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Investigating the Impact of Clothing Color on the Students' Level of Self-confidence at Bandar Abbas University of Culture and Arts

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Abstract

Most people are conscious of the psychological power of color and there are just few people not affected by color. The purpose of this study is to investigate the effect of clothing color on students' level of self-confidence in Bandar Abbas University of Culture and Arts. Therefore, this is an applied research which has been conducted using the descriptive-survey method. The statistical population consists of all of the students studying in Bandar Abbas University of Culture and Arts in the academic year of 2016-17. The random sampling method has been used in this study. The data collection tools used in this study include two questionnaires of self-confidence and color determination, which were analyzed at both inferential and descriptive statistics after the data were collected. The findings of the research showed that the students interested in neutral colors and warm colors have an optimum level of self-confidence, while those interested in cold colors are not at an optimum level of self-confidence.

Keywords: clothing color, self-confidence, students, University of Culture and Art

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Introduction

Self-confidence is the most fundamental part of our personality that influences all aspects of our lives. Self-confidence can be defined as: unconditional belief in one's own abilities and accurate and precise assessment and acceptance of ones strengths and weaknesses to face and cope with the basic challenges of life (Hambly, 2011). Confidence derives from the difference between self-perception (a mental image of oneself) and self-ideal (what one considers valuable or wants to love), so that the high level of difference and distance between these two leads to low self-confidence, while the low level of difference and distance between them indicates a high level of self-confidence (Baharestani et al., 1998). Research has shown that those who have lower self-confidence are more likely to be more consistent and more easily influenced in social situations than those who have higher self-confidence (Moradi et al., 2008). We seek in this research to investigate one of the most influential factors In this regard. It should be noted that we are all aware of the existence of colors, but are we aware of their impact on our souls, minds and thoughts? Different colors are used effectively in each individual's life and are therefore emotionally the most important visual elements. Colors are also used to cure diseases, create positive changes in people's minds and bodies, display humans' personality to set their career goals and enhance their communication skills (Mohammad Aghaei & Soheili, 2016). It is also worth noting that warm colors (red and other colors in its family) bring warmth, friendship, anger, energy and joy to readers' minds and lead them to move towards the crowd. Rather, cold colors (blue and other colors in its family) make us feel relaxed, isolated, sad, silent and annoyed. Neutral colors (gray and brown family) also create balance and harmony among colors (Niko Sokhan, 2013). This research focuses on the effect of the warm, cold and neutral colors the clothing of female students studying at Bandar Abbas University of Culture and Arts on their self-confidence in order to find an appropriate response to it.

Literature Review

Moradi et al. (2008) conducted a study on the role of employment status, educational level, age and number of children in the prediction of self-confidence of married women, concluding that employment status can predict married women's level of self-confidence, but adding any of the variables of education level, age and number of children to the employment status variable cannot increase the predictability level of their self-confidence. However, the findings of this study showed that each of the variables of educational level and age is significantly associated with the married women's level of self-confidence, but because the employment status variable has a strong relationship with the educational level and age variables, it influences the predictive power of these variables about self-confidence. Another study carried out by Faghihipour and Afsharpour (2010) investigated the effect of the military logos, symbols and signs on the morale and self-confidence of the military personnel. The results of this research show that military logos, symbols and signs directly affect the morale and self-confidence of the military personnel both quantitatively and qualitatively. Bahirini et al. (2005) conducted a study on the effect of assertiveness training on nursing students' level of self-confidence, concluding that assertiveness training has a great influence on the improvement and promotion of the experimental group's level of self-confidence. Considering the problem of lack of self-confidence and the need to find ways to cope with it, is recommended that further research be done on other groups of nurses, especially men. Aghakhani et al. (2006) conducted a study entitled "Investigation of mental image of objects and self-confidence in high school students of Urmia. The results of this research show that most of the students were not emotionally

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supported due to cultural or economic poverty of their families or their families' struggles and conflicts, and these students are not able and ready to deal with new situations. Therefore, it is necessary to make families and parents of school students and authorities aware of the factors that can reduce self-confidence and have a negative influence on their mental image of themselves.

Methodology

This is an applied research in terms of the research orientation, and a descriptive research in terms of the method. In descriptive research, the researcher seeks out how the subject is and wants to know how the variables, phenomena, or things are. The data are quantitative and have been gathered using the field and library method. The statistical population of this research consists of all female students of Bandar Abbas University of Culture and Arts. A random sampling method was used in this study, and the required data were collected using the self-confidence level questionnaire and color type questionnaire. The validity of the questionnaires was confirmed by supervisors and counselors, and their reliability was confirmed by Cronbach's alpha test. After the data were collected, they were analyzed at two levels of descriptive and inferential statistics using the SPSS software.

