOVA Results of The Experimental Group in The Accommodation Variable

Variable		Sum of Squares	Def	Mean Square	F	Interpretation
Self -Esteem	Between Groups	.204	1	.204	.015	Not Function
	Within Groups	513.771	38	13.520		
	Total	513.975	39			
Modesty	Between Groups	101.400	1	101.400	4.606	Function 0.05
	Within Groups	836.500	38	22.013		
	Total	937.900	39			
Fashion	Between Groups	13.067	1	13.067	1.110	Not Function
	Within Groups	447.333	38	11.772		
	Total	460.400	39			
Attract Attention	Between Groups	3.038	1	3.038	.336	Not Function
	Within Groups	343.938	38	9.051		
	Total	346.975	39			
The Scale as a Whole	Between Groups	252.150	1	252.150	2.482	Not Function
	Within Groups	3860.250	38	101.586		
	Total	4112.400	39			

To know if there are statistically significant differences between the average grades of the experimental group students before and after applying electronic stories refer to variable economic level (low, medium, high), the researchers used one way analysis of variance (ANOVA) to calculate the F - value as shown in (Table 4). And to determine the direction of Significant statistical differences the Scheff's test was used, as explains in (Table 5).

Table 4:- ANOVA Results of The Experimental Group in The Economic Level Variable

Variable	Measurement	Sum of Squares	Def	Mean Square	F	Interpretation
Self -Esteem	Between Groups	129.257	2	64.629	6.216	Function .005
	Within Groups	384.718	37	10.398		
	Total	513.975	39			
Modesty	Between Groups	199.063	2	99.532	4.984	Function .012
	Within Groups	738.837	37	19.969		
	Total	937.900	39			
Fashion	Between Groups	16.451	2	8.226	.686	Not Function
	Within Groups	443.949	37	11.999		
	Total	460.400	39			
Attract Attention	Between Groups	3.821	2	1.911	.206	Not Function
	Within Groups	343.154	37	9.274		
	Total	346.975	39			
The Scale as a Whole	Between Groups	785.846	2	392.923	4.370	Function .020
	Within Groups	3326.554	37	89.907		
	Total	4112.400	39			

Table 5:- The Scheff's Test Result for Economic Level

Economic Level	N	Mean
Low	6	119.875
Medium	26	110.576
High	8	105.667

To know if there are statistically significant differences between the average grades of the experimental group students before and after applying electronic stories refer to variable The Level of Education of father (just right and read, medium certificate, bachelor, graduate). The researchers used one way analysis of variance (ANOVA) to

calculate the F - value as shown in (Table 6).And to determine the direction of Significant statistical differences the Scheff's test was used, as explains in (Table 7).

Table 6:- ANOVA Results of The Experimental Group in The Father Education Level Variable

Variable		Sum of Squares	Def	Mean Square	F	Interpretation
Self -Esteem	Between Groups	170.718	3	56.906	5.968	Function .00
	Within Groups	343.257	36	9.535		
	Total	513.975	39			
Modesty	Between Groups	243.341	3	81.114	4.204	Function
	Within Groups	694.559	36	19.293		
	Total	937.900	39			.01
Fashion	Between Groups	96.032	3	32.011	3.163	Function .04
	Within Groups	364.368	36	10.121		
	Total	460.400	39			
Attract Attention	Between Groups	11.273	3	3.758	.403	Not Function
	Within Groups	335.702	36	9.325		
	Total	346.975	39			
The Scale as a Whole	Between Groups	1308.844	3	436.281	5.602	Function
	Within Groups	2803.556	36	77.877		
	Total	4112.400	39			.00

Table 7:- The Scheff's Test Result for The Father Education Level Variable

The Level of Education of the head of family	N	Mean
Graduate	7	122.00
Bachelor	15	105.66
High	9	113.00
Just Right and Read	9	112,00

To find if there are statistically significant differences between the average grades of the experimental group students before and after applying electronic stories refer to variable the mother's education level (just right and read, medium certificate, bachelor, graduate), the researchers used one way analysis of variance (ANOVA) to calculate the F - value as shown in (Table 8).