Data Analysis

Statistics was used to make the data meaningful and thus achieve the research goals. Therefore, after we collected the data, we used descriptive statistics to describe the sample, and then we tested the hypotheses of the research.

Students' favorite clothing colors

Based on the data collected from the questionnaires, the frequency of subjects in terms of the students' favorite clothing color is as follows:

Table 1: Frequency distribution of the respondents' clothing color

color	frequency	percentage
Neutral colors	38	18.8%
Warm colors	102	50.5%
Cold colors	62	30.7%
total	202	100%

According to the table, 18.8% of the students are interested in neutral colors, 50.5% are interested in warm colors and 30.7% are interested in cold colors in their clothes.

To use statistical techniques, it must first be determined whether the collected data are normally distributed or not. For this purpose, we review the results of the Kolmogorov-Smirnov test for each of the variables, because we can use a parametric test if the data are normally distributed, but we can use a nonparametric test if the data are not normally distributed.

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Table 2: Examining the normality of the variables using the Kolmogorov-Smirnov Test

Dimension	Mean	Standard deviation	Level of significance	Error value	Confirmation of the	Result
self-confidence	2.8051	0.59911	0.509	0.05	H_0	normal

According to the results of the table, because the level of significance for the components for the components is greater than the error value of 0.05, there is a normal distribution. Now we test the research hypotheses and analyze them using appropriate techniques.

Hypothesis 1: Students interested in clothes with neutral colors have a favorable level of self-confidence.

Table 3. T-test result

	Test value= 3				
Dimension	**Mean**	Standard deviation	T-statistic	Degree of freedom	Level of significance
self-confidence (neutral color)	2.7135	0.56123	-3.062	37	0.004

Because a five-option scale of questions has been used, so their average is equal to 3. As the hypothesis has been tested for the numerical value of 3, the minimum significance level at 95% confidence level is equal to 0.004. Therefore, the null hypothesis is rejected. In other words, the students interested in neutral colors have an optimum level of self-confidence. The researcher's hypothesis is thus confirmed at 95% confidence level.

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Hypothesis 2: Students interested in clothes with warm colors have a favorable level of self-confidence.

Table 4. T-test result

	Test value= 3				
Dimension	**Mean**	Standard deviation	T-statistic	Degree of freedom	Level of significance
self-confidence (warm color)	2.7356	0.59731	-4.471	101	0

Because a five-option scale of questions has been used, so their average is equal to 3. As the hypothesis has been tested for the numerical value of 3, the minimum significance level at 95% confidence level is equal to zero. Therefore, the null hypothesis is rejected. In other words, the students interested in warm colors have an optimum level of self-confidence. The researcher's hypothesis is thus confirmed at 95% confidence level.

Hypothesis 3: Students interested in clothes with cold colors have a favorable level of self-confidence.

Table 5. T-test result

	Test value= 3				
Dimension	**Mean**	Standard deviation	T-statistic	Degree of freedom	Level of significance
self-confidence (cold color)	2.9325	0.62352	-0.853	61	0.397

Because a five-option scale of questions has been used, so their average is equal to 3. As the hypothesis has been tested for the numerical value of 3, the minimum significance level at 95% confidence level is equal to ۰.۳۹۷. Therefore, the null hypothesis is accepted. In other words, the students interested in warm colors do not have an optimum level of self-confidence. The researcher's hypothesis is rejected at 95% confidence level.

Conclusion

The interpretation of statistical analyses is one of the fundamental processes of any scientific research that deals with empirical observations. The purpose of this study was to investigate the effect of clothing color

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on students' level of self-confidence in Bandar Abbas University of Culture and Arts. After describing the research method and determining the statistical population and sample, we collected the required data using two questionnaires, and then analyzed the data using statistical techniques and tested the hypotheses. The results of the surveys show that 18.8% of the students are interested in neutral colors, 50.5% are interested in warm colors and 30.7% are interested in cold color in their clothes. Also, after testing the research hypotheses, we found that the students interested in neutral colors have an optimum level of self-confidence, and the students interested in warm colors have an optimum level of self-confidence as well, whereas the students interested in cold colors do not have an optimum level of self-confidence,

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