Table 8:- ANOVA Results of The Experimental Group The Mother Education Level Variable

Variable		Sum of Squares	Def	Mean Square	F	Interpretation
Self -Esteem	Between Groups	30.737	3	10.246	.763	Not Function
	Within Groups	483.238	36	13.423		
	Total	513.975	39			
Modesty	Between Groups	167.005	3	55.668	2.600	Not Function
	Within Groups	770.895	36	21.414		.
	Total	937.900	39			
Fashion	Between Groups	12.094	3	4.031	.324	Not Function
	Within Groups	448.306	36	12.453		
	Total	460.400	39			
Attract Attention	Between Groups	43.377	3	14.459	1.714	Not Function
	Within Groups	303.598	36	8.433		
	Total	346.975	39			
The Scale as a Whole	Between Groups	136.249	3	45.416	.411	Not Function
	Within Groups	3976.151	36	110.449		
	Total	4112.400	39			

Discussion:-

It is clear from (Table 2) that the arithmetic mean of the experimenter group girls grades after applied experimentation is greater than the arithmetic mean of their grades in the measurement before applied experimentation in all axes on the scale The T-value is function in aspects of (self-modesty, fashion, the scale as a whole) on level (0.01), and at (0, 50) at the attract attention, and that's indicates statistical differences between the measurement before and after experimentation. This may be due to the electronic stories method of interesting and attractive for students in a change in clothing behavior due to their dependence on the interaction of personalities that reflect the reality of life the student in addition to blending images, music and events that help to acquire information and different behaviors and it turns out the difference in clothing behavior especially in two aspects self-esteem and modesty   by fairly large. Because electronic stories which are used drew the attention of the students to know clothing is the language to Expressed yourself and personality reflects.

From (Table 3) it clear that there aren't statistically significant differences exist between the average score for the experimental group in clothing behavior back to the accommodation variable. There are no significant differences in aspects of self-esteem, fashion and attract attention, but there is a significant difference in the aspect of modesty (f –value 4.606), and this may be back to difference in alive between the city and countryside in constant to the traditional   From Table 4 f-value in self- esteem aspect is (6.218) which function at (0.05) level. And f-value in modesty aspect is (4.984) and it is functioning at the level (0.01). These mean there are significant statistic differences in aspects of self-esteem and modesty refer to the economic level variable while there are no significant statistic difference in scale of clothing in aspects of the fashion and attract attention. And f- value of the measurement as a whole is (4.370) and it is functionally at (0.05) level, these mean there are significant statistic differences in the clothing behavior refer to the economic level variable and social habit.

From (Table 4) f-value in self- esteem aspect is (6.218) which function at (0.05) level. And f-value in modesty aspect is (4.984) and it is functioning at the level (0.01). These mean there are significant statistic different clothing behavior in aspects of self-esteem and modesty refer to the economic level variable while there are no significant statistic differences in aspects of the fashion and attract attention. And the f - value of the measurement as whole is (4.370) and it is functionally at (0.05) level, these mean there are significant statistic differences in the clothing behavior refer to economic level variables.

 (Table 5) found differences refer to a higher economic level, then medium and finally was low economic level, due to the high economic level owners attention to clothes and preservation, and have a different ways to clothes care, and clothes appropriate for each different events to achieve their self-esteem and modesty.

 (Table 6) shows the value (f) in aspect of self-esteem modesty and fashion is a statistical function at a level (0.01) shows statistically significant differences between degrees of teenage girls in the aspects (self-modesty, fashion) while shows no differences in aspect (attract attention), because the value (f) is a statistic not functioning. The value (f) (5.602) for general   is considering a statistical function value at (0.01) level,   which shows statistically significant differences between degrees of teenage girls. Due to the level of education of the father.

It is clear from (Table7) differences refer to graduate level education first and then followed by the intermediate certificate then just write and reads This may be due to the fact that most respondents were a daughter of some universities employee, which may cause statistical differences in the aspects (self-modesty, fashion) where the level of education of the father help in educating their children about appropriate purchasing methods with social status and the customs of the society with encourages to trendiness fashion.

 (Table 8) Shown that the value (f) in all the aspect (self-modesty, fashion, attracting attention) of the questionnaire non-statistically function which indicating a lack of statistically significant differences refer to the mother's level of education variable (just reads and writes, medium certificate, bachelor, graduate), this may be due to the nature of the age for teen girls and what was the girl's behavior at that point where seeking independence from her mother's opinion trying to bring itself .

Recommendations:-

From the above results the researchers recommends :

1. Encourage teenage girls to exploit times they spend online to watch the stories useful electronic and related to patterns of family and social life.
2. Teenage students should be encouraged to take advantage of family education curricula, and utilized in real working life, nor in cognitive side only.
3. Use the Lectures and cultural seminars in various social institutions and schools about how to choose and wear and how to improve clothing behavior.
4. The need to employ modern technology and activate electronic stories related curriculum life skills relating to teenage girls.

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